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EMBRACING INCLUSIVITY IN EDUCATION, SCIENCE AND CULTURE TOWARDS A FUTURE-READY SOUTHEAST ASIA

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Reskilling and Upskilling Toward a Gender Transformative Approach

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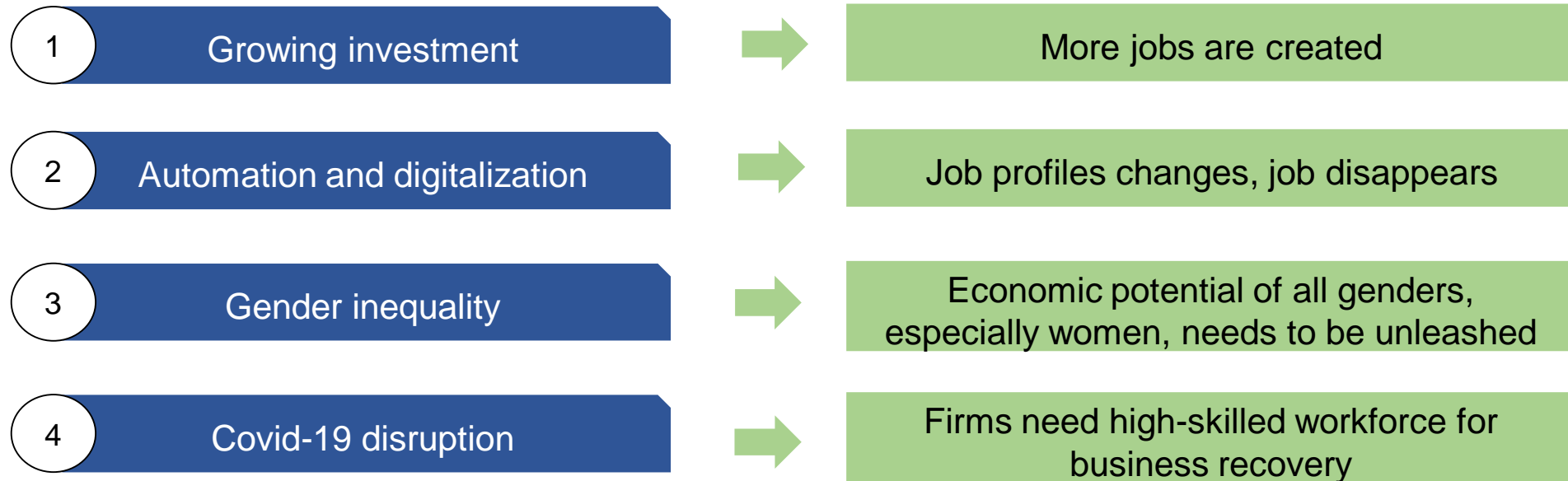
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About us

GIZ is a service provider in international cooperation for sustainable development. Our main commissioning party is the German Federal Ministry for Economic Cooperation and Development (BMZ). Our vision and long-term goal is to shape a future worth living around the world.

Our RECOTwin programme is dedicated to Forward-looking Labour Market Policy for Sustainable Employment in ASEAN and Vocational Education and Training for Twin Transition.

Background and Rationale



A set of tools and guidance to facilitate reskilling and upskilling in ASEAN

Gender, Diversity & Inclusion as a competitive advantage

Diverse and inclusive companies perform better

- Financially and on stock market
- Talent recruitment, job satisfaction, staff performance and retention
- More agile, innovative, with strong customer-orientation

Purpose-driven business

- Businesses that contribute to people and the planet are more likely to attract investors.
- ESG as business model: Growth & profit plus poverty, equity & climate goals.

New leadership paradigm

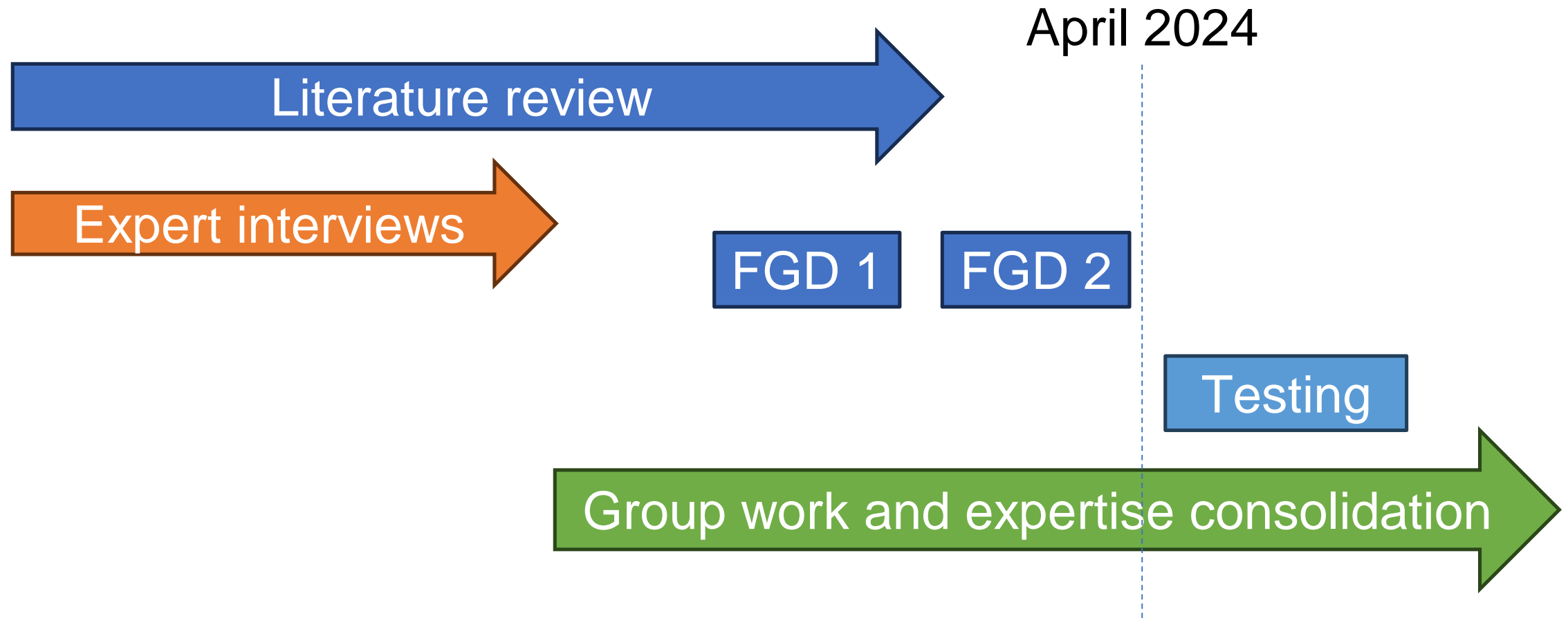
- New demands of managing complex and ambiguous environments, and design for a Just Transition and inclusion suit leadership styles commonly found among women-identified executives.

Source: Forbes 2023, Deloitte 2020, S&P Global 2019, McKinsey 2018 as cited in KORUMO Coaching for Transformation (2024)

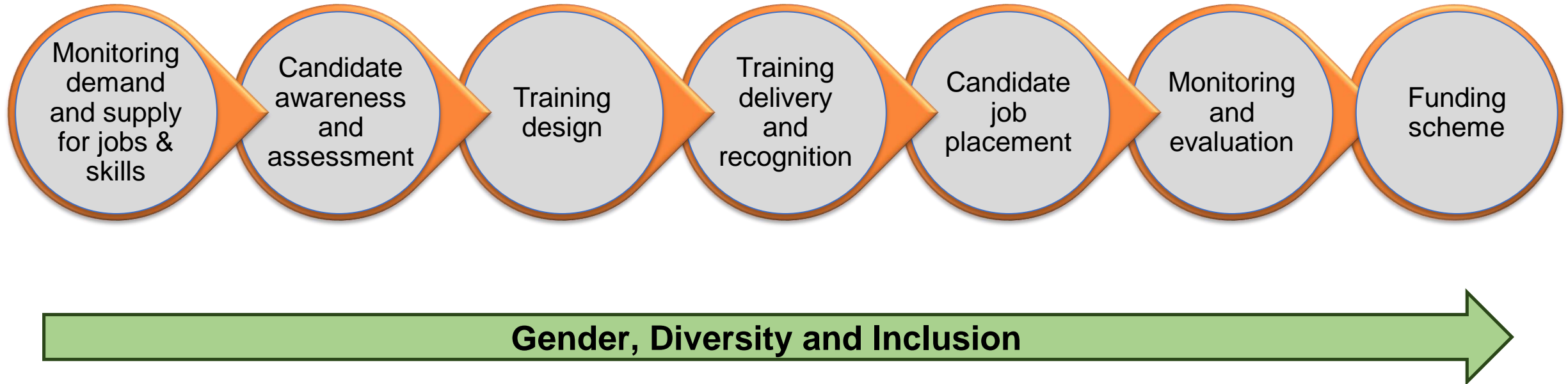
Research Questions

- What do reskilling and upskilling toward a gender transformative approach look like?
- Which tools are available or shall be developed to facilitate inclusive skill development?

Methodology



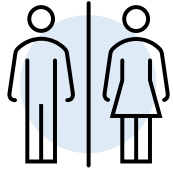
Reskilling/Upskilling Value Chain



Source: Adapted from WINS Consult (2023)

Toolbox Section	What is it about?	Tool
Section A: Monitoring and Assessment (demand and supply)	Developing occupational forecasting regarding demand and supply side and working for an inclusive workplace and business context.	A1. Guiding questions for company skills foresight analysis A2. Skills anticipation calculation
Section B: Candidate Awareness and Assessment	Recruitment processes that surfaces and addresses barriers to inclusion	B1. Competency-based candidate assessment B2. Gender-sensitive recruitment checklist B3. Candidate assessment for RS/US measures B4. Template for job requirements
Section C: Training Design	Gender and diversity conscious training design including holistic reskilling/upskilling action plans development and TNA.	C1. Change management plan C2. Gendered training needs assessment C3. Logic model for a structural approach to RS/US C4. RS/US Action plan C5. Checklist for gender- and diversity-conscious didactics C6. Creating an action plan for closing company skills gaps
Section D: Training Delivery and Recognition	Gender and diversity conscious training delivery including holistic reskilling/upskilling action plans development and recognition of prior learning / certification	D1. Gender-responsive trainings: a self-assessment D2. RS/US approaches
Section E: Candidate and Job Placement	Diversity conscious job placements of successfully skilled staff	Under construction
Section F: Monitoring and Evaluation	RS/US measures to address drivers of exclusion and stimulate gender, diversity, and inclusion.	F1. Evaluation training solutions F2. Measuring results chart F3. Measuring ROI of RS/US
Section G: Funding Scheme	RS/US budgeting for gender, diversity, and inclusion	G1. Budgeting of RS/US measures G2. Assessing gender-responsiveness of skilling budgets
Section H: Further Resources	Additional resources and existing toolkits that could be beneficial to improve diversity in companies.	

Digital toolbox for reskilling and upskilling



Tools are **gender-sensitive**



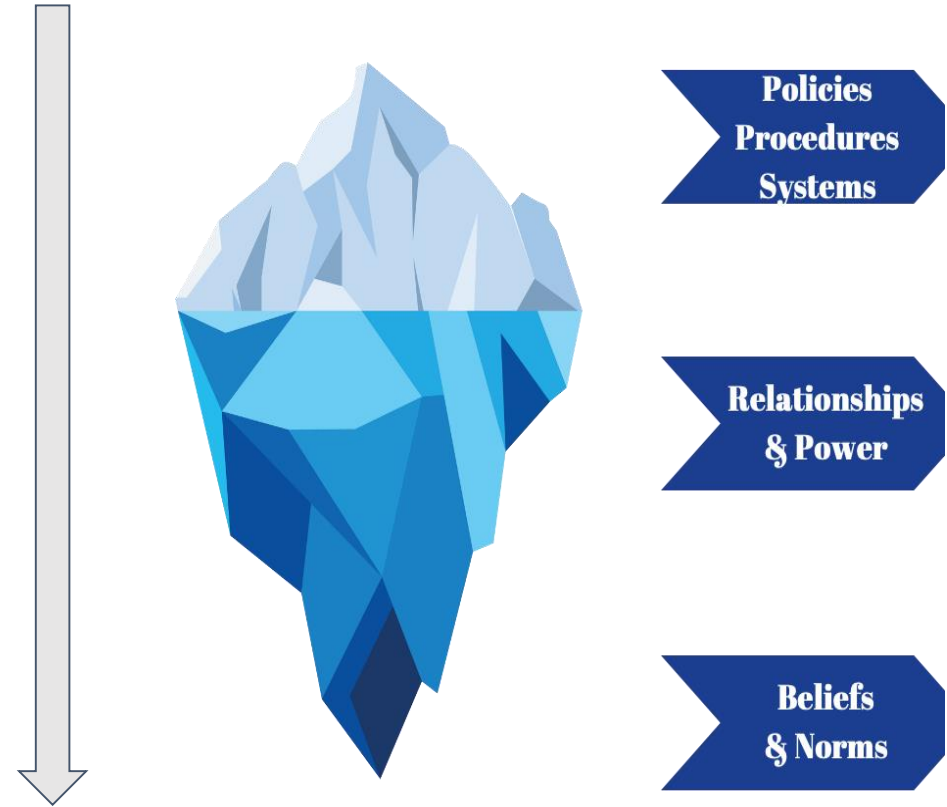
The Toolbox should **work across the ASEAN region** and are able to be **customized at the country level**



Digital tools and information are available on a webpage of sea-vet.net

Conclusion

- Only adding women / disadvantaged people to a biased system will not bring about GD&I.
- Inclusive and gender-transformative changes need to engage in every step of the re/upskilling value chain
- Leaders have the power to shift resources to (re)design and implement inclusive skill development and shape inclusive learning environments.
- All staff can be duty bearers for GD&I. In male-dominated fields such as TVET, staff's role to recognize and confront inequality is essential.
- Proposed steps towards inclusive skill development: (1) GD&I audit, (2) plan for an inclusive education and training system, (3) implement, and (4) M&E the system.



Source: Adapted from KORUMO (2024). Image: Womaniko adapted from MarketShare Associates(2022) as cited from KORUMO (2024)

Thank you for listening!

Terminology and Abbreviation

- **GTA: Gender transformative approach** aims to change social and structural inequality and transform them by empowerment of women, girls and other disadvantaged populations with men as allies
- **RS: Reskilling** is the process of learning new skills so you can do a different job, or of training people to do a different job
- **US: Upskilling** is the process of learning new skills or of teaching new skills, or improving existing skills
- **FGD: Focus Group Discussion**
- **GD&I: Gender, Diversity and Inclusion**
- **TNA: Training Needs Assessment**
- **M&E: Monitoring and Evaluation**
- **TVET: Technical Vocational Education and Training**

References

- KORUMO Coaching for Transformation (2024). *Shaping Reskilling and Upskilling toward a Gender Transformative Approach*.
- RECOTVET (2023). *Reskilling and Upskilling through a gender lens*. Retrieved from [Reskilling and Upskilling in ASEAN through a gender lens \(sea-vet.net\)](https://sea-vet.net)
- WINS Consult (2023). *First Technical Workshop: RSUS toward a GTA in ASEAN*.