

Focused Gender Analysis for FURSATI

Related portfolio-wide Gender Analysis (PwGA)	☒ This analysis is based on a PwGA checked and approved by the Gender Focal Point at country level ☐ The sectoral focus of this project is covered in the PwGA Dec 2025 PwGA Dec2025 GWS.pdf
Title of the project	Empowerment of women through qualification in technical, green and creative jobs and in career development (FURSATI)
Type of project	☒ Bilateral ☐ Regional* ☐ Global* *Please note: PwGA are mandatory for each country concerned.
Country(-ies)	Jordan
Sector	Technical Vocational Education and Training (TVET)
Commissioning party	BMZ
AV(-V)	Dr. Lisa Barthelmes
Recommendation for the Gender Equality (GE) marker	☒ GE2 ☐ GE1 ☐ GE0 (only in exceptional cases) <i>In case the recommendation based on this analysis deviates from the previously assigned marker, please elaborate</i>
Overall potential of the project	☒ Gender-sensitive ☒ Gender-responsive ☒ Gender-transformative
Reason for the analysis	☒ New project ☐ Follow-on project ☐ Modification offer ☐ Other: <i>Enter reason</i>
Involved Gender Focal Person(s)	☒ *At country level: Lama Sabri ☐ At departmental/divisional level: <i>Enter name and unit</i> ☐ Other: <i>Enter name and unit</i> * Please note: Due to the inherent connection with the PwGA, the Gender FP at country level must be consulted in any case. For bilateral projects, the Gender FP at the country level should be involved; for regional projects, either the Gender FP of the country where the project has its headquarters, or the Gender FP of the department; for global projects, the Gender FP of the responsible unit in GloBe, or of the responsible department. <i>The Gender FP(s) must be copied into all emails sent to the S+G Desk.</i>
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Status and date	☐ Provisional gender analysis ☒ Final gender analysis 27.01.2026

Quality standards for a focused project-specific Gender Analysis

We in GIZ aim at addressing structural and underlying root causes of gender-based discrimination and inequalities wherever possible (GIZ Gender Strategy (2025-2029)). This requires a **portfolio-wide approach**, which goes beyond individual projects and has a strategic, longer-term orientation.

While a **portfolio-wide Gender Analysis (PwGA)** provides a comprehensive overview of gender dynamics, challenges, and opportunities at country and sector level, and identifies potentials and synergies for gender-transformative approaches across the portfolio. A **focused project-specific Gender Analysis (focused GA)** looks at the gender dimensions of a particular project. By identifying both possible unintended negative as well as additional positive impacts, this analysis helps in designing a more gender-responsive or -transformative project. The focused GA complements the PwGA by showing how the project contributes to the strategic recommendations defined for the overall portfolio.

A PwGA forms the mandatory basis for preparing a focused GA, as part of the Safeguards+Gender Management¹ for commissions. The respective country(-ies) and sector of the project must be covered. In case no PwGA is available, projects must use the template for the standard project-specific Gender Analysis.

A focused GA considers the following quality standards:

Content:

- ✓ Adhering to this **template's structure (ie. all chapters, tables, etc.)** is compulsory. While the guiding questions do not have to be answered individually, they specify the content that is expected in each chapter.
- ✓ In the event of significant² contextual, geographical and/or conceptual changes in the project, as well as in case of new findings, **revisions/updates of the analysis** are necessary.

Method:

- ✓ The **corresponding PwGA must be studied and directly informs this analysis**.
- ✓ The analysis is carried out and authored by experts with **local and gender expertise**, ideally by GIZ staff in the country.
- ✓ Wherever feasible, the desk study should be **validated with primary data** (e.g. during the appraisal mission).

Format:

- ✓ This **template is mandatory** for all focused GA starting from 01.07.2025. Please make sure to download the latest template version from [DMS](#).
- ✓ In favour of clarity and retrievability of information, **the indicated maximum length of each chapter must not be exceeded** (font: Arial 10pt, line spacing: 1,15). The annex can be used for lists, tables and additional data collected during the analysis.
- ✓ Please delete the **instructions** as well as the *guiding questions* in the final document.

If you have questions regarding the format or during the process of developing the focused GA, please feel free to contact the Safeguards+Gender Desk (safeguardsandgender@giz.de) for advice.

Reference documents:

- [“Guide on the Preparation of Gender Analysis” \(GIZ, 2019\)](#)
- [“GIZ-internal guide on the marker Gender Equality” \(GIZ, 2024\)](#)
- [GTA Concept Paper \(GIZ, 2022\)](#)
- [GTA Self-Assessment Tool \(GIZ, 2024\)](#)
- [“Feminist Quality in Context” \(GIZ, 2025\)](#)

¹ Safeguards+Gender Management ensures the environmental and social compatibility of GIZ projects, and is mandatory for all commissions, regardless of the commissioning party. For more information, see: [Safeguards+Gender Management System](#)

² Refer to [Orientation aid for the revision of S+G analyses](#).

- [GIZ Gender Strategy \(2025-2029\)](#)
- [PwGA Guidelines \(GIZ, 2023\)](#) (work in progress, to be revised!)

Abbreviations

1 Introduction

The gender analysis is developed in the context of a new project called “Empowerment of women through qualification in technical, green and creative jobs and through career development (FURSATI), which has a gender equality marker 2. The analysis is based on the PwGA of GIZ Jordan, which was last updated December 2025 and quality checked by the Gender Focal Person of the country. The portfolio-wide methodology represents a departure from siloed, project-specific gender assessments toward a more strategic, interconnected approach that maximizes learning opportunities and promotes coordinated action across GIZ Jordan's diverse programming portfolio, ultimately enhancing both the quality and impact of gender-responsive programming while supporting the organization's commitment to feminist development principles

The methodology employed the STEEPLE framework (Social, Technological, Economic, Environmental, Political, Legal, and Ethical dimensions) to systematically review and analyse gender dynamics across Jordan's development landscape. This comprehensive approach ensures that gender considerations are examined across all relevant domains that influence and are influenced by GIZ Jordan's portfolio interventions.

Data collection drew on both secondary and primary sources. Secondary sources included existing policies, strategies, studies, reports, and analyses from various institutions, while primary data collection was carried out through meetings and discussions with government entities, private sector actors, civil society organizations, international organizations, and GIZ Jordan colleagues. Artificial intelligence (AI) tools were also integrated into the process to support data analysis, including pattern recognition, automated translation and localization, and preliminary report generation. The hybrid methodology combined AI-supported data processing with expert validation to ensure that contextual and cultural dimensions were adequately captured, stakeholders from different sectors were consulted on the results and recommendations, ensuring that the findings were tested and validated.

2 Gender dimensions specific to the project

2.1 Core problem and main objective

Jordan continues to have one of the lowest female labour force participation rates globally (approx. 14%), despite relatively high educational attainment among young women. This gap is particularly pronounced in technical, green and creative sectors, where women remain strongly underrepresented (baseline 5.4% participation in relevant vocational programmes). The problem is not a lack of policy frameworks, but rather persistent gender norms, structural barriers (e.g. transport, childcare, workplace discrimination) and insufficient gender-responsive implementation capacity within the TVET system. These constraints limit women's access to non-stereotypical training pathways and their transition into employment, especially in the context of the ongoing TVET reform and BTEC rollout.

The project aims to improve employment perspectives for young women in Jordan in green, technical and creative sectors by strengthening gender-responsive and gender-transformative TVET pathways and by supporting women's transition into decent employment. This contributes directly

to national targets under the Economic Modernisation Vision to increase women's labour force participation to 28%

Women are disproportionately affected by restrictive social norms regarding acceptable occupations, mobility, and paid work, particularly after marriage or childbirth. Young women in rural areas and women with disabilities face multiple and intersecting forms of discrimination, including limited access to diversified training offers and weak labour-market linkages. While digitalisation and green transformation create new opportunities, women benefit less due to unequal access to digital skills, applied training, and employer networks.

Women are expected to benefit through targeted measures addressing stereotypes, access barriers and employer engagement, including gender-responsive curricula, work-based learning in BTEC girls' schools, mentoring and community-level norm change. Enabling factors include strong political commitment (EMV, Engendered Strategy), alignment with BMZ feminist development policy, and complementarities with ongoing TVET and gender programmes.

Predecessor and parallel initiatives show that implementation capacity, change management and social norm work are decisive for impact; governance reforms alone are insufficient. Gender-transformative approaches, role models and community engagement have proven effective levers and are therefore scaled up.

The gender transformative approaches presented in this project align with the strategic recommendation of: shifting from gender sensitive to genuinely transformative approaches, targeting green, tech and creative sectors, and strengthening partnerships with the private sector.

2.2 Target group(s)

The primary target group comprises young women aged 16–35, particularly students and trainees in BTEC girls' schools and participants in vocational and transition measures in green, technical and creative sectors. A specific focus is placed on women in rural areas and women with disabilities, who face compounded disadvantages. Latest baseline data show women represent only 5.4% of participants in selected technical, green and creative vocational training programmes at the TVET provider "National Employment and Training Company (NET)". Key intermediaries include TVET teachers, trainers, school leaders and MoE staff, as well as private-sector actors, employers, community representatives, parents and local leaders who strongly influence women's education and employment decisions.

Prevailing gender norms assign women primary responsibility for unpaid care work and limit acceptance of women in non-traditional occupations. These norms translate into gender-segregated training offers, lower enrolment in technical fields, and reduced transition into employment. Sub-groups particularly affected include rural women, women with disabilities and young women without strong family support.

Experience from predecessor projects shows that meaningful progress on gender equality in TVET depends less on isolated activities and more on institutional commitment and systemic change. Practical gender-responsive measures can achieve strong results even in the absence of formal policies; however, without institutionalization, such progress remains vulnerable and difficult to sustain. Leadership commitment and women's representation in decision-making play a critical role in fostering inclusive institutional cultures and increasing women's participation, particularly in non-traditional sectors. At the same time, gender-sensitive infrastructure, safe learning environments, and clear protection mechanisms are essential preconditions for women's enrolment, retention, and completion. Persistent gender stereotypes among trainers, employers, families, and communities continue to limit women's access to workplace-based training and employment, demonstrating that skills development must be complemented by social and behavioural change measures. Early and

structured engagement with employers has proven particularly important to ensure equitable access to internships and job placements for women. Furthermore, the lack of systematic sex-, age-, and disability-disaggregated data constrains evidence-based planning and monitoring, while participatory approaches—such as gender audits—have shown strong potential to strengthen ownership, institutional learning, and readiness for change.

Overall, predecessor projects underline that gender-transformative impact in TVET requires integrated approaches that combine policy development, institutional capacity building, tailored support for women, and strong linkages to the labour market.

The project targets unemployed women, a group that is also addressed by other initiatives within the TVET & Employment Cluster in Jordan, including MOVE-HET II, I-PSD, GAIN II, and EJ 2030. However, the proposed project has a distinct thematic focus on technical, green, and creative sectors, which are of growing relevance for women's employment in Jordan. To date, BTEC schools for girls have not yet been systematically targeted by the portfolio, representing a strategic entry point for this intervention. While there is overlap with other projects in terms of priority sectors, existing initiatives have generated important lessons learned—particularly regarding the persistently low enrolment of women in technical fields. Building on these lessons, the project specifically aims to increase women's enrolment through tailored training offers that respond to labour-market demand and the specific needs of women. The creative sector constitutes a new area within the portfolio. While it has so far been addressed under I-PSD, this has not included qualification or training measures. The proposed project therefore complements existing interventions and creates clear opportunities for synergies within the portfolio, particularly in linking skills development with employment promotion and private-sector engagement.

2.3 Partner organisation(s)

The project's main political partners are the Ministry of Education (MoE). Key implementing partners include the Accreditation and Quality Assurance Commission (AQAC), selected BTEC schools (including BTEC girls' schools), vocational training providers, women's and business associations, and civil society organisations as well as the private sector. The project's main political partner, the Ministry of Education (MoE), acknowledges the relevance of gender-related dimensions within the core problem and the overall project objective, particularly regarding strengthening women's participation and empowerment in technical, vocational, and non-traditional education tracks. The MoE recognises the low enrolment of girls in technical and applied streams and supports targeted measures to increase their access, retention, and transition into employment.

At the same time, the Ministry also demonstrates awareness of the importance of encouraging boys to enroll in non-stereotypical education pathways, reflecting a broader understanding of gender norms as a structural barrier affecting both young women and men. As there is a reverse gender gap in Jordan regarding the academic performance between boys and girls from elementary to higher education level, boys must also be addressed in education initiatives.

In the broader institutional and public discourse, the term "*gender*" remains sensitive in the Jordanian context. Consequently, discussions at policy and implementation level often refer instead to women's empowerment, equal opportunities, and inclusion. This framing is widely accepted and aligns well with national priorities and reform narratives. In parallel, a more explicit gender-based approach is applied within technical working relationships. With designated gender focal points, technical departments, and the Secretary General for Technical and Vocational Education, the use of the term *gender* is well understood and accepted, enabling constructive dialogue on gender equality, data disaggregation, and institutional reforms. This reflects a high level of trust and a strong working relationship between the project and its key counterparts.

There is a Gender Unit at the Ministry of Education and other ministries, there is an interministerial committee (IMC) for gender in Jordan headed by the Ministry for Social Development. These structures provide an institutional entry point for the project. However, they are often understaffed, lack gender expertise, unevenly mandated and insufficiently embedded in core planning and implementation processes, which limits their effectiveness in driving systemic change

Gender expertise among partner organisations varies significantly. While some ministries and national-level institutions have benefited from previous donor-supported gender mainstreaming initiatives, operational staff at school, training-centre and company level often lack applied gender competencies and practical tools. Financial and human resources dedicated to gender equality remain limited, reinforcing the need for targeted capacity development and institutional anchoring through the project.

Gender dimensions are increasingly embedded in the strategic frameworks, reform processes and service delivery approaches of the project's partner organisations, particularly within the education and TVET sector. At policy level, the Government of Jordan (GoJ) has anchored gender equality and broader inclusion (GESI) as cross-cutting principles in key national strategies, including the Economic Modernisation Vision 2033 (EMV), the VTE Vocational Education Strategic Framework, the Education Strategic Plan (ESP) and its Gender Equality Action Plan (GEAP+). These frameworks explicitly recognise gender-based barriers to participation, safety and learning outcomes and provide the policy mandate for gender-responsive action.

Within the VTE secondary stream, gender dimensions are addressed through the reform objective of ensuring equitable access to quality and labour-market-relevant programmes for all learners, with specific attention to girls, persons with disabilities, refugees and learners from disadvantaged backgrounds. The introduction of BTEC qualifications is explicitly framed as an opportunity to open non-traditional pathways and challenge gendered occupational stereotypes, while acknowledging that entrenched socio-cultural norms continue to shape enrolment patterns. Baseline enrolment data are therefore used to monitor gender and wider GESI outcomes as the VTE stream expands.

At operational level, partner organisations increasingly apply gender mainstreaming approaches through structured planning tools and services. As reflected in the ESP 2026–2030 Gender Mainstreaming Framework, gender dimensions are translated into concrete main activities and sub-activities, such as GESI-focused teacher and counsellor training, studies on school-related violence differentiated by school type and gender, revision of procedures for boys', girls' and mixed schools, establishment of referral mechanisms for gender-based violence, and awareness-raising activities involving parents and communities. Gender considerations are further operationalised through a problem–goal–indicator framework, which requires evidence-based gender analysis, explicit formulation of gender inequalities in objectives, and the use of sex- and age-disaggregated indicators to track progress.

In addition, projects implemented with partners such as the Ministry of Education (MoE) and UNESCO address gender dimensions through targeted analytical work (e.g. TVET gender analyses), capacity development, and the alignment of services with inclusive design principles. Overall, while gender equality is well reflected in strategies and reform concepts, partners recognise that continued support is required to translate policy commitments into consistent, gender-responsive practice at school, training-provider and workplace level.

Experience from MOVE-HET II, particularly the Participatory Gender Audits (PGAs) conducted in five model TVET institutions in 2025, shows that partner institutions have growing awareness, motivation and entry-level capacities to advance gender equality, but differ significantly in institutional maturity and readiness. Institutions with stronger leadership commitment, staff diversity and autonomy—such as the Aqaba Center of Excellence—demonstrate that gender-responsive and partially gender-transformative practices are achievable, including high female participation in non-traditional programmes and women's representation in leadership.

At the same time, the PGAs highlight that in more traditional and centralised institutions, gender mainstreaming remains fragmented and person-dependent, constrained by the absence of formal gender strategies, limited gender-disaggregated data systems, persistent stereotypes in teaching content, and low female representation in decision-making roles. Across partners, practice often outpaces policy, with isolated good practices not yet systematically institutionalised.

Overall, predecessor experience confirms that partner organisations possess the foundational capacities (GG1–GG2) needed to advance gender equality, but require formalised policies, stronger data systems, leadership engagement, and sustained accompaniment to move from entry-level gender responsiveness towards systemic and sustainable change.

There is an overlap with MOVEHET II project regarding public training providers, I-PSD project for working with women business association and female led companies and DigiTVET project for targeting BTEC schools.

Women Business associations such as BPWA, Jordanian National Commission for Women (JNCW), Chambers of commerce and Industry, Jordanian Women's Union (JWU), General Federation of Jordanian Women (GFJW).

2.4 Project team

The AV should be a TVET expert with proven experience in integrating gender aspects into project implementation. In addition, both national and international gender experts will be hired as project staff. Parts of the implementation will be outsourced to gender consultants at national and international level, with demonstrated experience in the MENA region and in working within Muslim-majority societies. The project will further benefit from existing gender expertise within the TVET and employment portfolio, including experienced staff from other GIZ projects through staff-sharing arrangements and gradual transition into the project where feasible. This approach allows for continuity, institutional memory, and strong alignment across the cluster.

Overall, the project will rely on a balanced team composition, combining highly experienced gender experts with strong backgrounds in TVET and employment alongside newly recruited staff bringing fresh perspectives, innovative approaches, and new ideas. This mix is intended to ensure both technical depth and adaptive, forward-looking implementation.

The project team has a solid foundation for systematically considering gender dimensions in project design and implementation. Several team members have prior experience in gender-responsive TVET, women's economic empowerment, and inclusive employment approaches, enabling gender aspects to be integrated into planning, implementation, and monitoring processes.

The team will include several gender experts, one of whom will assume the role of Gender Focal Point for the entire cluster, ensuring coordination, quality assurance, and coherence of gender-related approaches across all project components.

The Gender Workstream at country level will provide advisory services and technical support to the project team as needed. Dedicated gender expertise will be embedded within the project teams rather than relying solely on external consultants. The project will collaborate closely with other GIZ interventions working in the TVET and employment sectors to ensure coherence and synergies across the portfolio. In addition, the Gender Focal Point will maintain regular exchange and coordination with the Country Gender Workstream as well as with gender focal points across the cluster and portfolio, ensuring continuous learning, alignment of approaches, and systematic cross-project knowledge exchange.

Reliance on External Support: Projects frequently depend on external consultants rather than embedding dedicated gender experts within the core team. This creates a risk of fragmented implementation and a loss of institutional memory.

The "Implementation Gap": While staff awareness is growing, there is a widespread skills gap in translating theoretical gender objectives into practical, actionable activities.

Leadership Resistance: Even when technical staff are engaged, a lack of buy-in from senior leadership within partner organizations often acts as a bottleneck for institutionalizing gender mainstreaming.

Strategic Communication: Successful projects have learned that teams must be capable of using "culturally resonant" language, reframing gender equality as "family well-being", to avoid hostility or "enmity" in conservative contexts.

3 Gender Equality Design

3.1 Project measures	
3.1.1 Core problem and main objective + target group(s)	
Risks for unintended negative impact:	Corresponding measures:
• Efforts to change "social behaviour patterns" and "attitudes" regarding women's employment can provoke a backlash from conservative community members or family members. If the project pushes for women's employment without sufficient protection or gradual community buy-in, it could lead to increased domestic tension or emotional/physical violence against the women participating. • By focusing on specific "girls' schools" or "women-only" measures, the project might unintentionally isolate women's training. If not carefully managed, this can reinforce the idea that women only belong in certain "protected" environments, rather than addressing the structural barriers in the wider, male-dominated labour market, thus inadvertently maintaining segregation • Cooperation with private companies and transition into employment may expose female students and trainees to unsafe, discriminatory, or exclusionary work environments, particularly in male-dominated sectors. • Ministry and vocational training staff involved in gender equality and gender-responsive reforms may face internal resistance, stigmatization, or reduced ownership if the changes are perceived as externally driven by colleagues, management, or local communities. • Awareness campaigns that are perceived as externally driven or culturally insensitive may undermine trust, reinforce stereotypes, and trigger community resistance or backlash, ultimately increasing social tensions and reducing acceptance of women's employment.	• To prevent domestic tension and physical violence while shifting attitudes toward women's employment, the project will adopt a "community-first" approach rather than a "women-only" push through: Implementing Social and Behavior Change Communication (SBCC), Establishing a Male Champions Network, Systematic Inclusion of Families, Delivering awareness measures through established, trusted local structures, and using the project's "scientific monitoring" (Indicator 3) to track changes in social behavior patterns • To ensure that focusing on BTEC girls' schools does not reinforce occupational segregation or isolate women from the mainstream market, the project will: use an Integrated Multi-Level Approach (address individual empowerment, institutional capacity, and policy reform), Promote STEM and Non-Traditional Fields, Strengthen Private Sector Integration (Partner with 80+ companies to implement Work-Based Learning (WBL) in integrated environments), and Scale Gender-Responsive Business Approaches (GRBA). • Robust safeguarding standards will be implemented across partner companies through the enforcement of clear codes of conduct and the systematic vetting and monitoring of compliance with gender equality and workplace safety standards, which have been developed in advance. Gender-sensitive measures in employment companies will be further strengthened through the use of the already developed safeguarding guide/manual and through close cooperation with Jordanian women's associations, including the Business and Professional Women Association

	(BPWA) and other relevant organizations, to support awareness-raising, capacity building, and the effective implementation of safeguarding measures within companies. • To counter this unintended negative impact, targeted capacity-building and organizational development measures will be implemented to strengthen gender-sensitive technical and management competencies, structures, and processes within the Ministry of Education and relevant actors at national and directorate levels. This will be complemented by continuous technical advice to support the evaluation, further development, and implementation of gender-relevant education and vocational training strategies. • To address this impact, evidence-based and culturally sensitive awareness measures will be developed and implemented in close cooperation with scientific partners and local communities. These will include targeted awareness-raising activities in the communities of cooperating girls' schools, community dialogues and sport-for-development initiatives to foster acceptance of women's employment in technical, green, and creative professions, as well as structured information and exchange formats with women's and business associations to promote gender-sensitive recruitment practices and inclusive working environments.
Potentials for additional positive impact:	Corresponding measures:
• Low Economic Participation: Women's labor force participation is only 14%, hindered by a 19:1 unpaid care work ratio and limited access to bank accounts (31% vs. 53% for men). • Occupational Segregation: Women are concentrated in "feminine" trades (beauty, sewing), while technical and green sectors remain male-dominated with less than 10-11% female representation.	• Diversify Vocational Tracks: Transition young women into non-traditional "green, technical, and creative" sectors through qualification measures, moving away from saturated "feminine" trades. • Institutional Gender Mainstreaming: Train 630 Ministry of Education employees specifically on gender-transformative approaches and change management to embed equality into the vocational reform.

• Structural Barriers: Lack of safe transportation, childcare, and flexible work disproportionately impacts women, particularly in rural areas where access difficulty is 67% higher. • Legal Reforms (2022-2024): Constitutional amendments now guarantee women's empowerment and protection from violence, alongside new regulations for 90-day unified maternity leave and flexible work. • Institutional Progress: The establishment of Gender Units in the VTC (2022) and the MoITS (2022) provides established structures for systemic mainstreaming. • Targeted National Strategies: The Economic Modernization Vision 2033 and the National Strategy for Women (2020-2025) provide clear high-level mandates to double female employment. • Successful Pilot Models: Initiatives like "Water Wise Women" and women-led plumbing cooperatives have proven that women can successfully enter non-traditional technical fields.	• Safe Career Orientation: Establish gender-transformative career orientation in 30 secondary schools, including 15 schools specifically for girls, to provide safe pathways into the labor market. • Work-Based Learning (WBL) for Girls: Partner with 80 private sector companies to implement practical, gender-responsive training and internships specifically for BTEC girls' schools. • Behavior Change Campaigns: Implement 5 evidence-based campaigns in urban and rural communities to shift social attitudes and increase acceptance of women's employment in technical fields. • Capacity Building for Trainers: Improve the professional and pedagogical capacities of 800 BTEC school personnel in a gender-responsive manner to ensure a supportive learning environment. • Strategic Partnerships: Collaborate with women's and business associations to develop 5 specific measures for transitioning women from training into the workforce. • Rural Inclusion: Adapt qualification and transition measures to ensure that at least 105 individuals in rural areas gain employment in these new sectors
3.1.2 Partner organisation(s)	
Risks for unintended negative impact:	Corresponding measures:
• External Dependency for Gender Expertise: Activities involving technical advice to the MoE on gender-relevant strategies. If the partner becomes overly reliant on the project's external partners, they may fail to develop their own internal, sustainable expertise, causing gender mainstreaming efforts to collapse once the project ends in 2030 • The high escalation potential in the region, and political and economic crises significantly complicate project implementation. The security situation may further deteriorate in Jordan. Declining willingness of partner organisations to cooperate with German organisations, may negatively affect German development cooperation activities.	• Institutionalize Training: Train 630 MoE employees on gender equality and change management to embed expertise within the ministry's permanent staff. • Scale Internal Expertise: Train 800 vocational staff in a gender-responsive manner to ensure a self-sustaining pool of pedagogical and management experts. • Systemic Strategy Support: Provide technical advice to the MoE to evaluate and further develop their own internal gender strategies.

	• Standardize Services: Establish gender-transformative career orientation within 30 secondary schools to move from project-based advice to institutionalized services. • Update Curricula: Advise BTEC girls' schools on the practical and gender-sensitive development of training programs to address market-specific disadvantages. • Enhance Governance: Strengthen structures and processes at national and directorate levels to improve gender-sensitive professional and control capacities. • Policy Participation: Strengthen policies for involving the private sector in labor market-oriented vocational training to ensure gender-sensitive recruitment. • Empower Associations: Support women's and business associations to develop their own training, coaching, and networking offers independently.
Potentials for additional positive impact:	Corresponding measures:
• The continued commitment of the Ministry of Education to prioritizing vocational reform and gender equality is a key strategic priority, alongside strengthening institutional structures and processes to manage these reforms in a gender-transformative manner. This requires adequate resource allocation to ensure training providers have sufficient budgets to qualify educators and actively promote women's participation in technical tracks, as well as systematic capacity-building for education leaders to effectively implement and sustain gender-responsive approaches. Existing Structures & Initiatives to Build Upon • BTEC Girls' Schools: Practical and gender-responsive training programs within specialized girls' vocational schools. • Work-Based Learning (WBL): The existing WBL concept developed during the reform to facilitate industry partnerships. • Secondary Career Orientation: Established measures for career guidance within the secondary school system.	Strengthening Partner Gender Mainstreaming • Institutionalize Reform: Provide technical advice to the Ministry of Education (MoE) to evaluate and implement gender-relevant strategies within its sectoral plans. • Build Internal Capacity: Conduct organizational development to strengthen gender-sensitive professional and control capacities at the national and directorate levels. • Professionalize Leadership: Systematically train 630 MoE employees on gender equality and change management to ensure leaders can implement gender-responsive approaches. Utilizing Existing Structures • BTEC Girls' Schools: Provide advisory services to develop practical and gender-sensitive training programs specifically for girls in green, technical, and creative professions.

Relevant Additional Stakeholders • Private Sector: Companies needed for work-based learning and hiring graduates in green and technical sectors. • Academic Partners: Jordanian and German universities to lead evidence-based behavior change campaigns. • Local Alliances: Trade unions, regional economic agencies, and NGOs to support labor market integration. • Community Leaders: Essential for promoting the acceptance of women's employment through local dialogues	• Reform-Led WBL: Scale the existing work-based learning concept by building partnerships between industry associations and BTEC schools. • Career Orientation: Establish gender-transformative and labor market-relevant career guidance in 30 secondary schools, including 15 for girls. Strategic Stakeholder Cooperation • Private Sector Partnership: Strengthen policies to involve 80 companies in practical training and career counseling at BTEC girls' schools. • Academic Collaboration: Partner with Jordanian and German universities to implement evidence-based social behavior change campaigns. • Community Engagement: Involve community leaders in dialogues and awareness-raising measures to increase the social acceptance of women's technical employment
3.1.3 Project Team	
Risks for unintended negative impact:	Corresponding measures:
• Lack of Safeguarding and SGBV Expertise: The project aims to move hundreds of young women into "green, technical, and creative" sectors through work-based learning (WBL) and employment. If the team lacks dedicated Gender-Based Violence (GBV) or safeguarding specialists, they may fail to design safe "transition measures" or vetting processes for the 80 partner companies. Without internal expertise to monitor the safety of these placements, the project setup unintentionally increases the risk of sexual harassment or violence for the participant	• Strengthen Internal Oversight: Develop gender-sensitive "control capacities" within the team to ensure rigorous monitoring of participant safety. • Professionalize Safeguarding Leadership: Train project management on gender-transformative approaches and change management to prioritize safeguarding in all technical interventions.
Potentials for additional positive impact:	Corresponding measures:
• Team is not yet recruited but inside GIZ Jordan there is a strong gender expertise in the portfolio.	

3.2 Results framework³

When drafting results (Module Objectives or Outputs), the language should reflect a shift in gender relations rather than just participation numbers. Gender-Responsive Results: Address the specific needs of women to ensure they can participate equally (e.g., Output 2 focuses on strengthening BTEC girls' schools specifically).

Gender-Transformative Results: Aim to change the underlying causes of inequality, such as social norms or institutional biases (e.g., Output 3 aims to change foundations for social behaviour regarding women's employment)

Module Objective Indicator 1 and Output Indicator 1.1 and 1.2: Measure the institutional and system-level change through the number of MoE professionals and leaders applying gender-responsive approaches in their work context, the number of MoE employees trained in gender equality and change management and the number of secondary school implementing gender-transformative and labour-market-relevant career guidance respectively.

Module Objective Indicator 2 and 4 as well as Output Indicator 4.1: Measure women's participation, retention and empowerment through the number of BTEC students completing work-based learning components, disaggregated by gender, the percentage of women enrolled in selected vocational training measures and the number of women completing labour-market-relevant qualification or transition measures respectively.

Output Indicator 2.2 and 2.1: Measure gender-responsive learning in work environment through the number of vocational training personnel trained in gender-responsive professional, pedagogical, or management approaches and the number of companies involved in BTEC girls' training programs implementing safeguarding and gender-sensitive standards.

Module Objective Indicator 3 and Output Indicator 3.1: Measure changes in attitude, norms and social acceptance by numbering the surveyed individuals whose attitudes towards women's employment in green, technical, and creative sectors have positively changed as well as the number of evidence-based awareness and social behavior change campaigns implemented in selected communities.

Module Objective Indicator 5 and Output Indicator 4.2 : Measure employment and transition outcomes through number of individuals taking up new employment after completing training or transition measures, disaggregated by gender and number of transition-to-employment measures offered by women's or business associations.

3.3 Gender Equality (GE) marker⁴

- GE2 as commissioned and required by BMZ

³ Refer to the TOPIC page "[Gender-sensitive monitoring](#)".

⁴ Refer to the "[GIZ-internal guide on the marker Gender Equality](#)" (GIZ, 2024).

3.4 Overall potential on the Gender Equality Continuum⁵

Please indicate the overall potential of the project for promoting gender equality by placing the icon on the Gender Equality Continuum below and justify your assessment in the text box underneath. To arrive at a profound answer, the Self-Assessment Tool on Gender-Transformative Approaches should be used.



Gender-sensitive

Gender-responsive

Gender-transformative

Gender-Transformative

- Systemic Reform: Strengthens the Ministry of Education's (MoE) capacity for "gender-transformative" vocational reforms.
- Challenging Norms: Output 3 focuses on "social behavior change" among parents, companies, and communities.
- Breaking Segregation: Explicitly targets women's entry into male-dominated green, technical, and creative sectors.
- Early Intervention: Establishes career orientation in secondary schools to influence choices before gender norms entrench.

Opportunities:

- Strategic Priority: Vocational education reform and gender equality are currently high-level priorities for the MoE.
- Institutional Shift: Targets "change management" among 630 MoE employees to foster a cultural shift.
- Multi-Stakeholder Support: Utilizes scientific partners (universities) for evidence-based campaigns and the private sector for work-based learning.

Challenges:

- Social Resistance: Changing "social behavior patterns" may provoke backlash from conservative community or family members.
- Institutional Delays: Success depends on the MoE completing its reorganization without major delays.
- Market Willingness: Implementation relies on the private sector's readiness to adapt to gender-sensitive didactics and recruitment.
- Baseline Gaps: Many indicators start at "0," requiring the project to build new monitoring systems to track qualitative change.

3.5 Strategic embedding in the portfolio

⁵ Refer to the [GTA Concept Paper \(GIZ, 2022\)](#).

Synergies and Complementarities

- Sectoral Alignment: Leverage the Water and Energy Cluster's success with women in technical roles (e.g., "Water Wise Women") to model FURSATI's green-tech training.
- Shared Approaches: Adopt the Gender Responsive Business Approach (GRBA) from the Employment Cluster to engage FURSATI's 80 partner companies.
- Institutional Networks: Utilize established Women Empowerment Units in the VTC and MoITS to anchor FURSATI's institutional reforms.

Integrating Strategic Recommendations

- Shift to Transformative Action: Focus on Output 3 to move beyond participation numbers toward changing social norms and attitudes.
- Address Care Burdens: Promote flexible work and nursery regulations with private sector partners to reduce the "unpaid care" barrier.
- Reframing Narratives: Use "culturally resonant" language, focusing on family well-being, in FURSATI's 5 awareness campaigns to mitigate backlash.
- Build Internal Expertise: Ensure 800 vocational personnel are trained to sustain gender-responsive didactics without relying on external consultants.

Contribution to Portfolio Next Steps

- Generate Primary Data: Use FURSATI's scientific monitoring to provide the portfolio with rigorous data on shifting gender attitudes.
- Joint Learning: Lead cluster-wide learning sessions to share outcomes from FURSATI's urban and rural behavior change campaigns.

3.6 Need for clarification

- *Are there any open questions or missing information, which should be addressed during the project appraisal mission and/or implementation?*

Note: A Gender Action Plan (GAP) could be an additional, voluntary tool to guide you during the project implementation and evaluation phase. If you want to develop a GAP, please use the identified measures above as the basis. The GAP then specifies the implementation of these measures through concrete indicators of success, responsible persons/entity, a timeline, resources needed (human and material), and an estimated budget. It helps to monitor gender equality related efforts by the project that go beyond the implementation of gender equality indicators (as formulated in the results matrix of the module). It also supports in continuously mitigating and monitoring gender equality related unintended negative impact. Ideally, the GAP is collaboratively developed with the project team and partners and should be regularly updated/adjusted, e.g. during your annual planning workshop. Your (preliminary) GAP could be added to this document as an Annex – it will not be included in the plausibility check by the S+G desk.

4 Sources

5 Annex