

# INCLUSIVE TVET

Designing inclusive and gender-responsive training materials  
*Guideline and Checklist*





# Imprint

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Ms. Phan Thi Anh Tu, a teacher of Lilama 2 International Technology College (LILAMA 2) is guiding the operation of a 3-axis CNC machine  
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# Overview





## BACKGROUND

Over the past decades, Viet Nam has made significant progress in promoting gender equality and empowering women and girls. However, many groups, including women, people with disabilities, ethnic minorities, and those from disadvantaged economic or geographic backgrounds, still face unequal opportunities in education and training.

### Key statistics:

- **31.6%** of trainees in the Technical and Vocational Education and Training (TVET) system are women (A research conducted by TVET programme in 2021).
- Only **7%** of people with disabilities aged 15 and above have received vocational training, compared to **22%** of the population without disabilities (2021).
- Approximately **10%** of vocational students are from ethnic minorities. (GSO, 2016)
- Most learners with diverse abilities and support needs<sup>1</sup> enroll in elementary or short-term programs, and they are significantly underrepresented in high-skill technical and green jobs<sup>2</sup>. (GSO, 2016)

### Challenges:

- **Cultural Perceptions:** Technical occupations are often seen as unsuitable for marginalized groups (GIZ Gender Analysis, 2024).
- **Systemic Barriers:** These include financial, infrastructural, linguistic, and socio-cultural challenges, often overlapping.
- **Labour Market Impact:** Unequal access to training limits employment opportunities, perpetuating poverty and economic inequality (MoLISA, 2020).

### Our approach to inclusive TVET:

Our work on inclusion focuses on:

- Strengthening and enforcing inclusive policies and practices.
- Providing research and policy analysis as well as networks connecting national, regional, and local levels.
- Identifying and counteracting discriminatory practices to ensure fair access, participation, and success for groups of learners with diverse abilities and support needs.

By fostering inclusivity in TVET, we can build a stronger, more equitable society where everyone has the opportunity to thrive.

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<sup>1</sup> Learners with diverse abilities and support needs include women, individuals with disabilities, ethnic minorities, and those facing financial hardship (such as learners from low-income or near-poor households)

<sup>2</sup> Green jobs: if they match the following characteristics: reduce negative environmental impacts; contribute to environmental, economic and social sustainability of enterprises and economic sectors; and meet the criteria for decent work – adequate wages, safe conditions, workers' rights, social dialogue and social protection.



## PURPOSE OF THIS GUIDELINE

This guideline provides a comprehensive framework for designing gender-responsive and inclusive training materials that respect and celebrate diversity across gender, disability, and ethnic backgrounds. It is important to note that this document only addresses one specific aspect of inclusive education: the development of gender-responsive and inclusive training materials.



## OBJECTIVES OF THIS GUIDELINE

The checklist aims to:

- **Ensure equitable representation** of diverse genders, disabilities, and ethnic backgrounds in training materials.
- **Counter harmful stereotypes** by presenting diverse roles and capabilities.
- **Provide accessible materials** that accommodate various physical and cognitive needs.
- **Use inclusive language** and culturally sensitive content, along with respectful visuals, to promote mutual respect.
- **Apply learning styles and methodologies** that encourage equal participation across all groups.



## WHO WILL USE THIS GUIDELINE?

This guideline is intended for the following stakeholders:

- **Program officers** involved in the implementation of TVET programs.
- **Personnel and teachers** at TVET colleges responsible for designing training materials.
- **Consultants tasked** with designing training courses for TVET programs.
- **Partner colleges** collaborating on curriculum development for TVET programs.

Ms. Thai Thi Bao Tran, a teacher of LILAMA 2 is inspecting and maintaining a CNC machine  
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## Key elements for designing gender-responsive and inclusive training materials



# 1. THE TRAINING CONTENT



## Helpful Questions:

- Beyond technical content, does the training program promote and uphold the right to education for all learners, regardless of gender, ability, or ethnicity?
- Beyond technical content, does the training program demonstrate that everyone, regardless of gender, ability, or ethnicity, can learn technical and vocational skills?
- Beyond technical content, does the training program raise awareness of the specific challenges faced by different genders and individuals from marginalized or support-needing groups in TVET?
- Does the training program provide clear strategies to ensure accessibility and inclusivity for all learners?

### 1.1. Right to education

DON'T	DO
Assume all learners have the same needs and backgrounds	Address diverse learner needs by incorporating culturally sensitive and accessible content. Example: Include case studies reflecting the experiences of ethnic minorities, women, and individuals with disabilities in vocational settings.
Exclude content that highlights equity and inclusivity	Promote equitable learning opportunities by representing diverse learners and roles in training materials. Example: Feature success stories of female trainees and persons with disabilities excelling in technical fields.

### 1.2. Capacity of groups of learners with diverse abilities and support needs to learn technical vocational training

DON'T	DO
Portray technical tasks as better suited for certain genders or exclude individuals with disabilities	Emphasize that technical tasks are suitable for all genders and abilities. Example: Showcase visuals of women repairing machinery or individuals with disabilities operating assistive technology during workshops
Compare ethnic groups in a way that suggests unequal abilities	Ensure equal opportunities for all learners, regardless of background. Example: Highlight that all learners can succeed with appropriate support, such as mentoring or accessible tools



### 1.3. Recognizing diverse challenges across groups and implementing solutions

DON'T	DO
Create materials that are not accessible to participants with disabilities.	Integrate universal design principles for inclusivity (refer to Universal Design principles in Annex). Example: provide training guides in multiple formats, such as text, audio, and video.
Design materials that exclude diverse needs and preferences.	Develop responsive content to empower equitable engagement. Example: Ensure all diagrams and videos include captions and alternative text for accessibility.

## 2. LANGUAGE AND TERMINOLOGY

### Helpful Questions <sup>3, 4</sup>:

- Do the materials use clear and simple language?
- Do the materials avoid technical or business jargon, ensuring accessibility for ethnic minorities and people with disabilities?
- Do the materials avoid reinforcing stereotypes and promote gender-neutral, inclusive language?

### 2.1. Gender inclusivity

**Gender-neutral and inclusive language:** When necessary, include both feminine and masculine forms as separate words to ensure representation and inclusivity.

#### Gender-neutral language

DON'T	DO
Men, Mankind	People, humanity, human beings, humankind, we, women and men
Businessmen	Representatives, business community, business-people
Chairman	Chair, chairperson, head
Congressman	Legislator, congressional representative, parliamentarian
Guys (referred to men and women)	All
Man-made	Human-induced, artificial
Policeman	Police officer

<sup>3</sup> [Gender Responsive Guidance Note\\_FIN-REV-web.pdf](#)

<sup>4</sup> [Gender-responsive education: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa - UNESCO Digital Library](#)

Steward, Stewardess	Flight attendant
Freshman student	First-year student
Layman, common man	Layerson, average person
Landlord, landlady	Owner
Boyfriends/girlfriends or husbands/wives	Partners, spouses
Manpower	Workforce

### Omitting the masculine reference word

DON'T	DO
When necessary, include both feminine and masculine forms as separate words to ensure representation and inclusivity	Each instructor should send one assistant to the workshop
A good technician knows that he should strive for excellence.	A good technician strives for excellence.

### Using plural for both nouns and reference words

DON'T	DO
Each participant must bring his toolkit.	All participants must bring their toolkits.
A trainer must update his lesson plans regularly.	Trainers must update their lesson plans regularly.

### Using “they/their” as a gender-neutral pronoun to refer to singular nouns (“singular they”).

DON'T	DO
Each student must complete his safety checklist before starting.	Each student must complete their safety checklist before starting.

*Please note this approach is more recent and not widely accepted, and it should not be adopted in formal texts.*

### Using both feminine and masculine forms

DON'T	DO
Each instructor should send his assistant to the training session.	Each instructor should send his or her assistant to the training session.
It all depended on one student's feedback. He would determine the changes needed.	It all depended on one student's feedback. He or she would determine the changes needed.

## Using alternative genders and pronouns

DON'T	DO
Whoever he is. Wherever he studies. Every learner deserves access to quality training	Whoever she/they is. Wherever he/they studies. Every learner deserves access to quality training

## Using slashes when writing both forms of words

DON'T	DO
A vocational trainer must work long hours. This places a heavy burden on him. He must adapt to this or fall behind.	A vocational trainer must work long hours. This places a heavy burden on her/him. She/he must adapt to this or fall behind.

**Pay special attention to vocabulary:** Ensure careful use of terms related to gender identity, sexual orientation, roles, attributes, occupations, and titles.

**Avoid stereotyping roles and attributes:** Refer to women and men without implying or assuming stereotypical roles or attributes based on their gender.

DON'T	DO
John and Mary both work in the college; he helps her with technical tasks in the workshop.	John and Mary both work in the college; they share technical tasks in the workshop.
The conference participants and their wives are invited.	The conference participants and their spouses/partners/guests are invited.

## Occupations

- Avoid using masculine generic occupational titles (e.g., fireman, mailman). Refer to **Section A** for more examples of gender-neutral expressions.
- Exceptions apply only in contexts that explicitly highlight gender discrimination in occupations and require gender-specific forms.

**Titles:** Use courtesy titles that promote gender equality regardless of marital status

DON'T	DO
Miss, Mrs.	Ms. (unless the woman herself prefers the courtesy title Mrs. or Miss). A woman's marital status is generally irrelevant to the matter at hand.
Mr. and Mrs. John Smith	Jane and John Smith; Ms. Jane and Mr. John Smith; Mrs. and Mr. Smith (when the woman herself prefers the courtesy title Mrs.).

## 2.2. Disability inclusivity

**Using people-first language:** People-first language emphasizes the person, not the disability.

DON'T	DO
Describe a person based on their disability. Example: "The girl with cerebral palsy got into law school," "The blind boy overcame adversity through music."	Use person-first language. Example: "A young woman got into law school," "A young man found success through music."
Assume that all students with disabilities or gender minorities prefer the same terminology or self-identification.	Use person-first language when referring to different disabilities, such as "persons with visual impairments" or "persons with hearing impairments." (Though terms like "blind persons" or "deaf persons" may be acceptable in some contexts, they should be used with care.)
Use outdated or stigmatizing terms when describing learners with disabilities or marginalized gender groups	When designing training materials, consult with learners, colleagues, and staff to understand their preferred terms and incorporate these preferences into training materials and communications

### Avoid labels and stereotypes

DON'T	DO
Portray persons with disabilities as "superhuman," "courageous," or as having "overcome" their disability, "survivor" or framing conditions as a "battle".	Focus on skills and achievements rather than impairments, mentioning disabilities only when relevant. For example, describe a colleague as a "Braille user" instead of labeling them as blind.

### Disability is not an illness or a problem

DON'T	DO
Label people with disabilities by their diagnoses (e.g., "dyslexic") or refer to them as "patients" unless under medical care.	Use people-first language such as "person with dyslexia" instead.

**Use proper language in oral and informal speech:** Avoiding metaphors like "blind as a bat" or "deaf as a post," "blind to criticism" or "to fall on deaf ears."

### Disability inclusive language

DON'T	DO
Disabled person, handicapped, person with special needs, handicapable, atypical, person living with a disability, differently abled, people of all abilities, people of determination, person living with a disability	Person with disability Person with [type of impairment] Persons with disabilities People with disabilities (only in Easy Read documents, informal text and oral speech)

DON'T	DO
Normal, healthy, able-bodied, typical, whole of sound body/mind	Person without disability
Suffer from, afflicted by, stricken by, troubled with	Have [disability/impairment/condition]
Retarded, simple, slow, afflicted, brain-damaged, intellectually challenged, subnormal, of unsound mind, feeble-minded, mentally handicapped	Person with an intellectual disability Person with an intellectual impairment
Insane, crazy, maniac, psycho, hypersensitive, lunatic, demented, panicked, agitated, mentally deranged, mentally ill	Person with a psychosocial disability
The deaf, hearing impaired, deaf and dumb, deaf and mute	Deaf person Person who is deaf Person with a hearing disability Person with a hearing impairment Person with hearing loss Hard-of-hearing person Deafblind person
The blind, partially-sighted	Blind person Person who is blind Person with a vision/visual disability Person with a vision/visual impairment Person with low vision Deafblind person
Crippled, invalid, deformed, lame, handicapped, physically challenged, person with physical limitations, limp	Person with a physical disability, person with a physical impairment
Confined/restricted to a wheelchair wheelchair-bound	Wheelchair user Person who uses a wheelchair Person with a mobility disability Person with a mobility impairment Person using a mobility device
Midget, dwarf, stunted	Person of short stature little person person with achondroplasia (only if the person has this condition)

DON'T	DO
Mongoloid, special person, Down	Person with Down syndrome Person with trisomy-21
Albino	Person with albinism
Leper, leprosy patient	Person affected by leprosy
Non-verbal, can't talk	Person who uses a communication device Person who uses an alternative method of communication
Disabled/handicapped parking handicapped bathroom	Accessible parking Parking reserved for persons with disabilities Accessible bathroom

### 2.3. Ethnic inclusivity

#### Using inclusive language for race and ethnicity

DON'T	DO
Refer to someone's ethnicity or race without a clear and relevant purpose.	Mention ethnicity or race only when it's directly relevant to the context (e.g., "ethnic Tay women participating in the training program").

### 3. REPRESENTATION AND VISUAL



#### Helpful questions <sup>5, 6</sup>:

- **Representation of groups:**
  - How many women, men, ethnic minority individuals, and people with disabilities are depicted in the text and visuals?
  - How often do female characters, ethnic minorities, and people with disabilities appear compared to male characters or majority ethnic groups?
- **Roles and associations:**
  - What professions, values, and tasks are linked to women, men, ethnic minorities, and people with disabilities?
  - Are these representations free from stereotypes and aligned with principles of equity?
  - What productive, reproductive, or community activities are depicted for each group?
- **Role portrayals:**
  - Are individuals portrayed as leaders, nurturers, economic producers, technical professionals, or victims?
  - How are family roles, such as decision-making, caregiving, and economic contributions, distributed across genders?
- **Cultural sensitivity:**
  - Are ethnic minority cultures and people with disabilities represented respectfully, highlighting their unique identities and contributions?
- **Depictions in images:**
  - Do visuals include culturally appropriate, gender-responsive, and inclusive portrayals?
  - Are empowered roles (e.g., leadership, technical skills, community participation) shown equitably across genders, ethnicities, and disability groups?
- **Representation in contexts:**
  - Where are characters shown (e.g., classrooms, workshops, homes, offices)? Do settings reinforce stereotypes (e.g., women in domestic roles and men in professional settings) or promote equitable leadership and opportunities?
- **Inclusion in scenarios:**
  - Do scenarios reflect diverse cultural practices and sensitivities, showcasing inclusivity for ethnic minorities and people with disabilities?

<sup>5</sup> [Gender Responsive Guidance Note\\_FIN-REV-web.pdf](#)

<sup>6</sup> [Gender-responsive education: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa - UNESCO Digital Library](#)

### 3.1. Showing gender diversity across roles

DON'T	DO
Reinforce stereotypes by consistently showing women in supportive roles or men in leadership roles.	Depict individuals of all genders in a variety of roles. For example, display both men and women in technical fields like engineering and technology.

### 3.2. Representing people with disabilities engaged and leading

DON'T	DO
Show people with disabilities in inactive, invisible roles, caregiving and supportive context that refer to being incapable of working or living independently.	Show people with disabilities in active, visible, can include persons with disabilities using assistive devices, actively participating in discussions, operating machinery or holding leadership positions.

### 3.3. Ethnic and cultural diversity across contexts

DON'T	DO
Use visuals that consistently show specific ethnicities in limited roles (e.g., only in caregiving or support roles).	Depict people from a range of ethnic backgrounds in varied professional, educational, and social roles. Show multicultural teams working together in technical, leadership, and collaborative scenarios to convey inclusivity and equal opportunity.

### 3.5. Avoiding stereotypical depictions and tokenism

DON'T	DO
Use tokenism (symbolic inclusion) by featuring only one person from a marginalized group (e.g., a single person with a disability or one ethnic minority student as the only representative).	Ensure meaningful representation by including multiple people from marginalized groups in active, diverse roles, such as an ethnic minority student operating machinery or a person with a disability leading a discussion.





## 4. DIVERSE/INCLUSIVE CHARACTER SCENARIOS



### Helpful questions <sup>7, 8</sup>:

#### **Promoting equality:**

- How do the teaching materials emphasize the principle of equality?
- Do they encourage male and female students to lead and participate as equal peers?

#### **Representation in leadership and decision-making:**

- Are scenarios included where women, ethnic minorities, and individuals with disabilities are portrayed as leaders or active participants in technical and decision-making roles?

#### **Skill development:**

- How do the materials support confidence, resilience, leadership, and soft skill development for all students, particularly ethnic minorities and individuals with disabilities?

#### **Avoiding stereotypes:**

- Do the scenarios challenge stereotypes by representing ethnic minorities and individuals with disabilities in diverse roles, rather than limiting them to specific or traditional roles?

<sup>7</sup> [Gender Responsive Guidance Note\\_FIN-REV-web.pdf](#)

<sup>8</sup> [Gender-responsive education: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa - UNESCO Digital Library](#)

#### 4.1. Diverse roles across genders, abilities and ethnicities

DON'T	DO
<p>Reinforce traditional norms by assigning leadership or technical roles only to men or ethnic majority individuals. Feature only stereotypical roles (e.g., women in administrative or men in technical fields).</p>	<p>Break traditional norms by showing diverse characters in leadership and technical roles and highlight diverse roles by showing individuals excelling in non-stereotypical fields.</p> <p>For example: A female ethnic minority trainee with a mobility disability leading a practical workshop on assembling and wiring solar panels, demonstrating her technical skills and leadership capabilities.</p> <p>For instance, a male student with an ethnic minority background demonstrating proficiency in fashion design or childcare.</p>

#### 4.2. Teamwork and collaboration with mixed abilities and backgrounds

DON'T	DO
<p>Show homogenous teams (e.g., teams consisting only of men or individuals from similar backgrounds). Or depict leadership roles exclusively for one group (e.g., men as leaders and others in supporting roles).</p>	<p>Illustrate diverse teams working together. And demonstrate collaborative problem-solving with inclusive leadership.</p> <p>For example: A collaborative workshop at a TVET college on green construction technology, featuring a male student from an ethnic minority background specializing in sustainable materials, a female instructor with a physical disability leading the session, and a non-binary administrator coordinating logistics and providing innovative ideas for team projects. Each person contributes valuable skills and perspectives to achieve the workshop's objectives.</p> <p>For example: A woman CEO with an ethnic minority background and a man with a disability as a strategic advisor in a crisis management scenario, showcasing teamwork and resilience.</p>

#### 4.3. Positive attributes and capabilities for all identities

DON'T	DO
<p>Assign positive traits and leadership only to men or ethnic majority characters. Or reinforce stereotypes about emotional or caregiving roles being exclusive to women.</p>	<p>Highlight leadership and strategic thinking for all identities. And illustrate collaboration and emotional intelligence across all genders.</p> <p>For example: A young woman from an ethnic minority background with a disability leading a team to complete a complex project, showcasing adaptability and problem-solving.</p> <p>For example: A male instructor supporting students' mental health and fostering teamwork in a vocational training setting.</p>

## 5. LEARNING STYLES AND METHODOLOGIES



### Helpful questions <sup>9, 10</sup>:

- Do the teaching materials incorporate a variety of teaching and learning methods to meet the diverse needs of learners?
- Do the teaching methods provide equal opportunities for all students to participate, encouraging all of them to take on leadership roles and engage actively in the classroom?

### 5.1. Visual learning with diverse representation (refer to 3. Representation and visual)

DON'T	DO
Use visuals that predominantly feature men in technical roles and women in caregiving or administrative roles.	Use gender-inclusive visuals showing both men and women in diverse roles, including non-traditional ones. Example: Include women operating machinery and men working in caregiving or soft-skills training.

<sup>9</sup> [Gender Responsive Guidance Note\\_FIN-REV-web.pdf](#)

<sup>10</sup> [Gender-responsive education: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa - UNESCO Digital Library](#)

A teacher and a student at LILAMA2 are PLC programming and conveyor operating © GIZ/Nguyen Minh Duc



DON'T	DO
Exclude people with disabilities or show them in passive or dependent roles.	Include disability representation by showing individuals with disabilities actively participating in professional and technical environments. Example: A video on teamwork featuring individuals using wheelchairs or assistive technology collaborating with colleagues.
Portray ethnic minority characters in stereotypical or tokenistic (superficial or symbolic inclusion) ways, or not include them at all.	Show ethnic and cultural diversity in illustrations, animations, and videos. Example: A tutorial on machinery operation featuring male and female operators from diverse ethnic backgrounds, and individuals with disabilities using adaptive equipment.
Limit visuals to urban or majority contexts without considering rural or minority representation.	Reflect diverse settings relevant to ethnic minorities and rural communities. Example: An animation of a solar panel installation project in a rural area led by a mixed-gender and multi-ethnic team.

**5.2. Kinesthetic learning (learn best through physical activities, hands-on experiences, and movement) with accessible hands-on activities**

DON'T	DO
Exclude participants with physical disabilities from hands-on activities by not providing accessible tools or workspaces.	Design accessible workshop setups with features like adjustable tables and adaptive tools. Example: During a hands-on workshop for electrical installation, include adjustable workbenches and tools designed for participants with mobility challenges.
Assign traditional gender roles in role-playing scenarios, such as men leading technical activities and women in customer service roles	Incorporate gender diversity in role-playing scenarios to challenge norms. Example: Create exercises where women lead engineering tasks, and men handle customer relations or team coordination.
Ignore cultural diversity in role-play or practical exercises, leading to scenarios that ethnic minority participants may find unfamiliar or irrelevant.	Design culturally inclusive scenarios that resonate with diverse participants. Example: In a role-play on community engagement, feature ethnic minority characters with culturally relevant practices, ensuring participants feel personally connected.
Assume all participants can perform activities in a standard setup without accommodations.	Make all hands-on activities accessible for various abilities. Example: Provide step-by-step guides in multiple formats (text, visuals) for participants with sensory or cognitive challenges during a machinery handling exercise.

### 5.3. Auditory learning (learn best through listening and hearing) with inclusive discussions

DON'T	DO
Allow dominant voices to overshadow others in group discussions, limiting diverse participation	Facilitate diverse voices in group discussions by encouraging men, women, ethnic minorities, and individuals with disabilities to share perspectives. Example: In a project management scenario, ensure everyone, including individuals with disabilities, contributes solutions and experiences.
Neglect participants with hearing impairments by not providing accommodations	Offer assistive listening options such as hearing aids, captions, or recorded sessions for review. Example: Use microphones during discussions and provide transcription services for participants with hearing difficulties.
Permit insensitive or culturally inappropriate comments during discussions	Promote culturally sensitive dialogue by setting respectful discussion ground rules. Example: Encourage respectful sharing of opinions while discussing scenarios involving ethnic or cultural diversity.

### 5.4. Balanced and multi-method approach with inclusive content

DON'T	DO
Rely solely on lectures or a single teaching method that may alienate certain learning styles or groups	Use a balanced and multi-method approach integrating lectures, visuals, hands-on activities, and discussions. Example: Start with a lecture highlighting diverse gender roles in technical trades, followed by a video demonstration featuring people with disabilities operating equipment
Feature only majority group role models in teaching materials and examples.	Include inclusive lectures and visual demonstrations showcasing diversity. Example: Present a video where a female ethnic minority technician and a male engineer with a disability collaborate on a project.
Ignore feedback from diverse groups, missing opportunities to adapt the learning process.	Implement a feedback mechanism to assess and improve engagement across diverse participants. Example: Conduct a quick poll or group discussion to understand how effectively the session met the needs of ethnic minorities, women, and participants with disabilities.

## 6. ACCESSIBILITY IN MATERIALS



### Helpful questions <sup>11, 12:</sup>

- Are teaching materials available in digital formats that are easily accessible on smartphones after training sessions?
- Can content be downloaded and used offline, even in low-bandwidth areas?
- Are materials designed in accessible formats, such as large fonts, audio versions, or subtitles, to support individuals with visual or hearing impairments? Are the images described, and do they use color contrast to support individuals with visual impairments? Does the design feature a simple structure to assist individuals with visual or hearing impairments or learning disabilities?
- Can supplementary resources like quizzes or tutorials be provided digitally and on-demand to enrich the learning experience?
- Are teaching materials designed to accommodate individuals with visual, hearing, or mobility impairments (e.g., screen reader compatibility, large print, or wheelchair-accessible spaces)?

*Detailed technical guidelines on how to develop accessible materials for persons with disabilities can be found in: Section 3: How to create accessible content according to universal design principles (Pages 13-33), Digital Accessibility Toolkit – Short Guideline ([GIZ Digital-Toolkit\\_EN\\_Full\\_0701.pdf](#))*

### 6.1. Multi-format access for diverse abilities

DON'T	DO
Create materials in only one format, such as printed text or non-captioned videos	Provide multi-format access for visual and auditory disabilities. Example: Supply large-print handouts, screen reader-compatible digital files, and videos with captions for participants with visual or hearing impairments.

### 6.2. Downloadable and offline accessibility

DON'T	DO
Provide materials only in formats requiring high-speed internet or advanced devices.	Offer mobile-friendly and downloadable formats optimized for low bandwidth. Example: Provide lightweight PDFs for rural students or those with limited internet access.
Use inaccessible designs, such as low contrast or complex layouts.	Create gender-responsive and disability-inclusive formats with high contrast and easy navigation. Example: Ensure text in digital files is readable and color schemes are suitable for colorblind users.



<sup>11</sup> [Gender Responsive Guidance Note\\_FIN-REV-web.pdf](#)

<sup>12</sup> [Gender-responsive education: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa - UNESCO Digital Library](#)

### 6.3. Assumptions about technology proficiency

DON'T	DO
Assume all participants are proficient with digital tools or computers.	Provide user-friendly design with clear navigation and tutorials. Example: Include step-by-step instructions for accessing digital training materials or online platforms.
Design materials exclusively for advanced devices like desktops or tablets.	Ensure compatibility across devices, including smartphones. Example: Develop mobile-compatible training materials for students with limited access to computers.

# Conclusion and Further Resources



This guideline provides a comprehensive framework for designing gender-responsive and inclusive training materials that respect and celebrate diversity across gender, disability, and ethnic backgrounds. By addressing key elements such as content, language and terminology, representation in visuals, diverse character scenarios, inclusive learning methodologies, and material accessibility, educators and trainers can foster an equitable and empowering learning environment.

These guidelines go beyond compliance, they aim to cultivate a culture of inclusion and respect, ensuring every participant feels valued and represented. Inclusive training materials break stereotypes, promote equality, and empower learners with the confidence and skills to thrive. By adhering to these principles, educators and institutions can create training programs that not only reflect but also actively contribute to building a more inclusive and equitable society.

**It is important to note that this guideline focuses specifically on developing gender-responsive and inclusive training materials. For guidance on other essential components of inclusive education such as lesson planning, curriculum design, assessment strategies, classroom management, or creating adaptive environments for diverse learning needs and digital accessibility. Please refer to additional resources.**

**1. Inclusive training: Adapting curricula, lesson plans and assessment to the needs of diverse learners**

[22-GIZ-training-planning-guidance-document-EN.pdf](#)

**2. Digital accessibility toolkit- Short guideline**

[GIZ\\_Digital-Toolkit\\_EN\\_Full\\_0701.pdf](#)

**3. Atingi course inclusive teaching**

[Inclusive teaching skills: Adapting curricula, lesson plans and assessments to the diverse needs of learners | atingi](#)

*To effectively deliver gender-responsive and inclusive training materials to diverse groups of learners, it is essential to provide accessible infrastructures and facilities. An accessible physical environment in TVET colleges should include features such as ramps, reception areas, handrails, accessible toilets with appropriate sanitary materials, separate facilities for men and women, toilets designed to standard dimensions for wheelchair access, spacious workshops and learning rooms to accommodate wheelchair movement, adjustable machinery to suit learners of varying heights, and elevators equipped with auditory signals and braille indicators. A detailed checklist outlining the standards for accessible physical learning and practice environments will be developed in subsequent stages to guide these efforts.*



A student of Mechanics for Sanitary, Heating and Climate technology occupation at VCM  
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# Annexes



# 1. BASIC CONCEPTS

## 1.1. Sex and gender<sup>13, 14</sup>



**Sex** refers to the biological and physical differences between women and men.



**Gender**, on the other hand, is a social, psychological, and cultural construct developed through the process of socialization. Different societies and cultures may have varied understandings of what is considered ‘masculine’ or ‘feminine.’ Societies establish norms and expectations around gender, which are learned throughout life in the family, at school, and through media. These influences impose roles and patterns of behavior on individuals within society.

## 1.2. Gender equality and gender equity<sup>15, 16</sup>



**Gender equality:** “This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development”.



**Gender equity<sup>17</sup>** is the process of being fair to women, men, girls, boys and gender minorities. To ensure fairness, strategies and measures must often be available to compensate for women’s, girls’ and gender minorities’ historical and social disadvantages that prevent women, men, girls, boys and gender minorities from otherwise operating on a level playing field. Equity leads to equality.

<sup>13</sup> UN Women, [https://data.unwomen.org/sites/default/files/documents/Asia-Pacific-Training-Curriculum/Module1/Module1\\_training%20syllabus\\_What%20is%20gender%20data%20and%20how%20to%20use%20it%20for%20SDG%20Monitoring\\_Final.pdf](https://data.unwomen.org/sites/default/files/documents/Asia-Pacific-Training-Curriculum/Module1/Module1_training%20syllabus_What%20is%20gender%20data%20and%20how%20to%20use%20it%20for%20SDG%20Monitoring_Final.pdf)

<sup>14</sup> [Sex and gender - Gender Matters](#)

<sup>15</sup> UN Women, [OSAGI Gender Mainstreaming - Concepts and definitions](#)

<sup>16</sup> [Sex and gender - Gender Matters](#)

<sup>17</sup> UNICEF (2021) [Gender Transformative Education.pdf](#)

### 1.3. Gender norms <sup>18</sup>

**Gender norms** are societal expectations about how men and women should behave and what roles they should fulfill. We begin internalizing these “rules” early in life, which sets the stage for a lifelong cycle of gender socialization and stereotyping. In other words, gender norms define the standards and expectations that shape gender identity within the context of a specific society, culture, and community at any given time.

### 1.4. Gender neutral <sup>19</sup>

The term **gender-neutral** refers to something that is not specifically associated with either women or men. It can apply to various aspects, such as concepts or language style. However, what is often considered gender-neutral, including in areas like statistics or the dissemination of data about a population, may reflect gender blindness in practice. This means it fails to recognize the specific gender-related factors that influence the data or context.

### 1.5. Gender-responsive education <sup>20</sup>

Gender responsive education identifies and addresses the different needs of each gender to promote equal outcomes. It actively explores ways to address inequalities and reduce harmful gender norms and practices in education.

### 1.6. Gender-transformative education

**Gender Transformative Education** focuses on providing inclusive, equitable, and quality education while fostering an environment of gender justice for children, adolescents, and young people in all their diversity. This approach aims to eliminate barriers to education and promote significant social changes, such as reducing gender-based violence and early marriage, increasing women’s participation in the labor market, advancing gender equality, and empowering women and girls to take on leadership roles in decision-making

### 1.7. Disability <sup>21</sup>

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) recognises that ‘disability is an evolving concept’. ‘Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others’

### 1.8. Inclusive education <sup>22</sup>

An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all learners at all levels.

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<sup>18</sup> UNICEF, UNFPA, UNDP, UN Women. “Gender Equality, UN Coherence and You”. <https://unsdg.un.org/resources/gender-equality-un-coherence-and-you>

<sup>19</sup> EU, [https://eige.europa.eu/publications-resources/thesaurus/terms/1321?language\\_content\\_entity=en](https://eige.europa.eu/publications-resources/thesaurus/terms/1321?language_content_entity=en)

<sup>20</sup> [https://www.unfpa.org/sites/default/files/admin-resource/thematic%20note%201\\_gender\\_final.pdf](https://www.unfpa.org/sites/default/files/admin-resource/thematic%20note%201_gender_final.pdf)

<sup>21</sup> UNCRPD. [Convention on the Rights of Persons with Disabilities | OHCHR](#)

<sup>22</sup> [Inclusive Education - Including children with disabilities in quality learning: what needs to be done?](#)

### 1.9. Ethnic minority <sup>23, 24</sup>

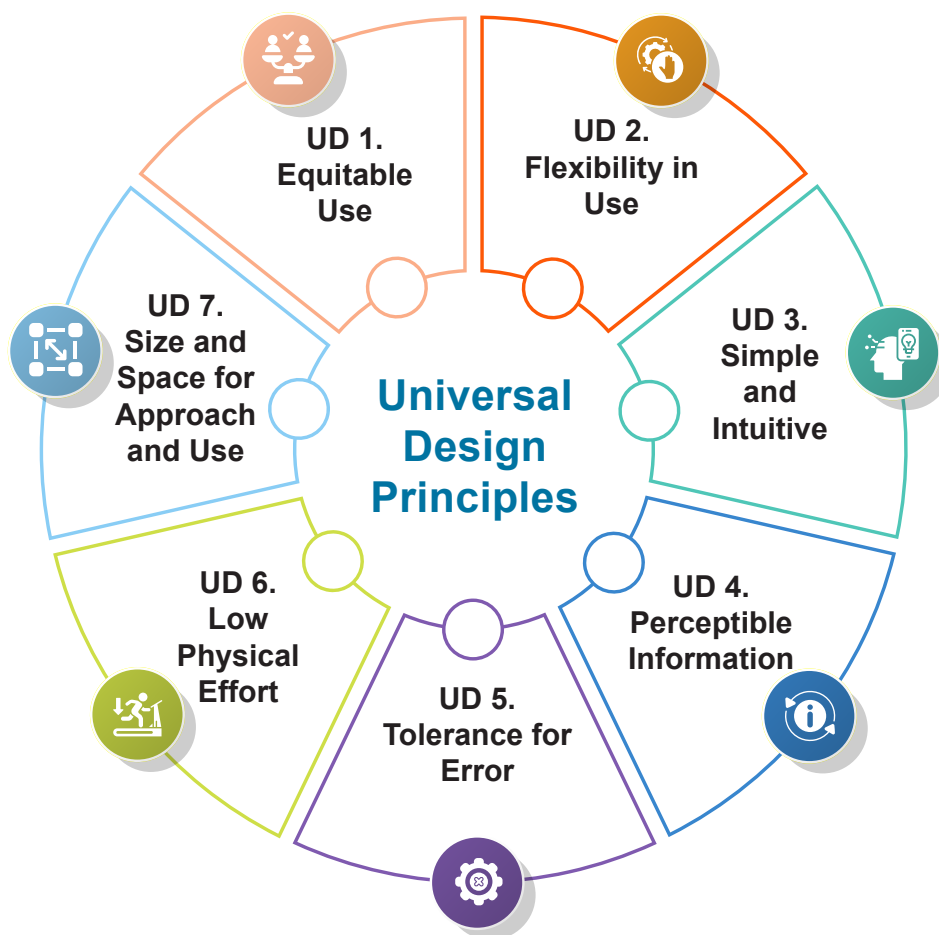
In the Vietnamese context, ethnic minorities refer to those groups with smaller populations than the majority Kinh ethnicity. These groups often share common cultural, religious, or linguistic characteristics. The sources emphasize the need to recognize and respect the diversity of ethnic backgrounds within Vietnam, particularly its 53 ethnic minority groups.

### 1.10. Intersectionality <sup>25, 26</sup>

Intersectionality examines how interconnected social identities like gender, race, ethnicity, class, and disability shape unique experiences and forms of discrimination. It highlights that these identities are not separate but combine to create complex, mutually reinforcing challenges and inequalities.

### 1.11. Universal design

The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for groups of persons with disabilities where this is needed (UNCRPD).



<sup>23</sup> [About minorities and human rights | OHCHR](#)

<sup>24</sup> <https://thuvienphapluat.vn/van-ban/Van-hoa-Xa-hoi/Nghi-dinh-05-2011-ND-CP-cong-tac-dan-toc-117534.aspx>

<sup>25</sup> [Diversity, Equity and Inclusion: Key Terms and Definitions | National Association of Counties](#)

<sup>26</sup> [Feminist Development Policy - For Just and Strong Societies Worldwide](#)

Principles	Examples of Practice in Designing Training Materials at TVET Colleges
<b>UD 1. Equitable Use</b>	Training materials are provided in multiple formats (e.g., text, audio, video) to ensure accessibility for students with various abilities, disabilities, and backgrounds.
<b>UD 2. Flexibility in Use</b>	Instructional guides allow students to choose between text-based instructions, visual diagrams, or narrated video tutorials based on their preferred learning style.
<b>UD 3. Simple and Intuitive</b>	Course materials are organized with clear headings, consistent layouts, and step-by-step instructions to ensure ease of understanding for all students
<b>UD 4. Perceptible Information</b>	Visual aids in the training materials use carefully chosen color contrasts that are readable for students with low vision, subtitles for videos, and alternative text for images to ensure accessibility for students with sensory impairments..
<b>UD 5. Tolerance for Error</b>	Interactive e-learning modules provide prompts or hints when students make errors, allowing them to correct their approach without penalty.
<b>UD 6. Low Physical Effort</b>	Digital training materials are designed with large clickable areas and simple navigation to accommodate students with limited fine motor skills.
<b>UD 7. Size and Space for Approach and Use</b>	Hands-on training kits are designed with adjustable components and flexible layouts to cater to a wide range of physical abilities and preferences.

## 2. CHECKLISTS: GUIDELINE FOR DESIGNING GENDER RESPONSIVE AND INCLUSIVE TRAINING MATERIALS

Main factors	Dimension	Explanation	Already Incorporated (Yes/No)	How to incorporate (applied at TVET College Context)
1. Content of training materials	Right to education	Diverse learner needs	<input type="checkbox"/>	Ensure that training content reflects diverse backgrounds, including ethnic minorities, women, and persons with disabilities.
		Promote equal learning opportunities	<input type="checkbox"/>	Use materials that promote diversity and include success stories of marginalized groups excelling in technical fields.
	Capacity to learn	Technical suitability for all	<input type="checkbox"/>	<p>Emphasize technical tasks being suitable for all genders and abilities.</p> <p>Ensure all learners have equal opportunities for success.</p> <p>Ensure equal learning opportunities for all learners, regardless of their abilities, and ethnic background.</p>
	Recognizing challenges	Addressing diverse challenges	<input type="checkbox"/>	<p>Acknowledge the challenges faced by marginalized groups and provide solutions.</p> <p>Adjust support based on individual learning difficulties.</p>
	Universal design principles	Accessibility and inclusivity	<input type="checkbox"/>	<p>Integrate universal design principles.</p> <p>Design flexible materials that allow for equitable engagement.</p>



Main factors	Dimension	Explanation	Already Incorporated (Yes/No)	How to incorporate (applied at TVET College Context)
<b>2. Language and terminology</b>	Gender inclusivity	Gender-neutral expression, avoiding stereotypical gender roles and characteristics	<input type="checkbox"/>	Expressions can be adjusted to represent both men and women to ensure inclusivity. Avoid gender-biased language by using gender-neutral nouns, inclusive phrasing, or slashes (/) when needed.  Refer to both women and men without assuming roles or characteristics based on their gender.
	Disability inclusivity	Use people-first language, Avoid labels and stereotypes,	<input type="checkbox"/>	Refer to individuals first, not their disability (people with disability, person with hearing impairment).
		Not describe disability as an illness or problem	<input type="checkbox"/>	Avoid medicalizing or pathologizing disabilities.  Do not label individuals by their diagnoses.
Ethnic minority inclusivity	Only mention a specific ethnicity with a clear and specific purpose	<input type="checkbox"/>	Only mention ethnicity when it is directly relevant to the context.	
<b>3. Visual and representations</b>	Gender diversity across roles	Show men and women in varied roles. Avoid gender stereotypes	<input type="checkbox"/>	Include visuals showing both men and women/non-binary in a range of roles, avoiding stereotypical depictions.  Use images that do not reinforce traditional gender roles; feature balanced representations across professions.

Main factors	Dimension	Explanation	Already Incorporated (Yes/No)	How to incorporate (applied at TVET College Context)
	Representation of persons with disabilities in participation and leadership	Represent people with disabilities in active roles	<input type="checkbox"/>	Depict individuals with disabilities in visible, active roles, using assistive devices as necessary.
	Ethnic and cultural diversity	Represent ethnic diversity in all roles	<input type="checkbox"/>	Ensure ethnic minorities are depicted across a range of roles, not just in supportive or specific occupations.
	Stereotype avoidance	Prevent tokenism	<input type="checkbox"/>	Avoid single or token representations of marginalized groups; include authentic and meaningful diversity.
<b>4. Character scenarios in training materials</b>	Gender diversity in roles, abilities, and ethnicities	Diverse gender roles, breaking rigid traditional norms	<input type="checkbox"/>	Break rigid traditional norms by representing diverse characters in leadership and technical roles, highlighting non-stereotypical roles.
	Teamwork, diverse abilities, knowledge, and skills	Represent diverse groups working together	<input type="checkbox"/>	Illustrate diverse teams collaborating and applying an inclusive leadership approach
	Positive qualities and abilities for all	Affirm that leadership and strategic thinking are not exclusive to the majority group	<input type="checkbox"/>	Highlight leadership and strategic thinking for everyone, illustrating collaboration and emotional intelligence across all genders.
<b>5. Learning styles and methodologies</b>	Visual learning with diverse representation (refer to Section 3. Visual and representation)	Ensure gender-sensitive visual	<input type="checkbox"/>	Use visuals that represent both men and women in diverse, non-traditional roles Illustrate learners with disabilities actively participating in technical and professional environments.
		Depict learners with disabilities in active and positive roles	<input type="checkbox"/>	

Main factors	Dimension	Explanation	Already Incorporated (Yes/No)	How to incorporate (applied at TVET College Context)
		Showcase ethnic, cultural, and geographical diversity	<input type="checkbox"/>	Use visuals that reflect participants from different ethnic backgrounds, including those from ethnic minority and rural communities.
	Kinesthetic learning	Accessible workshop setup	<input type="checkbox"/>	Ensure that all learners can access practical activities by providing adaptive tools and flexible arrangements.
		Gender diversity in role-playing	<input type="checkbox"/>	Integrate gender diversity into role-playing scenarios to challenge traditional norms.
		Cultural inclusivity in scenarios	<input type="checkbox"/>	Design immersive and hands-on activities that reflect culturally appropriate situations.
		Design accessible hand-on activities	<input type="checkbox"/>	Ensure that all practical activities are accessible to learners with diverse abilities.
	Auditory learning	Encourage diverse voices in group discussions	<input type="checkbox"/>	Promote participation from both men and women, as well as ethnic minority learners, to share their perspectives.
		Provide auditory support tools and recordings for learners with hearing impairments	<input type="checkbox"/>	Offer hearing aids and recording devices to support hearing-impaired participants.
		Respect cultural diversity	<input type="checkbox"/>	Establish ground rules for respectful discussions, ensuring open and inclusive dialogue, especially on ethnic and cultural issues.

Main factors	Dimension	Explanation	Already Incorporated (Yes/No)	How to incorporate (applied at TVET College Context)
	Balanced multi-method approach	Adopt a balanced and multi-method approach	<input type="checkbox"/>	Use a balanced and multi-method approach integrating lectures, visuals, practical activities, and discussions.
		Ensure diverse role models are represented in training materials	<input type="checkbox"/>	Ensure inclusive and visually engaging teaching materials that reflect diversity, with characters representing different genders, ethnicities, persons with and without disabilities
		Feedback and adaptation	<input type="checkbox"/>	Implement feedback mechanisms to evaluate and improve participation from diverse groups.
<b>6. Accessibility in training materials</b>	Multi-format access	Support for learners with visual and hearing impairments	<input type="checkbox"/>	Provide large-print, audio, and screen-reader compatible files; add captions to videos.
	Downloadable & offline access	Technology-friendly formats	<input type="checkbox"/>	Optimize PDFs and other materials for offline access and compatibility with mobile devices.
		Accessible layout and design	<input type="checkbox"/>	Ensure suitable contrast, large fonts, and readable layouts for all formats.
	Assumptions about tech proficiency	User-friendly design	<input type="checkbox"/>	Avoid complex digital formats; offer tutorials for accessing content.
		Compatibility across devices	<input type="checkbox"/>	Ensure materials work on various devices (smartphones, tablets, and computers).

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