

# جی ای 4 ڈی ای نیوز

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علم، صلاحیت اور بااختیاری

# GE4DE news

Promoting Gender Equality for Decent Employment

Volume # 3, July 2011

Women  
Solar  
Engineers

Knowledge  
Ability and  
Empowerment

Where is the  
Gender  
Lens?



## Endless Struggle

Khaleel-ur-Rehman Waleed is a professional wedding photo editor and an enthusiast who loves photography.

*“This picture was shot on the way from Lahore to Gujranwala in a village called Emanabad. Older men are engaged in the process of seedling for their knowledge of rice cultivation. They generally do not have the physical strength to carry on for hours at stretch squatting in the filthy pool of water. These men earn on daily wages and have no protection to unemployment. The social security benefits are not applied to these workers and thus they stand vulnerable to all sorts of exploitations. I felt compelled & captured this scene in my camera.”*

The picture is taken from CANON EOS 20D with focus length of 55mm and aperture 4.97z

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# NOTE FROM THE TEAM

This quarter GE4DE has reached one of its major milestones, the piloting and scaling out of its skills development programmes. With three pilot projects drawing to a close; ten small scale, short term projects just beginning; and several long term projects in the pipeline, over the next three years we hope to reach our goal of training and employment for 6300 people of which at least 5000 will be women.

In many programmes, be it because of constraints of time, money or the imagination, providing training is considered enough. Other programmes make the vital link between training and employment; success is measured in terms of the number of people who find employment as a result of and commensurate to their training. With regards to women, such projects make the assumption, often rightly, that training, employment and their subsequent economic returns lead to women's empowerment and therefore, gender equality. But it is nevertheless, usually an assumption. The assumption in turn, is often borne out by women's testimonies by the end of the project. But these are nevertheless, usually anecdotal.

There are of course studies that have documented in detail how skills, employment and income affect women's lives. We know that working outside the home and earning an income enhance the social standing of a woman in her household and society. Outside the home, employment often has useful educational effects in terms of exposure and information. With income come assets which help make women more powerful. There is even evidence that women's empowerment within the family can reduce child mortality and bring down fertility rates. In short, as Amartya Sen sums up in Development as Freedom, "freedom in one area (that of being able to work outside the home) seems to help foster freedom in others (in enhancing freedom from hunger, illness and relative deprivation)".

But things are not always so rosy. A study on non-conventional indicators of gender disparities and structural adjustment programmes by Shobna Sonpar and Ravi Kapur points to interesting evidence to the contrary. Sometimes, employment just adds to the burden of multiple responsibilities. Development efforts rarely challenge the idea that domestic work and family maintenance must be done by women nor do they promote men's participation in household chores. So the burden is either added to the women's existing ones or shifted to another woman - the daughter or a younger sister. In societies that strongly oppose women working outside the house, women can be criticised or even ostracised for being 'bad' mothers or 'bad' wives. The men of the family may feel ashamed or be looked down upon as not being able to adequately provide for their families and being 'reduced' to the situation of having their women go out and work.

These situations have been shown to be a cause of high distress for women. Their employment causes friction at home, interferes with their household work, or overburdens them, particularly when domestic help and labour saving devices are either not afforded or available. In fact, in some cases, women who are better off in terms of education and are working outside the home, report higher levels of stress in the household than less educated counterparts who are not engaged in remunerative work. Maybe the greater exposure to the outside world leads women to question patriarchal norms in a way that their families and societies do not.

Such findings reinforce the importance of gender aware planning and assessment. GE4DE is

trying to ensure skills development partners mainstream gender throughout the training cycle. We are also complementing the planning and mobilisation phase with awareness raising and sensitisation through the media at national level right down to the districts where we plan to implement our programmes.

Against this baseline, we also want to measure the impacts of GE4DE's programmes in detail. We want to try and measure empowerment; calculate the change, both good and bad, that occurs in women's lives as a result of our programmes. This is not an easy task; it is always difficult to move, let alone measure, what are matters of the mind and heart. But luckily we have the time, ambition and commitment to try.

And what an opportunity we have. Our skills development programme is ambitious not only in terms of the numbers, but also in its scope - we have women being trained for waged employment and self employment; for the formal economy and the informal economy; in rural areas and urban areas; mountain communities and coastal ones; in conventional skills and unconventional ones; old women and young women, married and unmarried. The parameters we could measure change against are enormous and exciting and this could become one of the major pieces of research the project undertakes. It would help us to better understand the impact of our work in particular, and add to the understanding of what constitutes and contributes to women's empowerment in general. Watch this space.

Read about the project on [www.prezi.com](http://www.prezi.com)

<http://prezi.com/rkjoga2mn26a/promoting-gender-equality-for-decent-employment-ge4de/>

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# COMPETENCIES NOT COURSES

The need to improve the quality and effectiveness of training systems to bring them more in line with demand and international standards have led to the evolution of new approaches to skills development. Competency based training is one such approach. Competency based training focuses on the learning outcome or the demonstration of skill, rather than the time spent in training, the trainer or the mode of delivery. In short, the emphasis is on competencies not courses.

Competency standards define in a structured

format, the competencies that a person is expected to perform in the workplace. Their development involves therefore, close liaison with industry to ensure that training leads to a product or service that is in line with demand. Competency standards attempt to capture the various dimensions that, when taken together, account for 'competent' performance. Since they are developed for employers, in many countries by employers, they identify the up to date learning and skills needs in a particular sector or occupation and are therefore a valuable resource to be used to ensure that



**Dr Hussain**

ILO has brought a wonderful team on board for the GE4DE. The innovativeness and creativity brought in by GE4DE team added new dimensions in consonance with the current practices and new trends in skill development. The idea of designing competency based training for the current project being coordinated by ILO is an extremely bold and first ever step taken by any international development partners operative in Pakistan. Of course, credit goes to the firm believers like Mr. Manzoor Khaliq, SPO- ILO and Ms Frida Khan, NPC-GE4DE that made possible this exercise on competency based training in Pakistan. If the same programme is comingled with proper monitoring during implementation and marketing of the products, it will make it more rewarding and satisfying. The initiative taken by ILO will be a great support to efforts made by National Vocational Training and Education Commission (NAVTEC). A great amount of work is lying ahead and ILO while pioneering their efforts in this direction must give continuous support.

*Dr. Hazrat Hussain, Principal Government Advance Technical Training Center Hayatabad Peshawar, is Ph.D in Technology Management from Technological University of the Philippines and has imparted several trainings on "Curriculum Development for Skills for Employability". Dr Hussain has contributed to the TVET system in Pakistan significantly through his research and publications and his diverse experience of working in numerous other countries. Dr. Hazrat Hussain is fond of traveling, reading and writing.*



Competency based skills development training work shop July 2011

qualifications meet employer needs and demands.

Competency standards can be used for a variety of purposes, by a variety of stakeholders. Employers can use competency standards as a frame of reference for describing how they expect job or work roles to be performed, to judge whether people are competent at their job or work role, develop job descriptions, develop training plans and ensure common standards of performance and quality when partnering with other organisations/agencies. Training providers can use competency standards to map their

courses and identify gaps in provision and highlight where they need to update or remove contents, or to develop new courses around a set of skills. Even trainees can use competency standards to assess their skill levels and set professional objectives for career progression and training.

The ILO always promotes competency based training and assessment in its skills development initiatives and provides assistance to its implementing partners in understanding and adopting the practice in their work as far as possible.

GE4DE is currently working with ten partners



Shayainne Malik, a participant of the training workshop lauded GE4DE's initiative in putting together a training workshop on Competency Standards Development which is very much needed to ensure that the workers are being trained in relevant skills and that those skills are linked to their work requirements and the industry. Shayainne specially thanked the trainer and appreciated his guidance and his patience with the group since it was an exercise that demanded a lot of inputs and work from the participants.

**Shayainne Malik**  
Fashion Designer & ILO Implementing Partner for Skill Initiative.



to deliver small scale, short term skills development projects in various districts of Pakistan. To help them develop competency based training materials for their own skills areas, GE4DE organised a three day workshop on the subject. After a brief orientation to competency based training and the process of

developing competency standards, organisations were given templates to develop competency maps, which outlined the main units or skill outcomes that were required as a result of the training, for their particular trades. Each unit of the competency map was then described in further detail in terms of performance criteria, critical skills and knowledge and the equipment needed. As a result of the workshop participants developed initial competency standards for the following training areas:

- Food and beverage service
- Embroidery
- Woollen shawl making
- Khaddar weaving
- Marble mosaic
- Fish processing
- Machine operations, supervision and quality control for textiles manufacturing

These are being reviewed and refined and will give partners a clear picture of what their trainees are expected to know and perform as a result of the training, and will provide a basis to design training materials and assess outcomes.

These competency standards are in no way national, sector specific competency standards. They are competency standards specific only to their particular training course. However, since GE4DE would like to ensure that all our skills development interventions are underpinned by an understanding of



Farah Chandani, First Secretary Development, Canadian High Commission remarked at the closing ceremony of the Training Workshop on Competency Standards Development:

*"I have not seen a lot of training workshops with results and outcomes. The best*

*part of the ILO training on Competency Standards Development is the result that we will see in the shape of competency standards on trades for selected economic sectors. Curricula that has been designed and planned by training providers, this is going to be real and most close to what is required to increase productivity and efficiency at the workplace."*

competency based training and assessment, a workshop on Developing Competency Standards was held from July 11<sup>th</sup> to 14<sup>th</sup> for a selected group of women and men representing public sector training authorities and providers and industry experts from textiles manufacturing, fashion design, beauty and personal care, and food and hospitality.

Speaking at the opening of the first of this series of workshops, the Country Director of the ILO, Mr. Francesco d'Ovidio, described the centrality of skills development in economic growth and social development, "The Global Employment Agenda (2003) and the ILO Declaration on Social Justice for a Fair Globalization (2008) highlight skills development as central to improving productivity, job creation and standards of living. Better education and training for young people, workers and entrepreneurs can accelerate the transition to the formal economy and the benefits that globalization can bring". He encouraged participants to maximize this opportunity, not take it as "just another training session", but to build on this and organise

themselves as a "pool of experts". He assured them of ILO's technical support, "but you will have to take the first steps", he said while addressing at the opening session.

The training was designed and delivered by Mr. Trevor Riordan, Skills and Employment Specialist, formerly with the ILO. After a general overview on the use, importance and process of developing competency standards in close conjunction with industry, there were extensive guided sessions for the participants to apply their learning to actually begin describing their sectors and writing units of competency. There was also a visit to an industry training facility Rahat Woolen Mills, to give participants the chance to see how people work, how training can be brought closer to the world of work, and how competency standards provide this bridge.

This workshop was the first of a series aiming to develop national expertise in competency standards development who



Field visit to Rahat Woolen Mill, Rawalpindi





Margaret Reade Rounds, Programme Analyst, represented the ILO office at the closing ceremony and said that competency standards are now a global need. It is how industrial competence and efficiency can be gauged and ILO is thankful to all participants; the Government Training Providers (Provincial TEVTAS, NAVTEC) and the implementing partners who have participated in this initiative and are now going to develop standards that will be at par with internationally recognized competency models.

would be able to undertake the development of national competency standards. We plan to arrange a follow-up training a few months later for the same group to help them use the competency standards to develop competency based curricula. GE4DE is already at an advanced stage of discussion with the Technical Education and Vocational Training Authority (TEVTA) Sindh, to pilot competency based curriculum in selected institutes.

Given the international focus on technical and vocational education, from the ILO and other development organisations, as a means of promoting social and economic development for women and men, and the increasing focus on results and outcomes, these experts are likely to be very busy in the future even after GE4DE has ended.

*In a visit to Rahat Woolen Mills Rawalpindi, the participants were oriented to the workplace environment, given an insight to the work structure, processes involved and skills required. The field visit to the mill helped them understand the difference between work performed and existing skills of the workforce.*



**Mr Hasan Ahmad, Owner, Rahat Woolen Mill Rawalpindi**

*"The textile industry desperately needs Government's assistance in tailoring advanced training courses for workers to boost the domestic demand that would ultimately lead to employment generation. In Rahat Woolen Mill, we run in-house training courses, a supervisor is appointed for each process of production and he is responsible to gauge the competencies of workers because his target is to get a certain quality of wool produced from them. We need skilled workers for each of these processes."*



**Field visit to Rahat Woolen Mill, Rawalpindi**

Work on developing industry validated competency standards and basing curriculum design and delivery on them, is groundbreaking in Pakistan. This will ensure that training leads to the production of services and products that are in line with market demand, which means that women and men will be able to generate incomes and have access to resources needed to feed their families, educate their children and contribute productively to the economic and social prosperity of their communities and countries.



### **Trevor's 4 steps of Training**

I do it fast

I do it slow

We do it together

And off you go

*Being a manager for Skills Asia and Pacific, previously, Trevor has innovated and integrated, approach to skills development for poverty alleviation. The methodology was applied in Pakistan and Philippines and it successfully generated 90% employment including over 50% income opportunities for women.*

**Trevor Riordan, Skills and Employment Specialist**



# Skills UR PARTNERS

## NRSP-Institute of Rural Management (N-IRM)

N-IRM is the largest specialized capacity development institute in Pakistan in the non-profit sector recognized for quality, innovativeness and efficacy of its training programmes. The institute has been declared as a "Center of Excellence" for the year 2001 by the UN Economic and Social Commission for Asia and the Pacific.

employed or self-employed.

IRM and GE4DE have also formed a partnership to implement skills training for men and women in Bahawalpur district using TREE methodology. The economic status of



Team at N-Institute of Rural Management

In 2002 : IRM & ILO compiled a comprehensive training package that identified and assessed local economic opportunities, designed and delivered community-based skills training, and provided post-training services like job placement that the traditional skills system did not guarantee, this methodology is called TREE or Training for Rural Economic Empowerment. The project trained 1,138 beneficiaries (35% women, 65% men) in vocational, entrepreneurial, managerial, and literacy/numeracy skills. 84% percent of beneficiaries successfully passed training; 90% percent of this group was wage

women in identified areas of the district is dismal and there is an urgent need to empower women by giving them income generating skills. IRM has proposed skills training in handmade ethnic shoe wear, block printing, chunri and embroidery as possible trades that can be explored. After the feasibility profiles are made, skills training programme will be planned and implemented.

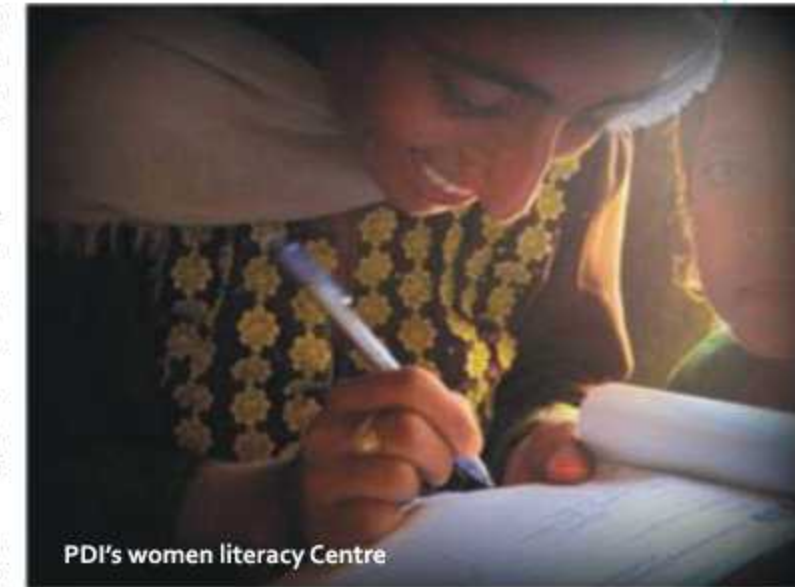
- Young, single men who were previously unemployed are now gainfully employed or self-employed.
- shift from traditional skills to employable skills.
- The social benefits are self-esteem and the new-found respect of families and communities; the young men are seen as role models in their communities.

Excerpts from US Dept of Labor Evaluation of TREE

## Participatory Development Initiatives (PDI)

PDI has more than 6 years of experience in skills development programs and projects with various partners around the world. The main experience regarding economic empowerment in Pakistan is:

1. Strengthening Women Farmers, producer organizations in Umerkot, Sindh with the support of Oxfam GB
2. Fisherwomen Alternative Livelihood Project in Karachi Slums with the support of UNHABITAT
3. Promoting the traditions and skill development of indigenous women in Khuzdar, Balochistan with the support of IFAD International
4. Fishermen Cooperative Society Formation in Thatta with the support of the Government of Sindh



PDI's women literacy Centre

PDI's diverse experiences of skills development and women's economic empowerment provide best practices for other similar initiatives. One of the biggest secrets to community involvement in PDI's approach is the strategy to plan the activities of the project keeping into consideration the values and traditions of the community. This not only helps in getting their consent on PDI's working inside the respective village but also ensures participation of local communities in the activities.

GE4DE and PDI have joined hands to launch the 'Sughar Women Program' in Thatta District, Sindh. Indigenous handicraft are becoming extinct as the new generation is keen to develop skills in something more lucrative. But if the local art is explored and refined, it can earn national and international recognition and fame.

Sughar aims to use training in embroidery as means of business and an end to the tribal traditions in Thatta. Customary violence against women and the low socio-economic status of women can be changed only if women are empowered. Sughar Centers will be established in each village where women will be given six months training in traditional embroidery. In addition educational skills; functional and numeracy skills and awareness about their rights and equal status will be imparted to give these women a holistic educational exposure.

The project intends to create income generating opportunities for women and will also magnify the positive customs that promote women empowerment cognizant with Islamic teachings.

Facebook page:

<https://www.facebook.com/#!/pages/Participatory-Development-Initiatives-PDI/171344206214606>

Twitter:

@SugharWomen



Field visit in Sindh



## College of Tourism and Hotel Management (COTHM)

In 2002, Ahmed Shafiq, now the Executive Director of the College of Tourism and Hotel Management (COTHM), laid the foundation of an institute that is the only institute in Pakistan which maintains internationally recognized standards in producing qualified, trained and skilled human resources to fulfill the needs and requirements of the hospitality industry of Pakistan.

It is the only college working in collaboration with local and international academic partners:

- American Hotel & Lodging Educational Institute (AH&LEI), USA
- Institute of Commercial Management (ICM), UK
- Taylor's College University, Malaysia
- Eurhodip - The Leading Hotel Schools of Europe
- World Association of Chefs Societies (WACS)
- Chefs' Association of Pakistan (CAP)
- Technical Education and Vocational Training Authority (TEVTA), Govt. of Punjab
- Punjab Board of Technical Education (PBTE)

Through a holistic process of identification and matching of industry required skills set and marketable skills training, COTHM certifies groups of skilled women and men that are now employed by five star operations in and outside the country. Many of these trainees have started their own setups as entrepreneurs. COTHM in collaboration with CNFA's (Citizens Network for Foreign Affairs) project 'Improving Livelihood for Enterprise Development', successfully implemented trainings in culinary arts in Balakot, Naran and Kaghan Valley providing assistance to communities affected by the October 8, 2005 earthquake. As a result the local community was linked to markets with economic growth potential and employment and enterprise opportunities through value chain development, tourism promotion, and agriculture and livestock development.

COTHM has established a placement office to ensure students' internships

and job placement in the hospitality industry. Regular visits and employers' consultations are frequently arranged at COTHM to discuss the HR needs of the hospitality industry.

In 2006, COTHM developed competency based courses in four prioritized areas of hospitality skills namely; Housekeeping, Front Office, Food & Beverage Services and Food Production, for NAVTEC. It implemented the skill training programs under the Prime Ministers' initiative for skills development and led the Industry Advisory Groups (IAGs) for hospitality sector. COTHM's diploma programs Hotel Operations (DHO) and Culinary Arts (DCA) have been accredited and approved by both TEVTA and the Punjab Board of Technical Education (PBTE).

COTHM has also implemented a Culinary Arts Plus Skills training program in collaboration with GE4DE. The project is primarily aimed at providing technical skills in baking and producing fast food items which are likely to stay in demand in future. The training approach is based on industry demands and work place based training methods. In addition, the course supplements the traditional curricula with augmentative skills such as awareness on workers' rights, soft skills, and entrepreneurial skills which have been designed especially for girls who for various reasons cannot continue in waged employment or prefer to set up their own businesses.

This programme resulted in all the trainees being offered jobs at various restaurants and hotels. COTHM is following up this course with another competency based training programme on "front office" and "food and beverage services training programme", and hopes the outcome will be just as successful.



Students at COTHM

## Sarhad Rural Support Programme (SRSP)

SRSP is the first replication of the (Agha Khan Rural Support Programme) AKRSP and the livelihood centred approach to rural development in 1989. It has emerged as the largest non government, non-profit organisation in the Khyber Pakhtunkhwa, extending operations to the Federally Administered Tribal Areas (FATA) since 2007 to reduce poverty and ensure sustainable means of livelihood in the operating areas.

SRSP is operational in eighteen districts of Khyber Pakhtunkhwa. The Board of Directors sets the policy, monitors its implementation and provides timely feedback on programme implementation.

SRSP believes in participatory research, learning and action and therefore conducts in-depth dialogues and diagnostic surveys in villages which result in the preparation of village micro-plans consisting of detailed feasibility of various activities; expected beneficiaries, resource requirements, training needs, implementation and maintenance arrangements with an emphasis on the envisaged impact on the poverty situation, especially of the poorest of the poor.

SRSP has been facilitating partnerships and forging alliances with development partners and has worked with all major national and international agencies. SRSP is also implementing Bacha Khan Poverty Alleviation Programme in Khyber Pakhtunkhwa, offering a holistic package; micro credit, natural resource management, micro insurance, and human and institutional development. The programme will benefit over a million men and women in two years.

GE4DE and SRSP have also shook hands to implement a skills development project in Charsadda. The project will initially benefit 80 (60 women and 20 men) semi skilled individuals of Khaddar subsector. The advancement from semi skilled to independent skilled class will support the beneficiaries to enhance their income or start their own enterprise. In addition sensitization and lobbying with stakeholders will be done in order to ensure provision of social security for these workers.

## Trust for Conservation of Coastal Resources (TCCR)

Trust for Conservation of Coastal Resources is the first ever conservation organization established by indigenous women of the fishing community in Pakistan. The women's leadership is determined to strive for conservation of coastal natural resources. TCCR has been working from the platform of the Pakistan Mahigeer Tehreek (PMT) a rights-based movement since 2004.

TCCR focuses on capacity building of local men and women towards conservation of natural resources. Recognizing the value of local indigenous knowledge, the TCCR is committed to preserve this wisdom and find solutions to the increasing threat of Climate Change with participation of local communities.



TCCR team



In order to strengthen the role of women in conservation of coastal resources, the organization has established five women groups in villages along the Karachi coast (Ibrahim Hydri, Chashma & Rehri). The first ever women group of Pakistan fishing community was fully trained in all stages of the mangroves plantation. These women successfully planted mangroves in Sindh and Balochistan through site selection, seed collection, nursery development, plantation and post-plantation maintenance.



In collaboration with GE4DE, TCCR has proposed to identify these women and train them in fish sorting, grading and packing so that these women are able to work at factory level where they will be permanent contractual employees, provided equal treatment and occupational safety and health. Working in these levels of processes will also increase the income level of these women.

TCCR also trained women groups in alternative livelihoods. Over 100 women have been trained on kitchen gardening so that they can grow vegetables in their homes for their family food security.

The gender dynamics of employment in the coastal areas of Karachi show us that women are involved in the cleaning of fish which is hazardous to their health and physical fitness. They are paid less and are usually daily wagers which means no protection to unemployment.

## Pakistan Readymade Garments Technical Training Institute (PRGTTI)

With an objective of employability and women empowerment through skills promotion, Pakistan Readymade Garments Technical Training Institute (PRGTTI), since its inception in 2001, is imparting technical and vocational training to the complete supply chain of readymade garment industry of Pakistan. Till now, PRGTTI has trained almost 10,000 men and women. Among other disciplines, PRGTTI has the expertise to train the candidates in the following:

- Apparel Entrepreneurship course and Supervisory Training
- Merchandising Management Technique
- Business Communication Skills
- Import/Export Procedure and Documentation
- Quality Control and Assurance
- Computerized Pattern Designating and Industrial Embroidery
- Garment Machine Operations

The Textile and Readymade Garment sector is one of the most competitive and value added sectors of economy of Pakistan. This sector is also a major contributor in employment generation and offers 40% employment to population of Pakistan. Despite the advantages, industry is facing severe challenges of productivity and efficiency as required skilled workforce is not available. ILO's research on Gender Employment in Readymade Garments and Home Textiles show men outnumbering women in terms of educational level; 48% of female employees had only obtained education up to or less than primary level. Only 21% had attained a secondary level of education, while 18% had passed matriculation. Notably, women with bachelor degrees are working in low-level managerial positions as supervisors, but are not employed in middle and upper management jobs, but men with lower educational qualifications of matriculation and intermediate are even working in upper management positions. To address this gap, training programmes in unconventional skills should be imparted such that women keen to diversify and/or advance their careers also get equal opportunities. But these need to be augmented with soft skills in the training curricula as to increase the entry of female workers into supervisory and managerial positions.

PRGTTI has been selected for GE4DE short term pilot project to train 127 candidates (80% women) in the following three disciplines:

- Apparel Supervisory Training
- Quality Control and Assurance and
- Garment Machine Operator

The cost of training is waived off, and only operational costs covering use of technical resources will be applied. A stipend of Rs. 1500 monthly will be given to the trainees to help them meet transportation cost and to defray for the cost of their previous employment in case they left it for this training. After completion of the course, PRGTTI will facilitate the men and women for their internship and placements. The beneficiaries will be from low socio-economic background. Along with that soft skills training will also be arranged so that trainees can better understand the organizational culture.



**Mr. Ijaz A Khokhar**  
Chairman (Central)  
PRGMEA



**Mr. Mubashar Naseer Butt**  
Zonal Chairman (NZ)  
PRGMEA



**Kamran Yousef Sandhu**  
PhD Scholar  
Project Director/Principal



**Mr. Sohail A Sheikh**  
Vice Chairman - PRGTTI  
Former Chairman PRGMEA (NZ)



**Mr. Aslam Hayat**  
Consultant  
Textile Engineer



**Miss Tauqeer Batool**  
Lead Trainer  
MBA Textile



## Sohb Development Society

Sohb Development Society is working on education, poverty alleviation, mother and new-born health (PAIMAN) mobilization, advocacy projects, and imparting training in marble mosaic to women of the community through the assistance of Aik Hunar Aik Nagar (AHAN) Balochistan since 1997. Sohbm has a well-experienced team and has more than 184 volunteers working in different areas of district Lasbela.

Sohb's skill development program has received recognition and appreciation from national and international agencies like Trust for Voluntary Organization, AHAN and the Government.

After successfully completing their training courses in sewing, computer training, fabric painting from the vocational and literacy center at Sohbm, women are now working in the community's self-established industrial homes and earning a decent living.

Due to illiteracy and strict traditional customs, motivation and awareness response of the local community is slow and poor. Sohbm motivated and mobilized the community by giving them awareness of their basic rights and sensitized women on what they needed to do in order to solve their problems. This opened ways for Sohbm to interact closely with their beneficiaries. The project has brought positive changes in the socio economic conditions of the local community, the vocational centre has provided local women a social platform for the exchange of information and for networking which has filled in the vacuum created by lack of recreational activities for women and the restriction imposed on them.

GE4DE and Sohbm partnership aims at improving the living conditions of men and women in Lasbela district by helping them improve their family incomes. By economically empowering the local women and equipping them with the skill of hand made marble mosaic and handicraft items, it is envisaged that the income of 75 families can be increased and the poor health and education status of the targeted population can be improved. Women from Hub and surroundings will be encouraged to participate and contribute towards self-employment and sustainable livelihood. Partnership and linkages will be developed to ensure women's access to the market and other schemes that they can avail in order to start their own businesses. SMEDA has come up as a potential partner. The project foresees a significant potential in the sector because of the increasing inland trends towards use of marble made-ups, demand in large and established world markets and easy availability of local made spare parts for maintenance. The approach is to form monitoring committees of men and women at the outset of the project implementation to ensure a participatory approach for sustainability through community ownership after completion of this project.



## Baltistan Culture Development Foundation (BCDF)

BCDF is not for profit, indigenous initiative of the community of Baltistan. BCDF's genesis lies in Baltistan Culture Foundation (BCF) which was established in 1998 with the aim of conserving and promoting local cultural heritage for economic prosperity in the region. Some of the milestones have been:

1. Wood Model Enterprise that has successfully demonstrated its commercial viability in terms of sales volume, profitability, employment and skills development of local male and female entrepreneurs. Through the project new and appropriate technology of wood seasoning was introduced for the first time in the region.
2. Beauty products made out of apricot; using techniques of extraction & increasing apricot personal grooming product line.
3. Gems Cutting & Polishing Centre (Training Institutes) in Skardu that have employed hundreds of women.
4. Wool Fabrics Research restored various traditional woolen products by giving training to male and female artisans in fabric spinning, weaving, dyeing and felting. The sector has revived/restored most of the dead arts and crafts of Baltistan. The Sector developed linkages with other donors by stretching small grants for Wool Fabric component.

BCDF is now working with GE4DE on the value chain of wool fabric spinning and weaving. In this project BCDF is planning to develop women clusters for spinning and weaving in the targeted areas like; Shigar valley, Barra valley and Skardu. 90 women and 30 men will be trained in different activities of spinning and weaving by using semi automatic machines; fabric weaving and producing wool items at

### A success story

WOODCRAFT MODEL ENTERPRISE - BCDP



### A Little Help in the Right Direction

Munawar Ali comes from a very poor household in Kalpin Valley near Skardu. In 2004, when he was in Grade 8, his father passed away and his mother subsequently remarried, leaving him responsible for his younger siblings and his entire household. Faced with a sudden need to find employment, he realised that he needed to learn a skill and came to BCDP's Woodcraft Model Enterprise. After having received a year's training, Munawar Ali is, today, a helper in the workshop and works on wood-cutting machines and the seasoning plant. His skills also include furniture making,

carving and polishing. He receives a salary of Rs. 8,000 per month and uses that amount to run his household, pay his siblings' tuition fees and manage overhead expenses. His plans for the future center around his family and he wants to get them all married off and settled but only after they have completed their education. Just 22 years old, he's had to mature before his time and advises other young unemployed men to get out of the house, work hard and acquire a skill, so that they too can become productive, earning members of society.

BCDF's resource center. Initially, training will focus on producing yarn using local raw wool, then produced yarn will be supplied to weavers to manufacture quality woolen fabrics i.e. shawls, local blanket (qar) and pattu for various garments.

The impoverished communities, especially the women are being directly benefited through the development of wool based enterprises. Initiatives launched in Chitral and Hunza where women are involved in the processing, product development and marketing of woolen products have proved to be a huge success with the end products being exported to national and international markets. We hope to follow suit.



## Sustainable Tourism Foundation of Pakistan (STFP)

Sustainable Tourism Foundation of Pakistan (STFP) possesses a demonstrated track record of conducting training programs in ecotourism management, tour guiding, hotel and tourism management and other related skills to promote decent employment for different stakeholders in different parts of the country on the request of different national and international NGOs.

During the last two years STFP has been providing consistent support to the Tourism Promotion Association of Kaghan (T-PAK) by organizing hospitality trainings to local unemployed youth in various hotel management skills. Courtesy sponsorship by STFP, trained personnel were later assisted in finding jobs with the hotels in Kaghan Valley. During this interaction with the employers, the bright potential of women's participation in income generating activities related to tourism was identified. This group can be economically empowered if they are provided training in related skills.

STFP has worked closely with the local communities in Kaghan Valley by involving them in income and employment generation activities through building their capacity and developing their linkages with concerned stakeholders in the field of tourism. Training of trekking guides is one such example where a group of 15 trekking guides were trained in handling of trekking groups using eco-friendly techniques of tourism management. Now these guides are busy in conducting short and long duration trekking trips in Kaghan Valley and making good livelihoods. This training has also opened a new avenue of adventure tourism in Kaghan Valley.

Earthquake of 2005 and recent floods in the scenic valley of Kaghan had a devastating effect on the already precarious and fragile tourist industry established in the vicinity of the forests, rivers and wetlands. It is time to revive tourism on eco-friendly and sustainable basis. There is a dire need to build the capacity of local communities in hospitality skills and ecotourism ventures and also involve the women of these areas in decent income generating activities.

Presently, there is great shortage of trained manpower in the hotel industry of Kaghan because of the poor financial standing and social compulsions, management and personnel involved in tourism cannot afford dislocation to acquire professional tourism management training at institutions located in



THE STFP team

far away cities like Islamabad/ Lahore and Karachi. Similarly women of the area are also not allowed to go out of their towns and villages to participate in any kind of training activities. Therefore, STFP has decided to provide the trainings at the doorsteps of the beneficiaries through a mobile training unit. Under the auspices of "MEET" for GE4DE Project.

Facebook page:

<http://www.facebook.com/pages/Sustainable-Tourism-Foundation-Pakistan/178149218883788>

## SamanZar



Led by the woman with beauty and brains, SamanZar is an operation of Shayainne Malik, fashion designer and human rights activist. 22 years ago the woman who started her own setup as a designer, is actually a lawyer by academic qualification.

Here is how she runs her business and what makes her successful. The hierarchy system at the factory and outlet - 'SamanZar' is such that the karigars, who are all men, are being managed by women! It works wonderfully and the rules are very simple. There is zero tolerance for any harassment, and the women, who have risen from the ranks of karigars due to their superb skill, are now made managers as their age does not permit them to work long hours at the machines anymore. But they are given protection against unemployment and are employed at higher levels being constantly reminded of their duties and responsibilities as managers and supervisors. These women and men are irreplaceable because of their vast knowledge and long association with the company.

"At SamanZar we do not believe in retirement or age because age is really all in the mind, one is as young as one feels, I believe", Shayainne Malik.

In collaboration with GE4DE, SamanZar intends to train a group of 70 women in market oriented embellished outfits, banking on traditional stitches. In addition, they will be trained in keeping accounts, negotiation skills, marketing, packaging and labelling their products. There is a small field unit in target community in Rahim Yar Khan, where SamanZar has been working informally. The project aims to expand this field unit as formal training centre. The same centre will serve as

resource centre, where products may be displayed for marketing. The purpose of setting up a resource centre in the rural community is meant to market the embellished products in a scientific and focused manner with proper market research that will help reviving traditional knots, being used for hundreds of years but are unfortunately becoming a dying art.

Another purpose of expanding the centre is meant to accommodate more women in formal training, which will enable them to earn decent livelihood. Since SamanZar has knowledge of market trends and strong linkages with buyers, facilitating the trained women in getting linked with market would be easy. Initially, SamanZar will arrange market visits, exhibitions in the display centre and invite buyers to come and have a look at products, gradually, the trained women will be able to move to market, secure orders and work on their own. The women will be trained in the following set of skills:

- Tracing the design on fabric
- Fixing the fabric on large frames
- Use of Aari, shadow stitch, phulkari stitches and few other stitches in demand
- Selection of color schemes and threads
- Beads and stones work on fabric
- Finishing, cleaning, packaging, and labelling
- Basic accounts keeping and savings
- Negotiation skills
- Display of products and marketing

Once this process is started, the resource centre will start generating revenue and the group of women may sustain it on their own. These women are the poorest of the poor, with no capital in hand, mainly engaged in seasonal farm labour, in return of which, they receive grains to survive. The project intends to facilitate these women getting viable skills that enhances their access to better alternative livelihoods.

Facebook page:

<http://www.facebook.com/pages/SamanZar-by-Shayainne-Malik/117899184911403>



# DISSEMINATING RESEARCH

## WHAT IS DISSEMINATION?

Dissemination is the process of communicating your research findings to stakeholders so that the evidence can be used to lead to change. It is important to consider how you will disseminate findings from the planning stages of your project and not leave it until the research has been completed. Dissemination should be an on-going activity that happens throughout the lifetime of a research project. Just as there are different ways of doing research, there are different approaches to dissemination. Getting dissemination right is important because it is the main way that your project will communicate with the outside world. For research to be relevant and influential on policy and practice, it has to be widely known and understood.



Sabina Ahmed at Research Posters development training workshop

The ILO has undertaken some important research studies on gender dynamics of employment, the working environment and conditions and other policy level issues such as that of women in coastal communities. These researches have also probed new unexplored/unconventional employment sectors and occupations with a gender lens and it will be a futile if these researches are not acknowledged by their target audience which is not only the Government, Employers, Workers or donors but also civil society, academia, media, parliamentarians, private sector and others. Thus dissemination of these researches should be done in such a way that it explicitly states its purpose or desired action from its reader.

A total of 12 partner organizations nominated their representatives to develop research posters. Both GE4DE and Towards Gender Parity (TGP) projects of the ILO benefitted from the workshop. While the activity created synergies within and across projects, it helped the participating research organizations to get oriented to different

tools of research communication, apply their training to develop a research poster, effectively present these research posters at the launch of the research publications planned in September 2011.

The workshop was designed as an interactive session employing varied methodologies including group exercises, brain storming sessions, and presentations. Each session was divided in two parts, the first part covered the concepts and theoretical aspects of the topic under discussion while the second focused on practical application of knowledge and experience sharing. The workshop focused on how best to choose the medium of dissemination whilst keeping in mind the recipient audience of the dissemination effort. Key challenges in dissemination efforts, pros and cons of using various dissemination mediums and basic elements of a research poster were also discussed.

The value of such workshops is that partners get hands-on experience on how to compile desired information for a dissemination tool but also to use software application that is used to make an aesthetically pleasing end product that is simple, crisp, legible and concrete and that stakeholders can use to plan their projects and programmes.

Sabina Ahmed, CEO, Value Resources

## APPROACHES TO DISSEMINATION

Different types of approaches to dissemination are appropriate for different audiences. It is important to think about creative approaches to dissemination from the beginning of the project.

Intended Impacts	Effective Approaches to Dissemination
Changing policy	<ul style="list-style-type: none"> <li>• Lobby with influential individuals through conferences, seminars or meetings.</li> <li>• Invite a policy champion to join the research steering group. These people could help you access networks of specialists, or provide contact details of key people involved in your area of policy.</li> <li>• Write press articles for publications that are read by policy-makers.</li> <li>• Send targeted mailings containing relevant findings and recommendations. These could be in the form of a newsletter, letter or leaflet.</li> <li>• Visual and multimedia formats such as DVD's can enhance the impact of research findings and help to communicate the voices of real people. However, the costs associated with multimedia production can be higher than other methods of dissemination.</li> <li>• Include case studies in the research that can help to bring the findings to life.</li> </ul>
Changing practice	<ul style="list-style-type: none"> <li>• Good practice guides based on findings from the research can help to influence practice.</li> <li>• Seminars and training events for practitioners are an effective way of communicating research findings. The events should include time for participants to share their ideas about the subject area. Organizing events can involve a considerable amount of time and financial resources so they should be planned carefully.</li> <li>• Newsletters, websites and direct mailings can help to influence practice. The content should be brief and focus on the areas that are relevant to the audience.</li> </ul>
Contributing to an evidence base	<ul style="list-style-type: none"> <li>• Peer-reviewed journals and conference abstracts can help to influence the evidence base.</li> <li>• Articles in specialist press or newspapers can help to raise the profile of your research amongst specialists. Raising awareness of your research in the media can be challenging, but it can help to significantly increase the profile of the findings.</li> <li>• Presentations or stands at conferences and events are an effective way of getting your research to contribute to the evidence base</li> </ul>



## Intended Impacts

## Effective Approaches to Dissemination

### Informing stakeholders of progress

- Regular newsletters detailing progress with the research can be distributed to stakeholders to help maintain interest. The newsletter could either be in the form of an email, website page or posted to stakeholders.
- Conferences or events can provide an opportunity to update stakeholders with progress. You can also use conferences or events to get feedback about your research and discuss findings.
- Meetings with key stakeholders are a useful way of keeping them informed and engaged with the research.

### Dissemination Plan

The dissemination plan should also be linked to the project aims, to ensure dissemination methods are appropriate to the outcomes of the project. You should draft a dissemination plan at the beginning of the research to identify the audience, method and the timing of dissemination.

### Engage Stakeholders

Take steps to engage key stakeholders at the beginning of your research. You should highlight the relevance of your research to stakeholders and consider their interests, motivations and priorities. It is also important to work out how you will tailor your research outputs to different stakeholder groups. An effective approach for engaging stakeholders is to include details of relevant recommendations or implications for them as part of the dissemination plan. Stakeholders should be kept up to date with progress and interim findings throughout the research as this will help to maintain interest in the findings. Another way to engage stakeholders meaningfully in the process is to include them in research steering groups that come together to discuss findings and plans for dissemination giving them an opportunity to provide expert advice that can add value to the research findings as well as enhance stakeholders' buy-in.

### Budgeting for Dissemination

It is important to carefully consider your budget for dissemination at the planning stage of the project. There is a wide variety in costs

for different approaches to dissemination. For example, DVD's or training programmes tend to be expensive, whereas electronic newsletters or letters can be cheaper.

Costs associated with dissemination activities need to be understood at the outset of a project to avoid budgeting problems later on. If you decide to make changes to your dissemination approach once your project is underway, make sure that you revise the costs accordingly and understand any implications that it may have on your overall project budget.

### Disseminate Findings Regularly

Disseminating findings regularly in a variety of ways can help to maintain stakeholders' interest in the research and keep it on their agenda. Research is likely to have more influence if stakeholders are kept up to date throughout the process. Experience indicates that projects that have the most impact are generally the ones that use continual dissemination throughout the lifetime of the research.

Continual dissemination not only ensures stakeholders are kept updated about the developments throughout the research, but also helps project to maintain greater control of budgets and resources associated with dissemination.

Existing resources can also be leveraged to cut down dissemination costs. e.g cascading findings through existing partners' networks.

### Changing Policy and Practice

If your research relates to an evolving area of policy or field of research, it is worth building some flexibility into your dissemination strategy to allow for emerging developments. This means leaving some aspects of your dissemination activity open so that you can respond to changing priorities.

### Tailor Findings to the Audience

The audience for your research is likely to be more receptive to the findings if you highlight how they are relevant to them. It can be helpful

to have a standard letter or email with findings that can be customized to include specific information that is relevant to different stakeholders.

### Communication Skills

Communicating research findings with different audiences is an important skill. It is vital that some staff within the research partnership have the appropriate skills to disseminate the research findings effectively. It is important to remember that to disseminate successfully, you need to have clear and relevant findings to report.

### Source:

[http://www.biglotteryfund.org.uk/er\\_res\\_good\\_practice\\_guide\\_dissemination.pdf](http://www.biglotteryfund.org.uk/er_res_good_practice_guide_dissemination.pdf)



Participants of the Research posters development training workshop.



# Rising Tides for Small Business

## Women Solar Engineers

Energy consumption is an index of prosperity and standard of living of people in a country. As a result of technological and industrial development, the demand of energy is rapidly increasing. At present, coal, oil and gas are the main sources of energy globally. The total reserves of all these sources are limited and, being non-renewable, will run out eventually.

Solar energy has been utilized in Pakistan for about a quarter of a century. The best way to utilize solar energy is through photovoltaics, which convert the sun energy directly into electricity—undoubtedly the most convenient form of energy. Photovoltaic technology is particularly suitable for small power requirements and remote area applications. The provinces of Sindh and Baluchistan, and the Thar Desert are specially suited for

the utilization of solar energy through photovoltaics. Balochistan, the largest province of Pakistan area-wise, has a



Women beneficiaries of the Solar Energy Panel Assembling class

population density of just 21 persons per square kilometer, with 77% of the population living in rural areas. About 90% of the villages are yet to be provided with electricity. These villages are separated by large distances with absolutely no approach roads. The houses are mostly 'kacha' hut type with walls and roofs made with a combination of mud and straw. Most of the houses consist of only one room. The electricity requirement for each house varies from 50 to 100 W maximum. Transmission lines are very expensive to build

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*"Communication is very important in the rural areas; solar power can be used to run tele-radios, telephones, radios, and TV's. Some of these devices are useful for entertainment as well as communication. I skype with my brother in Dubai every night."*

School teacher in Jiwani.

in these areas and there is only a remote possibility of grid connection in the near future.

It is estimated that a household needs half a litre of kerosene oil per night to light up kerosene lamp for two to three hours. This costs them about Rs.1500 per month. This becomes a burden on the pockets of the poor community which affects household economy in resource deficient areas. On the other hand it generates fumes that results in green house gases and in chest and bronchial congestion. This adds extra to the expenditures by the community in health care particularly of the children.

The role of development sector and private companies in building infrastructural facilities for solar energy applications is yet to be explored to its maximum potential.

In May 2011, ILO and Pakistan Wetlands Programme brought the light of hope to the poor villagers of Surbandar and Pishukan. And all that looked dismal and dark was going to change as women were going to become the harbingers of a bright future. GE4DE has recently launched training on solar light assembling for 7 semi-literate women and 15 men from these remote areas in Gwadar.

PWP has previously launched various community based initiatives for development and conservation. But through intensive research and a drive for an innovative sustainable method of ensuring electricity and livelihood, interaction with the local community, who are off-grid and off-road, the need for alternative energy was identified as a priority as locals live without basic facilities including electricity.

The local community demanded the need to acquire skills in sustainable energy solutions and to get services like assembling, repairing and maintaining solar panels at local level. The skills acquired could then be replicated to other villages in the area. This intervention will not only support environment friendly measures but will also support the minimization of national power crises.

15 men and 7 women solar engineers returned to Pishukan from a training course they just completed

*"The solar energy initiative of the ILO and PWP is empowering women to make a difference in their communities that would never have happened otherwise. The direct action programme provided a place of learning and unlearning. It served as a place where the teacher is the learner and the learner is the teacher. It's a place where NO degrees and certificates are given because in development there are no experts-only resource persons. It's a place where people are encouraged to make mistakes so that they can learn humility, curiosity, the courage to take risks, to innovate, to improvise and to constantly experiment. It's a place where all are treated as equals and there is no hierarchy."*

*"So long as the process leads to the good and welfare of all; so long as problems of discrimination, injustice, exploitation and inequalities are addressed directly or indirectly; so long as the poor, the deprived and the dispossessed feel it's a place they can talk, be heard with dignity and respect, be trained and be given the tools and the skills to improve their own lives and those of their communities."*

**Ahmed Khan, Programme Manager, PWP Coordinator, PWP- ILO Solar Energy collaboration under GE4DE in Gwadar**





Exposure visit to Karachi

at Gwadar training centre Wetlands. The seven women, who had never left their village, came to the Gwadar city for the first time to be trained as the first women solar engineers of their community. They learnt how to fabricate charge controllers and inverters without having to sit in a school or a class; they acquired this training through practical demonstration. These seven women want to set up their own rural repair workshop and train other women also who can then help them carry out instant

repairs. Two of the men have opened a franchise of a Karachi based company in their local areas while two others are running businesses providing solar heaters, geasers, heaters etc.

The basic training is now being followed up with an advanced training that will make these women and men fully skilled in electrification of their villages.

The men were taken to Karachi for exposure visits and to meet the suppliers. After returning to their communities, the trained community members will also assemble solar lights, emergency lights, wireless telephone and mobile phone chargers, solar fan and Hybrid UPS with Solar energy. Some of the trainees, who are running business in electricity equipment, consider the introduction of solar equipment to be a turning point in their business. They have intentions to start business in the renewable technologies immediately.

This will benefit the local community in general, and women and children in particular by providing them with opportunities of extra working hours with bright light. They can spend these extra hours in embroidery or other economic activities while children can read and write easily in the light. All the villagers have hope and faith on these trained men and women solar engineers, who will bring light of hope in their lives.

*"I am willing to introduce various solar units in Gwadar city as well as rural areas. As my electrical shop business is already extended in various rural villages, after the training I want to introduce solar technology in rural areas."*

**Ellahi Bakash, Trainee**

*The major barriers for solar energy development in Pakistan are the initial cost and institutional weaknesses. In view of its long term benefits, including environmental and socio-economic, a policy is needed to promote solar technology for commercial applications, including power generation, in the country.*

*Those who lose the most from lack of electricity are the masses — workers dependent on running factories and offices, home-based, piece-wage women workers and other poor people who constitute the overwhelming majority. Their minimum need is a solar lamp with a panel, which costs Rs 5,000. Industries, companies and contractors could assist their workers with acquiring these.*

**An Extract from wasted solar solution by Najma Sadeque, Express Tribune**



Women beneficiaries of the food production class

## Fish and more

Seafood is a basic element of tourism in coastal environments, where tourists like to taste fresh and healthy seafood. Local people have traditional ways of cooking sea food, which does not cater to the diverse demands of tourists in the area and their expectations of quality, taste and product diversification. The women community of coastal areas is generally more liberated as coastal societies tend to be more tolerant of diversity. In Gwadar it is acceptable for women to be involved in cottage enterprises such as village level

breakfast huts, small tuck-shops/mobile shops, sewing and Embroidery (Balochi Doach), cooking and serving at social events and selling fish in local markets. All these activities are done by women and they have ownership of their businesses.

Considering the big potential for product diversification to attract domestic and international tourists, ILO and PWP offered training to women in food production and presentation, thus focusing on food standards, quality and variety that could be offered. This will also generate a variety of economic



activities for the poor community in general and the women folk in setting up small businesses of their own for self employment or even wage employment.

Since most of the women were already involved in income generating activities such as rilli making, this was a way of increasing their existing incomes, thus supplementing to enable them to attain higher life standards, including health and education for their children. This could be best addressed by orienting these trainees to their working conditions and environment and giving them awareness on how to access occupational safety provisions.

If we look at the involvement of women within fishing activity, they are usually the ones to wash and clean shrimps in conditions which cause serious health damage since they are not supplied with proper clothing or environment. However, even in this sector, workers; both men and women, seldom enjoy the benefits of minimum wage, medical facilities, accident insurance, old age benefits, limitation of working hours and transport. International Labour Conventions 100 and 111 on gender discrimination with respect to wages and employment are not applied.

Therefore, a holistic training programme was designed by ILO, where by 11 women and 2 men were trained in sea food production and presentation. These women and men were trained by College Of Tourism and Hotel Management (COTHM's) Senior Sous Chef. The workers were also oriented on their rights to paid work, to equal employment and equal remuneration of equal value, occupational safety & health and maternity rights were also discussed with workers at great length.

So far, 7 women have started a community kitchen (providing event management, food preparation for hotels and domestic

gatherings), these women have already developed a marketing plan and PWP has extended post support services to help these women position their product in the market.

At the start it appeared a difficult job to have women dressed in Chef's uniforms, getting training from a male Chef from Lahore. However the response that was received from the community is worth applauding. The women, enthusiastic in general, participated in the training with keen interest and commitment. This training, becoming a landmark in introducing the local community to the diversity of sea food, its preparation and presentation, was highly appreciated. A group of young women from the Makran Coast even showed interest in opening a business in it, provided they are encouraged by their families and are facilitated with conducive working environment.

The pilot project, though still under implementation, has proved to be a successful model that has paved a way forward to broader collaboration between the two partners.

With women now having access to market and suppliers, their savings and expenditure on their own health, nutrition and health and education of their families and children has increased. Thus the overall impact on lifestyles and choices is now somewhat controlled by women.

And it is hoped that this milestone project will provide opportunities to both of the organizations for delivering to the local communities through viable and demand driven solutions for economic and social uplift.

*"This training has raised my self confidence and my self esteem. I am a productive and economically active member not just within my house but also for my community. I am asked for my opinion and household expenditures are now made with my consent."*

**Farida, beneficiary, Local Support Organization**

# Meet Our Hero

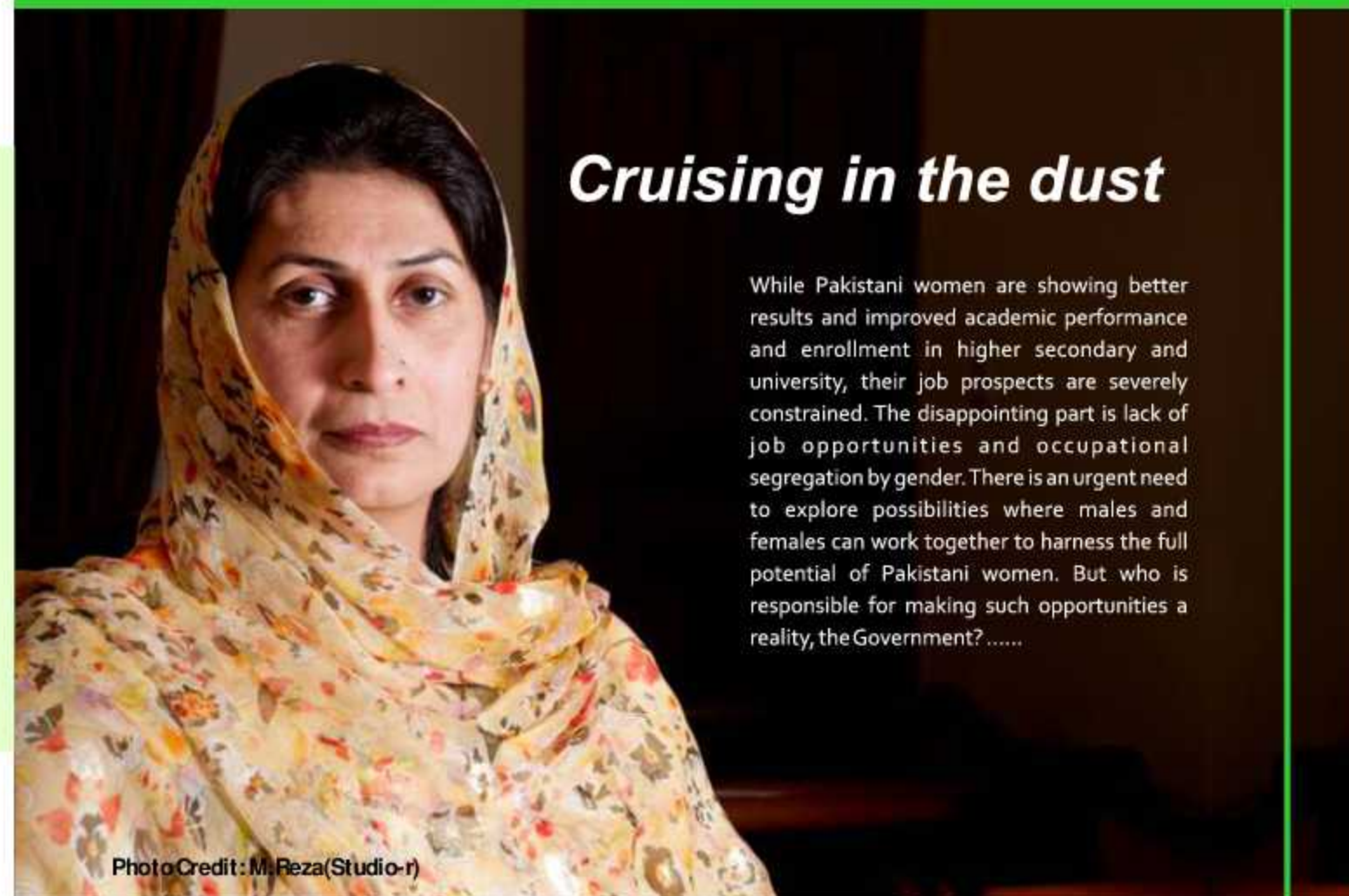


Photo Credit: M. Reza (Studio-r)

## Cruising in the dust

While Pakistani women are showing better results and improved academic performance and enrollment in higher secondary and university, their job prospects are severely constrained. The disappointing part is lack of job opportunities and occupational segregation by gender. There is an urgent need to explore possibilities where males and females can work together to harness the full potential of Pakistani women. But who is responsible for making such opportunities a reality, the Government? .....

*"Girls shy away from non-traditional jobs in a setting where there is a particular mindset... of intimidation"*

**says Anees Haroon, chairperson of the National Commission on the Status of Women in Pakistan.**

.....Private Sector? Donors? How often have you seen a professional female driver in Pakistan? Not too often. There may not be many out there ... but Tahira is one of them. "I was provided with a big car, a twin cab. My job was to chauffeur UN staff members to their destinations, deliver the mail and go to the foreign office. People were often shocked to see a female driver, but I feel you

*should never stop fighting in life."* Tahira feels that she and her husband have set an excellent example for their children by working hard and never giving up. She feels that nothing would have been possible without her husband's support. Tahira is now working at another organization as an Office Assistant. She is still studying and completing her education. "Whatever your work is, respect should be an essential part of it," she says.



During my job hours I remained focused on one thing — safety. In fact, that is the one thing I always had in mind — getting to my destination safely, delivering/picking mail or post, doing it over and over again because I had to support my family. I carefully maneuvered through rush-hour traffic and calmly faced rain and worse yet, sleet in the wintery evenings. The entire time, my eyes were on the road. I have 1 million safe miles in my logbook. When on a mission with an official, I would inform the radio room of our trip and get on with it. I would be completely aware of the vehicle's condition. I would take it to the workshop for periodic maintenance.

Looking through the rear view mirror showed me a confident, dignified Tahira who does not get hindered by the satirical remarks of people, infact it is the Tahira who has proven to be different, bold and courageous and who has opened ways for other young girls who want to take up driving as a profession but are shunned by their own families.

*"I cook food when Tahira is away on her duty" says Tahira's husband. "In today's world, it is obscene asking your wife not to work, especially when she has attained a certain level of education and she has the ability and strength to prove her skills. I am proud of my wife that she has overcome all social pressures and helped me through thick and thin".*

Tahira's favorite on-job experience has been in Southern Punjab when she cruised through a dust storm, it almost felt that she defeated mountains, that stood ground, and the sound of the thrust of the car renewed her confidence. Tahira says she has had exciting times driving a UN vehicle but with the career progression in her life, she can now contribute more towards her family income.

Gone are the days when part-time teaching

## Female Cabbie in Pakistan .....

*Born into a conservative and patriarchal Pakistani family, Zahida, the first Pakistani female TAXI driver flew in the face of her family's wishes but with six children to support, she felt she had no choice. She took advantage of a government scheme in which anybody could buy a brand new taxi in affordable installments. Exposing herself to the hot, bustling city streets of Islamabad and by driving to the rocky and remote districts adjoining Pakistan's tribal areas, Zahida says she learned a lot about the country she lived in and its people. The Pathans of the tribal north-west, despite a reputation for fierce male pride and inflexibility, treated her with immense courtesy on her journeys.*

*Eventually she became the chairperson of Pakistan's yellow cab association. Once she was established, she offered to teach young women how to drive taxis, but there was little interest. Even her daughters didn't express enthusiasm.*

*"They don't need to make a living," she says wistfully. "They are all married."*

*And she is estranged from her children now. "I am old now and I get tired. It's hard for me to drive all the time but what can I do? My sons don't help," she said.*

*"If I had a chance I would have become a doctor."*

**BBC news- Zahida Kazmi: Pakistan's ground-breaking female cabbie, 12 March 2011**

a married woman — now more and more are forging full-time corporate careers, along with bringing up the children and managing the household. In the cities, where women from the lower-middle class have always been economically active, now women from all social strata are stepping into the workplace.

## Start Your Engines

*Women in Saudi Arabia have been openly driving cars in defiance of an official ban on female drivers in the ultra-conservative kingdom. The direct action has been organized on social network sites, where women have been posting images and videos of themselves behind the wheel.*

*Saudi women have come out on the roads, "It's not one of your major rights. But we tell them that even if you give us all the basic and big rights, that you are claiming are more important than driving, we can't enjoy practicing those rights because the mobility is not there. We can't move around without a male", says a Saudi woman driver.*

*Recent statisticians put 40% of the Saudi population at living in poverty. Many houses now need to rely on two or three incomes. It is a necessity for women to be able to drive themselves to and from work, since there are many who depend on taxis to commute (as there is no inner city transport - the buses are a safety hazard and women are not allowed) and taxis are expensive.*

*Amnesty International has said the Saudi authorities "must stop treating women as second-class citizens", describing the ban on driving as "an immense barrier to their freedom of movement".*

*The motoring ban is not enforced by law, but is a religious fatwa imposed by conservative Muslim clerics. It is one of a number of severe restrictions on women in the country. The last mass protest against the ban took place in 1990, when a group of 47 women were arrested for driving and severely punished - many subsequently lost their jobs.*

**Saudi Women Being Forays to Challenge Driving Ban, Washington Post (17/06/2011)**  
[http://www.washingtonpost.com/world/middle-east/activist-saudi-women-begin-forays-to-challenge-driving-ban/2011/06/17/AGv4MOYH\\_story.html](http://www.washingtonpost.com/world/middle-east/activist-saudi-women-begin-forays-to-challenge-driving-ban/2011/06/17/AGv4MOYH_story.html)

The Pakistani woman today has more choices open to her than ever before. Not only are more girls opting for education and training, they are actually outperforming their male peers.

### Next in Meet our Hero

A Sheedi community woman who has created her identity in the socio-economic development of others marginalized like her ....





# KNOWLEDGE ABILITY & Empowerment



As the Thai chicken and garlic rice was being served, the aroma and the colours kept increasing my appetite. It was about to get better; the first bite melted in my mouth. The steamy rice with foamy butter and the beautiful golden color of the garlic was sheer joy.

While others commented on table-side preparations of desserts and salad, I was impressed with the attention paid to plate preparation. The white satin napkins nicely folded, the glasses so clean I could see mascara in my eyes. The food looked like a photo out of a magazine when it came out of the kitchen.

The service was flawless. What was most surprising about this event was that it had been arranged by the 40 students trained as part of GE4DE's skills development initiative to promote women in unconventional professions and gender equality in the hospitality sector. Everything from the invitations to budgeting, arrangements of ushers to event planning, catering to service had been managed by teams of students.

This was the graduation ceremony, attended by over 100 people from hotel industry, media and microfinance institutions of ILO-COTHM Culinary Skills Plus training. I felt proud for the graduates who, after 2 months of sheer perseverance and passion, had now attained a skill that did not only increase their knowledge but will give them the ability to get employed and with that feel empowered.

This programme was the result of extensive research and market analysis. GE4DE conducted gender situation analysis in the hospitality sector to determine industry trends, assess skills needs, and corresponding critical training areas which are currently/likely to be in demand. Research findings were shared with regional stakeholders in Karachi, Lahore and Islamabad attended by a wide range of representatives from the Govt.; employers, workers and training providers; and media from all five provinces. Research findings and feedback from stakeholders indicated strong demand for training in baking and fast food items. The need for training also emerged quite strongly during stakeholders consultations. In addition to

technical skills, it was also pointed out that curricula, traditionally focused on vocational skills, needs to be augmented with modules on worker rights, soft skills, and entrepreneurship skills to enhance employability.

They GE4DE together with COTHM launched a unique training programme that engages industry stakeholders/employers in the design and delivery of training that relevant to market demands. The commitment from employers to retain the graduates of the training course has been the most vital aspect of the success of the methodology which was to link skills with employability. Industry experts were called as resource persons during training. They were involved periodical assessments of quality of food and beverages prepared by trainees, and in arranging industry visits.

*There may be many hotel management schools in Pakistan but not all of them are accredited internationally and nationally. COTHM is the only premier institute imparting hospitality management and culinary arts education and training in Pakistan since 2002. The college has maintained the internationally recognized standards in producing qualified, well trained, and skilled human resource to fulfill the needs and requirements of the hospitality industry of Pakistan.*

Culinary Skills Plus training focused on Culinary Skills to develop competencies in the production and service of food and beverages (Fast Food, Baking and Pakistani Cuisine). It was supplemented with a set of augmentative skills (thus the Skills Plus), which provides a more complete and empowering training experience which benefits not only the employer but also the worker/trainee who is the future employee. The set of augmentative

skills include:

- Workers' rights, as majority of workers are unaware of their fundamental labour rights
- Soft skills and Work Ethics; which better equip people for the workplace and its demands (elements of communication, spoken English, basic Computer skills, and workers responsibilities)
- Entrepreneurial Skill; which are especially for women and girls, who for various reasons cannot always continue in waged employment.

Forty women and men; 28 women (2 with disability) and 12 men (one with disability) from underprivileged backgrounds were registered for training. Initial assessment and preliminary interviews with potential trainees showed that they all had limited access to career counseling, high quality education and training, and lacked information regarding employment opportunities. The potential beneficiaries were identified through Punjab Education Foundation; Al Rehman Foundation; and SOS village who had been working with disadvantaged groups. The beneficiaries were selected through a process of social mobilization and engagement with the parents/guardians to have their support and buy in. Orientation sessions were arranged to introduce the training, the requirements and to familiarize them with the environment. All initial hurdles; family approval, community support and self determination were gauged at this point and a workplace environment that promotes mutual respect for each other and cultural values was developed and nurtured.



Graduates at the closing ceremony of CULINARY SKILLS PLUS, 24 June 2011, Lahore

*"The training environment has changed my perceptions. I was told to wash my brother's plates at home because that was a woman's job. At COTHM when my fellow male students used to do dishes, it struck me that there is no job that is a 'woman's job' or a 'man's job'. If I can win the 1st winner's shield, if I can earn for my family, I have the right to freedom of choice and I choose to be a professional chef."*

**Nasreen Yousaf, Position Holder, COTHM-ILO Culinary Skills Plus graduate**



The training brought visible change in terms of personality development, and the graduates seemed more confident, open and comfortable in the industry environment. Their interaction with clients improved. After two months of intensive training and industry exposure. Trainees had reached this point where they were able to organize this event by themselves and talked of a bright future.

### Best practices of employer engagement in Technical and Vocational Education and Training (TVET)



**Nasreen Yousaf** (1st position)

*"The announcement by Dr. Amjad Saqib, Executive Director, Akhuwat for free loans for the graduates who wish to start their own enterprise will benefit girls like me because we cannot afford advanced quality training otherwise. My father is a worker in Corporation and our family income is hardly PKR. 7000/-"*

**Nasreen Yousaf, Position Holder, COTHM-ILO Culinary Skills Plus graduate**



*"There is a Chinese saying; women hold up half the world..."*

*we also know that in certain circumstances we have to hold up the whole world. For our brother graduates ... who hold up the other half of the world ... we also recognize that there is immense pressure on men, in a globalised world, to support your families in an environment that is increasingly challenged.*

*Pakistan is facing a number of challenges at the present time – both internal and external – further compounded by global challenges. Two of the world's biggest consumer markets, America and Europe, are in the midst of recessions that have led to significant declines in consumer spending, thus having a negative impact on exports. Falling employment and declining income in our export markets are bound*

*to have serious impact on our export potential. This in turn, negatively impacts the number of jobs – and the protections they afford.*

*The solution to these problems is skills, the right kind ... the kind that enable us to earn, can be enormously empowering. Having the means to be able to make decisions for ourselves – to be able to contribute to family and community – enables us and our countries to grow and prosper and be safe and secure havens for our children and future generations. She assured that the International Labour Office remains committed to supporting all efforts to promote and achieve Pakistan's social justice goals, enshrined in the Constitution."*

**Margeret Reade Rounds, Programme Analyst, ILO at Culinary Skills Plus graduation at COTHM.**

As a result of their interaction with employers been offered internships leading to jobs by various employers. The graduates who wish to start their own businesses are also being encouraged to take up the internship opportunities so that their training is further strengthened and they are better prepared for work in the real world.

Chairperson TEVTA Punjab, Mr Saeed Alvi, appreciated the quality of the training and the opportunities it had brought to the trainees announced that TEVTA-P would recognize and certify this course. This was an important step on it would add value to the certificate and ensure sustainability and continuity of this course.

Dr. Amjad Saqib, Executive Director, Akhuwat also echoed the chairperson's appreciation and announced free loans for the graduates who wish to start their own enterprise.

Chairperson NAVTEC was the chief guest at the event and his presence was a strong symbol of his commitment to gender equality in the world of work.

*Punjab Education Foundation (PEF) sought technical support from the ILO for competency based training curricula; identification of good implementing partners; tools for institution assessment of training providers/partner*

High quality training in Culinary Skills facilitated young women and men in securing employment in the hospitality sector. The training programme proved highly beneficial for the disadvantaged group, that has resources to opt for higher education or training, the group finds it nearly impossible to productively engage in employment with little qualification, no vocational training and no information about employment opportunities..



**Rubina Qadeem Khan, Chef De Partie**

Undoubtedly the highlight of the event was the motivational speech by Rubina Qadeem Khan, chef de partie ".....Believe in yourself to get success, if you have strong belief in yourself, go for your dream, and work hard...you can do anything, no matter you have resources or not".

Rubina received a Pride of COTHM certificate, her demeanor encouraged students who looked at her in complete awe.



**Graduates at the closing ceremony of culinary skills plus, Lahore 24 June, 2011**

### Imtisaal Kaleem (2nd position)



*Daughter and Mother; Imtisaal, 16, and Nabeela, 36, joined the Culinary Skills Plus training and now plan to setup their own small business from home. Nabeela loves all kinds of Art and Imtisaal is into production. Together they made a winning team at COTHM. Nabeela topped the batch and stood 2nd. "IT skills were new for me but my culinary skills are always appreciated. I used to cater for parties; making food for 15 to 20 people is not a problem for me. But a friend used to invest capital and I used to put in all the effort and did not even get half the profit so it was not lucrative and then I discussed COTHM-ILO training with my husband. We have financial constraints and badly need money to fund our children's education, I thought of taking up this training. While my daughter and I used to be away for the training, my son who is a 9th grader used to look after his 4 year old brother at home. My husband cooked and went to his office for evening shift. I had his support and my family's too".*

*When asked about how she musters up all this courage, she recalled an incident. Her village, where she lived with her parents, was flooded and she walked 5 miles, barefoot with her father. Her father calls her his lioness. That determination and tolerance has paid off today.*

**Imtisaal Kaleem, COTHM-ILO Culinary Skills Plus graduate**

*"Amongst flowers, I like Daisy, as it can grow in all circumstances. To me you are Ms. Daisy and Mr. Daisy, and I believe you can grow in any environment; can make notable achievements and can reach the head table where today's honorable people are sitting....."*

**Mr. Masood Ali Khan, CEO Takhleeq Management**



Shazia Fazal (3rd position)



*"I remember I was never important; I was the daughter among 5 other daughters and two brothers. My brothers got all the attention from our grandparents. At the graduation ceremony, when I stood 3rd I realized I am no less."*

*"I went home and my parents just could not stop blessing me with their love. My father is paralyzed but he kissed me on my forehead and said go conquer the world. I look at my shield and smile, I am a winner."*

Shazia Fazal, Position Holder, COTHM-ILO Culinary Skills Plus

### The value addition that ILO brought to the training:

- The project targeted vulnerable groups who otherwise could never get a chance to avail such a costly training. Around 8-10 of the women came from families who could not even afford the daily fare of public transport. Synergies were thus created with Institutes and organizations like Al Rehman Foundation that picked the cost of transportation for this particular group. Punjab Education Foundation also extended support and provided transport to many trainees.
- Capitalizing the presence of industry stakeholders, motivational speakers, senior graduates of COTHM, and other industry successful people, volunteered time to advocate for promoting equal employment opportunities for women in unconventional trades, and fostering gender equality at the work place. This helped conveying the message to a wide ranging audience.
- The training was augmented with skills such as worker's rights which makes it more empowering for students.
- Participants were given 'Statements of Competence' along with their graduation certificates. The statements of competence show an employer exactly what competencies the trainee has been assessed to have and therefore increases the chances of the trainees getting a job commensurate to training.
- The project's strategy of social mobilization ensured that the information on training opportunity is accessible to the disadvantaged groups and their families. The presence of parents, brothers and in some cases husbands and wives at the graduation ceremony show ownership, trust, and the openness to women entering unconventional employment areas. This was important to ensure retention and family support post graduation.
- With regard to technical value addition, major contribution of the project is development of competency based curricula, which has been integrated into the regular training course of COTHM. The competency statements have also been reflected on the transcript, which not only adds value to the certificate, but ensures that it is recognized at national and international level.



## Gender Analysis and Planning Workshop

A 2-Day workshop on 'Gender Analysis and Planning in Vocational Education and Training' was designed and conducted on June 2-3 2011, in Islamabad, for GE4DE skills development partners. This training aimed to orient participants to gender concepts and gender mainstreaming in the programming and training cycle to ensure that their projects adequately address the needs and expectations of women and men.

The objectives of this 2-day workshop were as follows:

- Explain the motive behind gender and development.
- Identify the gender related problems in their field of work.
- Use the gender analysis instruments, as a tool for training, needs analysis, labor market analysis, and institution analysis.
- Identify the gender analysis instruments, as a tool for training needs analysis, labor market analysis and institution analysis.
- Identify practical and strategic gender needs in their respective work environment.
- Identify strategies to make their training programs or projects more responsive.
- To ensure that all participants (those with considerable gender background

To ensure an effective learning experience a bi-lingual (Urdu and English) Handbook was developed for the participants. A total of 32 participants attended the workshop. You can read about our partners in the partners' profile section. Other than GE4DE partners, Sindh TEVTA and Society for Skills, Trainings and Development (SSTD) also participated to share their experiences and learning from other ILO projects.

*Sindh Technical Education and Vocational Training Authority (STEVTa) is mandated to streamline, restructure, upgrade, manage and regulate Technical Education and Vocational Training in line with domestic and international job market requirements. SSTD possesses extensive experience in employable skills, income enhancing trainings and enterprise development for men and women. SSTD has carried out employable skills trainings in 18 different trades and has trained more than 5600 trainees.*



Curriculum Design and Gender Mainstreaming for Skills Development Programmes



and those with none) had a common understanding of the definition of gender, gender roles, how roles are formed and sustained, these concepts were explained with case studies and examples from participants' on-going projects.

With specific examples it was shown how unless carefully designed and implemented, development could bypass either men or women.

Participants were briefly explained the four stages of the Programming Cycle, i.e. Situation Assessment and Analysis, Design and Strategy Development, Implementation and Monitoring and Documentation.

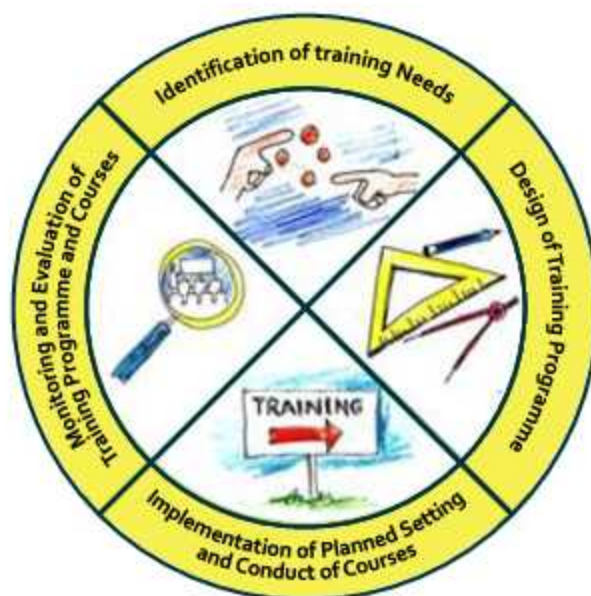
For each step, participants had to brainstorm the kind of gender sensitive of questions that would be asked at each stage. This was a useful and eye-opening exercise for the participants, closely linked to the tasks they would have to undertake in order to implement their projects in partnership with ILO.

Participants were able to identify a number of interventions to improve women's condition and position in their respective work. A large majority of participants realized that while it is important to think about improving women's condition with regards to health, water, sanitation, and education, it is equally important to think about women's strategic needs, and to bring them into decision-making positions.

The Gender Planning Matrix was explained as a tool to use gender analytical information leading to identification of project

components, gender objectives, constraints, opportunities, and entry strategy.

Overall, feedback showed that the 2-day workshop on Gender Analysis and Planning in Vocational Education and Training was a positive and enriching experience for both the facilitator and the participants. ILO potential partner organizations got the opportunity to



know each other, both individually and organizationally. In conclusion, it can be said that the gender related concepts have been anchored – and a common frame of reference has been developed.

know each other, both individually and organizationally. In conclusion, it can be said that the gender related concepts have been anchored – and a common frame of reference has been developed.



*Shahnaz Kapadia, Chief Executive Officer, Empowerment Thru Creative Integration (ECI Pvt) Ltd has a work experience of more than 5 years in countries with challenging situations and diverse cultures including: Afghanistan, Bangladesh, Canada, China, Iran, India, Philippines, Pakistan, Thailand and Uganda. She can speak five local languages and has effective communication skills in English.*

*She has been a teacher, a trainer, and a project manager with academia, national and international NGOs and projects, as well as with the UN System.*

**Shahnaz throws the best Gujarati thali luncheons.**

## What do you think....

- Men are more rational than women
- Boys should have a better education than girls
- Husband and wife should be equally involved in taking care of the children
- The career of the man should always be given priority
- A wife should never contradict her husband in public
- The mother is the most important person for a child
- Men do the heavier work involving their physical strength, while women get the easier share
- The man should have a larger income than the woman
- Women are not good decision making
- Women are not able to understand and handle machinery
- Women can be good accountants but management is better with male guidance

## For Every Woman

*By Nancy R. Smith, copyright 1973*

**About this poem:** This poem found its way around the world by word of mouth as part of the Women's Movement and the many consciousness-raising groups in existence then. Nancy Smith has 15 years' experience in Christian education and nearly 20 years working as a technical writer, supervisor, and manager for high tech software companies. She is the author of *Workplace Spirituality: A Complete Guide for Business Leaders*.

*For every  
woman who is tired of acting  
weak when she knows she is strong, there  
is a man who is tired of appearing strong when he  
feels vulnerable.*

*For every woman who is tired of acting dumb, there is a man who is  
burdened with the constant expectation of "knowing everything."*

*For every woman who is tired of being called "an emotional female," there is a  
man who is denied the right to weep and to be gentle.*

*For every woman who is called unfeminine when she competes, there is a man for  
whom competition is the only way to prove his masculinity.*

*For every woman who is tired of being a sex object, there is a man who must worry  
about his potency.*

*For every woman who feels "tied down" by her children, there is a man who is denied  
the full pleasures of shared parenthood.*

*For every woman who is denied meaningful employment or equal pay, there is a  
man who must bear full financial responsibility for another human being.*

*For every woman who was not taught the intricacies of an automobile,  
there is a man who was not taught the satisfactions of cooking.*

*For every woman who takes a step toward her own  
liberation, there is a man who finds the way to  
freedom has been made a little  
easier.*





## Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions

### 1. Training Needs Assessment

Tasks	Gender Needs: Questions	Gender-Sensitive Practical Strategic
<ul style="list-style-type: none"> <li><b>Situation Analysis, Social Economic Background (Labour Market Analysis)</b></li> </ul>	<ul style="list-style-type: none"> <li>Have you conducted a gender-differentiated market survey before?</li> <li>What occupations are preferred by women and men?</li> <li>Will women be accepted in every occupation they choose?</li> <li>What is the educational situation for men and women in the area?</li> <li>What training courses have been already offered for men and women in the area?</li> </ul>	<ul style="list-style-type: none"> <li>To consider the different socio-economic background of men and women, with the aim to create equal opportunities and participation of men and women and to promote more career options for women</li> </ul>
<ul style="list-style-type: none"> <li><b>Target Group Analysis</b></li> </ul>	<ul style="list-style-type: none"> <li>What is the ratio of male to female students?</li> <li>What is the educational background of men and women trainees?</li> <li>How is the normal work load of male and female students?</li> </ul>	<ul style="list-style-type: none"> <li>What is the ratio of male to female students?</li> <li>What is the educational background of men and women trainees?</li> </ul>
<ul style="list-style-type: none"> <li><b>Occupation Analysis and Analysis of Occupation</b></li> </ul>	<ul style="list-style-type: none"> <li>Are there different training needs by men and women for one training subject?</li> </ul>	<ul style="list-style-type: none"> <li>Take into account that men and women may have different levels of knowledge and skills which have to be trained accordingly</li> </ul>
<ul style="list-style-type: none"> <li><b>Institution Analysis</b></li> </ul>	<ul style="list-style-type: none"> <li>Do we have capacity and ability to conduct gender training?</li> <li>Does the institute have a mandate to promote women?</li> <li>What is the ratio of male to female students?</li> <li>What is the ratio of male to female staff?</li> <li>Do the superiors back up the measure to promote women?</li> <li>Is the male staff motivated to support women's promotion?</li> <li>Do data segregate between male and female students?</li> <li>Do social partners accept women trainees?</li> <li>In which programmes are women under-represented?</li> </ul>	<ul style="list-style-type: none"> <li>Both men and women are involved in the planning and implementation of training programmes and courses.</li> <li>Gender friendly environment in the institution</li> </ul>

## Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions

### 2. Design of Training Programme and Courses

Tasks	Gender Needs: Questions	Gender-Sensitive Practical Strategic
<ul style="list-style-type: none"> <li><b>Design of Training Programme</b></li> <li><b>Development of Curricula</b></li> <li><b>Design of Syllabus</b></li> </ul>	<ul style="list-style-type: none"> <li>Is there a special teacher for counselling of social problems?</li> <li>Does the curriculum include social topics such as gender roles?</li> <li>Have you checked course objectives, topics, subjects to be dealt and target group under a gender perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Training curricula includes gender sensitive subjects and methods</li> <li>Training syllabus has a gender component</li> </ul>
<ul style="list-style-type: none"> <li><b>Design of Training Manuals, Materials, Methods</b></li> </ul>	<ul style="list-style-type: none"> <li>Are teaching methods foreseen, (such as ice breakers, simulation exercises, introduction, group discussions, group work and the ratio between theoretical and practical input) gender sensitive?</li> <li>Have you included handouts and audio-visual aids for women?</li> </ul>	<ul style="list-style-type: none"> <li>Training manuals and material content gender-relevant subjects</li> <li>Training methods are also reflecting women's specific needs (e.g. case studies, examples, tasks)</li> </ul>
<ul style="list-style-type: none"> <li><b>Development of Evaluation Instruments</b></li> </ul>	<ul style="list-style-type: none"> <li>Are the evaluation tools gender sensitive?</li> <li>Have you developed gender differentiated indicators?</li> <li>Does the data segregate between male and female students?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation instruments with gender differentiated indicators</li> </ul>
<ul style="list-style-type: none"> <li><b>Budgeting</b></li> </ul>	<ul style="list-style-type: none"> <li>What is the ratio of budget allocation between men and women?</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient budget allocation for women training</li> <li>Same remuneration for male and female trainers</li> </ul>



## Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions

### 3. Implementation of Training Course

Tasks	Gender Needs: Questions	Gender-Sensitive Practical Strategic
• <b>Selection of Trainers</b>	<ul style="list-style-type: none"> <li>Are the teachers competent in methods which encourage women's active participation or prevent male domination?</li> <li>What is the ratio between male and female trainers?</li> <li>Is there a special teacher for counselling social problems?</li> </ul>	<ul style="list-style-type: none"> <li>Equal participation of male and female trainers</li> </ul>
• <b>Selection of Trainees</b> (Number and Educational Level)	<ul style="list-style-type: none"> <li>What is the ratio between male and female trainees?</li> </ul>	<ul style="list-style-type: none"> <li>Equal participation of male and female trainees</li> </ul>
• <b>Choice of Training Methodology</b>	<ul style="list-style-type: none"> <li>Are the teachers competent in the methods which encourage women's active participation or prevent male domination?</li> <li>How is the communication style about gender issues?</li> </ul>	<ul style="list-style-type: none"> <li>Gender-friendly training materials and methods</li> </ul>
• <b>Training</b> (Length & Daily Schedule)	<ul style="list-style-type: none"> <li>Do the training hours consider the specific needs of male and female participants?</li> </ul>	<ul style="list-style-type: none"> <li>Training hours and timing consider the special situation and needs of women trainees</li> </ul>
• <b>Venue and Location of Training</b>	<ul style="list-style-type: none"> <li>Is the training place located in the target area which is accessible for women?</li> <li>Does the training institutions provide child care for mother trainees?</li> </ul>	<ul style="list-style-type: none"> <li>Training venues and locations consider gender needs (e.g. not far from home, transport facilities, etc)</li> </ul>
• <b>Preparation of Session Plans and Supporting Materials, Facilities</b>	<ul style="list-style-type: none"> <li>Are the training methods and materials gender friendly?</li> <li>Is there a venue for feedback evaluation concerning gender issue during the training course?</li> </ul>	<ul style="list-style-type: none"> <li>Feed-back on training issues includes gender issues</li> </ul>
• <b>Conduct of Training Course</b>	<ul style="list-style-type: none"> <li>Have the teachers got a special input on how to behave gender-aware in class?</li> <li>Are there rules and sanctions with regard to behaviour between male and female staff and students?</li> </ul>	<ul style="list-style-type: none"> <li>Support of extra counselling for women problems</li> </ul>

## Checklist for Gender-Friendly Planning in Vocational Education and Training Institutions<sup>1</sup>

### 4. Monitoring and Evaluation

Tasks	Gender Needs: Questions	Gender-Sensitive Practical Strategic
• <b>Monitoring Programme Process</b>	<ul style="list-style-type: none"> <li>Was the identification of the target group done correctly?</li> <li>Were the specific needs of men and women considered in the design of the program?</li> <li>Does the institution use supporting measures and collaborate with other partners to support the acceptance of women training?</li> </ul>	<ul style="list-style-type: none"> <li>Consider the specific focus on male and female trainees in the monitoring and evaluation process under following aspects:</li> <li>Were there equal opportunities and access for women and men?</li> <li>Does the programme fulfill specific gender needs?</li> </ul>
• <b>Evaluation of Training Course</b>	<ul style="list-style-type: none"> <li>Evaluation of training course</li> <li>Trainers assessment</li> <li>Trainees assessment</li> <li>Was the design suitable and gender friendly concerning content, duration, methodology?</li> <li>How was the level of understanding of the participants?</li> <li>Was there an equal gender participation during the program?</li> <li>Were there adequate facilities for men and women (dormitories, bathrooms, etc.)?</li> <li>Was there equal representation of men and women in the target group?</li> </ul>	<ul style="list-style-type: none"> <li>The monitoring also focuses on gender friendly methodology and gender friendly environments of the training course</li> </ul>
• <b>Evaluation of Programme Impact</b>	<ul style="list-style-type: none"> <li>What is percentage of men and women who got jobs after the training?</li> <li>How do women and men perform in their jobs?</li> <li>What are the problems faced by men and women in finding a job?</li> <li>What gender issues must be considered in future programs?</li> </ul>	<ul style="list-style-type: none"> <li>To measure the impact of training with a gender differentiated perspective</li> </ul>

<sup>1</sup> This checklist was developed, together with the participants of the training course: "Planning, Organisation and Implementation of Technical and Vocational Education and Training for Women", from 19.6. - 14.7.2000, in the DSE, ZGB.



# Where is the Gender Lens? Media, Women and Work

It is often said that the media holds a mirror up to society. How often women are seen in the mirror and what they look like when they do appear or speak has been the focus of a growing movement focused on changing the stereotypical representations and portrayals of women and men in the news.

The United Nations first International Decade for Women (1975-1985) was a catalyst for women's activism and research on the media which, since the 1970s, has revolved around:

- A critique of the ways in which media content projects women as objects, rather than as active subjects or participants in many diverse roles
- An analysis of the institutional and social structures of power through which women are systematically marginalized within media organizations

Women organizations in the 1970s and 1980s developed their own tools to gauge the media's discrimination against women in content and in the workplace. Their ongoing work received a significant boost in 1995 with the first Global Media Monitoring Project (GMMP), which has become a global tool of analysis of gender representation in the media.

Long before they enter journalism as a career, journalists and editors are socialised as men and as women. This socialisation then influences how they, and thereby the media, report on and portray women. Research conducted by Media Watch groups throughout the world shows that news is told largely through the eyes, voices, and perspectives of men, and from the angle of the society of which they are a product.



*The ILO media monitoring improved our ability to think about stereotypes, oppression, and gender relations. And it will surely help us, being members of the media, to reflect upon our own lives and organisations, and to recognise relationships of inequality that affects us and our representation in the media. It will certainly help us report through a gender lens.*

**Myra Imran, Senior Reporter, The News**

*Myra Imran, staff reporter at 'The News', has won the prestigious award of 'Media Woman of the Year' for her valuable contributions in the field of journalism by effectively highlighting women's issues through her research-based reporting.*

*"In some areas of life, women are conspicuous by their absence, to the extent that women are genuinely physically absent from certain categories such as sport and politics, [yet] the media seldom raises critical questions as to why this is so."*

(Colleen Lowe Morna's views on 'Promoting Gender Equality in and through the media: A Southern African Case Study', 2002)

*Media practitioners' gender prejudices and biases are one of the major blocks to the diverse portrayals of women, and to their voices in the media. The media often makes the mistake that gender equals women. This leads to a news approach which focuses on women as isolated members of societies with specific needs and interests. While this is true due to women's subordinate status in societies across the globe, this approach marginalises women's voices and boxes women portrayed in the media into stereotypical roles. The media reports on so-called 'women issues' as not being connected to the issues of society in general, and it fails to make visible the inter-relationships between gender roles, resource access, and power. Here, the concept of 'women's centrality' in the news also comes into question. 'Women's centrality' refers to the extent to which women 'make the news' in a significant way. Although the great majority of those whose actions and opinions are reported in the news are male, women do appear as a central focus in some stories. However, Global Media Monitoring Project's 2010 research found that women are central in only 13 per cent of all stories.*

*In fact, content analysis of media coverage shows that the mainstream media covers 'women issues' almost exclusively in terms of violence against women and domestic issues.*

*There is a whole range of missing stories: women battling the oppression of culture and tradition; women as the primary producers of food; traders; proponents of peace; primary providers of unwaged care work in the economy; builders of shattered communities; managers of household resources and so forth. Conversely, and due also to the gender bias, the media almost totally ignores the role of the male in terms of domestic responsibilities. Thus, there is little or no coverage of men's responsibilities as care givers, parents, and marriage partners and this, in turn, has its own effect on social equilibrium.*

*GE4DE intends to work with the media to promote gender sensitive reporting, especially about women in the world of work. This will involve a process of getting the media to confront and recognise their own prejudices and raising awareness amongst them about gender equality and economic and social development.*

*In order to assess the current situation and to identify the gaps that can be addressed through sensitization and training, GE4DE partnered with UKS to conduct a baseline study. For the research, middle career level and junior members of a new group of media women (Women Journalists Group) was taken on board. The training was a mix of mentorship and guidance from media expert, Tasneem Ahmar and hands on media content monitoring and analysis along the lines of the GMMP format. This would build their capacity so that they could reflect gender sensitive reporting in their work.*



The word 'Uks' is an Urdu term meaning 'reflection'. At Uks, our team of professional media persons and research staff aims to promote the reflection of a neutral, balanced and unbiased approach to women and women's issues within, and through the media.

Since its inception in 1997, Uks has monitored media, conducted research on emerging trends, particularly regarding gender and women development, and undertaken trainings and workshops to raise awareness about crucial issues amongst media.

Uks views the mass media as an exceedingly important part of our day-to-day living, reflecting and, to a large extent, determining our daily life and ideological beliefs. Therefore it aims to utilize, in its entirety, the services of our media to effectively improve the present status of the Pakistani woman and to highlight the importance of her role in national development. Uks, with its team of professional media persons and researchers, aims to look at various aspects of women-media relationship.

**Uks Research Centre**

For the process of media monitoring and analysis; news coverage, including editorials, letters to the editors, articles and features, news and current affairs programmes, including talk shows and documentaries, from various print and electronic (TV and Radio) media were selected.

Quantitative and qualitative analysis of selected media content was done along the Global Media Monitoring Project (GMMP) guidelines contextualized to the study's scope and time duration.

Looking at news reports through a gender lens means to look for the following patterns:

1. Blatant stereotypes: stories that presented women and men in stereotypical roles, for instance, women as sexual objects and men as strong entrepreneurs.
2. Subtle stereotypes: stories that reinforced notions of femininity and masculinity in such a way as to normalize them, for example when women are identified by their personal relationships rather than their position (e.g. a successful woman who is 'nevertheless a good

wife'), or stories that conveyed stereotyped beliefs, such as those that depicted women as emotionally fragile.

3. Missed opportunities or gender blind: stories that could have been made richer in content by shedding light on the women's perspective and including official quotes from women in power and position to add weight to the article. If these stories had reflected a gender balance of sources as well as a balanced gender perspective, the value of the stories would have been enhanced.
4. Gender aware: stories that challenged stereotypes and prompted debate on gender issues. Stories with a gender balance demonstrate how both men and women are affected by an event/situation in different ways. Such stories were important for gender awareness and dealt with issues that can promote gender equality.

men. For instance, a journalist may choose to include female experts in a story about national economic policy, or fathers in a story about play groups for preschool children.

- b. News items or stories that demonstrate a balance of sources and show the different impact of particular situations on women and men. There are many examples of everyday news that is reported only from a male perspective. Conversely, these may be stories in which both women and men are consulted and this brings fresh perspectives to the news.
- c. Gender specific: News items or stories that highlight issues pertaining to equality or inequality between women and men or are about campaigns, structures or processes to advance gender equality: These will include

#### News that is women centered

In an article on Girl's Education, the writer has carried out an in-depth research of the various factors involved in the low enrolment of girls into schools and the triple burden effect that girls and women have to bear; helping with home chores when young or managing the entire home, looking after younger siblings and dropping out of school or looking after children and giving up on professional career, helping as family worker/child labour or being the sole bread winner in other cases. The writer also explores external elements that limit the girls from attaining education such as lack of drinking water and separate toilet facilities in schools, outdated curricula that does not account for lifelong skills, lack of career guidance etc. Additionally, social and cultural practices that bind girls and women to their home boundaries; violence, harassment, early marriages, feudalism, fewer job opportunities and other constraining factors are analyzed in detail. The writer has supported the article with statistical figures and recommended solutions that can shape national policies and programmes needed to bring equity and gender equality in education.

#### How gender responsive news becomes an enabler for women empowerment

In an article on Information, Communications and Technology (ICT) and economy; the uses and benefits of ICT are analyzed in great detail. While the article looks at the direct impact of growth in ICT on economy, it also reflects the benefits and the implications of misuse of ICT for men, women, boys and girls. The article describes ICT as the tool that helps empowering marginalized women of remote areas by imparting quality ICT training, inculcating life skills and providing data transcription training enabling them to avail opportunities - It challenges stereotypes and encourages women to take part in ICT and acquire training and education that enables their access to information and communication; "Women can 'take back the tech', take control of technology to communicate, to express their views, to earn a living, to carry out research, to create safe spaces for themselves and so much more."

- a. Stories that challenged stereotypes, for example stories that overturn common assumptions about women and about

stories that focus directly on an area of inequality—for instance, the 'glass ceiling' in employment.



The study utilizes frequencies from the content analysis, supplemented by a qualitative textual analysis, to determine whether (and to what extent) the individual news story, feature story or opinion piece made specific connections between the economy and the lives of women.

Selected during the monitoring period (Dec 2010-Feb2011), of 1609 articles in print, there was only one which mentioned the impact of the current financial crunch on women, however, the placement of the article under

directly related to economy. The article is usually backed with little evidence and a meaningless photograph that remotely connects to the theme of the story. It was also observed that topics such as economic reforms, policymaking, and rural economy had ignored women, their contribution in these areas, or the impact of any change on their lives, altogether. For instance, one article in the business and financial review pages held the expert opinion of Ms. Hina Rabbani Khar as State Minister for Finance and Economic Affairs.

#### Is it Gender blind?

*A news report on poverty and indicators of poverty totally ignores the plight of women who stand most vulnerable in situations of economic crisis. The fact that it is not only lack of income that makes women miserable, but it is also the deprivation of capabilities and gender biases present in both societies and development programmes. This includes the poverty of choices and opportunities, such as the ability to lead a long, healthy, and creative life, and enjoy basic rights like freedom, respect, and dignity. The report talks about the nexus of unemployment with poverty, automation in rural agriculture, inflation, distribution of land etc but it generalizes the implications of these factors contributing to poor conditions for men and women. Rather than focusing solely on lack of income and assets, it is essential to analyze human poverty and the deprivation of capabilities as way to focus on deep-seated structural causes of poverty that policy makers may then use to empower women. Women in poverty have reduced access to health care services and resources. Gender inequality in society prevents women from utilizing care services and therefore puts women at risk of poor health. The education of women and children, especially girls, can create greater opportunities for women to lift themselves out of poverty and increase their social position. Countries with strong gender discrimination and social hierarchies limit women's access to basic education. Even within the household, girls' education is often sacrificed to allow male siblings to attend school. The absence of gendered analysis makes the article completely gender blind.*

fashion and food segment trivialized the importance of the issue. These segments are considered fillers or soft news items are not

Articles with women as opinion makers, as experts or advisors or in leading positions are not many but such stories add weight and value

to the story and bring in a comprehensive holistic insight and perspective of men and women from the field.

The gender review of television news bulletins and talk shows revealed both positive and negative aspects of television content in terms of gender issues. Gender equality was observed in the number of male and female newscasters, talk show hosts, anchors, and participants in the talk shows. However, the discussions focused more on the stances of different political parties on keeping social justice, failing to consider issues related to women, or affecting women, such as the blasphemy law, achievements of women in sports and other areas, domestic violence, etc given that the programmes had a relevant theme. Gender issues and women specific policies and programmes did not enjoy much airtime. The findings suggest media's representation of reality normalizes the exclusion of girls and women; they remain at the periphery of news

employment outside the home in addition to their unpaid work in the home. And it is public spaces where events that make the news happen.

In view of the changing dynamics of media and its rapid evolution in Pakistan, building media capacity, on thematic issues such as role of women in trade and economy, women and social prosperity and the over all objectives of the GE4DE, represents not just an opportunity but media could also benefit from the rising profile of women in society and their struggle for end to all kinds of gender-based discrimination.

Considering the diversity of Pakistani media and its pluralisms, the training program under GE4DE will aim at building media capacity on thematic issues that will have to be customized along:

#### A Case of gender insensitive reporting:

*During last summer's load shedding, the government announced a series of measures to try and manage the shortfall. One was to close markets at 8 pm. In an editorial on the issue, it was said that the traders are not happy; they want to be able to keep the shops open till 8 to cater to the flow of customers, who generally shop after sundown when the men return home from work. It completely missed the fact that there are hundreds of thousands of millions of women who are also working all day just as hard as men outside the home and inside the home. And what about the straightforward fact that one reason why men and women might wait till sundown before they go out and do their shopping is simply because before that it's too hot?*

despite the fact that for several decades' women have inserted themselves into public spaces that were once exclusively male domain. For instance, the flexibility of labour laws led women to obtain waged

- Mediums (radio, TV, print, online, documentary, etc);
- Journalism formats (news, features, columns/op-eds, analysis, etc);
- Regions (urban, rural, district, provincial,



- federal); and
- d. Sectoral structures (media owners, media managers and media practitioners).

The advocacy and training effort about the media of the GE4DE project will also be multi-pronged. The project's emphasis on "increasing awareness and gender sensitive reporting of issues of gender equality in the world of work" and "building the capacity of media and communication specialists on gender sensitive communication, national policy frameworks on gender equality and international labor standards" will be supplemented by developing

a guidebook or training module for media and a training program that will orient journalists at coverage and media managers at policy and production levels.

*sensitive communication, national policy frameworks on gender equality and international labor standards*" will be supplemented by developing a guidebook or training module for media and a training program that will orient journalists at coverage and media managers at policy and production levels. You will read more about our media trainings in the next edition.

## DID YOU KNOW ??

Gender-insensitive language	Gender-sensitive language
Businessmen	Business community, business people
Chairman	Chairperson, chair, president, presiding officer
Craftsman	Craftsperson
Housewife	Homemaker
Maid	Domestic worker
Women doctor, male nurse	Doctor, nurse
Workmen's compensation	Worker's compensation
<a href="http://www.unesco.org/women/index_en.htm">http://www.unesco.org/women/index_en.htm</a>	

How often do we think about the language used in the news reports to be gender sensitive?  
Do you have examples? share with us on facebook: Engender work.

# UPDATES & UPCOMING

## Updates

### Friends of the Project Farewell to Farah Chandani



GE4DE was lucky to have Ms Farah Chandani, First Secretary-Development, as their focal point from CIDA. Farah was born and raised in Kenya, and moved to Canada in 1990. She has a Master's in Rural Planning and International Development from the University of Guelph, Ontario. She has worked for the Canadian International Development Agency (CIDA) for ten years in various capacities - as a Results Based Management trainer, evaluation officer, program analyst and program manager. She has managed CIDA's programming in women's economic empowerment for Pakistan since August 2008.

During her tenure, she has overseen and provided technical support to two CIDA funded ILO projects on women employment, working conditions and decent employment. Without her support, it would not have been possible to successfully implement the project. Her motivation was personal and she understood the adverse environment for working women in Pakistan., understanding and continuous support to the GE4DE team and the ILO office will always be missed. But ILO hopes to have the same cordial relationship with Farah's successor, we look forward to welcoming him/her to Pakistan.

### We already miss you Farah!



A Pre-proposal development workshop on Gender Mainstreaming and Training for Rural Economic Empowerment (TREE) was organized for organizations shortlisted through an expression of interest process, interested in submitting proposals for long term skills development projects. The objective was to orient potential partners on how to ensure their proposals met GE4DE's requirements for gender equality and training for employment. 12 organizations took part and we look forward to receiving their proposals.





### A send off to Donglin and a welcome to Francesco

Pakistan President H.E. Mr. Asif Ali Zardari on the occasion of National Day conferred the SITARA-I-QUAID-I-AZAM Civil Award to Mr. Donglin Li, former Country Director of International Labour Organization's (ILO) Country Office for Pakistan, for his excellent services to the people of Pakistan. During his tenure in Pakistan, the turnover of ILO Projects in Islamabad Office and the local resource mobilization increased manifolds, and the office expanded to around 100 staff and 15 on-going projects with the total portfolio of \$35 million.

Donglin Li served Pakistan for six and a half years and he proved his professional and personal commitment to the mandate of ILO to see a prosperous Pakistan. During multiple crises in Pakistan, Mr. Li's initiatives in restoring livelihoods, through creating immediate employment opportunities for the earthquake and flood-affected population were publicly acknowledged by the Government of Pakistan. His pragmatic and diplomatic approach has been highly appreciated by ILO constituents and other stakeholders.

Prior to this assignment he was working as the Special Adviser to the Regional Director, ILO Regional Office for Asia and the Pacific, in Bangkok. He is, at present, Country Director of the ILO Country Office for Sri Lanka and the Maldives. Donglin has not left the hearts of many who have worked with him as colleagues, partners and especially his companions.



**Mr Francesco d'Ovidio**, joined ILO Pakistan as Country Director on 17th June 2011. Francesco quickly mingled with Pakistanis and adapted to our culture. Keeping up the traditions, he too encouraged the family like environment that Donglin Li created and nourished for years. Francesco holds a Masters Degree in Child Rights and Law. Having served as Chief Technical Advisor for the IPEC programme in Ghana and Madagascar and providing technical inputs in other capacities in parts of Africa, Francesco has the right attitude and understanding of the issues and challenges facing developing countries including Pakistan and his devotion to ensuring decent work and providing technical assistance to the Government of Pakistan is encouraging. We look forward to working with him.

## Upcoming

### Documenting Best Practices of Gender Equality at Workplace through Research and Advocacy

100 organizations from Clothing and Textile, Services, Hospitality, Media and government; participated in a telephonic survey for identifying and analyzing best gender equal practices at work places. Building on the analysis, criteria were used against which, 11 organizations were selected for the on-site survey. The survey meant to document detailed profiles of organizations that have been practising gender equal policies and programmes. Taking into account the recommendations that came from the study and discussion forum, an advocacy strategy will be developed for future programme activities.

### Gender Analysis of Textile Workers Organizations

Research is underway in seven districts located in the whole spread of the country and representing textile clusters Lahore, Faisalabad, Lawrencepur, Multan Karachi, Hub and Gadoon. The study aims at mapping trade unions and other workers' organizations in the textiles sector; understanding the gender dimensions of textiles trade unions in terms of representation and voice; identifying the issues women workers face in particular and to develop a course of action to improve gender equality in textiles workers' organizations.

### Skills Plus module:

Based on the consultative process by which the design of training programmes emerged and based on findings from the pilot projects, we are developing a standard module called Skills Plus. Skills Plus is a skills package which can be integrated into any training course to complement vocational skills with practical skills and knowledge in IT.

### Training on Skills Plus is scheduled in Lahore:

The objective of this workshop is to orient the lead trainers of implementing partners on set of skills to augment the technical skills that may enhance employability and empowerment of the graduates. These include:

- i) worker's rights in line with international labour standards and national labour laws
- ii) soft skills such as; communications/interpersonal skills
- iii) conflict management
- iv) team work
- v) health care
- vi) entrepreneurship

This helps make training a more enriching and empowering experience. All GE4DE skills development partners will be oriented on how to deliver this training and everyone will be required to include it in their training courses.

The first skills plus training is scheduled in Lahore and will be delivered by Women Employment Group (WEG)

### Gender Sensitive Reporting

How does media portray women in the world of work? The capacity building of media at policy, production and coverage levels will ensure that (i) media is oriented to the dynamic role of women in the economy, social prosperity or global political stability (ii) media reports on different thematic issues with a gender lens.

The training on gender sensitive reporting is going to be an innovative journalistic skills augmentation and it will give a platform to the project and other partners to interact and engage media as a development partner.

Read more in our next issue.....