



DVV International

Education for Everybody. Worldwide.  
Lifelong.

# GENDER IN ADULT LEARNING AND EDUCATION TOOLKIT FOR THE MENA REGION

Sponsored by  
**BMZ**  Federal Ministry  
for Economic Cooperation  
and Development

With financial support from the

- 
- 1 Foreword
  - 2 Introduction
    - 2.1 Brief portrait of the Toolkit
    - 2.2 The structure of this document
  - 3 Conceptual framework
    - 3.1 Why a Toolkit for Gender in Adult Learning and Education?
    - 3.2 Some considerations on the global character of the Toolkit
  - 4 The background of the elaboration of the Toolkit
    - 4.1 How was the Toolkit elaborated?
    - 4.2 Stakeholders in the elaboration process
    - 4.3 Country portraits
      - i Tunisia
      - ii Morocco
      - iii Jordan
      - iv Palestine
  - 5 How to use this Toolkit
  - 6 Module I - Getting ALE to the Women
    - 6.1 Challenges that this module addresses
    - 6.2 Tool: Use traditional role models in a productive way
    - 6.3 Tool: Adapt courses to women's schedules
    - 6.4 Tool: Include women's feedback, circular feedback
    - 6.5 Tool: Include the women in course planning
  - 7 Module II - Getting the women to ALE
    - 7.1 Challenges that this module addresses
    - 7.2 Tool: How to build urban-rural bridges
    - 7.3 Tool: New ways to tackle the problem of transportation

- 
- 
- 7.4 Tool: Digital learning
  - 7.5 Tool: Advertise your courses, how to reach the women, speaking to their needs and their motivation
  - 7.6 Tool: Avoid drop-outs in classes
  - 8 Module III – Including men to achieve gender equality through ALE
    - 8.1 Challenges that this module addresses
    - 8.2 Tool: How not to frame ALE as a tool for women
    - 8.3 Tool: Motivation for men to participate in ALE
    - 8.4 Tool: How do adapt your ALE courses for men
  - 9 Module IV - Sustainability
    - 9.1 Challenges that this module addresses
    - 9.2 Tool: Work towards a lifelong learning goal
    - 9.3 Tool: Make gender work within your organisation
    - 9.4 Tool: Gender sensitive language
    - 9.5 Tool: How to keep and qualifying trainers
    - 9.6 Tool: Using new technologies, implications for trainers
  - 10 Module V - Advocacy
    - 10.1 Challenges that this module addresses
    - 10.2 Tool: Advocacy starts from within
    - 10.3 Tool: Using policies in a productive way
    - 10.4 Tool: Gender in public relations
    - 10.5 Tool: Together we are strong (stakeholder cooperation)
  - 11 Monitor and evaluate your own work with the toolkit
  - 12 Acknowledgments
  - 13 Literature
  - 14 Imprint



**D**VV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of approximately 920 adult education centres (Volkshochschulen) and their state associations, the largest service provider of continuing education in Germany. As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for the last 50 years. DVV International promotes, together with national, regional and global associations of adult learning and education (ALE), lobbying and advocacy activities for the human right to education and lifelong learning. In doing so, DVV International contributes to the United Nations Sustainable Development Goals (SDGs), the Global Agenda for Education (Education 2030) and the UNESCO International Conferences on Adult Education (CONFINTEA).

DVV International assists public and associative partners in the fields of information exchange and interaction between scientists, managers, supervisors, facilitators and grass/root level groups, in gender equality, or gender sensitive implementation. Be it at macro level (policies, strategies, norms, standards and their funding), at meso- level (institutions and their capacities as well as the training personnel) or at micro level service (delivery to the population in demand), DVV International makes a point in integrating in its interventions gender principles and values such as defined in its strategy. The gender strategy of DVV International was drafted in 2010, from headquarters. It is a short and straightforward document which is composed of a general statement, some definitions of the notions the gender concept embraces. The strategy is accompanied with a questionnaire providing a series of questions that both partners and DVV International country offices fill out, on a voluntary basis. We must bring about the fact that our work targets mostly women. In fact, 80% of the persons benefiting from our intervention at all levels are women and most of the time, women who have not been offered the possibility to access education at all, and who take personal responsibility and accountability when learning instead of responding to

---

essential family and social needs. The underlying problematics of learning and education for adult women are of concern and we must understand them to know how to better tackle them. In other terms, it is not enough to claim that we deliver services to women. What is important is to understand the environment (in the private and public spheres) in which those women learn, in their relationship with men, and what makes it difficult to them, by providing them with a platform to raise their voice so learning becomes a smooth and rewarding process. Indeed, the problematic includes the social relationship and differentiation between men and women in the specific contexts, thus handling the issues Gender poses involves questioning the social interrelations between women and men. Besides, the strategy being drafted 10 years ago, and the gender equality issues globally having significantly evolved this last decade, in the private and the public spheres, we thought important to update our practices and principles.

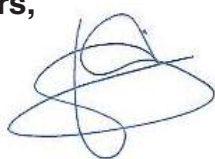
We would like, through this toolkit, to take stock of some of the best practices in the arena of Gender applied to ALE in MENA in the specific fields of addressing gender roles, promoting women in decisionmaking, promoting participation in learning actions (considering work life balance) and guaranteeing learning safe environment, etc. We also wanted to provide practical, effective and innovative solutions and tools for ALE stakeholders (policymakers, implementing agencies public, practitioners, civil society, and private) so that the designing and implementing programs in ALE are gender sensitive and inclusive for all members of the society. This work, that this toolkit is about, will enable the revision of the DVV International gender strategy by providing recommendations. This revision will ultimately aim to strengthen gender equality from an organisational perspective (DVV International and all stakeholders of ALE) as well as from a services provision perspective (participants mobilisation and retention through the creation of safe and enabling environments for women and men, post learning perspectives suitable with their work life, etc.).

I wish you a good reading and a fruitful use of the toolkit!

”

---

**Yours,**



**Donia Benmiloud, Regional Director North Africa,  
DVV International**

مرحباً بك  
وإلى أهلي وأهلي

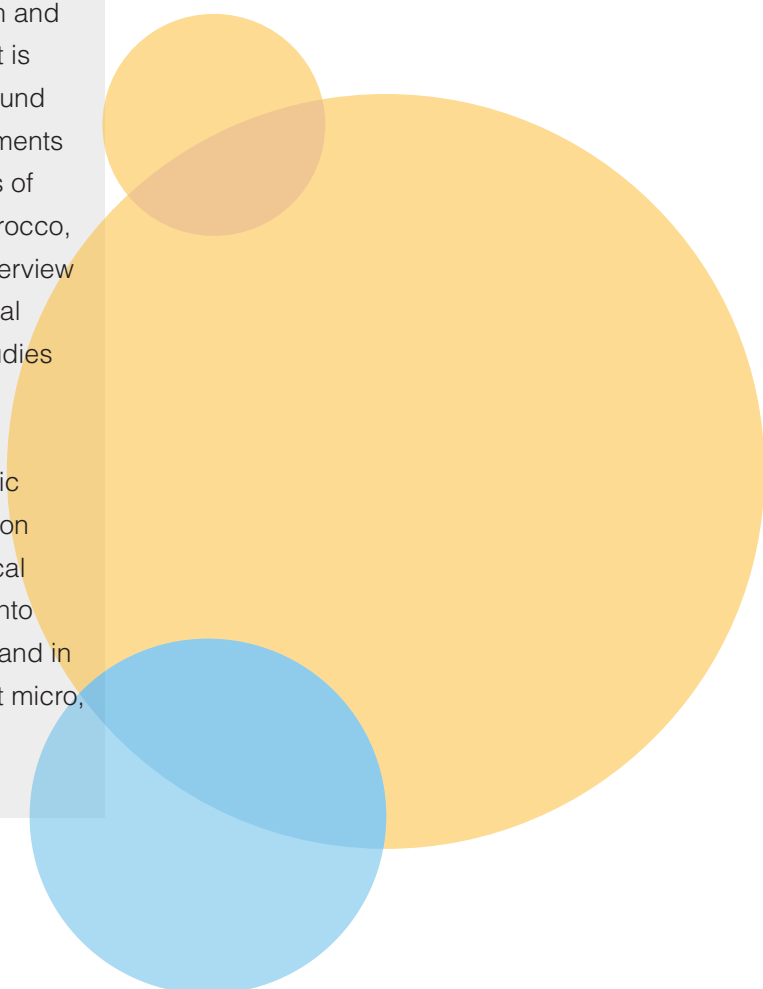
Bienvenue à  
Welcome To  
Majel El Abbès

# INTRODUCTION



## A BRIEF PORTRAIT OF THE TOOLKIT

This toolkit speaks to all professionals working in Adult Learning and Education (ALE) who are concerned about the equality of women and men towards adult education, be it equality in the sense of access, mobilisation, or in the sense of the perspectives after ALE courses (social and economic inclusion, etc.). But also equality in the strategising and the policymaking towards ALE. This toolkit is an easy-to-use guide consisting of knowledge, practices, activities and concrete methods which are useful for tackling gender and women's questions in and through ALE at the micro, meso and macro levels. It is designed to provide a balanced mixture of background information, practical examples and personal statements for inspiration. It is based on the actual experiences of almost 50 stakeholders active in ALE in Jordan, Morocco, Palestine and Tunisia, and on the following data: interview transcripts; project documentation; analysis of official policy papers and strategies; as well as existing studies on gender, women and ALE in the four countries. The toolkit is simultaneously broad enough to cover programs in ALE in these four countries, and specific enough to take into consideration their specificities on the one hand. On the other hand, it provides practical approaches on how to integrate gender questions into ALE, not from a topdown perspective, but together and in cooperation with the most important stakeholders at micro, meso and macro levels in ALE in all four countries.

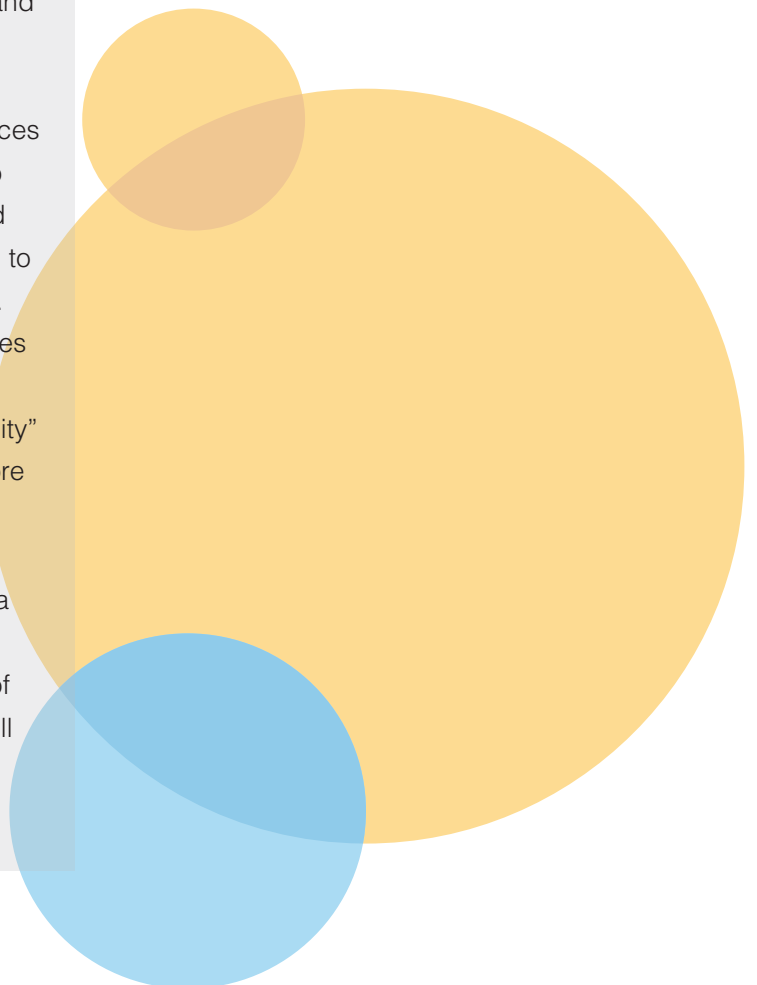




## THE STRUCTURE OF THIS DOCUMENT

This toolkit starts with some general remarks that inform the reader about the purpose of the toolkit, the topic of gender in ALE, the process of its development and the people who have been involved. This general part also introduces the four countries, namely Jordan, Morocco, Tunisia and Palestine through short country profiles to provide the reader with background information and contexts to understand the blueprint that toolkit was developed for. Subsequently, the toolkit will introduce different practical modules that address stakeholders' most pressing challenges when it comes to gender and ALE in the four countries.

The first module "Getting ALE to the Women" introduces tools to include women in curriculum planning and to women with a more diverse background. The second module "Getting the Women to ALE" introduces tools to avoid class dropouts and problems of transportation. The third module "Reaching out to the men" introduces tools on how to reframe ALE in order to attract more men to the programs. The fourth module "Sustainability" introduces tools to make work in and around ALE more sustainable in organisations and also for participants and trainers. The fifth module "Advocacy" provides tools to work on a macro level of ALE, for example via policies or stakeholder corporations. Every module contains between four and six different tools. Some of them use checklists for organisations while others call for action and present creative ways to work towards equality in ALE.







**CONCEPTUAL  
FRAMEWORK**



## WHY A TOOLKIT FOR GENDER IN ADULT LEARNING AND EDUCATION?

This toolkit responds to the challenges of those stakeholders who work towards gender equality in and through ALE. Even though the notions of both ALE and gender have already found their way into stakeholders' everyday practice, we find it important to define both the understanding of ALE and of gender that underlie this toolkit, and that emanate from the stakeholders' direct experiences in four countries.

### Adult learning and education (ALE)

While formal education is based on national, and often even international content and input, ALE should respond to the specific needs of a group of adults and build upon an adult's life experiences. Ideally, ALE emanates from an adult's personal will to learn, and therefore has the freedom of choice to decide to learn and to deepen knowledge and skills without constraints of age or grade level.

For most stakeholders, ALE targets adults over 16 years old. For some stakeholders, young people who have dropped out of school early and may not be sent back, may equally participate in ALE activities. Other stakeholders emphasise that the elderly should not be forgotten when speaking of ALE. Most stakeholders consequently associate ALE with lifelong learning.

### Gender

In general, the notion of gender refers to the roles and responsibilities of men and women which are created by our families, societies and cultures. This also includes

the expectations held about the alleged characteristics, aptitudes and behaviours of men and women. Both gender roles and expectations are socially constructed. This is why they change over time and vary within and between cultures. Other social factors, such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles (intersectionality).

The concept of gender in general is vital not just in Jordan, Morocco, Tunisia and Palestine, but worldwide, and where women continue to be underrepresented in the labour market and in politics, where women make the majority of survivors of sexualised violence and domestic violence or where women suffer from discriminatory laws. The concept of gender in ALE is especially important in the four countries, where the majority of participants in ALE programs are women. Many of these are attracted by the windows of opportunities that education and knowledge provided by ALE programs may open up for them, contributing to living a life perceived by the women as self-determined and fulfilling, thereby defying continuous discrimination based on gender.

Stakeholders who participated in the elaboration of this toolkit firmly believe in the power of ALE for women individually in the short run, and for achieving gender equality in the long run. This does not mean that ALE may not be equally important for men. It does also not mean that men are not part of the gender equation. Quite the opposite. It does mean, however,



that because today, ALE in all four countries seems to appeal to women more than to men, women must be at the core of ALE strategies and practice in order to maximise ALE's positive contribution to gender equality. Therefore, all stakeholders who participated in the elaboration process of this toolkit are motivated to :

- (1) change the status quo of how gender is used in the context of their projects,
- (2) improve partner institutions' capacity to use gender strategically and
- (3) increase the impact of their projects on gender equality.

### Some considerations on the global character of the Toolkit

The background study conducted for this toolkit showed that stakeholders in Jordan, Morocco, Tunisia and Palestine face very similar challenges when it comes to working with women and towards gender equality in ALE. However, they work out different solutions that are adapted to the specific contexts and the needs of the women who participate in their ALE courses.

While the country context plays as a general setting, challenges often also depend on the communities, and the target group of specific ALE courses. A reinforced exchange of these various solutions between stakeholders in general, and ALE service providers in particular, working in different settings was therefore

taken into consideration when the tools were designed.

Even though the toolkit is mostly based on the experience of DVV International and their partners in the four countries, the toolkit's scope goes beyond DVV International's activities in the MENA region. Instead, it aims at all stakeholders in ALE in the four countries who are eager to include women and gender equality more strategically in their daily work and programs. Furthermore, and within DVV International, the toolkit adopts a global perspective that enables DVV International's project managers and people working in ALE from all over the world to draw inspiration from the methods and best practices suggested by the toolkit in different contexts.

Nevertheless, challenges in ALE in various countries can be very different, as they depend on economic aspects, social factors, understanding of education and the different gender roles that men and women play in society. The divergences between the four contexts create certain limits for the toolkit in applying it across various countries, regions and subject areas. We alleviate this problem by being transparent about it, and by providing different tools that can all be used individually, combined and adapted to various contexts, probably even beyond Jordan, Morocco, Palestine and Tunisia.



**THE BACKGROUND OF  
THE ELABORATION OF  
THE TOOLKIT**



## HOW WAS THE TOOLKIT ELABORATED?

In August 2020, DVV International contracted RESULT – Research Consult in order to elaborate a hands on toolkit for them and their stakeholders in the four countries Jordan, Morocco, Palestine and Tunisia to incorporate women and gender equality in ALE programs more strategically and efficiently.

To make sure that the toolkit included useful and meaningful methods for the stakeholders, a participatory process was set in motion. The process included a round of interviews with the most important stakeholders in each of the four countries. In this process, a background study was conducted. It included 46 semi structured interviews conducted between September and October 2020 in the four countries. Stakeholders who were interviewed are mostly state institutions and ALE service providers, and punctually donors or other actors active in ALE in all four countries.

The interviews were conducted in Arabic following an interview guide by interviewers in each of the four countries. Considering the currently ongoing Covid19 pandemic which includes travel restrictions and hygienic measures, some of the interviews

were conducted online or via phone, according to stakeholder's needs and wishes. In total, around 80% of the interviews were conducted online or via phone, the others face-to-face, respecting hygienic measures (wearing masks, using hand disinfectant before and after the interview) and social distancing. On average, the interviews lasted 80 minutes. Interview participants were informed about the purpose and objectives of the interview and about their right to retain from the process. They read and signed a consent form in Arabic before the interview started.

After the interviews, interviewers used the recordings for transcription in English and French. The interview transcriptions were subjected to a qualitative thematic analysis, emphasising identifying, analysing and interpreting patterns of meaning according to the following guiding questions:

- What is the overall situation of women in ALE in the four countries?
- How do the stakeholders in the four countries understand ALE?
- What motivates women to participate in ALE courses?

- What are stakeholders' priorities when working in ALE in the four countries?
- What are the challenges that the stakeholders encounter when working with women and on gender equality in ALE?
- What are stakeholder's weaknesses when working with women and on gender equality in ALE?
- How does the Covid19 pandemic affect ALE in general, and working with women and on gender equality in ALE in particular?
- What are stakeholder strengths when working with women and on gender equality in ALE? What do stakeholders need to work with women and on gender equality in ALE more efficiently?

The interviews and analysis of background materials were completed by a participatory approach, to include various stakeholders in designing the toolkit. Stakeholders met online several times to discuss the progress made by the consultants. Further on, a Whatsapp group has been formed with some stakeholders to give fast feedback on the development of the various tools that are part of the toolkit. DVV International together with the RESULT team made sure that the process remained engaging and that stakeholders were able to participate despite the lack of

personal face-to-face contact due to COVID19 imposed travel restrictions.

### Stakeholders in the elaboration process

Stakeholders are defined as a person or a group who has a legitimate interest in ALE and gender equality and women, as well as in the course or outcome of the gender toolkit, or may influence its implementation. This implies that DVV International is not only the sponsor of this assignment and the toolkit, but is in itself a stakeholder.

It is assumed that stakeholders who are highly interested in the topic of women and gender equality in ALE

1. may already have acquired knowledge and skills in the field from which the toolkit may draw inspiration;
2. are most probably very motivated to exchange on best practices in the field, learn from other stakeholders and thus, contribute to the elaboration of the toolkit;
3. are most likely to use the toolkit in practice, and thus, most likely to benefit from it.

The biggest advantage of including stakeholders at every stage of the process is twofold at least:



1. Inclusion and co-construction promotes cooperation wherever possible: the inclusiveness of the approach supports a collaboration at eye level between stakeholders, and may thus promote respectful exchange and an efficient and productive cooperation.
2. Inclusion and co-construction promotes stakeholder ownership: when stakeholders actively participate in the elaboration process of the toolkit, they have the ownership of the process and can be defined as co-authors of this toolkit.

It is important to note that with these approaches not only a participative method was used, but rather co-construction. The difference between both is that while the former may content itself with passive participation, the latter invites stakeholders to take part in the construction of projects and strategy from A to Z between equal partners. So the toolkit is built on equality and inclusion.

A list of the stakeholders, the co authors of this toolkit can be found in Annex A.





**Jeed Madanat**  
**Focal point, Jordan**

This was an eye opening experience, and I'm grateful for the opportunity and the chance to be a part of something bigger.



**Mohammad Nader Al-Sheyab**  
**Project Manager, DVV Jordan**

Women's cries for help in the Arab World are loud and clear, shedding blood and tears! We have to stand up united, we need no fear!



**Ons Othmani**  
**Focal point Tunisia**

This experience made me realise that the lack of resources in Tunisia may only be encountered by the strength of convictions and the commitment of those involved in the field of adult learning and education. I hope that the Toolkit may contribute to the great resilience of women.



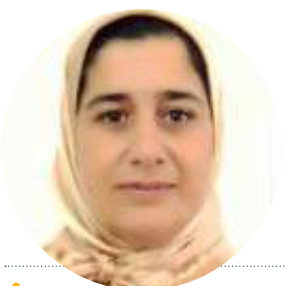
**Ghadeer Mohammad Badawi**  
**National Coordinator of Adult Education Strategy.**  
**Member of the Supreme Coordination Committee for the Arab Literacy Decade**  
**Member of the Arab Network for Literacy.**

The Toolkit is considered important because most of the ALE programs and tools in trainings don't take in consideration the needs of the target groups, but it is applied the same for all, without looking at the needs of men and women, and excludes the target groups from training plans, I believe that designing ALE programs should be sensitive towards gender if we're aiming for a higher participation rate, and a lower dropout rate.



**Sheyma Arfawi**  
**Consultant**

This is for me more than another job I'm motivated to do. This is the opportunity to work with highly qualified people on a matter of heart in the countries that shaped my education as a Tunisian woman.



**Fatima Belarbi**  
**President REMADAV/ Morocco**

Taking gender into consideration in adult learning and education contributes to change attitudes and perceptions towards women and men.





## COUNTRY PORTRAITS

The following pages will introduce the four countries that have been in the focus of the elaboration of this Toolkit, namely Tunisia, Morocco, Jordan and Palestine. The country portraits will first give some general information about each country and then speak about the topic of women and education. Further, the country portraits include viewpoints from the stakeholders upon the country and gender in ALE, challenges they are facing in their work. In regards to the challenges it should be mentioned, that in all four countries, stakeholders emphasise that women have not reached equality with

men in all areas and continue to struggle with stereotypes and traditional role models. This translates into lower economic and political participation, higher illiteracy rates and, consequently, increased poverty for women. Further, some similar challenges could be identified, that will be described in the various tools in this Toolkit. Therefore, in the country portraits only very specific challenges will be described. Further, the country portraits include the expectations of the stakeholders towards the Toolkit.



The Republic of Tunisia is located in Northern Africa. In 2020, its population is estimated to be around 11.8 million inhabitants. Tunisia is considered a relatively young society with about 24% of the population under 15 years of age.

Tunisia was the birthplace of the so called “Arab Spring” protests. Today, the country is still recovering from the repercussions of the revolution, especially economically. Tunisia is an export-oriented country and heavily depends on its agricultural sector, especially since the touristic sector has decreased since the revolution. The Tunisian economy experienced growth rates until the revolution, and then slowed down.

In 2019, GDP real growth rate was at only 1%. High unemployment persists and is around 15.5 percent. It is especially high among women (22%), graduates (29%) and in rural areas. The COVID-19 pandemic is having a heavier impact on Tunisia and its economy than previously anticipated. The lock-down simultaneously suppressed domestic supply and demand. Travel restrictions furthermore have lowered tourism receipts.

### Women and adult education in Tunisia

The Tunisian government introduced the fifth strategy in adult learning and education in 2017 under the patronage of the Ministry of Social Affairs. This strategy aims to educate up to 385,000 adults by 2027, reducing

the illiteracy rate to 7.9% (2027). The National Program for Adult Literacy (PNEA) founded in April 2000, is supervised by the Ministry of Social Affairs and Solidarity. To support this program various civil society organisations and NGO's have contributed immensely to ensure that adults could gain skills useful in the current job market. For example, in 2006-2007, 5000 young people under the age of 30, 40% of whom were women, took part in introductory vocational training course. According to the World Economic Forum's annual gender parity report titled 'The Gender Gap' Tunisia ranks 1st among the Arab countries and 119th out of 144 countries in terms of gender equality. The law in the vast majority of the country prohibits wage discrimination based on gender: Sexual orientation and gender, nationality, age, marital status, filiation, country of origin, race and religion.

An agreement between the Ministry of Social Affairs and the German Confederation for Adult Education (DVV) was

signed in July 2019. This coincided with the approval of the government of the decree on the establishment of the National Center for Adult Education as a public institution, enjoying administrative and financial independence.

The literacy rate in Tunisia has increased, and is now estimated at around 81%, whereby the majority of illiterates are older than 65 years. Female literacy rates however, remain significantly lower than male literacy rates.

ALE stakeholders in Tunisia describe Tunisian society as one that promotes the double role of women, which is often contradictory. On the one hand, Tunisian society champions women who work and who are highly educated. On the other hand, society expects from women to also fulfil a reproductive role as a mother and wife.



Tunisian ALE professionals furthermore point to an enormous difference between rural and urban areas, much like in Morocco, with another gap between the different regions. Whereas women in urban areas are often perceived as more mobile, women in rural areas are often perceived as more dependent on family structures, and are more often illiterate. Many ALE programs therefore mostly focus on rural areas, often offering courses in the wider field of agriculture, which also integrate literacy and life skill trainings.

### Challenges with regard to gender in the work of the stakeholders

Among various challenges the stakeholder in ALE are facing in Tunisia, which will be mentioned in the various modules and tools of this Toolkit, some further challenges will be addressed here. These are more general challenges but they still have an impact on gender in ALE.

In regard to the challenges and instability in Tunisia, the stakeholders mentioned numerous times the impact of the Tunisian revolution which took place in 2011 that resulted especially in political instability on the one hand and an economic instability on the other hand. The former directly impacts the macro level of their work: as ministries that are concerned with ALE have changed ministers various times throughout the past years, progress in the field of ALE is perceived as rather slow and retains the execution of existing strategies. Every ministerial change also results in a new vision, and new approaches to ALE, which then results in further delay in

the execution of strategies and projects. Furthermore, in Tunisia, stakeholders explained that the revolution has led to a less woman-friendly climate, which, before the revolution, was actively promoted by the state. Stakeholders in Tunisia have put an emphasis on the difference between women from urban areas and educated families, and informally educated women from rural areas. While the former is often supported by her family to seek formal education diplomas and find good job opportunities, the latter, especially in the rural areas, are often cut off from the job market, and especially involved in agriculture. Even though especially in rural Tunisia, families are involved in deciding whether a woman may or may not take part in ALE activities, obtaining their permission is not cited by the stakeholders as the main challenge, which also points to a change of mentality.

### Expectations towards the Toolkit

The stakeholders in Tunisia expect a tailored content to target involved audience and sectors with a focus on concrete and simple things that is taking real-life situations into account. Further, it should focus on political and social awareness. The Toolkit should be modern and have attractive content but should still be accessible. It should include simple and pragmatic awareness and training workshops as well as effective introductory phase and a strategy for sustainability and durability. Also, it should speak to the ALE trainers and pedagogical trainings and self-empowerment workshop.





The Kingdom of Morocco is located in Northern Africa. In 2020, its population is estimated around 37 million inhabitants. Morocco's population is considered as relatively young: young adults between 15 and 29 years of age make up around one fourth of the population, and only around 7% of the population is older than 65 years.

During the Arab Spring, thousands of people also took to the streets for democracy, freedom and human rights. In July 2011 with an overwhelmingly majority the people voted in favour of a new democratic constitution, which is in favour of the civil government. Since then, the situation in the country is stable, but is perceived as being a period of transition with an uncertain outcome.

The Moroccan economy is fairly stable and experiences continuous economic growth during the past years, in 2019, GDP increased about 3%. Morocco's economy depends on agriculture and agricultural exports. With around 9%, current unemployment rates are relatively low in comparison with the three other countries Jordan, Palestine and Tunisia. Still the social difference of income in Morocco is comparably high. Further tourism plays an important role for the employment situation as

well as the GDP of Morocco, making up to almost 6% of the GDP every year. The COVID-19 pandemic is having a heavy negative impact of that sector as well as the overall economic situation of the country.

### **Women and adult education in Morocco**

Education in Morocco is free and compulsory through primary school. The estimated literacy rate for the country in 2018 is estimated at about 74, most illiterates are older than 24 years old, which is represented by a continues increase of the number of out-of-school adolescents. The chance for a woman older than 24 years to be illiterate, however, remain significantly higher than for a man. With around 10.5%, women in Morocco are slightly more concerned by unemployment than men. With help from DVV International, a network has emerged of adult educators and non-governmental organisations (NGOs) that work with the REFLECT method, which combines literacy with attention to the current concerns of the participants. This is intended to counteract the high dropout rates in classical literacy courses.

With regard to women's role in Moroccan society, ALE stakeholders in Morocco find an important difference

---

between rural and urban Morocco, the former often being more concerned by illiteracy. Further the stakeholders noted that quite often traditional role models are exciting in the society and that their persistence can be a challenge for the education of women. For example women do not only play an important role in the family, but also work outside the home, their schedules are often already very loaded, and sometimes too loaded to fit in an ALE course and further the stakeholder mentioned that women have dropped out when they got married, and husbands or their husbands' families do not want them to further pursue ALE courses.

### Challenges with regard to gender in the work of the stakeholders

The stakeholders in Morocco face various challenges when working in ALE. Most of these challenges will be addresses and introduced directly in the tools of this Toolkit. At this point only a few further challenges are introduced to give an even broader picture of the situation.

In Morocco, experiences from stakeholders vary a lot according to the communities with which they work. Just like stakeholders from Tunisia, however, Moroccan stakeholders confirm that there is a large difference between women from rural and women from urban areas, the former often being more concerned by illiteracy that the former.

Stakeholders, especially in Morocco, mentioned that they are lacking the infrastructure for their ALE classes. They often use school class rooms, which, however, are not always well enough equipped, and are only free in the afternoon and evening, a time which does not always arrange participants.

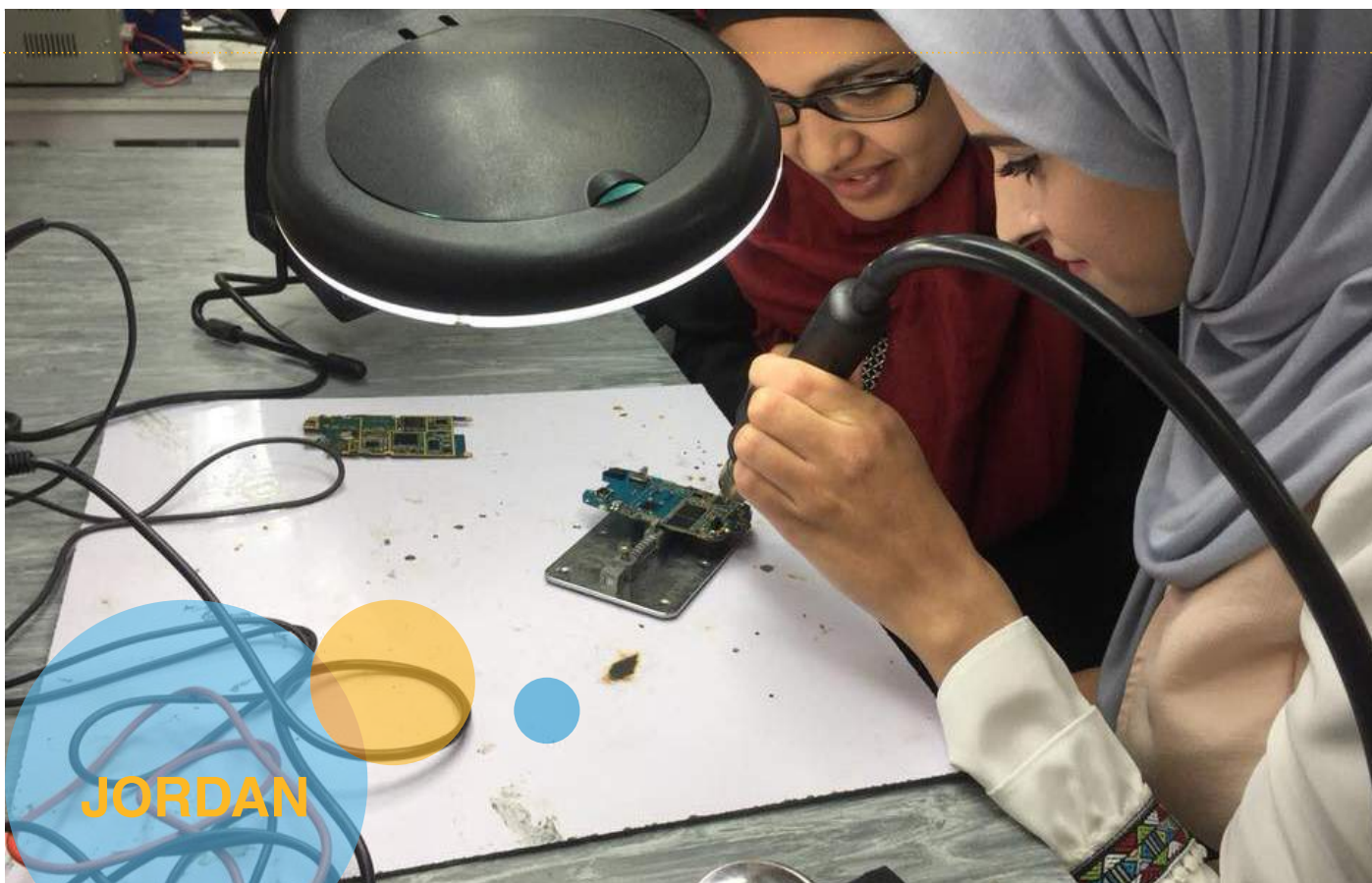
---

### Expectations towards the Toolkit

The stakeholder in Morocco expect the Toolkit to be diversified and that the tools can be adapted by them to the socio-cultural context. Therefor it should be easy and accessible with games and creative content that will encourage discussions.

---





The Hashemite Kingdom of Jordan is located in the heart of the Middle East. In 2020, its population is estimated around 10 million inhabitants of whom approximately two thirds are Jordanian nationals. Due to forced immigration from its neighbouring countries, Jordan has witnessed several peaks in high population growth up to over 5% during the past years, but the growth decreased to around 1.4% per year in 2019. Jordan is home to almost 750,000 refugees in 2019, mostly from Palestine, Syria and Iraq. Jordan is considered a relatively young society of which 33% are under 15 years old. The Jordanian economy has experienced slow economic growth during the past years. Real GDP in year 2019 grew by almost 2%, which was, however, insufficient to alleviate pressures on the domestic labor market. As a result, unemployment continued to rise, reaching 19.1% in 2019, with a youth unemployment rate of over 34%. Looking ahead, the impact of COVID-19 on the global economy is likely to significantly further dampen Jordan's near-term growth prospects.

### Women and adult education in Jordan

There are constitutional provisions that affirm Jordanian citizens' basic rights to education. Article 20, in fact, makes elementary education required for all Jordanians

and free of charge in public, government schools. Since 1980, the literacy rate in Jordan has increased from 69.2% to 91% in 2002. With a female literacy rate of 85.9%, Jordan has the highest female literacy rate in the Middle East. Nevertheless as of 2019, Jordan has one of the world's lowest rates of women participating in the workforce (15%).

ALE stakeholders in Jordan describe the Jordanian society as one full of contrasts, especially for women and with regard to education. While women have access to formal education, and education is generally perceived as important for women, many women have dropped out of the formal system early for various reasons. Others have not received training for a specific job. Others, again, have a migrant or refugee background their needs in terms of education are often different than those of Jordanian women. This is also why women participants of ALE courses often come from very different backgrounds.

The family is perceived as a major pillar for women in Jordan, and many women only participate in ALE courses after having consulted with their families, and made sure that ALE courses do not interfere with the role they play in their families. ALE professionals in

Jordan take into consideration this important aspect of many women's lives, they adapt course contents and learning schedules, or make sure, women may bring their children to classes, if necessary. One of ALE professionals' majors goals for women in Jordan is to increase their participation in the labor force.

### Challenges with regard to gender in the work of the stakeholders

Like in all four countries, the stakeholders in Jordan face various challenges that are introduced and explained in the modules and tools of this Toolkit. Still in Jordan, the stakeholders face some additional challenges that will be introduced here.

In Jordan, the stakeholders mentioned that the ongoing refugee crisis, has an enormous impact on ALE courses, as the target group of ALE courses has changed especially since the outbreak of the conflict in Syria. The stakeholders described that the needs of Syrian ALE participants, especially of the women, are very different than those of Jordanians, for example in terms of literacy. The continuous difficult economic situation for a lot of Syrians living in Jordan may furthermore put ALE service providers under pressure,

which increases their dependency on donors.

Especially in Jordan, ALE service providers have explained that getting access to women and for those to take part in ALE courses often involves the family, and depending on the age and status of the women, their husbands and fathers. This has been the case for the past decades, but stakeholders have observed a change of mentality: more and more, women are supported by their family to attend ALE courses, especially those, which may result in new income opportunities for the family.

### Expectations towards the Toolkit

The stakeholders from Jordan expect that the Toolkit should involve not only training methods but also a vision of the opportunities related to the skills learned. A Toolkit that should be sensitive to the woman's role in her family. The Toolkit for the stakeholders from Jordan should be modern, have an engaging content, and if possible use audio-visual materials. The tools should include pre and post assessment surveys, games, self-education and continuous learning and elements for ALE trainers.







Palestine is located in the heart of the Middle East on the eastern shore of the Mediterranean Sea and connects the two continents of Asia and Africa. Throughout history, Palestine has been the centre of major events.

The political situation in Palestine remains very challenging because of the complexity of multiple crises in the Middle East neighbouring countries, continuation of the Israeli occupation; and continuation of national political division between the West Bank and Gaza Strip. The past few years witnessed several waves of violence/ escalations/ military operations. A series of reports and press statements by EU, UN agencies and other parties of the international community and human rights organisations highlight the severity not only of security concerns on ground, but also deterioration in status of personal freedoms, freedom of expression, freedom of movement, secure livelihoods and access to many basic services and rights for the Palestinian People.

Today, Palestinians are 13.5 million people around the world, and about 5 million in the West Bank and Gaza strip. The Palestinian society is also a very young

society with an average of 38% from 0-14 years and less than 3% above 65 years old. It is worth mentioning that in Palestine, one of every 10 families is headed by a woman, and the rate of literacy is over 97% and it is clearly showing positive effects.

### **Women and adult education in Palestine**

A recent study by the central bureau of statistics shows that 49% of the Palestinian society are women.

As a positive mark in the Palestinian society, Palestine has one of the lowest illiteracy rates in the world with a 2.6% (4% women and 1% men), it is also clear that there is a great tendency towards women education, while male high school enrolment is 71%, female enrolment is 91% and more than 60% of university and higher education students are females.

On the other hand, there is a low contribution in the working force, as just 19% of the labor forces are women, and with a continuous gap between the wages. This low number of women in paid job is showing the core of the problem for women in Palestine. Often the work



of women is happening at home and in the families but they cannot contribute to the economy and often not able to work with the skills they have from their educational background.

### **Challenges with regard to gender in the work of the stakeholders**

All stakeholders mentioned various challenges for their work in ALE. These challenges will be introduced in the tools of this Toolkit, as they are similar to the ones of the other stakeholders. Still stakeholders in Palestine face some further challenges that will be introduced here.

Especially in Palestine, women seem to be very much perceived as the bedrock and carrying pillar of the family. The stakeholders mentioned that especially formal education was a means for women from urban areas and middle classes to become eligible spouses or to facilitate marriage, and families actively support women to obtain University diplomas. Certificates in ALE, however, are not equally well reputed.

Especially in Palestine the stakeholders mentioned that the women participating in ALE may have a migration or refugee background and that some may

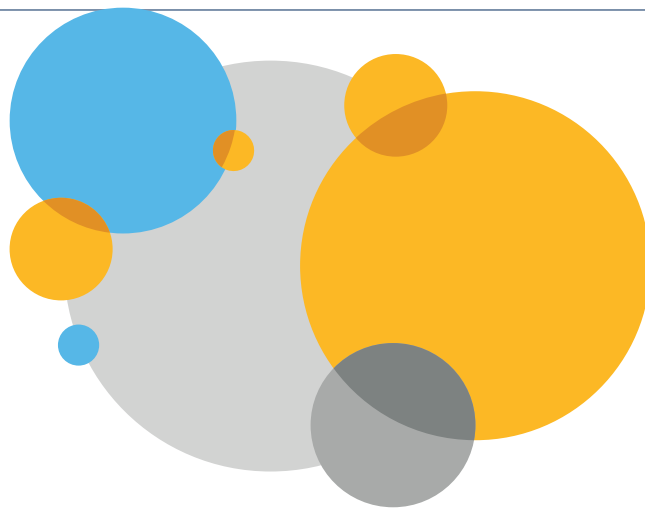
have experienced violence, in conflict or at home. With regard to this conflict situation the stakeholders mentioned, that the women participating in the courses have also asked for first aid classes so that they can provide help to their children in particular, if needed.

### **Expectations towards the Toolkit**

The expectations from the stakeholders in Palestine are similar to the ones of the stakeholders from the other countries, as they hope to have an easy-to-use and modern Toolkit that speaks to their needs and can easily be adapted. Further it should be aligned with the needs of the Palestinian women and organisations working in ALE and should create awareness for the topic of gender in ALE.



# HOW TO USE THIS TOOLKIT



The following section is dedicated to the practical part of this Toolkit, namely its five thematic modules and their tools.

The module themes respond to the main challenges at macro, meso and micro level regarding women, gender and ALE that emerged from the interviews with ALE stakeholders in the four countries. Module one is concerned with questions of how to increase the number of women participating in ALE programmes. Module two is dedicated to practical issues of participation of women in ALE courses. In module three, we tackle the question of how to reach men to participate in ALE offers and how to include issues of gender equality in ALE courses for all participants. Module four looks into the topic of sustainability and sustainable approaches for organisations and ALE participants. And last, but not least, module five addresses the question of advocacy. Every module starts with a short description of the challenges it addresses. The challenges described do not pretend to exhaustively represent all challenges of stakeholders, and should rather be understood as a glimpse of an insight into the everyday challenges of stakeholders in the field of women, gender and ALE in the four countries. The tools that follow are based on these challenges.

These tools describe methods, actions, exercises or practices that may inspire stakeholders to address some - but certainly not all - challenges in the field of women, gender and ALE. They mostly reflect good practices that some, but not all of the stakeholders in the field of ALE in the four countries follow already. They were described in the 46 interviews that were conducted with

ALE stakeholders in all four countries and consequently translated into easy-to-follow tools. Therefore, not all of them may appear as new or innovative to the reader. The tools begin with a short overview which provides information about when and with whom the tool can be used. Subsequently, the methods are explained in an easy to follow, step-by-step description, including necessary material and ideas on how to further develop or adapt the respective tools.

The tools in this Toolkit may be used with a variety of target groups, men and women, families, communities - especially with mixed groups - and at the level of organisations or institutions. It is up to the users of the tools to identify the participants for each of the tools, according to the context, the learner's needs and the learning objective of the proposed exercise.

The tools suggested in this Toolkit do not pretend to meet all challenges that stakeholders encounter in the field of women, gender and ALE, to solve persisting problems or to establish perfect gender equality once and for all. Users of this Toolkit may also find that not every tool may be applicable in every context. Nevertheless, the authors of this Toolkit wish for these tools to be able to work as ideas and door-openers, as sparks and incentives that may support stakeholders in ALE in Jordan, Morocco, Palestine and Tunisia - and beyond - to get to know practices from other countries and contexts, and to inspire them to pursue their ongoing commitment to gender equality, take further action for women and continue to use ALE as an empowering opportunity for both women and men.



Macro

Meso

Micro



**MODULE I  
GETTING ALE TO THE  
WOMEN**



## 6.1. Challenges that this module addresses

Getting women on board for ALE courses is not always easy especially in rural areas. This is what service providers of ALE in all four countries claimed in interviews and during workshops. Even though the majority of participants of ALE courses are women, stakeholders often have the impression that they could reach far more women, if they would not meet at least three obstacles on the way.

One of the major obstacles for stakeholders to convince women to participate in ALE programmes is the persistence of traditional roles for both women and men as a barrier to get ALE to women, especially in Morocco, Palestine and Jordan and in Tunisia to a certain extent. Because many women do not only play an important role in the family, but also often work outside the home, their schedules are already extremely loaded, and sometimes too loaded to fit in an ALE course. Furthermore, the issue of motivation for some women to participate in ALE courses is crucial: some are not motivated to “go back to school” as an adult, unless there is a tangible return to their investment.

Stakeholders therefore try to adapt their courses to women’s availability, which remains, however, challenging. This is especially the case in Morocco, where stakeholders mentioned that they often use

classrooms of local schools which are only free for , classes in the evening – a time frame that does not always arrange women.

A second issue for ALE service providers is that women often show a particular interest in courses that may bring them to work in traditionally female jobs, such as teaching or child care. Many stakeholders, however, emphasise that the role of ALE should also be to foster gender equality by making diverse types of ALE programmes equally available for women and men, fostering women’s interest in diverse types of ALE programmes and promoting and providing opportunities for them to join those courses. However, ALE courses that do not aim at women working in areas where the society perceives as preferential for women, often have it difficult to find enough participants.

Third, especially in the rural areas of Morocco and Tunisia, distances between the location where ALE courses are organised and women’s homes are enormous, and transportation for women to get to ALE courses is not always available. This often comes with stakeholders’ depending on word-of-mouth advertising of their courses. In some rural areas in Tunisia, service providers of ALE sometimes go door to door in order to reach women personally and inform them about their ALE course. This is extremely time intensive and adds an extra cost for them.

## 6.2. Tool: Use traditional role models in a productive way

The challenge: Women are often perceived as a carrying pillar of the family. ALE service providers explained that getting women to take part in ALE courses often involves the family. Stakeholders have observed a change of mentality in all four countries in the past years with more women being supported by their family to attend ALE courses. That some families now actively encourage and reassure women to take part in ALE programmes is viewed as a positive development, and stakeholders wish to support these ongoing wider societal changes with positive incentives and reflection.

### Tool: Change for collective well-being

**Description:** This tool is an exercise which links individual needs to the family and society. It focuses on the positive ways of how society and the family may support the individual. Further, it shows how individual growth may also have a positive impact on society. It is a tool that visibilises ways of supporting women (but also men) at the very intersection of their needs with the resources and skills available.

**When and with whom:** With women, but also with men and their families in order to emphasise the importance of family support for women who want to participate in ALE programmes, and to achieve gender equality. The exercise may be done at the beginning of an ALE course for participants to become aware of their needs and the changes they may want to induce, or with communities where stakeholders have observed changes of mentality of experienced openness towards the idea of gender equality.

**What you need:** Pens and paper. An illustration (an example can be found in the Toolkit) of a young olive tree sitting in a pot for every participant. If you cannot print the picture, you may also distribute white paper and pens and ask participants to draw their own young olive tree.

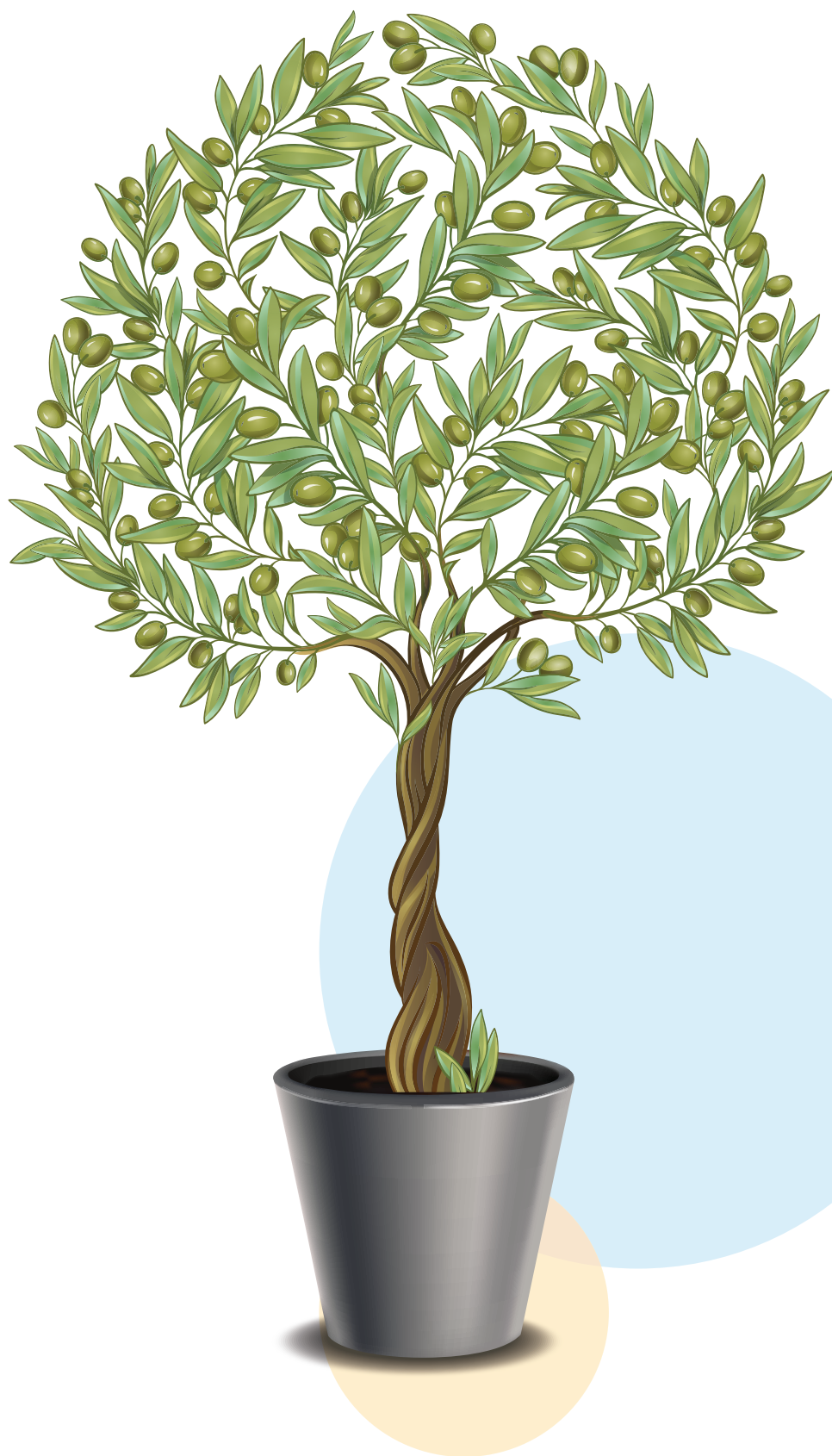
### Time frame: at least 90 minutes

#### How to in seven steps:

1. Ask the participants to look at the olive tree on the illustration in front of them and to discuss the following questions with the person sitting next to them: What do you see? What does the image mean to you?
2. Point out that this is a very tiny olive tree. Ask your participants: "What would you do to make this tree grow bigger?" (Possible answers: Give it a bigger piece of ground; water it; add compost...).
3. Explain to the participants, that all life – including theirs – is influenced by its environment. Ask them: "Think about yourself. What would you need to grow? What might be the equivalent of care, good soil, compost, water and light for you?" (Ideally, education / training/ ...).
4. Explain that a growing tree also has an impact on its environment. Ask participants in what way. Possible answers: it produces oxygen, it provides shade, it provides us with olives, it gives us its wood,...
5. Ask your participants, again, to think of themselves as the olive tree. How may their personal growth benefit their environment, society, communities, families, children,...?
6. Compare your participants' answers. Ask them: "Where do needs converge, and why? Who has different needs and why?"
7. Summarise and highlight the key message: "A tree cannot grow without the support of its environment. You cannot grow without the society you live in, without your community, family, friends. At the same time, your growth will have an impact on society."

**Additional idea:** You may also invite mothers and their teenage daughters to do the exercise by themselves, and then get to listen to each other.







### 6.3. Tool: Adapt courses to women's schedules

The challenge: Women in all four countries are not at all reduced to a role within the families. Apart from being mothers, daughters and sisters, they are also entrepreneurs, employees, farmers, they are friends and neighbours, and much more while at the same time they are expected to keep and adhere to all of their traditional roles (domestic and family care roles which are continuous ones, everyday, day and night). Playing these many roles may be time intensive for women - they lead to loaded days which are often tied to very particular and fixed schedules in which ALE programmes do not always fit. Stakeholders in all countries therefore often adapt their programmes to women's availability, which remains challenging.

#### Tool: Order ALE now! Remote learning

**Description:** This tool is about hybrid learning packages, which are given part online and part offline, and used by stakeholders especially during COVID-19-related lockdowns and travel restrictions. Textbooks or other documents that you may use can be accompanied by learning videos that learners may watch according to their own pace from home. The learning packages can be given to learners in the beginning of a course or distributed by the ALE institution to participants in rural areas.

**When and with whom:** With your participants, preferably literate learners, especially women with loaded schedules or women living in rural areas.

**What you need:** A textbook for the learning module, short videos and tutorials on CDs or USB sticks, distribution via post or a vehicle, or a social media channel like WhatsApp from the ALE institution.

**Time frame:** The whole learning package to be sent before the learning programme begins, or send smaller packages for each module or step of the course with a learning programme of two or three months to be done weekly or supervised every two weeks.

#### How to in five steps:

1. Organise a preparatory call or meeting with the participants of your course to design the course arrangements together with them. Find out what times, online platforms and methods arrange them best.
2. Prepare your learning packages with a clear schedule, a textbook or similar documents and the digital learning videos. Learning videos may be distributed on USB sticks, or uploaded on a (secured) video platform or shared through WhatsApp with which your participants are familiar.
3. Make sure the packages reach the learners on time.
4. Form a learning group in the same area, put them in contact and assign a learner-supervisor for a certain period of time.
5. Trainers should make supervision visits or video conferences to answer questions and ensure the continuity of the learning process.



## 6.4. Tool: Include women's feedback, circular feedback

The challenge: Every woman, every learner in ALE has different needs - addressing all of them at the same time may be more than challenging. Learners also come to ALE programmes with a variety of expectations towards their content and their methodology, the learning environment or the timing of courses. One of the reasons why learners in general, and women in particular, may drop out of a course, is that the programmes do not meet their initial expectations. To keep learners in class and avoid dropouts, it is important to create a learning environment where everyone feels welcome, taken seriously, or in short: An environment that speaks to their various needs, including the special needs of disabled learners. To be able to create such an environment, service providers in ALE need to regularly - and throughout programmes - reach out to their learners for feedback and evaluation, and take into consideration, that women may express different needs than men.

### Tool: The impact tree

**Description:** This method encourages participants to reflect on and share their opinions, feelings and perceptions of courses and its impact on their personal lives which is built on individual experiences and needs. It is also a possibility for ALE service providers to evaluate their impact, and to discuss with their participants how they may support them.

**When and with whom:** This tool can be used at the end of an ALE programme with women and men but is also recommended to be used as a midterm assessment.

**What you need:** A big white flip chart paper on which you paint or draw a big tree, pins or glue, pens, smaller orange and green pieces of paper that symbolises oranges and leaves.

**Time frame: at least 60 Minutes**

#### How to in six steps:

1. Draw the tree on the paper. Label the branches with the themes on which you would like your participants to reflect, for example impact on my personal wellbeing,

impact on my family, impact on my community. You may add other branches with other topics as well.

2. The coloured cards are distributed to the learners. The cards symbolise oranges and leaves: orange card = ripe fruit and positive impact ; green = green leaves and less positive impact.

3. Ask participants to use one orange card for every positive impact the programme had on their life, and one green card for every negative or less positive impact the programme had on their life.

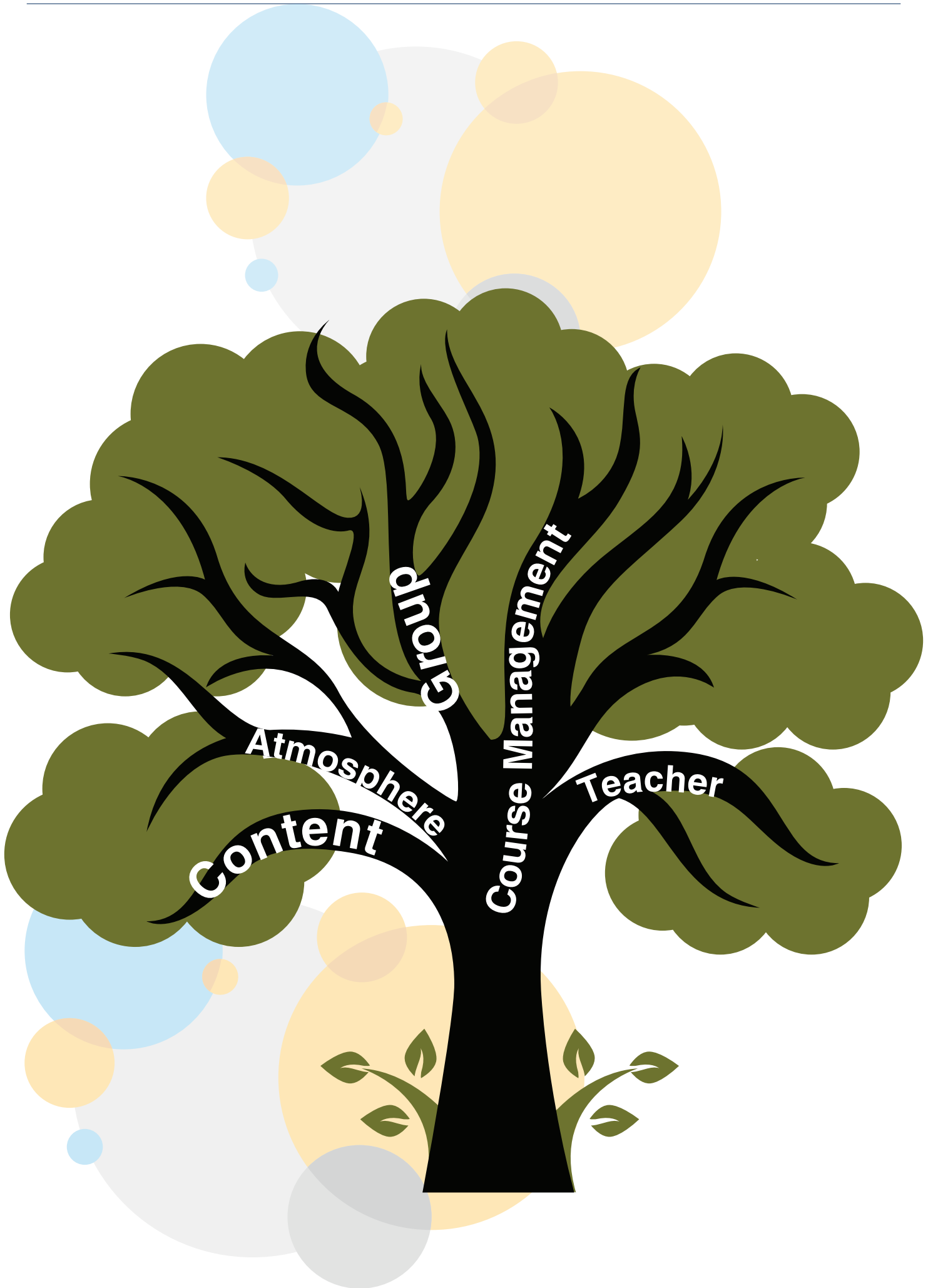
4. Go out of the room and ask participants to pin their "fruits" to the tree while you are outside. This is important for participants to feel safe to share their opinion.

5. Enter the room. Have a look at the tree with its leaves and (hopefully) many oranges. Ask participants if they would like to share their opinion with the group.

6. Discuss how you may turn the leaves into oranges: "What do you need to turn the leaves into oranges? How can we support each other to turn leaves into oranges?"

**Additional ideas:** Especially in longer courses, you can always use the tree for in between evaluations. Keep the tree or at least a picture and have a look at it after a few weeks together with the participants to identify what might have changed.





## 6.5. Tool: Include the women in course planning

The challenge: Participants of ALE programmes come to courses with specific expectations. Stakeholders may find it difficult to identify these expectations and to create curricula which respond to these.

### Tool: Constructing a programme together

**Description:** Participants of ALE courses have specific expectations towards ALE courses, this is especially relevant for women. The tool gives an example of how women, but also men, may be integrated into the design of new curricula.

**When and with whom:** Communities, women and men who are interested in participating in ALE courses or with participants at the beginning of a course.

**What you need:** Strips of paper or cards (four per participant), glue or tape, three stickers per participant, a flip chart.

**Time frame:** 90-120 minutes

#### How to in eight steps:

1. Introduce the goal of this method: a draft curriculum for an ALE programme that meets participants' needs.
2. Ask participants to write down four topics or issues that are relevant for them. One topic per paper. All the papers are then put in the middle of the floor. Please point out that now, all topics belong to the group, no matter who wrote it.
3. Explain that the papers are the raw material you will now further work with. Start the process of sorting and organising: Ask the group to cluster the topics, similar topics should be arranged side by side and topics that have been mentioned more than once go on a pile. To make this process run more smoothly and to include participants with reading/writing difficulties, it may be helpful to read the topics out loud. Allow participants to discuss. After all the papers are sorted out, every group of strips is given a title or heading.

4. Review the headings. Ask the participants what they see in the groups of topics. Why there are similar topics, what does it mean? Is there anything missing?

5. By now the headings should be finalised. Put the headings and the corresponding strips of paper on a flip chart (or a wall), one heading per flip chart (or per wall). Divide the group of participants into smaller groups.

6. Start a rotation circle. Every group has two minutes to share and write down their ideas under the title of each flip chart. If you work with a wall, ask participants to write down their ideas on a paper that they leave for the next group to add their thoughts. After two minutes, the groups rotate until everybody had the chance to work on every title. Have a look at the flip charts together to find out what new insights you gathered.

7. Ask participants to prioritise the topics. Give each participant three stickers (or colored pens, if you do not have any stickers). They should place them (or mark a point) on the headings that are most important to them. They can either spate the stickers (or points), or place all three stickers (or points) on one heading.

8. Thank participants for having contributed to new and upcoming curricula.





**MODULE II  
GETTING THE WOMEN  
TO ALE**



## 7.1. Challenges that this module addresses

Stakeholders in all countries mentioned that it was not always easy to get the women, once registered for a course, to the course itself.

In all four countries, when women are motivated to participate in ALE courses, transportation for them to get to the place of learning may be difficult, especially in regions, where public transportation is not available or considered unsafe. In Jordan, transportation is perceived as a particular challenge for women who want to take part in ALE courses, especially if they have to travel far.

Furthermore, women may drop out of courses. Respondents from Morocco and Jordan have mentioned women have dropped out when they got married, and husbands or their husbands' families do not want them to further pursue ALE courses.

This also happened in Jordan, where respondents explained that it is not always considered essential for a married woman to pursue a career or have a paid job. Furthermore, women may miss courses if they lack child care options for their children or if their children or other family members get sick and need care. It is therefore of utmost importance, that women's communities and families become aware of their role for support for women to be able to participate in ALE programmes.

Finally, it was found that women only participate in ALE programmes if they can count on a certain return-on-investment. This seems to be especially true for older women, for example in Tunisia and Morocco, who may perceive participating in ALE as a huge step. ALE service providers face the challenge of ensuring that women are aware of the advantages that participating in ALE courses may bring along, and to make sure, these advantages outweigh the risks that women may take when participating in ALE programmes.



## 7.2. Tool: How to build urban-rural bridges

The challenge: Stakeholders have found differences between women in rural areas and women in urban areas. Whereas women in both areas encounter a variety of difficulties when it comes to accessing formal and non-formal education and the job-market. Women in rural areas are more often disadvantaged because of the lack of infrastructure on the one hand, but and also because traditional expectations towards women seem to change slower than in the cities. Unfortunately, this also results in negative stereotypes about rural women in general, underestimating knowledge possessed, produced and gained by these women in rural areas.

### Tool: Knowledge sharing sessions

**Description:** The tool is an idea for ALE service providers to seek partnerships with schools from urban (but also other rural) areas for participants to share their knowledge gained during ALE programmes in order to tackle stereotypes about rural women and value rural knowledge. The tool may support rural women to increase self esteem, to develop rhetorical skills in marketing, advertising and knowledge sharing and dissemination, to improve ALE's reputation among communities and to build urban-rural bridges. It is also a possibility for ALE service providers to evaluate their courses.

**When and with whom:** For participants of ALE

courses, men and women, towards the end of their course.

**What you need:** A school or youth group in an urban (or different rural) area (or community). You may also create partnerships with universities or ALE centres in other communities or regions.

**Time frame:** A couple of days of preparation and one day of training.

### How to in four steps:

1. Integrate the rural-urban partnership as a full module into your curriculum, ideally at the end of a programme.
2. At the end of a programme, ask participants to reflect upon the knowledge and skills which they were able to develop thanks to the programme. What is most important for them? What were their biggest lessons learned? What part of the course was most challenging, and what did they do to overcome the challenges? What would they like to share with the younger generation, for example with a group of young students?
3. Dedicate a session on the development of a 15-to-30-minute knowledge dissemination session. Discuss together, how participants would structure such a session for a certain public (e.g. a class of 12-year olds vs. a class of university students vs. a class of another ALE centre in an urban or rural area). What content

would be part of it? How would content be visualised, or made more accessible?

4. Develop the session with the participants according to their ideas. Do not forget to leave time and space at the end of the session for the audience to ask questions. Remember: the idea is not for them to become teachers, but to share their experience with another generation of learners.

5. Organise the knowledge dissemination session with your partner organisation - it can be a school, a university - but also a group of another ALE centre. The session may take place online, if travelling is not an option.





### 7.3. Tool: New ways to tackle the problem of transportation

The challenge: In Tunisia and Morocco, stakeholders find it difficult to reach participants in general, and women in particular in remote rural areas. Because of a lack of infrastructure and far distances between communities and ALE centres, getting to and back from ALE courses may be extremely time intensive especially for women whose schedules are often already loaded, or difficult for women with disabilities who may be less mobile than women without disabilities. In Jordan and Palestine, stakeholders find themselves in another situation: they find that some communities are less open to or have reservation against the idea of ALE in general, and for women to participate in particular, and thus extremely difficult to be convinced of the importance of ALE programmes.

#### Tool: The ALE Bus

**Description:** The tool is an idea to use a vehicle that brings ALE to target groups in remote, rural regions or where there are transport problems. It can be used with different objective: As a means of mobile education, the bus may be used as a mobile classroom bringing ALE courses to the immediate vicinity of the communities which makes it easier for women, considering their loaded schedule, and girls and other disadvantaged or marginalised groups to participate. It must be taken into consideration that such a bus only brings education nearer to learners, but not to their homes, so a certain mobility is still necessary. The bus may also be used to reach out to communities and to raise awareness about ALE offers, informing them about the closest ALE centre's programmes, and even giving potential learners the opportunity to participate in a trial class on site which does not require them to travel, motivating them to sign up for a programme at the nearest ALE centre.

**When and with whom:** Women in rural areas as well as women and other participants that have no means of transportation that can be reached.

**What you need:** A car or a bus and a person who is able to drive it.

**Time frame:** Depends on your access to a car/bus.

#### How to in two steps:

1. Find a vehicle that can be used permanently (it may be an old, discarded bus that you may give a face lift in one of your other ALE courses). Equip the vehicle with learning material, and, if needed foldable chairs, tables or carpets. You may also reconstruct the inside of the bus and furnish it with tables and chairs to be able to use it as a classroom itself. The bus may be branded with your logo - for you a great opportunity to advertise your activities.
2. Find the best location for your bus to be able to attract a certain number of participants for the courses you offer. Inform potential participants.

**Additional ideas:** You can also use the bus as an advertising tool for ALE programmes. Instead of using it as a mobile classroom, or stock for learning material, you may use it, at times, to visibilise your activities in rural areas.



## 7.4. Tool: Digital learning

The challenge: We live in a digital age and many of the women who participate in ALE programmes use digital devices in their everyday lives, even though there is a wide digital gap between women, some of them being “digital natives”, while others are unfamiliar with the use of digital devices, often due to a lack of resources. Especially in times of COVID-19 which has come with travel restrictions and social distancing, digital learning may be a good opportunity to uphold learning opportunities, for both women and men. Many centres have already switched to online trainings, which took some time as content had to be adapted to the online tools used. However, these are not as efficient as the offline trainings.

### Tool: Podcast

**Description:** This tool is a podcast which may allow your learners to listen to course modules, and allows you to increase the brand awareness of ALE in your community, but also in your country and even beyond national borders. It may also be used for you to keep in contact with former learners and to inform them about new programmes.

**When and with whom:** Depending on how you want to use the podcast, but the target group should be current or potential future learners.

**What you need:** Depending on the professionalism that you aim to achieve: a voice recorder or phone may be sufficient for a simple podcast, real podcast equipment and a podcast dissemination platform for a high quality podcast is recommended. You may also invite experts and speakers with whom you may discuss various topics.

**Time frame: three to five hours**

### How to in four steps:

1. Go through your ALE teaching curriculum and choose a topic that is suitable for a podcast. You may also use other topics that compliment your curriculum, but which is interesting for women, but also other learners, help

them to perfect certain skills or deepen knowledge. When choosing the topic, keep in mind that a podcast does not allow you to interact with the audience directly, and that it is limited to audio.

2. Prepare the scenario of your podcast. You may find inspiration on how to write a podcast scenario online. The scenario can take the form of bullet points, or of a text written out, which then, should be easy to understand. Try to end with open questions for the listener. Then read the text out loud and see how long it takes. You should not speak longer than 10 minutes. Split the podcast into several episodes if the topic is complicated or if you would like to dig deeper in certain topics.

3. Record the podcast. Make sure you are in a quiet environment and use a good microphone. You can maximise your audience’s podcast experience by using podcast recording equipment. After recording, make sure the sound is good and the content is easy to understand.

4. Share the podcast with your target group. You may use WhatsApp or facebook messenger to disseminate the podcast. Increase your audience by making the podcast available on a podcast platform.

**Additional ideas:** You may want to do one podcast every now and then - or start a whole series (why not about the topic of women and ALE?). You may also make a national, and why not regional activity out of it together with other ALE service providers in your country and beyond.



## 7.5. Tool: Advertise your courses, how to reach the women, speaking to their needs and their motivation

The challenge: Stakeholders in all four countries often depend on word-of-mouth advertising of their courses. While word-of-mouth is a low-cost way of advertising, it also comes with some disadvantages: it spreads very slowly and the audience is usually limited. It is also very difficult to control and might have the opposite effect: what if a learner only shares the negative experiences she had with your courses?

### Tool: Homemade advertising

**Description:** The tool is about advertising of ALE programmes that appeal to potential learners' needs and motivation: Learners are more motivated to participate in ALE courses, if the content speaks to their interests and needs - a needs-oriented, low-threshold advertising made by the participants themselves reflects that your programmes do so. The tool may be integrated into a marketing or advertisement module of a business-oriented ALE offer.

**When and with whom:** With women who are already participating in ALE courses.

**What you need:** Flip chart, pen.

**Time frame: one day**

### How to in six steps:

1. If you have a business oriented class of learners, you may dedicate one session to advertisement. Start with a reflection on participants' needs in ALE courses. Ask them the following questions: What motivates you to participate in an ALE course? What do you like about the ALE course? What topics do you find most interesting, useful? Summarise the results on a flip chart. Discuss the answers of the questions and reflect upon the most important points.

2. After the discussion, start a brainstorm about how these points may also be important to future learners who are women (target group of the advertisement). Do not forget that the target group may be made of diverse

women, with different social backgrounds, experiences and who may have special needs. What would current learners say to potential future learners to convince them to participate?

3. Discuss how the main arguments could be visualised on a poster or in a video clip that advertises for this ALE course targeting women.

4. Ask your learners to conceive an ALE advertising poster or the video clip. Give them enough time to think about the composition of the poster, colours, pictures, statements, or a scenario for a video clip... and prepare a first draft.

5. Based on the first draft, ask learners what they need to create the poster or the clip more professionally. Gather the material and give learners the time to create the poster or video clip.

6. With your learners' consent, you may use the posters or video clips for your own advertising, for example in the context of a campaign, for which you and your learners may come up with a creative name.





## 7.6. Tool: Avoid drop-outs in classes

The challenge: Stakeholders explained that especially young learners drop out more before having finished courses. For women, this may be due to them getting married or taking on other responsibilities in the family, to having found an income generating activity that does not allow them to combine it with the ALE course, but also, because they lose interest or motivation in pursuing the course, either because the content or the training style does not interest them or because the content does not seem useful to them.

### Tool: Big Sister Programme

**Description:** The Big Sisters are a group of former students or professionals that guide younger students as mentors, develop a trustful relationship with them, stay in close contact with the students and may help younger learners to overcome barriers to pursuing their ALE programme. When the learners finish their course, they become themselves Big Sisters to new learners. The tool may not just help prevent drop outs - it also promotes solidarity between women from different backgrounds and of different ages, an exchange between learners and a supportive and safe learning environment for women.

**When and with whom:** Especially for current and former learners that might want to become a Big Sister after the end of their programme.

**What you need:** Women that are willing to take the role of a Big Sister.

### How to in four steps:

1. Introduce the idea of the Big Sister programme to older and former students or professionals. Make sure the programme is appealing for these learners by introducing incentives, for example joining more free courses, doing celebrations, certifying volunteering hours, etc.
2. Design a training for them. The training should talk about reasons why especially young women and women in general drop out of classes and should help them to see early warning signs (family responsibilities, not paying attention in class, see no need in coming to class...). Further the training should include elements of sensitive communication and trust building, as well as leadership skills - a set of additional social skills, which is also what may make the Big Sisters programme attractive for learners.
3. Match the Big Sisters with the learners. Ideally every learner gets matched with a Big Sister. Big Sisters may meet directly with their Little Sisters, or stay in contact via phone or messages.
4. Monitor and evaluate the process. Organise rounds or phases of reviews with the big sisters, and get-togethers with all Big and Little Sisters to give feedback and recommendations for improvement of the programme.





**MODULE III  
REACHING OUT TO  
THE MEN**



## 8.1. Challenges that this module addresses

Most beneficiaries of ALE courses are women. This seems to give especially potential male participants the impression that ALE may be an activity specifically for women, and not for both women and men.

Consequently, stakeholders may find it difficult, at times, to motivate men to participate in ALE programmes.

As mentioned above, many ALE programmes target women directly through course content tailored to women's interests and needs. Especially for courses that teach handy skills for participants to build a business upon, the activities proposed are perceived as typically female such as baking, cooking and catering; decorating; sewing and the transformation of local plants, for example into oils, soaps or accessories like baskets. As stated above, many courses furthermore have a literacy component, which is equally viewed as

something that especially women need.

Stakeholders also mentioned that some employers seem to have a bad impression of ALE. Because ALE is perceived as a “women's activity”, job candidates who participated and graduated from ALE courses seem to be less qualified than candidates who have obtained training in other educational systems.

Finally, it was mentioned that men seem to not want to spend their time in a classroom, but instead, prefer to spend their leisure time differently. That men often enjoy more freedom to choose how to spend their time also results in more opportunities and spaces for using their leisure time as compared to women. Simultaneously, men, due to societal expectations towards their gender, are often more focused on bringing bread to the table by working a paid job, and ALE programmes, as they do not bring immediate income, are not viewed as an income generating activity, making them less interesting for men.

## 8.2. Tool: How not to frame ALE as a tool for women

The challenge: ALE, in all four countries, is discursively framed as an activity for women. Because literacy and the majority of ALE offers in all four countries are often linked to women (especially in rural areas), and literacy continues to be strongly linked to ALE, ALE seems to have become “feminised” at least discursively. This is supported by the observation that most participants of ALE classes are women – in all four countries.

### Tool: Learn from men’s positive experiences

**Description:** This tool uses components of appreciative inquiry in order to assess positive learning experiences of men in order to share them with potential future learners.

**When and with whom:** With men who have participated in ALE courses, but also with women, or families and communities in general in order to make the benefits of ALE visible.

**What you need:** Flip chart, pen

**Time frame:** 60 Minutes

#### How to in five steps:

1. Welcome the participants to the meeting and tell them that today’s focus is on the assessment of their positive experiences with the ALE programme in which they participate.

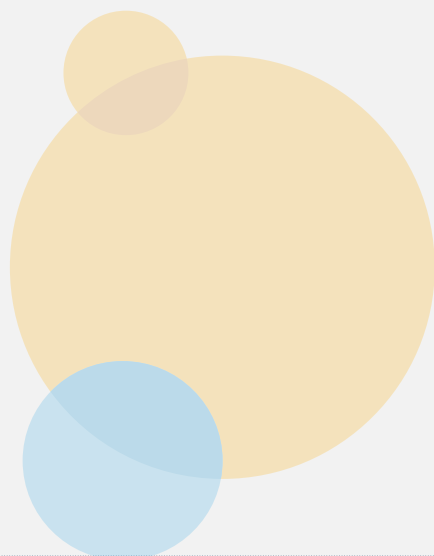
2. Ask the participants to think about the positive experiences they had in the context of the ALE programme in which they participated, as well as the positive impacts the programme had on them and their lives, their families and communities. Build groups of two people and ask them to share their personal story. Make sure that all participants feel safe to talk about their personal experiences with their partner.

3. Ask participants to share a summary of the stories they discussed in the groups, and note them on a flip chart. Participants are not obliged to share their stories.

4. Form small groups of four people. Ask them to identify issues, lessons learned and good practices in the stories that were shared, and which may help to convince others to participate in ALE programmes, especially men. Ask the groups to share the results of their discussions in the plenary.

5. Think about ways in which you may use these arguments in order to attract more men to ALE classes together with the participants.

**Additional ideas:** If one of the stories shared is particularly appealing to you, kindly ask for the person’s permission to write it down and to use it as a success story for advertisement. You may also use them for lobbying at macro level. You can also turn this tool into one that includes the whole family or community - you may ask family members directly about how they benefited from the learner’s ALE experience.





### 8.3. Tool: Motivation for men to participate in ALE

The challenge: While many men seem to understand that women may benefit from ALE programmes in various ways, they do not see the added value of ALE for themselves. Amongst the reasons are that men often seem to perceive ALE programmes as not worth their while and not “rewarding” enough.

#### Tool: Learning scavenger hunt

**Description:** Competition is half the fun while learning. Use this quality and conceive a learning programme following a scavenger-hunt-logic, that is with several shorter modules and rewards after completion of each.

**When and with whom:** With your learners.

**What you need:** A learning programme with several

modules. A stamp card or a certificate system to validate the passed modules, stamps.

**Time frame:** Depending on the course.

#### How to in three steps:

1. Create a learning programme with different modules. Create a stamp card or a certificate system which is appealing and rewarding. The stamp card may also be an application. Explain to learners how the reward system works. The system should be anonymous, but you may opt, together with your learners, for sharing the name of the best and fastest learner after each module.
2. Give rewards for completion of each module. Alternatively you could also stamp the stamp card of the participants.
3. You may reward the three best and fastest students at graduation at the end of the whole programme.





## 8.4. Tool: How do adapt your ALE courses for men

The challenge: ALE programmes in all four countries often seem to mostly attract women, and men often seem to think of ALE programmes as an activity for women.

### Tool: Hackathon

**Description:** The tool is a way to use collective intelligence in order to solve the challenge of men's participation. It is a hackathon that is a participatory activity of short duration, where men and women may come together to solve some particular challenge - for example, the question of how to increase men participation on ALE programmes or of how to enhance gender equality in their communities - in a friendly competition.

**When and with whom:** With learners, women and men, communities, at schools, with trainers and learning centres' staff members. It may be organised physically or virtually.

**What you need:** A facilitator who is familiar with organising hackathons, a location big enough for the number of participants you expect to join and that fosters creativity and exchange, coloured pens and paper for all participants, refreshments, more or less stable internet connection at the venue for participants to research online, a prize (or several smaller prizes) for the winning team.

**Time frame:** Depending on the number of people but at least one day

### How to in four steps:

1. Invite your participants. You may invite both men, and women. If you want this to be an in person event, find a

location big enough to host all participants. Organise for breaks and refreshments.

2. In the beginning of the gathering, introduce the challenge on which you and the participants will work, for example: "How to increase men's participation in ALE courses" or: "How to enhance gender equality in their communities?". Point out that you look for all types of solutions, they may be technically, they may be in the field of communication, etc. etc. Furthermore, emphasise that it is difficult to solve this challenge completely by the end of the hackathon but that a well prepared concept may be the foundation of a great project. Announce the prize for the best idea that may solve the problem. You may also feature several smaller competitions with awards (the most innovative solution; the most inexpensive solution; the fastest-to-be-implemented-solution;...).

3. Ask participants to form teams of three to four participants. Give them a time frame (for example: three hours). Each group should use their time to come up with a creative solution for the problem. The solution should be presented on a poster, and should include information about: the target groups, the budget and further resources needed, the timeline, and a step-by-step-description of how to implement the idea. Start working.

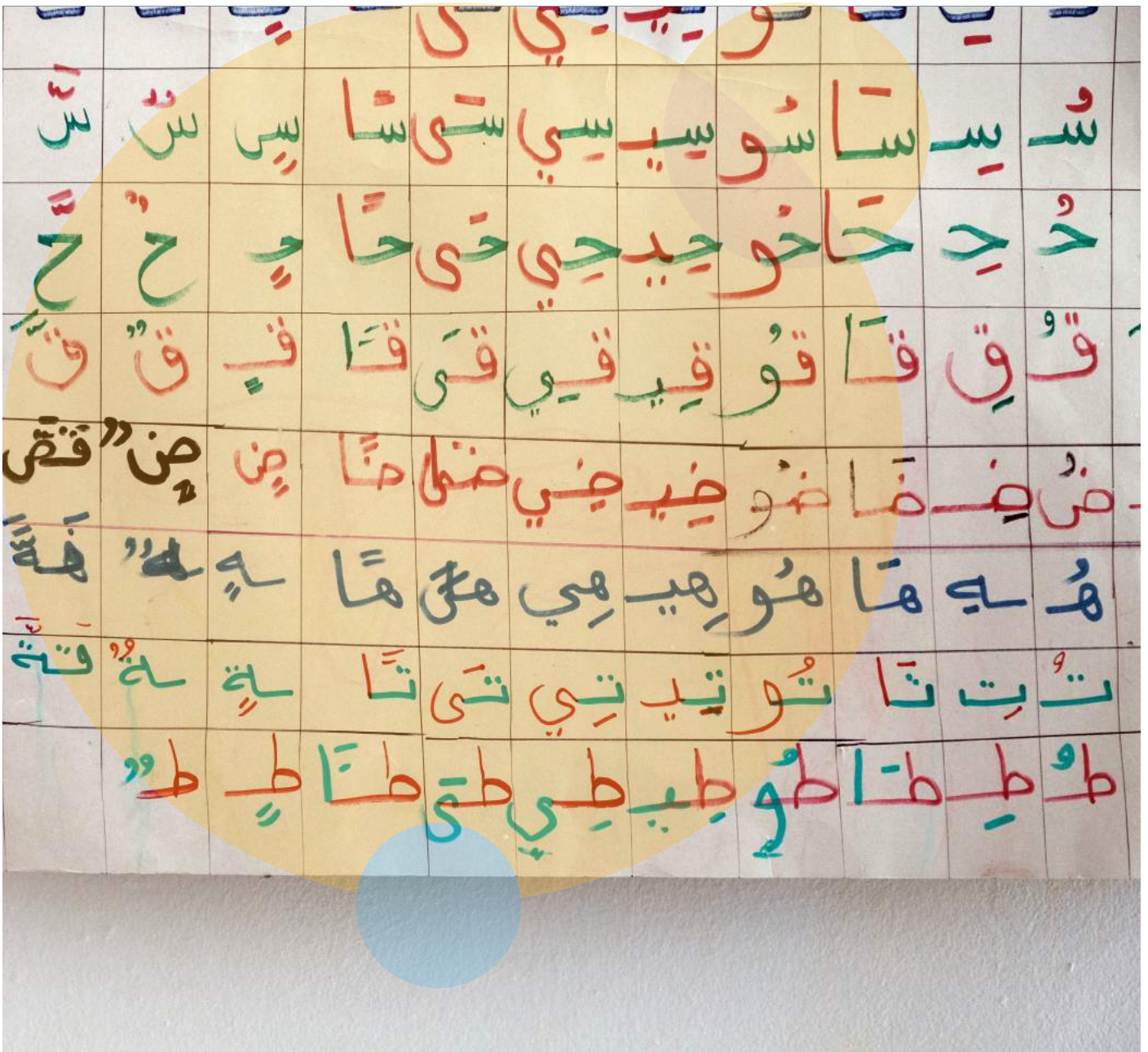
4. Ask every group to present their idea. Afterwards, ask all participants to vote for one idea. Participants are not allowed to vote for their own idea. Count the votes and crown the winner.

**Additional ideas:** You may include short training on gender equality, human rights, men's role in society etc. sessions in the hackathon which participants may join in order to deepen their knowledge on gender equality.



A close-up photograph of a person's hand holding a mound of dark, rich soil. A small, vibrant green seedling with several leaves is growing out of the center of the soil. The background is blurred, showing more soil. Overlaid on the right side of the image are two decorative circles: a large light blue one and a smaller yellow one. At the bottom center, there is a large yellow circle that is partially cut off by the edge of the frame.

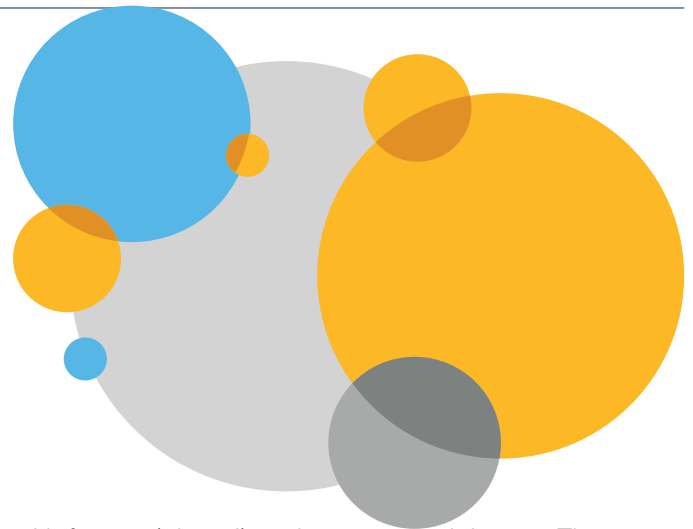
# MODULE IV SUSTAINABILITY



### 9.1. Challenges that this module addresses

The topic of sustainability is important at various levels. Firstly, stakeholders find it important to offer sustainable learning opportunities. ALE service providers from Tunisia and Morocco in particular mentioned that it was challenging to implement the idea of lifelong learning with the learners. Many participants, including women, attend only one or two classes, and do not come back for further programmes or advanced trainings when they graduate from the course. Depending on the nature and content of the course taken, however, stakeholders claim that follow-up courses would be important for women to be able to follow newest trends or legislative changes, as well as to learn new skills.

Secondly, while qualified teachers are of great importance for a sustainable learning environment, stakeholders in all four countries note that it was not always easy to find qualified staff when working in ALE. In case they find qualified staff, they often leave rather sooner than later. Stakeholders explain that this is, amongst others, due to the low wages as well as part-time working for many of the trainers, often combined with the relatively unstable status of freelancing in the sector of ALE. The lack of qualified staff also retains some stakeholders from fully satisfying the needs for ALE expressed by the communities in which they work. For some, even daily business becomes challenging due to staff fluctuation, and understaffing.



## 9.2. Tool: Work towards a life-long learning goal

The challenge: Most stakeholders associate ALE with lifelong learning, which, however, is also often perceived as a challenge. ALE service providers from Tunisia and Morocco in particular mentioned that implementing life-long learning into their programmes was not always easy, as many learners do not come back for further or advanced training after having graduated.

### Tool: ALE as a permanent companion.

**Description:** The tool shares five ideas for activities from different stakeholders from the four countries and beyond who have tackled the question of how to reinforce learner loyalty.

**When and with whom:** This is a continuous process with all learners from your courses and should take place on a regular basis.

**What you need:** An up-to-date list of your learners, communication devices.

**Time frame:** Depending on the activity, from 30 minutes up to a day.

### Five activities:

1. Implement 'refresher' sessions after six months. The learners may be able to refresh their knowledge from the programme which they have attended, exchange with other former participants and be introduced to the newest trends in the field. You may also use these sessions to advertise new programmes or advanced trainings that may come in addition to other courses.
2. Organise annual meetings, festivals or workshops

with former (alumni) and current participants. These get-togethers may foster relationship building between you and your learners and between your current and former learners, which may motivate the latter to look for a new programme subscription.

3. Create an official alumni-group for your former learners which is only accessible to those who have completed one (or several) courses. The alumni may have access to specific incentives that are exclusively provided for them, so that they see an advantage of becoming a member, such as free courses, discounts, highlighting certain distinguished participants on social media pages of the ALE provider, etc.

4. Disseminate regular information to participants on the issues they tackled during training, for example in the form of a newsletter via e-mail or messengers.

5. Make handouts, toolkits and guidelines easily accessible, for example on your website or social media page, so that participants may always find their course's content online. Make sure these documents are regularly updated. Inform learners about the updates and remind them where to find them.

6. Organise quizzes for former learners about the training material of their courses to refresh their knowledge. You may insert new bits of knowledge every time in order to make learners aware that there is much more to know, motivating them to look for a further course or advanced training.





### 9.3. Tool: Make gender work within your organisation

The challenge: Many stakeholders in ALE have official gender strategies or other documents that may provide help in strategically and integrating gender into programming and implementation in the long run. However, these strategic documents are not always applied in practice. Some stakeholders mentioned that they are not sure where to start.

#### Tool: Gender work plan

**Description:** The tool helps stakeholders of ALE to do a quick assessment of how gender is used within their organisation.

**When and with whom:** With the members of your organisation, at any time, at the end of the year or in the planning phase of the new year.

**What you need:** DVV International Gender Questionnaire, flip chart, and pen

**Time frame:** One day and reflection after three months

#### How to in five steps:

1. Ask DVV International for the “Gender Questionnaire” or go the DVV International Middle-East website [ADD WEBSITE HERE](#). It includes questions on gender and your organisation during the planning, implementation and evaluation of the programmes.
2. Get together with your colleagues and fill out the questionnaire. Reflect on your answers.
3. Transfer the question to which your answer is “no” to a flip chart. Brainstorm about why you answered no. What would your organisation need in order to turn this “no” into a “yes”?
4. Identify concrete steps with concrete activities, milestones, responsibilities, resources and deadlines to turn at least one “no” into “yes”. Do not forget that you want to keep the “yes” in place.
5. Go back to this matrix after three months and reflect on your work. If necessary, make adaptations.





#### 9.4. Tool: Gender sensitive language

The challenge: For stakeholders from all four countries, ALE is intrinsically linked to and may lead to gender equality. To increase ALE's impact on gender equality, some trainers and organisations use gender sensitive curricula, which use inclusive language. Because language reflects social norms on the one hand, but may also alter social norms on the other hand, it is a powerful tool that may be used to promote gender equality.

#### Tool: Engendering the curriculum

**Description:** The tool is about inclusive language in general, and gender sensitive language in particular, that may be introduced to curricula.

**When and with whom:** At any time with the members of your organisation, including freelancer trainers and other external staff.

**What you need:** Your curricula and course material

**Time frame:** depending on the number and length of documents

#### How to in three steps:

**1. Have a look at the key principles** for inclusive language and one example for gender sensitive, inclusive language in this Toolkit. You may complement the reading with an online search.

**2. Discuss with the members of your organisation:** do your documents, curricula, your website and advertisement use inclusive language that goes beyond the generic masculinum? Are not only men and women, but also younger and older people, or persons with disability clearly mentioned and targeted? Do they feel included and represented when they read the documents?

**3. Start editing.** Start with documents that are distributed to persons outside of your organisation, namely posters, brochures, flyers, website, reports,...

**Additional ideas:** You may also reflect upon the ways in which you communicate orally. In addition, you may also discuss the topic of inclusive language with your learners. Finally, inclusive language may also help to attract more men to ALE programmes.



### GENDER PRONOUNS

When every participant contributes his own ideas, the discussion will be a success.

### SOLUTION

Use his or her.

Change the sentence to a plural.

Rephrase to omit pronoun.

Use the gender neutral pronoun ze

Use you (if speaking directly to an audience)

Use an or the place of the pronoun.

### ALTERNATIVES

When every participant contributes her or his own ideas, the discussion will be a success.

When all participants contribute their own ideas, the discussion will be a success.

The discussion will be a success when every participant contributes ideas which that participant had thought of.

When every participant contributes their own ideas, the discussion will be a success.

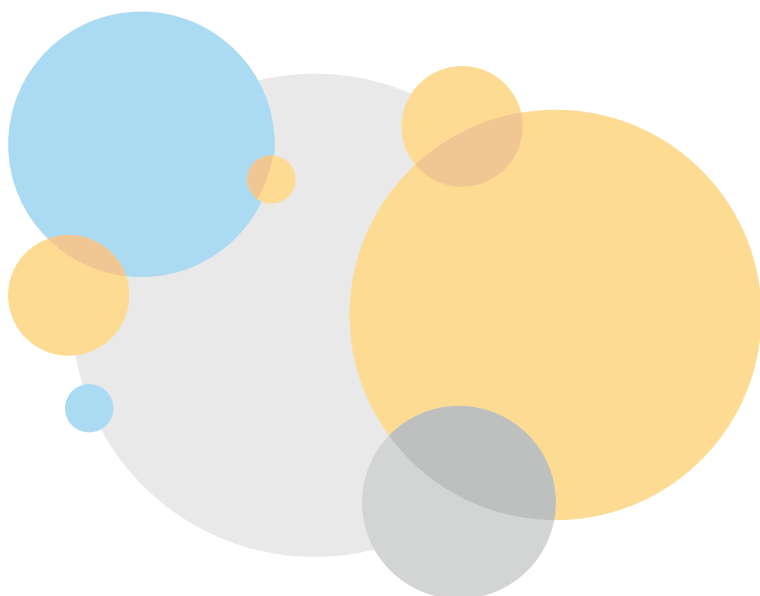
When each of you participants contributes your own ideas the discussion will be a success.

When each of you participants contributes an original idea the discussion will be a success.

## REMEMBER THE KEY PRINCIPLES FOR INCLUSIVE LANGUAGE USE

1. Recognise and challenge Stereotypes.
2. Be inclusive and avoid omission and making others invisible.
3. Be respectful and avoid trivialisation and subordination.

These principles and guidance provided in this toolkit will help ensure all your communication is gender-sensitive.





## 9.5. Tool: How to keep and qualifying trainers

The challenge: Finding and keeping qualified staff, including trainers and administrative staff, is perceived as difficult by ALE service providers. In case they find qualified staff, they often leave within short times.

### Tool: Mid-term certification for gender sensitive teachers

**Description:** The tool is an idea to keep qualified trainers while training them in gender approaches. The training is conducted over a several months long period, a certificate is only acquired after completion of all modules.

**When and with whom:** For trainers and volunteers. You can start at any time.

**What you need:** A training curriculum.

**Time frame:** It should be an ongoing course for several months up to a year.

### How to in two steps:

1. Develop a curriculum that may qualify your staff as gender sensitive trainers. Involve other learning centres in other communities or regions. Some ideas for the curriculum are provided below. Think about what your trainers may find interesting in such a programme apart from the content? Exchange beyond their national borders, or travelling? A nice venue (to which they may invite their partners and children)? Make sure the most attractive part comes at the end of the course. You may directly ask your staff members to describe their idea of a perfect training.

2. Reach out to staff members about the training and certification. Get the funding and the time table straight. Start the training.



## FIRST TOPIC OF THE CURRICULUM: GENDER-SPECIFIC KNOWLEDGE

1. Teach about gender theories and concepts, gender mainstreaming and gender sensitive language.

2. Your staff needs to understand the impacts that gender is having on a day-to-day basis.

3. Teach about the legal frameworks on gender equality on an international and national level.

## SECOND TOPIC OF THE CURRICULUM: GENDER SENSITIVE TEACHING

1. Discuss why gender is important in teaching.

2. Have a look at the teaching materials and check if they are gender sensitive and include a gender sensitive language and what does it take to have a gender sensitive curriculum.

3. Learn how to understand needs of learners that are having a relation to gender.

4. Develop a strategy to challenge participant's ideas about gender.

5. Develop a gender sensitive curriculum.





## 9.6. Tool: Using new technologies, implications for trainers

The challenge: Trainers of ALE are in need of continuous training, especially when it comes to the use of latest technology in the various fields they teach. According to stakeholders, there seems to be a great quality difference when it comes to trainings of trainers in regard to technology.

### Tool: One trains all - a circular knowledge approach

**Description:** This tool may be helpful if you do not possess all the resources you need to keep your trainers up to date with their skills and knowledge, you can inspire them to create an inside learning dynamic.

**When and with whom:** A tool for the trainers whenever they feel the need to learn further skills. Through online communication, you may also extend the circle of trainers to those of other learning centres in other communities.


**What you need:** Motivated trainers willing to share their knowledge and skills

**Time frame:** Depending on topics, but in general, trainers' knowledge sharing sessions should be short, but efficient.

### How to in four steps:

1. Create a learning group of trainers. Identify the pre-existing knowledge of the trainers and the needs in matters of learning new skills.
2. If pre-existing knowledge matches any of the needs, put them together and hand them to the participant who possesses the knowledge in order to prepare a knowledge sharing session on it.
3. Discuss with participants what type of knowledge may help them to encounter their needs. Identify concrete tools that could help encountering the needs.
4. Ask every trainer to pick one of the tools, do an online search and prepare a short, 10-minute knowledge sharing session for her or his co-trainers.





**MODULE V  
ADVOCACY**



### 10.1. Challenges that this module addresses

Stakeholders at macro level from all four countries mentioned three main challenges when it comes to strategically planning and implementing programmes and projects in the field of women, gender and ALE.

Firstly, many organisations and institutions at macro level take gender into consideration - however, only on a superficial level. As some stakeholders claim, gender

is often only taken into consideration on paper, but not much is done in practice.

Secondly, many decision makers do not seem to perceive gender as a priority when it comes to ALE. Those stakeholders who lobby for the use of the notion of gender not only in projects or programmes, but also in policies and strategy papers, often feel overheard.

Thirdly, gender equality has not been reached within organisations and institutions themselves. For example, many important positions are occupied by men.

## 10.2. Tool: Advocacy starts from within

The challenge: Even though many organisations or institutions have official gender strategies, these are not always applied in practice. This seems to be mostly due to gender often not being perceived as a priority for decision makers. These are often men, and do not always see the point of applying gender strategies to their institutions or departments.

### Tool: You are not too small!

**Description:** The tool is an idea for having an impact on one's organisation or institution.

**When and with whom:** All members of an organisation should be involved

**What you need:** Like minded colleagues and allies from your organisation.

### Time frame: Ongoing process

#### How to in two steps:

1. Identify co-workers who would like to have an impact on gender equality within your institution. Think big! Ask around! Start with identifying the gender focal point of your organisation, if there is one and ask for a meeting to brainstorm together. Are there directors who might be motivated to join you? Do not forget that gender is not a women-only topic and that you may (and even should) also include men.

2. In coordination with the gender focal point of your

organisation, organise a meeting - or a series of short meetings, for example during coffee breaks, depending on the time you and your colleagues are able to allocate to the topic. Together, think about the following questions: What does gender equality mean to you? How does your organisation or institution is already heading in the right direction? What may be improved and how? Brainstorm in baby steps that may lead to the great goals and tackle them, one-by-one in your everyday work.

#### Ideas could be:

#### Communication:

- use inclusive and gender sensitive language when you speak to your colleagues.
- use inclusive and gender sensitive language in your written (internal, and external) communication.

#### In meetings:

- make sure to always invite both men and women to the meeting.
- at the beginning of the meeting, count how many men and women are present and add it to the protocol (if there is one).
- make sure both men and women speak up.
- if a woman shares an idea that you like, support her.

#### Trainings

- ask for trainings in the field of women, gender and ALE if you think this may be helpful.



### 10.3. Tool: Using policies in a productive way

The challenge: Many stakeholders from all countries wish for gender in ALE to become more visible and more important especially at the macro level, but also at the level of national and international civil society. Stakeholders find that the notion of gender, and how gender may further contribute to achieving gender equality is often neglected in ALE even though women are the majority of ALE participants in all four countries.

#### Tool: Constructive opinion paper

**Description:** The tool is an idea for an opinion paper of an organisation that takes position with regard to the organisation's gender goals, national policies or international standards. The goal of the opinion paper is not to criticise, but rather to visibilise that a group of staff members of an organisation stand behind the organisation's commitment to women empowerment and gender equality through ALE, and is willing to support its implementation wherever necessary. The tool may work well in organisations that already promote the notion of gender equality at least to a certain extent, and which are open for staff member participation.

**When and with whom:** Staff members in ALE organisations and institutions that are open to and or even promote constructive input of staff members.

**What you need:** Flip charts, papers, pens.

**Time frame:** One to two days

#### How to in six steps:

1. Invite other members of your organisation, or beyond, interested in having an impact on gender, women and ALE. Ideally, this should be done in coordination with the gender focal point of your organisation, if there is one.

2. Start with an assessment of currently existing gender policies for ALE in your institution or in your country, or of ALE policies tackling gender questions. Read them carefully and discuss how they are reflected in your daily work. You may also have a look at international policies and compare them to national and institutional ones. Choose one policy.

3. Discuss your position with regard to the policy or strategy. Is the policy or strategy well implemented, according to you? What is going well, what may be improved? Where can you help improve its implementation through your daily work?

4. Choose one specific topic mentioned in existing policies and strategies which you find particularly important and on which you would like to draw further attention. Dive deeper into the discussion of this topic.

5. Write the opinion paper in a constructive and positive way. This is important for you to avoid repercussions, as critique may not always be welcomed and gender equality may be a sensitive topic.

1. Start with the introduction: who are you, what is the topic which you address, and how is the topic already reflected in your organisation's policy, strategy, but also in daily work routines?

2. Take position: why do you think this topic is particularly important?

3. Offer your support: how may you, as individuals or a group, support the organisation to achieve certain goals related to the topic?

6. Share the opinion paper with a person - ideally a decision maker - of your confidence. Make sure the person understands that you are here to support, not to criticise.





#### 10.4. Tool: Gender in public relations

**Challenge:** Strategic gender sensitive planning of activities is not always a reflex for stakeholders in ALE. This includes the planning of events. This may lead to events not featuring women speakers as keynotes or on panels, or participants not feeling comfortable during the event.

#### Tool: Gender sensitive Event Planning

**Description:** The tool is a checklist for you to make your event planning more gender sensitive. It may be applied to meetings at local up to meetings at a regional or international level. The list stems from stakeholders' ideas and practice, but does not pretend to be exhaustive.

**When and with whom:** Before and during the planning of an event, together with other people involved in the planning.

**What you need:** Draft programme of the planned activity.

**Time frame:** Depending on the activity you are planning.

#### Checklist:

**1. Gender mainstreaming:** When conceiving the agenda of the event, think about how you may integrate a gender perspective into the whole range of topics covered by the event, from the keynote to coffee breaks.

**2. Spotlight on gender:** Add a session that is directly concerned with questions of gender, and assign a time and location that is prominent enough to draw

participants' full attention.

**3. Create networking opportunities:** Make sure all participants, women and men, have the opportunity to get to know each other without barriers.

**4. Balanced panels:** If your event has panels, make sure the same number of men and women is invited to the panel. Furthermore, you may also ensure that other marginalised social groups are also invited to speak as panelists.

**5. Inclusive language:** Facilitators of events may use inclusive language to make both men and women, as well as other marginalised social groups welcome and included to the event, but also to visibilise their presence.

**6. Taking questions:** If you want interaction with the audience, make sure that the facilitator collects questions and comments from a diverse range of participants.

**7. External communication:** Use gender neutral and inclusive design (including language) when advertising your event. Think about where you advertise your event and if both men and women, as well as other marginalised social groups, will be able to see the advertisement.

**8. Make your participants feel comfortable.** Think about your participants' needs - not just those of men and women in general, but also of other marginalised social groups. What do they need to feel comfortable at the event and benefit from it to a maximum?





## 10.5. Tool: Together we are strong (stakeholder cooperation)

The challenge: Stakeholders in all countries are convinced that they would benefit from a closer collaboration and exchange with other stakeholders from the same, but also from other countries and between macro and meso levels. Especially service providers of ALE that work in rural areas often wish to have a better contact with the macro level institutions concerned with ALE, but also macro level institutions wish to reinforce their collaboration between institutions (e.g. Ministries).

### Tool: Footprints – steps into the future

**Description:** This tool's objective is to support stakeholders in the field of women, gender and ALE at different levels to identify common aspirations and create new cooperation and partnerships.

**When and with whom:** Stakeholders who want to strengthen their network, exchange and deepen their knowledge about women, gender and ALE, within one country or beyond national borders. The exercise may be done during any gathering of stakeholders.

**What you need:** Printings of footprints and pens

**Time frame:** Half day.

### How to in six steps:

1. Identify parties interested and send an invitation for them to participate in the exercise.
2. At the meeting: Start with a quick introduction round, which is then followed by working groups (up to five participants) to answer three guiding questions: How are we connected through our work? Where do our goals meet? How would cooperation help us reach these goals?
3. Distribute paper with imprinted footprints to the participants, five per person. Ask participants to think about three to five personal steps they would like to do in the next three to six months in order to get the cooperation going or more successful.
4. Place the footprints in a line on the floor (or hang them next to each other on the wall) leading to a door. Ask participants to line up, walk along the footprints and read participants' ideas until they reach the door.
5. When all participants have reached the door, form a plenary and discuss: Which of the actions indicated on the lined up footprints do you find most appealing? Most realistic? What would their impacts be with regard to gender equality? To which of them are willing to commit?
6. Ask participants to take a ten minutes break and write down one concrete step they are able to do in the upcoming year with regard to the actions discussed.







**MONITOR AND EVALUATE  
YOUR OWN WORK WITH  
THE TOOLKIT**

The challenge: Taking a step back to evaluate and reflect upon one's work is a must when working in the field of women, gender and ALE. While most stakeholders regularly review and assess their work, many lack instruments of integrating gender into their assessments. This is problematic, as ALE's impact on gender equality is difficult to assess when the evaluation does not take into consideration a gender perspective.

## Tool: Gender-sensitive monitoring and evaluation

**Description:** The tool gives a gendered overview of the five widely used evaluation criteria relevance, efficiency, effectiveness, impact and sustainability.

**When and with whom:** Organisations at the end of an ALE programme or a project, or as a mid-term evaluation of activities. Depending on your budget, you may conduct the evaluation yourself, but ideally, it is conducted by an independent evaluator.

### Gender-sensitive evaluation criteria:

**Relevance:** Has the project/programme effectively contributed to the creation of favourable conditions for gender equality? Did it respond to the practical and strategic gender needs of women? Did it contribute to the national and EU policy commitments and mandates regarding gender equality? Was the treatment of gender equality issues throughout the implementation phase logical and coherent? Were adjustments made to respond to external factors of the project/programme which influenced gender relationships?

**Efficiency:** Has the implementation of the policy been efficient with respect to gender equality? Are the means and resources being used efficiently to achieve results in terms of improved benefits for both women and men? Have the results for women and men been achieved at reasonable cost?

**Effectiveness:** Did the project/programme results turn out to be effective in achieving gender equality? Have the results contributed to the achievement of the planned results and outcomes, and have benefits

favoured male and/or female target groups? Did stakeholders (organisations, institutions, indirect target groups) benefit from the interventions in terms of institutional capacity-building in the area of gender mainstreaming?

**Impact:** What has been the impact of the project's outcomes on wider policies, processes and programmes which enhance gender equality and women's rights? Did it contribute to a more balanced distribution of unpaid care labour and family responsibilities between women and men? A gender-specific ex-post evaluation can also be used for projects/programmes without a gender equality perspective and will assess whether these have produced any (positive or negative) unintended or unexpected impacts on gender relations.

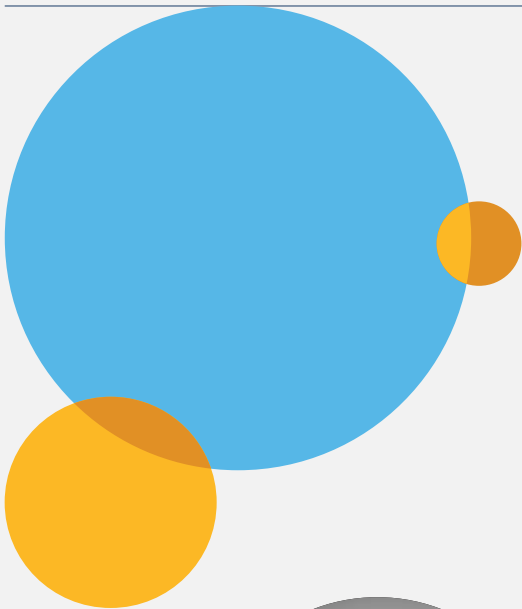
**Sustainability:** Are achievements in gender equality likely to be sustained after funding ends? To what extent has ownership of the policy goals been achieved by male and female beneficiaries? To what extent have strategic gender needs of women and men been addressed through the project? To what extent has capacity for gender mainstreaming through the project been built and institutionalised?

**Source:** European Institute for Gender Equality: Gender evaluation (see literature section of the Toolkit)



A photograph of several ripe, orange-colored fruits hanging from a branch of a tree with green leaves. The background is a blurred green. There are three decorative circles: a large light blue circle and a smaller yellow circle in the upper right, and a large yellow circle with a white horizontal line through its center at the bottom.

# ACKNOWLEDGMENTS



## Acknowledgments

This Toolkit is the product of collaborative work of experts, adult educators working in big cities and small communities, stakeholders representing civil society and the public sector from Jordan, Morocco, Palestine and Tunisia.

For DVV International it was important to assure the participation and involvement of stakeholders in the development of the Toolkit. Here we take the opportunity to thank them for their very valuable contributions through interviews, participation in online stakeholder's meetings as well as through feedback on the draft Toolkit. The names of all stakeholders involved are found on the next page.

We would like also to express our gratitude to the team of the RESULT – Research Consult: Alena Sander; Samantha Ruppel and Sheyma Arfawi who as a team of experts developed this Toolkit, based on interviews, contributions and materials collected from different stakeholders.

The RESULT team had very important support from four focal points Naqaa Bajes (Palestine), Saïda Drissi (Morocco), Jeed Madanat (Jordan) and Ons Othmani

(Tunisia) who made the communication between the team and stakeholders work smoothly. On this occasion we would like to thank them as well.

This publication would not be possible without the important contributions of my colleagues from DVV International Donia Benmiloud (regional director, North Africa), Saïd Doukali (country director, Morocco), Ola Issa (country director, Palestine), Asma Jebri (country director, Tunisia) and Mohammad Al-Sheyab (project manager, Jordan) who invested immense time and energy in this project.

Finally, I would like to thank designer: Ian Mwangi, Arabic translator: Ahmad Al-fakharany, French translator: Sophie Guérinet; English proofreader: Sophie Guérinet and Moviemaker: Carl von Karstedt who made the Toolkit attractive and accessible for Adult Educators from the MENA region and more.

December 2020, Nazaret Nazaretyan, regional director, Middle East

## Arabic

### Name of organisation (full name)

### Name of the person interviewed

### Position of this person

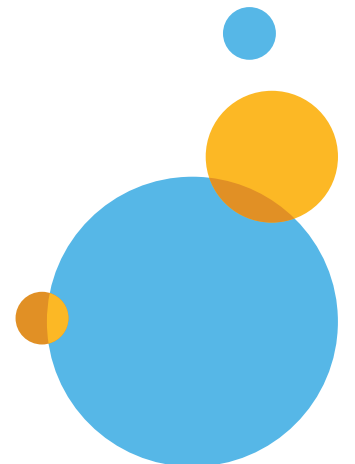
الاتحاد الوطني للمرأة التونسية وزارة المرأة والأسرة و كبار السن جامعة تونس الافتراضية وزارة الشؤون الاجتماعية وزارة الفلاحة و الموارد المائية و الصيد البحري جمعية تكوين وتشغيل المرأة والشباب في الوسط الريفي بالكاف ATLAS الجمعية التونسية للقيادة والتنمية الذاتية والتضامن	راضية الجربي مليكة البجاوي الورغي عبد المجيد ناصر يحيى الهاشمي نرجس الحمروني حفيفة الخضراوي صالح الحناشي	رئيسة الاتحاد مديرة شؤون الأسرة مدير المعهد العالي للتربية والتكوين المستمر مدير المركز الوطني لتعليم الكبار/ مكلف بالبحث البيداغوجي والبرامج مديرة مكتب دعم المرأة الريفية المديرة التنفيذية / منسقة مشروع د.ف.ف
د.ف.ف/ الجمعية الألمانية لتعليم الكبار د.ف.ف/ الجمعية الألمانية لتعليم الكبار	اسماء جبري دنيا بن ميلود	رئيس الجمعية مديرة وطنية -تونس مديرة إقليمية- شمال إفريقيا
فيدرالية الجامعة للجميع وزارة التضامن والتنمية الاجتماعية والمساواة والأسرة شبكة المغرب للتنمية والتعلم مدى الحياة الجامعة للجميع/ تطوان جمعية حركة التويزة ابن جرير منظمة الأمم المتحدة الوكالة الوطنية لمحاربة الامية الجامعة للجميع/ القصر الكبير د.ف.ف الجمعية الألمانية لتعليم الكبار الجامعة للجميع/ مراكش	جمال شهدي عبدالله حميدوش فاطمة بالعربي أسماء النابت خالد مصباح ليلي رحيوي دوي محمد أمين رشيد جلولي دوكالي سعيد زعتم الحسن	رئيس الجمعية رئيس قسم تمكين المرأة مديرة رئيسة الجمعية رئيس الجمعية ممثلة مكتب الأمم المتحدة للمرأة المتعدد البلدان/ المغرب رئيس الجمعية مدير وطني /المغرب رئيس الجمعية المسؤولة عن برنامج" دعم التمكين الاقتصادي للمرأة الريفية من خلال تعزيز سلسلة القيمة الزراعية البيئية لتحسين القدرة على التكيف مع تغير المناخ"
هيئة الأمم المتحدة للمرأة الوكالة الوطنية لمحاربة الامية الجامعة للجميع/ سلا جمعية التحدي للمساواة والمواطنة الوكالة الوطنية لمحاربة الأمية	مريم بلاطة فاطمة زهراء الزماري خديجة بن طالب بشرى عبدي بشرى العماري	رئيسة الجمعية المديرة التنفيذية رئيسة قسم الدراسات والتخطيط
مؤسسة نهر الأردن وزارة التنمية الاجتماعية وزارة العمل الاردنية عيرا ويرقا /مراكز تنمية المجتمع نادي الإبداع - الكرك د.ف.ف الجمعية الألمانية لتعليم الكبار الشبكة العربية للتربية المدنية / شبكة النهر وزارة العمل الاردنية وزارة العمل الاردنية	د. غسان قطيط كهرمان عبدالله روان أبو سل إخلاص الزيادات خالد بركان محمد الشيايب خزامى الرشيد رشا قميش لارا حسين	مدير التدريب رئيس قسم التنمية الاجتماعية مديرية النساء والنوع الاجتماعي ميسرة و مدربة مدرب مدير مشروع باحث في حقوق الإنسان التعليم والنوع الاجتماعي مديرية السياسات والاستراتيجيات وتطوير الأداء المؤسسي: متخصصة في المتابعة والتقييم مديرية السياسات والاستراتيجيات وتطوير الأداء المؤسسي

## Name of organisation (full name)

## Name of the person interviewed

## Position of this person

جمعية رعاية شؤون الاسرة الخيرية جمعية الملكة زين الشرف الخيرية البيت العربي لتعلم الكبار والتنمية وزارة التنمية الاجتماعية	امل وهدان د. أريج سليم إلسي وكيل منى الرفو	رئيسة جمعية رعاية شؤون الاسرة الخيرية مديرة مركز لتعليم الكبار الأمينة العامة رئيسة قسم النوع الاجتماعي
كلية دار الكلمة الجامعية للفنون والثقافة الكلية الجامعية للعلوم التطبيقية وزارة التعليم الفلسطينية جمعية المدربين الفلسطينيين مركز خزاعة المجتمعي لتعليم الكبار والشباب د.ف.ف/ الجمعية الألمانية لتعليم الكبار وزارة العمل الفلسطينية مركز السرايا لخدمة المجتمع جمعية أطفالنا للصم مركز اليامون المجتمعي لتعليم الشباب والكبار مدى الحياة	رنا خوري منى نخله غدير فنون وحيد جبران شيماء توفيق أبو رجيله علا عيسى مصطفى صرصرة صوفي شبيب عبير صقا هدى نواهد	نائبة الرئيس للتطوير والتوعية منسقة المركز رئيسة قسم التعليم غير النظامي والمنسقة الوطنية للجنة الوطنية لتعليم الكبار مستشار في التعليم منسقة المركز مديرة وطنية رئيس التدريب المهني قصير المدى المديرة التنفيذية منسقة المركز مديرة عامة
مركز عراية المجتمعي لتعليم الشباب والكبار مدى الحياة وزارة شؤون المرأة الفلسطينية مركز الكرمل المجتمعي لتعليم الشباب والكبار مدى الحياة	رائدة حمدان سميرة القواسمي فاطمة حرب	مديرة المركز رئيسة قسم السياسات والدراسات مديرة المركز



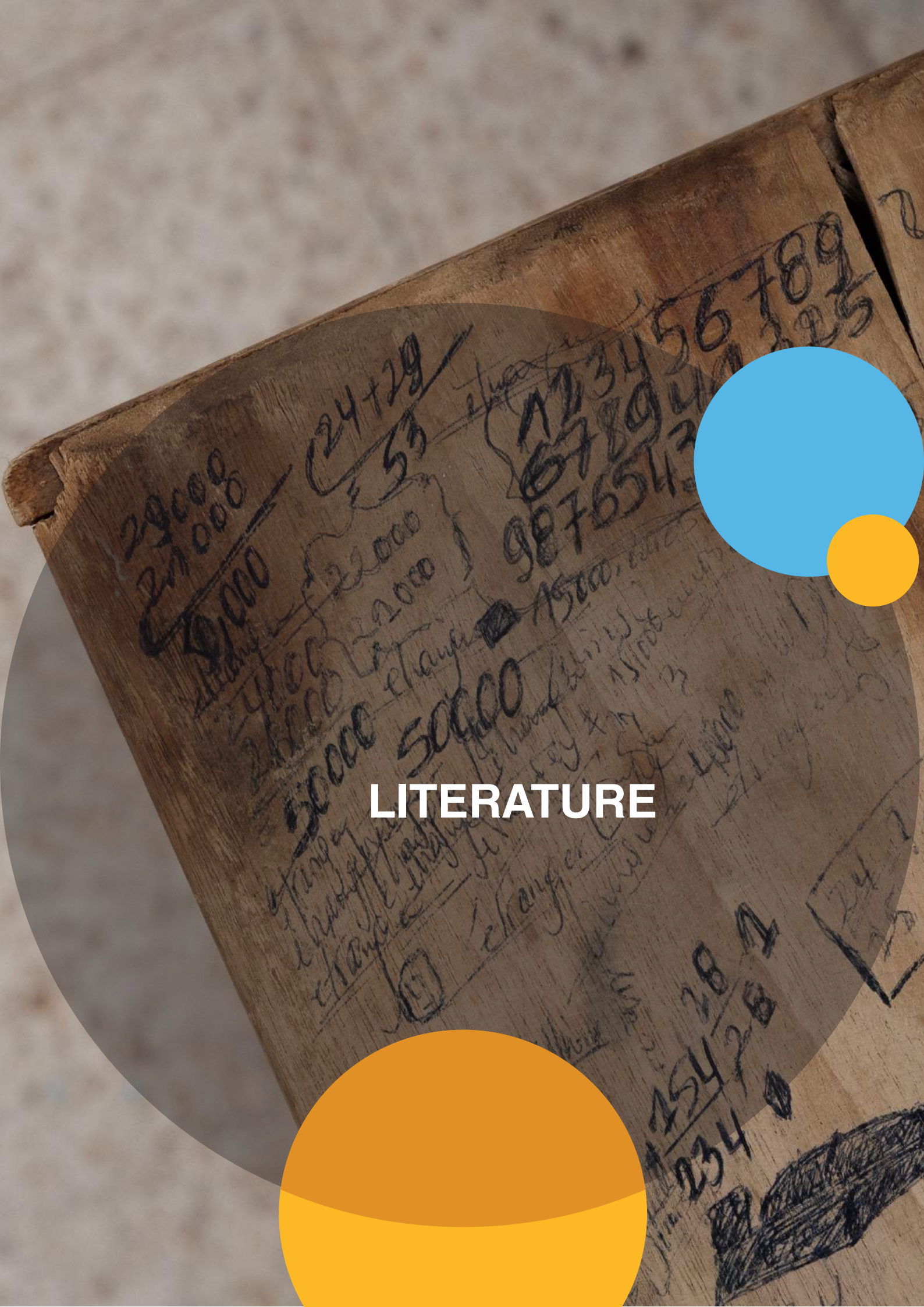
## English

Name of the organization	Name of the person interviewed	Position of this person
Jordan River Foundation (JRF)	Dr. Ghassan Ktait	Training manager
The Ministry of Social Development	Kahraman Abdallah	Head of community development department
Ministry of Labor	Rawan Abu Sel	Directorate of women and gender
Community Development Center Eira & yarqa CDC/ jordan	Ekhlas Zoyadat	Facilitator & Trainer
Creativity Club - Karak	Khalid Burgan	General Manager
DVV International	Mohammad Al-Shoyab	Project manager- Jordan
Arab Network for Civic Education/ ANHRE	Khuzama al Rasheed	Researcher in Human Rights Education & Gender
Ministry of Labour	Rasha Qimish	Directorate of Policies, Strategies and Institutional Performance Development: specialist in follow up and evaluation
Ministry of Labor	Lara Hussein	Directorate of Policies, Strategies and Institutional Performance Development
Family Welfare Association	Amal Wahdan	CBO president
Alsharaf Association (QZA Queen Zain) for Adult Education and Arab House Development (AHAED)	Dr Areej Salcom	ALE Center Director
Ministry of Social Development	Elsy Wakil	General Secretary
	Muna Al Rfou	Head of the gender department
Dar al-Kalima University Colloge of Arts and Culture	Rana Khoury	Vice President for Development and Outreach
University Colloge of Applied Sciences (UCAS)	Mona Nakhalla	Coordinator of the Community Center
Palestinian Ministry of Education	Ghadeer Fannoun	Head of the Non-formal Education Department and National Coordinator of the adult education strategy
Palestinian Trainers Association	Wahid Jubran	Education Consultant
Khuzaa Adult Education Center	Shaimaa Abu Rjeila	Coordinator of the Community Center
DVV International	Ola Issa	Country Director- Palestine
Ministry of Labour	Mustafa Sarasra	Head of Short-term Vocational Training
Al Saraya Center for Community Service	Sophie Shiber	Excutive Director
Atfaluna Society for Rehabilitation	Abcer Sagga	Coordinator of the Community Center
Yamoun Community Center for Youth and Adult Education	Huda Nawahda	Head master
Arraba Community Center for Youth and Adult Education	Raoda Hamdan	Director of the Center
Head of Policy and Studies	Samcera Qawasmi	Ministry of Women's Affairs
Karmel Community Center for Youth and Adult Education	Fatima Harb	Director of the Center



## French

Name of the organization	Name of the person interviewed	Position of this person
Union Nationale de la Femme Tunisienne (UNFT)	Radhia Jerbi	Présidente de l'UNFT
la Femme, de la Ministère Famille et des Seniors	Malika Bejaoui Ep Ouerghi	Directrice des Affaires de Famille
Université Virtuelle de Tunis (UVT)	Abdelmagid Naceur	Directeur de l'Institut Supérieur de l'Education et de la Formation Continue
DVV International	Asma Jebri	Directrice nationale- Tunisie
DVV International	Donia Ben Miloud	Directrice régionale- Afrique du Nord
Fédération de l'Université pour Tous (FUPT)	Jamal Chahdi	Président
Ministère de la Solidarité, du Développement Social, de l'Égalité et de la Famille	Abdelillah Hmidouche	Chef de division de l'autonomisation de la femme
Réseau du Maroc pour le Développement et l'Apprentissage tout au long de la Vie (REMDAV)	Fatima Belarbi	Présidente
Université Pour Tous / Tetouan (UPT)	Asma Ennebet	Présidente de l'association
Twiza Benguir Association	Khalid Mesbah	Président de l'association
(ONU) Organisation des Nations Unies	Leila Rhiwi	Représentante ONU Femmes Bureau Multi-pays/ Maroc
Agence nationale de Lutte Contre l'Analphabétisme (ANLCA)	Mohammed Amine Douai	NON DISPONIBLE
Université pour tous/Ksar Elkebir	Rachid Jellouli	Président
DVV International	Said Doukal	Directeur National - Maroc
Universtié Pour Tous/ Marrakech	Zaatam ElHassan	Président de l'association
ONU Femmes	Meryem Bolata	Chargée du programme « d'Appui à l'Autonomisation économique des femmes rurales, à travers la promotion de la chaine de valeur agro-écologique pour une meilleure résilience au changement climatique »
l'Agence Nationale de Lutte contre l'Analphabétisme	Fatima Zohra Zemhari	NON DISPONIBLE
Université Pour Tous / Salé	Khadija Bentaleb	Présidente de l'association
Association Tahadi Pour L'Égalité et la Citoyenneté (ATEC)	Bouchra Abdou	Directrice exécutive
Agence nationale de Lutte Contre l'Analphabétisme	Bouchra Elammari	Responsable du service études et planification



LITERATURE

29000  
27000  
20000

24+29  
= 53

123456789  
678901234  
987654321

50000  
50000

754  
234  
282  
282

24  
25

## Country Analysis Jordan

DVV International Jordan <https://www.dvv-international.de/en/worldwide/asia/middle-east/jordan>

## OECD Jordan

<http://www.oecd.org/countries/jordan/>

## The World Bank in Jordan

<https://www.worldbank.org/en/country/jordan>

## UNESCO - Jordan

<https://en.unesco.org/countries/jordan>

## Country Analysis Tunisia

### DVV International Tunisia

<https://www.dvv-international.de/en/worldwide/africa/north-africa/tunisia>

**OECD Tunisia** <http://www.oecd.org/countries/tunisia/>

## The World Bank in Tunisia

<https://www.worldbank.org/en/country/tunisia>

## UNESCO 2019

Apprentissage et éducation des adultes dans les États arabes: état des lieux et tendances; rapport régional de synthèse.

<https://unesdoc.unesco.org/ark:/48223/pf0000182950>

## UNESCO Tunisia

<https://en.unesco.org/countries/tunisia>

## Country Analysis Morocco

### DVV international -

Morocco <https://www.dvv-international.de/en/worldwide/africa/north-africa/morocco> Oxford Business

## Group 2020

Morocco seeks to increase tourism's contribution to the economy

<https://oxfordbusinessgroup.com/overview/next-stage->

sector-growth-continues-policy-makers-focus-more-robust-offering-and-aim-attract-visitors

## Macrotrend: Morocco Literacy Rate 1982-2020

<https://www.macrotrends.net/countries/MAR/morocco/literacy-rate#:~:text=Adult%20literacy%20rate%20is%20the,a%204.32%25%20increase%20from%202012>

## OECD 2020: The Covid-19 Crisis in Morocco.

<https://www.oecd.org/mena/competitiveness/The-Covid-19-Crisis-in-Morocco.pdf>

## OECD Morocco

<https://www.oecd.org/countries/morocco/>

## The World Bank in Morocco

<https://www.worldbank.org/en/country/morocco>

## UNESCO Morocco

<https://en.unesco.org/countries/morocco>

## Country Analysis Palestine

### DVV International - Palestinian Territories

<https://www.dvv-international.de/en/worldwide/asia/middle-east/palestinian-territories>

## UNESCO Palestine

<http://uis.unesco.org/en/country/ps>

## Tool: Gender sensitive language

### European Institute for Gender Equality 2019:

Toolkit on Gender-sensitive Communication <https://eige.europa.eu/publications/toolkit-gender-sensitive-communication>

## Monitor and evaluate your own work with the toolkit European Institute for Gender Equality: Gender evaluation

<https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-evaluation>

## Imprint

© DVV International 2020

Published by Institut für Internationale  
Zusammenarbeit des Deutschen Volkshochschul-  
Verbandes e. V. (DVV International)

North Africa Regional office

Résidence Rahma, Rue du Lac Huron, Les Berges  
du Lac, Tunis – Tunisie

Tel.: + 216 36 360 811

E-Mail: [contact@dvv-international.tn](mailto:contact@dvv-international.tn)

Website: <http://www.dvv-international-maghreb.org>

Responsible: Donia Benmiloud

Concept and editing: Ruppel & Sander GbR,  
RESULT - Research Consult

Layout: Ian Mwangi

Photo credits:

© Augustin Le Gall / Docu Stories for DVV  
international

Cover Page, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21,  
22, 24, 28, 30, 33, 34, 36, 39, 40, 41, 42, 43, 44, 45,  
46, 48, 49, 50, 53, 54, 56, 58, 59, 60, 61, 63, 63, 66,  
68, 69, 74, 76, 77.

DVV International

Pages: 6,9, 15, 23, 24, 25, 26, 37, 38, 52

Stock photo

Page 26, 49, 51

Illustrations

page 31, 34, 54, 56,64,

DVV International  
Obere Wilhelmstraße 32  
53225 Bonn  
Germany

Résidence Rahma  
Rue du Lac Huron  
Les Berges du Lac  
Tunis – Tunisie

Tel.: +49 (0) 228 97 569-0  
Fax: +49 (0) 228 97 569-55  
info@dvv-international.de  
www.dvv-international.de  
www.dvv-international-maghreb.org

Visit our website.  
Simply scan  
the QR code:

