

TVET Reform:

# Gender Mainstreaming into Technical and Vocational Education and Training (TVET) in Bangladesh



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## Acronyms and Abbreviations

BANBEIS	Bangladesh Bureau of Educational Information & Statistics
BBS	Bangladesh Bureau of Statistics
BCC	Bangladesh Computer Council
BEF	Bangladesh Employers' Federation
BITAC	Bangladesh Industrial Technology Assistance Centre
BMET	Bureau of Manpower, Employment and Training
BTEB	Bangladesh Technical Education Board
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CMES	Centre for Mass Education and Science
DTE	Directorate of Technical Education
DUET	Dhaka University of Engineering and Technology
DWA	Department of Women's Affairs
ECOSOC	Economic and Social Council of the United Nations
ECNSDC	Executive Committee of National Skills Development Council
GoB	Government of Bangladesh
GMS	Gender Mainstreaming
GWG	Gender Working Group
HRD	Human Resource Development
ILO	International Labour Organization
ISC	Industry Skills Council
IT	Information Technology
MoE	Ministry of Education
MOLE	Ministry of Labour and Employment
MoSW	Ministry of Social Welfare
MOWCA	Ministry of Women and Children's Affairs
NCCWE	National Coordination Committee for Workers' Education
NGO	Non-Government Organization
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
PPP	Public Private Partnership
SDP	Skills Development Project
SO	Strategic Objective
STEP	Skills and Training Enhancement Project
TSC	Technical School and College
TTC	Technical Training Centre
TVET	Technical and Vocational Education and Training

## Executive Summary

The main purpose of this Resource Guide is to provide guidance, practical how-to tools and available information on technical resources to support the task of operationalizing the National Strategy for Promoting Gender Equality within TVET institutions<sup>1</sup>.

More specifically, the Guide focuses on three objectives:

- To facilitate a clear understanding of key barriers to female participation from a gender perspective and analyze their implications in women's employment and economic empowerment;
- To provide practical tools and guidance on how to mainstream gender effectively into the TVET institutional structures, systems, programmes and activities; and
- To provide information on available technical resources to strengthen the capacity of TVET gender focal points in mainstreaming gender equality concerns.

It is expected that these tools and guidelines will facilitate the task of strengthening the gender-responsiveness of TVET institutes and effectively promote access and opportunity for more female participants.

The Guide is particularly structured to help the TVET institutions understand the processes of gender mainstreaming and their implications for their own institutes. It has been prepared on the basis of consultations and observations on the needs and capacity of the representatives from various TTCs, TSCs, ISCs, Polytechnic Institutes, SDP, STEP, Employers' and Workers' organizations who had been invited to participate in a two-day information sharing workshop in Dhaka in March 2012.<sup>2</sup>

Since promoting gender equality within TVET is already a Government approved policy decision, the task that lies ahead is effective implementation. The approach taken in this Guide, therefore, is to facilitate organizational transformation within TVET institutions in order to enhance their gender responsiveness in all dimensions. It is expected that the TVET institutes will be able to contextualize the guidelines as needed for their specific institutions and use them to achieve the goals set out in the national strategy.

In the practical approach adopted in this Guide, the gender mainstreaming process is applied at three levels:

1. Institutional structural and management level: mapping and analyzing the existing gender based situation and the ongoing different processes, both quantitatively and qualitatively, seeking to identify gender gaps and inequalities so that appropriate measures to address the gender disparities can be determined;
2. Programmatic level: an in-depth look at the training programming cycle with the training needs assessment, designing programmes, establishing monitoring and evaluation systems and gender responsive indicators and setting up a research and documentation unit; and

<sup>1</sup> National Strategy for promoting gender equality within TVET, Final Draft, 2012

<sup>2</sup> Report on Proceedings of three Training Workshops, ILO-TVET Reform Project, Component 5, Dhaka, 2012

- Partnerships level striving to engender the strategic partnerships that must be formed among the community at large, the TVET system, the private sector and the Government Ministries.

Since a Generic Action Plan has already been included in the Annex of the National Strategy on Gender Equality Promotion, it is expedient to design the individual institute's action plan on the same model but with the individual needs of each institute incorporated.<sup>3</sup>

A Mainstreaming Guide in 10 Steps is outlined on how to initiate the gender mainstreaming process within TVET. These steps are interdependent but need not necessarily be carried out in consecutive progression or in logical order. In some cases, some of the steps may be simultaneous in processing and in others the sequencing can be flexibly changed as appropriate to the time and the context.

## 10 Step Action Plan

Step 1: Begin with a gender- based situational mapping of the institution

Step 2: Analyze data, undertake causal analysis and identify gender gaps

Step 3: Chart out an Initial Tentative Gender Action Plan

Step 4: Conduct a gender analysis of the Training Programme Cycle

Step 5: Set up social campaigning guidelines and promotional measures for attracting female students

Step 6: Establish and strengthen gender responsive strategic partnerships

Step 7: Strengthen staff capacity on gender issues and establish a Gender Mainstreaming Unit or Network

Step 8: Carry out a gender budgeting exercise

Step 9: Set up research and documentation units

Step 10: Plan for a Participatory Gender Audit (PGA) OR Finalize the Gender Action Plan



<sup>3</sup> See Annex 2 for an example of action plan for one objective

## Introduction

### 1.1 Gender Equality as a Precondition to Socio-economic Progress

Gender equality and empowerment has been set as one of the seven categories of monitorable targets to achieve according to the vision and objectives of the Sixth Five Year Perspective Plan in Bangladesh that serves as a framework for halving poverty and improving lives. Substantive equality between women and men in all dimensions of development is an indispensable tool for advancing socio-economic progress and reducing poverty.

Over the past two decades the government has demonstrated strong commitment to achieve gender parity in primary and secondary education through policy reform and programme development. Women's participation in the labour force has shown a significant rise. Life expectancy has increased and health awareness and overall political sensitization have improved. Despite these remarkable achievements, challenges still remain critical and inequalities are persistent.

This is frustratingly evident in the low female participation that exists in the Technical and Vocational Education and Training (TVET) sector, particularly in formal institutions. Women's participation in TVET in Bangladesh is strikingly low, ranging from 9% to 13% in public institutions and 33% in private institutions, the average is approximately 24%. Similarly, the number of female instructors overall is about one-fifth of the total number within technical institutes. It is also worth noting that the lesser number of Technical Training Centres (TTCs)

within the variety of technical education providers is more on par with the national averages for women's participation. Technical School and Colleges (TSCs) are severely lagging behind national averages of gender inclusion by about half (i.e. one-tenth of all teachers and one-eighth of all students within TSCs are female).<sup>4</sup>

The government is now strongly committed to addressing this situation. Recently in March 2012, the National Skills Development Policy (NSDP), Bangladesh<sup>5</sup>, was approved. This policy recognizes "the current low participation rates of women in skills development", and states that "special efforts are necessary to correct this gender imbalance, particularly in the formal training system". In section 14.5 of the Policy document, it also proposes several measures to redress this gender imbalance, such as promoting women's inclusion in "non-traditional" courses to provide knowledge and skills for better employment opportunities; conducting social marketing and awareness raising; providing separate washrooms for women; and encouraging recruitment of female instructors wherever possible.

Subsequently, a National Strategy for Promoting Gender Equality has been formulated jointly by NSDC and the ILO-Reform Project with the explicit aim of increasing female participation in TVET, "through a comprehensive and holistic intermix of social, economic, institutional and systemic transformational measures"<sup>6</sup>. A strategic framework with six Strategic Objectives is outlined with a clear set of priorities and targets with performance accountability mechanisms providing some specific and concrete actions and activities.

<sup>4</sup> See Annex 1 for a detailed Table which gives us some estimate of the situation through a number of technical institutions, teachers and enrollment by type, management and gender, Bangladesh Bureau of Education and Statistics, 2008.

<sup>5</sup> NSDP was approved by Cabinet decision in March 2012

<sup>6</sup> National Strategy for Promoting Gender Equality in TVET, 2012

“

Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.

- Kofi Annan, 2001

”

The time has come now to strengthen the capacity of the TVET institutions to operationalize these actions through specifically guided interventions suited to each of the TVET institutions individually. TVET institutions need to be substantially transformed by gender mainstreaming processes to enhance their intrinsic capacity to implement the proposed action steps.

Promoting gender mainstreaming is a long, slow process, requiring inputs on many fronts over a long period of time, including advocacy, promotion, advice and support, competence development, development of methods and tools and vigilance in following up and evaluating progress.

## 1.2 Why this Resource Guide?

The main purpose of this Resource Guide is to provide guidance, practical how-to tools and available information on technical resources to support the task of operationalizing the National Strategy for Gender Promotion within TVET institutions.

More specifically, the Guide focuses on three objectives:

- To facilitate a clear understanding of key barriers to female participation from a gender perspective and analyze their implications in women's employment and economic empowerment;
- To provide practical tools and guidance on how to mainstream gender effectively into the TVET institutional structures, systems, programmes and activities; and
- To provide information on available technical resources to strengthen the capacity of TVET gender focal points in mainstreaming gender equality concerns.

It is expected that these tools and guidelines will facilitate the task of strengthening the gender-responsiveness of TVET institutes and effectively promote access and opportunity for more female participants.

## 1.3 Who are the Target Groups?

The Resource Guide is meant to be used by all those who are associated with skills training in TVET institutions. More specifically, it is meant for managers, principals, instructors, technical officers and general staff at TVET institutions.

It is envisaged that a team of gender focal points will be constituted in respective TVET institutions that will use this tool extensively to implement the strategy for gender equality promotion in their own institutions.

## 1.4 How to Use this Resource Guide?

The Resource Guide is not a step-by-step tool kit for gender mainstreaming in general. There are many other technical documents that can provide the necessary information for that. A selected resource list has been prepared for that purpose and attached at the end of the document.

The Guide is particularly structured to help the TVET institutions understand the processes of gender mainstreaming and their implications for their own institutes. It aims to provide some practical tips and targeted guidance. It has been prepared on the basis of consultations and observations on the needs and capacity of the representatives from various TTCs, TSCs, ISCs, Polytechnic Institutes, SDP, STEP, Employers' and Workers' organizations who had been invited to participate in a two-day information sharing workshop in Dhaka in March 2012.<sup>7</sup>

Since promoting gender equality within TVET is already a Government approved policy decision, the task that lies ahead is effective implementation. The approach taken in this Guide is to facilitate organizational transformation within TVET institutions to enhance their gender responsiveness in all dimensions. It is expected that the TVET institutes will be able to contextualize the guidelines as

needed for their specific institutions and use them to achieve the goals set out in the national strategy. The Resource Guide is divided into four chapters and a section on resources.

**Chapter 1** introduces the purpose and the context of the Resource Guide.

**Chapter 2** discusses the key factors behind the low participation of women in TVET; and analyses their inter-linkages with the overall patrilineal social traditions in Bangladesh.

**Chapter 3** deals with the issue: What is gender mainstreaming and how can we make the TVET management system and programme planning gender responsive?

**Chapter 4** provides a Practical Guide to gender based situation mapping and gender analysis and planning of the institutional programme. Formulation of a specific institutional gender

Action Plan is considered that will pick up priorities and set guidelines for the respective institution as a whole: on issues of gender responsive programming, accountability, strengthening technical capacity; and establishing gender sensitive infrastructure and a respectful organizational culture.

The section on Resources provides an annotated bibliography and a reference list of gender resources and available literature to increase understanding and awareness of gender mainstreaming issues and improve approaches to the planning, implementation, management and monitoring of TVET programmes. It also includes a brief summary of key ILO Standards and Conventions related to gender equality.



<sup>7</sup> Report on Proceedings of three Training Workshops, ILO-TVET Reform Project, Component 5, Dhaka, 2012

“

When anti-female bias in behaviour ... reflects the hold of traditional masculinist values ... what is needed is not just freedom of action but freedom of thought – the freedom to question and to scrutinize inherited beliefs and traditional priorities. Informed critical agency is important in combating inequality of every kind and gender inequality is no exception.

- Amartya Sen, 2001

”

## Chapter 2

# Understanding Key Barriers to Female Participation in TVET

## 2.1 Viewed through Gender Lenses

Any effort at devising innovative measures to increase participation of women in TVET system must first recognize the key factors that impede their inclusion, and understand and analyze the barriers from a gender perspective.

Gender functions as an organizing principle for society by giving certain cultural meaning to being male or female. It refers to the socially and culturally determined relations between men and women and the expectations about attributes and behaviors appropriate to men and women, boys and girls. Gender relations vary widely within and between cultures, and change over time. Depending upon the cultural context, gender can condition to differing degrees what boys and girls are expected to think and feel, their preferences, hopes and aspirations. These rules and conditions determine what chances they will have in life. Thus, gender is an important variable in society and is affected by other variables such as age, class or caste, race or ethnicity, or disability, and by the geographical, economic and political environment.

If we look closely at the barriers that constrain women's opportunities in Bangladesh, they are intrinsically related to the socio-cultural context in the country. Women's status in Bangladesh is the direct result of the patriarchal values embedded in the socio cultural pattern reflecting systematic subordination and inequality of women. Women are dominated by a patrilineal and patriarchal kinship system, which enforces the social and economic dependence of women on men, and prescribes the relative lower status of women.

Women constitute the majority of the poor, and experience greater deprivation and vulnerability due to their subordinate position and powerlessness.

Traditional attitudes and gender-stereotyped roles of women in Bangladesh often prevent society as a whole to recognize women's equal rights in both private and public spheres. The underlying structural factors include not just poverty, but also a culture of acceptance, lack of effective community structures, harmful practices, inappropriate and ineffective allocation and utilization of resources in the context of a strong patriarchal society. Women are subjected to inequalities in the family, in the community and in the workplace. Discrimination against girls starts at birth and continues through the lifecycle. Women and girls suffer disproportionately from the impact of gender discrimination and violation of their fundamental rights in all facets of their lives.

Gender equality or equality between women and men, boys and girls refers to the enjoyment of equal rights, opportunities, valuation and treatment by men and women of all ages in all spheres of life and work. It implies that all human beings are free to develop their personal abilities and make choices without the implications set by stereotypes and prejudices about gender roles and characteristics of women and men. It means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally.

In Bangladesh, despite decades of interventions to eliminate disparities between the socio-economic situations of men and women, inequalities persist and become evident as in the lower participation of women in TVET. The

gaps in male and female situation and position in Bangladesh exist both as a legacy of past discrimination and present attitudes and perceptions of women's role in the society. These are so immense that without exercising equity a level playing field will not be possible.

Gender equity refers to the principle of fair treatment of both men and women that take into account and address the different needs of the men, women, boys and girls, cultural barriers and the effects of (past) discrimination of the specific group. Affirmative action through quota system is one example of providing gender equity. If development is seen as an attempt to raise the quality of life of all people and strengthening the overall economy of the country, gender in development works toward ensuring that the special needs of women vis à vis those of men, are met in this process.

Bangladesh has taken powerful strides in expanding education to all at primary and secondary levels through a number of equity or affirmative measures. For the TVET sector too, similar measures are proposed to help enhance participation among women. It is also very important to bear in mind that gender is not about women and girls only. It is about relations and power dynamics between women and men, girls and boys. Men and boys are an integral part of gender discourse because they are as impacted by cultural values and traditions as women are, though they enjoy a privileged position in the male-female power equation now in Bangladesh.

There is enough empirical evidence to demonstrate that gender inequality hurts the interests not only of girls and grown-up women, but also of boys and men. Involving men, therefore, is crucial in all initiatives for gender equality and women's empowerment. However, all principal constraints to women's inclusion in TVET in Bangladesh currently ensue from their gender related situation of being guided by traditional, stereotypical patriarchal values.

## 2.2 Current Female Enrollment and Selection of Skills

There is no consistently reliable sex disaggregated data or even general information on either the overall structure of all formal TVET institutions and their programmes or enrollment and retention of TVET students and employment of teachers. Institutional figures that show trends in enrollment by sex are not readily available. This is a serious shortcoming that needs to be recognized and addressed as a prerequisite to all endeavours at improving the status of TVET system in Bangladesh.

An interesting table (BANBEIS, 2008)<sup>9</sup> captures a relatively adequate baseline data, giving us some insights into the prevailing TVET scenario. It presents a breakdown of data by different types of institutes which form the TVET sector, both Government and Non-government (Polytechnic Institute, TSCs, TTCs, Commercial College, Glass and Ceramics Institute, Graphic Arts Institute, Survey Institute, Textile Institute, Textile Vocational Centre, Agricultural Training



Institute, Marine Technology Institute, SSC (Vocational); and HSC (Business Management and Vocational); number of total institutes within each type, number of teachers by sex and enrollment of students by sex in each type of institute.

Most significant to note in this data is that the overall number for female enrolment in TVET overall is around 24% of the total student population. Women thus make up less than one quarter of the total number of enrollees in technical training institutes. Likewise, the number of female instructors overall is about one-fifth of the total number within technical institutes.

Since TSCs run by the BTEB and TTCs under the BMET - after polytechnic institutes - are the most widely available, government-run training institutes in the country, it is equally important to note that in 64 TSCs, the percentage of female teachers is 10% while in 31 TTCs, it is 17%. The percentage of female students in TSCs is 12% and in TTCs is 23%.<sup>9</sup>

It may be equally important to keep in mind that technical education expenditure makes up less than 2% of the entire GoB allocation for the provision of educational services (entire government allocation for education was approximately \$9.8 and \$10.6 Billion for 2008-09 and 2009-10 respectively);<sup>10</sup> and does not remotely compare to the amount of funds used for primary, secondary and higher education (i.e. Secondary School Certification, SSC and Higher Secondary Certification, HSC; Classes 9-12) which make up a combined total of more than 80% of government spending on education.<sup>11</sup>

With regard to the types of skills and trades that female students opt for, the most frequently cited are garments (industrial sewing/dress-making, embroidery, pattern-making, tailoring); computer (graphic designing, industrial design), agro-based (food

processing, poultry, and mushroom cultivation); general electronics/electronic repair (audio/video, TV, mobile); handicrafts (e.g. candle making, jute products); beautification; house-keeping, and nursing.

By and large the courses that are identified as presently being offered to female students and trainees were seen to be foremost in high market demand offering promising employment opportunities to women and young girls who completed the courses—including self-employment and entrepreneurship. Enrollment in current course offerings have also to do with accommodation due to social constraints or perceptions: in either 'acceptable' or 'traditional' occupations or trades; allowing females to work 'indoors' and out of public view, contact or scrutiny - or from within the household; working without 'physical stress' or labor; being able to also cater to family duties; and generally being availed of socially approved occupations.

## 2.3 What are the Key Barriers to Female Participation?

Based on the findings of a combined study undertaken by the GoB, EC and the ILO in 2010 on an "Assessment of Female Participation and Access to TVET in Bangladesh", and other consultations during the process of the formulation of the National Gender Strategy (2011-2012), we can categorize barriers faced by women into seven key types: attitudinal barriers, financial constraints, inappropriate training environment, lack of security in access and accommodation including sexual harassment and eve teasing, information and knowledge gaps, low prospects for decent work, and low self-confidence and fear of challenging the status quo.

### *i. Attitudinal barriers/Social mindset*

Barriers that women face in terms of accessing skills training and/or employment, or more generally with regard to social acceptance and inclusion (i.e. within the household, community

<sup>8</sup> See Annex 1

<sup>9</sup> In Training workshops with TTCs and TSCs organized by the ILO-TVET Reform Project, it was confirmed that female participation is remarkably low still in 2012, though full data institution-wise could not be made available for comparison.

<sup>10</sup> BANBEIS; [http://www.banbeis.gov.bd/db\\_bb/education\\_finance1.htm](http://www.banbeis.gov.bd/db_bb/education_finance1.htm)

<sup>11</sup> *ibid.*

or within the specific context of the local market and/or labor economy) have primarily a basis in socio-cultural rules. Since women are severely hindered in social and economic endeavours from lack of access to viable skills training programs; social discrimination in many different forms plagues women, constraining their participation in the growing labor economy in Bangladesh. Early marriage, household responsibilities, family restrictions, conservative social mindset, preference for male child and bias against girl children, transportation constraints, lack of physical and sanitary facilities, harassment and eve teasing are some of the serious barriers that render the training and work environment not appropriate for women. They also face social barriers in getting a job.

The prevailing norm among some of the key stakeholders is that young women should be home-based and/or undertake occupations that are regarded as suitable for women; and there is little conviction that young women and men should have equal (job and education)

opportunities. Women should only engage in socially approved traditional occupations only (sewing, embroidery), work without physical stress and easy to learn. Non-traditional work involves risks. Women's health and stamina are not suitable for all occupations. Women should not work in public view, contact or scrutiny.<sup>12</sup>

In Bangladesh, occupational segregation by sex is a social reality, particularly in rural areas. The male-dominated society entertains cultural values that encourage it further. As a result, in TVET institutes, particularly in those operated by government agencies, trade skills in sewing, tailoring, housekeeping, some computer training and electronic assembling, have a higher number of women; while more productive industry based skills such as automobile repair, welding, machine operation, electrical repairs, etc, are dominated by men.

The TVET sector is thus characterized by gender inequalities and stereotyping, reinforcing



<sup>12</sup> Assessment of Female Participation and Access to TVET in Bangladesh, 2010, ILO TVET Project

gender division of labour in occupational segregation in the labour market which is a constraint for women to enter into new, non-traditional and higher income professions. Girls and boys are channeled into different paths, usually resulting in different outcomes and in particular different earnings. The social mindsets of families and girls'/women's own views are often responsible for bringing about such gender disparities.

These perceptions and trends in community thinking regarding gender roles, gender stereotypes on what women and girls are capable of, what they should do and should not do, need to be clearly understood and analyzed without any biases for any action to redress the gender imbalance in TVET to be adequately effective. Gender mainstreaming is a serious challenge in a society that has internalized these views and values in their traditions.

#### ii. Financial constraints

The financial difficulties of attending training, school fees, if not as much the transport costs, feature prominently in females' attempts to attain technical skills and training. Although course fees seem to be more or less manageable in many cases, at their current levels within institutions, all other costs, including transport, were seen to pose burden on the family. Financial investments on girls' training are often looked upon as unnecessary since these girls would be married off soon and bring no return to the family. In the Assessment cited above (2010), it is reported that a number of institutions felt that women had actually not much difficulty in paying the course fees. Hence, it can be conjectured that financial constraints are present more as an outcome of the social mindsets and traditional viewpoints, rather than as a real economic barrier.

#### iii. Lack of safe accommodation/hostel facilities

Many families are reluctant to send their daughters to TVET institutions which do not provide hostel facilities. Security is a serious issue for girls since sexual harassment ranks as a high

violation not worth risking. When no safe accommodation is provided to female students, out of town women are unable to attend the courses. Male students can find accommodation around the location of the training centres and do not suffer from the same safety concerns as the female students. If female participation is to be encouraged, one of the first requirements is to provide safe and secure housing facilities.

#### iv. Inappropriate training environment

Training institutes also lack strategies for incorporating support to female students such as: counseling services; maternity and/or daycare services; academic counseling within institutions (which is removed from classrooms); transportation facilities and accommodations; medical facilities; housing and/or residential programs for boarding; occupational/career counseling and job-placement services; community support and outreach programs.

Female participants look for safety, respect, accountability and equality within the learning environment. Lack of provisions and facilities to cater to the needs of female students pose a serious barrier to female participants. Top most among these is the lack of separate wash rooms for male and female students; absence of separate rooms for baby care and nursing; and non-availability of separate prayer or sitting rooms. Limited number of female instructors is also another reason that female participants fail to find role models for their prospective careers.

Sexual harassment and eve teasing are other risks that female participants have to face incessantly. Polytechnic Institutes for women have attributed their dropouts to girls unwilling to come for the training due to harassment faced en route to school.<sup>13</sup>

#### v. Information and knowledge gaps

Due to restricted mobility of girls and lack of exposure, potential female students do not enjoy the same access to information and knowledge as male students do. This is again a gender based constraint due to societal and attitudinal challenges confronting the women.

<sup>13</sup> Principal of Polytechnic Institute's observations during training sessions conducted by ILO-TVET Reform in March 2012.

Unless the TVET institutions make concerted efforts to reach out to the girls with special promotional measures, the likelihood of potential female participants securing that information on their own is minimal.

#### *vi. Low prospects for decent work*

Above all, female students/trainees need very clear incentives for participation in the programmes that translate into viable employment and income generating opportunities. All skills training must lead to worthwhile apprenticeships or full scale jobs. Very often, female students are locked in courses that are not seen to be highly productive. Though there are employers who find female employees more capable and trustworthy in many jobs that were once considered “not suitable” for women; such attitudinal shift should receive more impetus with substantive evidence from TVET institutions preparing more women with skills in these productive trades.

Another deterrent is the widespread perception that TVET products are not of high quality and the jobs they bring in also do not enjoy high social prestige. Moreover, even when women opt for “non-traditional” courses that have high market value, they may run the risk of not being employed due to negative mindsets of employers who do not regard them as suitable for the jobs for which they have been trained.

#### *vii. Low self-confidence and fear of challenging the status quo*

To add to all the above factors, one of the most crippling barriers is the resigned attitude entertained by most of the women themselves who suffer from lack of self-confidence and are afraid to challenge the status quo. They rely on their family and community for support and when that is not forthcoming, they are unwilling to move forward. Sometimes, this is seen as “laziness” or lack of “intelligence” among these women. The fact is that the patriarchal mindset is so dominating and has been so strongly internalized by all parties concerned that it is difficult for women to break out of that enclosure. They need thoughtful guidance, counseling and empowerment together with the trade skills for their full potentials to grow.

To sum up, it is extremely crucial for the TVET institutions to gain insights into why and how these barriers have emerged. Gender mainstreaming can be effective only when adequate gender analysis have brought out the underlying issues so that they be appropriately addressed by targeted measures. Otherwise, it may only be one more initiative, well intentioned, but inaccurately focused, resulting in ad hoc progress or contrarily, even in unforeseen regression.



## Gender Mainstreaming Process and its Implications for TVET

### 3.1 Gender Mainstreaming for Organizational Transformation

Gender mainstreaming is an institutional strategy that has developed out of a historical background of years of efforts to advance equality for women. It was adopted as the main strategy for promoting gender equality at the global and national levels at the Fourth World Conference on Women in Beijing in 1995.

Gender mainstreaming strategies are relevant in three inter-linked arenas or “spheres”: (i) in an organization’s structures, policies and procedures, and in its culture, (ii) in the substantive activity that it undertakes - its programmes, and (iii) in the impact of this work on increased gender equality in the broader community or the world of work.<sup>14</sup>

Many different strategies have been developed and applied over the years to promote equality between men and women. The decision on which strategy to use depends on the underlying perspectives and assumptions as to what causes inequalities and the goals set to achieve. That was the main reason why the nature of existing inequalities has to be understood in depth with regard to low participation of women in TVET.

Applying the concept of gender mainstreaming in the TVET sector, the most appropriate perspective would be the “Equality in Outcomes Perspective” that recognizes the differences between men and women and at the same time acknowledges the need for equality between the two. It analyzes why these differences exist and what the inequalities are. It

aims at equality of outcomes, and seeks to eliminate discrimination of the disadvantaged groups through corrective and positive measures at the individual, institutional and societal levels. This approach is adopted in international law such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the ILO international labour standards related to gender equality promotion.<sup>15</sup>

Since gender mainstreaming operates at an institutional level and seeks to transform within its processes the entire structure and system of an organization, it is more appropriate to call this an organizational transformation process. Gender mainstreaming will thus entail a fundamental transformation of the underlying paradigm within all TVET institutions.

This means that for the TVET institutes gender equality will need to be integrated at all levels of its policy and programme planning, delivery systems, monitoring and evaluation, communication modes, human resource development and technical capacity enhancement, infrastructure and facilities, respectful behaviour and organizational dynamics, and research and documentation. Gender mainstreaming reaches into all dimensions of an organization and seeks to make a holistic overhaul and change in paradigm and thinking that lies behind the system.

Since the policy and strategy on gender equality promotion for TVET in Bangladesh has been proposed and officially approved, the mainstreaming process has already been

<sup>14</sup> Shalkwyk et al. 1996

<sup>15</sup> Adapted from Partners For Law in Development & UNIFEM, CEDAW: Restoring rights to women, New Delhi, 2004, pp. 24-25, in GEMS Toolkit, ILO, 2009

The United Nations Economic and Social Council (ECOSOC) defines Gender Mainstreaming as:

“

“...the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

Agreed Conclusions E/1997/L.30, p.2

”

adopted at the policy level by the government. Hence, there is no need to focus on the policy aspects of the TVET system since gender equality promotion is an already approved decision. This Resource Guide will, therefore, only focus on guidelines and tools on how to initiate the implementation of the strategy from the programme planning perspective within an institute.

### 3.2 Key Gender Mainstreaming Strategies and Tools

Three strategies would be most relevant to apply in the context of TVET:

#### Key Gender Mainstreaming Strategies

- a. Integrate gender equality into the mainstream, that is, systematically and explicitly include women's and men's priorities and needs in all policies, programmes, projects, institutional mechanisms and budgets
- b. Design and implement gender-specific action measures to redress the effects of past or continuing discrimination through affirmative action and special measures to empower the disadvantaged group, in this case, women, as they are the ones who are currently suffering from various constraints
- c. Address both practical and strategic gender needs because the roles and needs of women both in the family and in the workplace are different from those of men

Practical needs are basic needs or survival needs that relate to inadequacies in living and working conditions, e.g. toilet facilities, food, water, shelter, come, clothing and healthcare. Strategic needs are the needs for equality and empowerment such as equal access to education and training; equal decision making

that relate unequal power relations between men and women.

Two Principal Tools for mainstreaming gender will be:

#### 1. Carrying out a gender analysis, that includes:

- Generating sex disaggregated data
- Analyzing such data to identify trends, patterns and inequalities
- Identifying gender differentials at work/in life – division of labour and access to and control over resources and benefits
- Understand differentials in needs, constraints, opportunities in relation to knowledge/skills/conditions of work, social protection, family responsibilities, economic/political decisions
- Determining practical and strategic needs
- Identifying constraints and opportunities in the larger socio-economic and political environment (laws/social attitudes)
- Reviewing the capacities of organizations to promote gender equality.

#### 2. Planning gender action, that includes the following:

- Ensuring equal participation and equal distribution of benefits to men and women

Whenever gender analysis identifies imbalances and inequalities between men and women in the world of work, these need to be redressed. Important steps in gender planning are:

Gender-specific interventions, measures or activities are needed whenever one sex is in a particularly disadvantaged position; for example, in sectors, industries, occupations and low income groups where many girls and women are found; sectors where girls and women are virtually absent; issues which especially concern girl and women workers (e.g. sexual harassment and domestic violence).

They may include one or a combination of the following:

Positive or affirmative action – a temporary measure to eliminate the results of past or current discrimination (e.g. setting targets, quotas or goals for women in activities, sectors or levels where they have previously been excluded or under-represented; fostering greater sharing of occupational, family and social responsibilities between men and women)

Women-specific activities – needed when cultural norms and values restrict women's equal participation in activities for both sexes and used to enable women to develop and strengthen their self-esteem, to identify their constraints and to jointly develop means to overcome them (e.g. skills training for women; career counseling and mentoring and apprenticeship programmes for women)

- Starting a process of organizational change in procedures and in institutional processes which involves mainstreaming gender throughout an institution.

Tools for mainstreaming gender within organizations include:

- Adopting explicit policy,
- Programming, budget and accountability procedures for the promotion of equality;
- Training staff and making them accountable;
- Setting of targets for staff recruitment and promotion; and
- Allocating sufficient human and financial resources to finance equality promotion.

- Undertaking gender budgeting and auditing.

Gender budgeting is an integral part of gender mainstreaming and aims to analyze the different impacts of revenue and expenditure on men and women, boys, and girls; and may involve allocation of revenues and expenditures and restructuring of budgetary processes to promote gender equality. It focuses on both the contents of the budget and the budgetary processes and undertakes gender budget analysis to reveal gender impact and action throughout the budget cycle.<sup>16</sup>

Participatory gender audits promote organizational learning at the individual, institutional and policy levels on how to mainstream gender effectively in practice. A participatory gender audit enhances the collective capacity of organizations to examine its activities with a gender perspective; identify strengths and weaknesses in promoting gender equality; and provides recommendations on how to strengthen gender mainstreaming within an institution.<sup>17</sup>

### 3.3 Strategic Objectives and Priority Actions for the National Strategy

Before we provide some guidelines on how to initiate the gender mainstreaming process within a TVET institute, the first appropriate step would be to examine some pertinent objectives proposed in the National Strategy and its Priority Actions. As stated earlier in Chapter 1, the National Strategy is anchored on the NSDP that put forward a section on Women in 14.5 and proposed the following measures:

<sup>16</sup> See GEMS Toolkit (ILO, 2009) for detailed technical guidance on each of these tools.

<sup>17</sup> See A Manual for Gender Audit Facilitators: The ILO participatory gender audit methodology, Geneva, 2007 for detailed guidance on gender audits.

between women and men in a given society over a period of time. The indicators comprise a tool to assess the progress of a particular development intervention towards achieving gender equality. Sex-disaggregated data demonstrates whether both rural women and men are included in the programme or project as agents/project staff, and as beneficiaries at all levels. The approach allows for effective monitoring and evaluation.

### Sex Discrimination

It refers to differential treatment of men and women - in employment, education and access to resources and benefits, etc. - on the basis of their sex.

Discrimination may be direct or indirect.

**Direct sex discrimination** exists when unequal treatment between women and men stems directly from laws, rules or practices making an explicit difference between women and men (e.g., laws which do not allow women to sign contracts).

**Indirect discrimination** is when rules and practices that appear gender neutral in practice lead to disadvantages primarily suffered by persons of one sex. Requirements which are irrelevant for a job and which typically only men can meet, such as certain height and weight levels, constitute indirect discrimination. The intention to discriminate is not required.

### Decent Work

Productive work performed in conditions of freedom, equity, security and human dignity, to which women and men have access on equal terms

### Occupational Segregation

Refers to a situation in which women and men are concentrated in different types of jobs and at different levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation).

### Gender Budgeting

It is the application of gender mainstreaming in

the budgetary process. It means incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.

### Gender Auditing

Refers to an assessment tool or process which is used to explore and analyze the organizational gender policy, programmes, capacity, etc. and seeks to ensure that gender mainstreaming is carried out effectively within an institution.

## 4. Further Readings

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Women should have equal access to both formal and non- formal programs so they can acquire or improve their knowledge and skills for meaningful employment or upgrade existing employment opportunities...The participation of women in skills development programs government will be increased by:

### Proposed Measures for Women

- a. Offering a broader range of traditional & non-traditional skills training programs that could improve the employability of women;
- b. Reviewing programs and their delivery modes to assess their gender friendliness;
- c. Conducting social marketing and awareness raising for women on the benefits of skills development;
- d. Increase enrollment rates for females across all skills development programs;
- e. Providing a gender friendly environment for female students;
- f. Providing separate wash rooms for male & female students;
- g. Employing female instructors where possible;
- h. Implementing a workplace harassment prevention policy in public institutions;
- i. Ensuring all instructors and managers undergo gender awareness, workplace harassment prevention and equal employment opportunities (EEO) training; and
- j. Providing a system where all students have access to counselling services.

In accordance with the above, the National Strategy for Promoting Gender equality in TVET has put forward Six Strategic Objectives (SOs) as follows:

### Six Strategic Objectives

- SO 1: Increase female enrollment by at least 25 percent.
- SO 2: Transform mind sets and attitudes to eliminate negative perception towards "non-traditional skills" for women in training and employment.
- SO 3: Establish gender responsive environment with appropriate support systems.
- SO 4: Create and strengthen linkages between labour market needs and skills availability; and accommodate skills training for informal workers.
- SO 5: Strengthen TVET institutional capacity on gender competence at all levels.
- SO 6: Establish adequate recording, documentation and research systems; and a complete sex disaggregated database accessible for all.

For each of these objectives, several high priority actions have been proposed. We provide below examples of some key actions from each of the SOs:

- √ Provide full free education for girls in TVET up to Diploma level.
- √ Reserve special quota for girls, at least 25 percent.
- √ Carry out extensive social campaigning through sensitization and awareness raising.
- √ Establish social network for information dissemination particularly in rural areas.
- √ Engender TVET institutional system: policy, programmes and budgetary processes.
- √ Conduct extensive capacity building on gender mainstreaming in all TVET institutions.
- √ Revise all training curriculum, delivery modalities, registration procedures, evaluation forms to incorporate gender aspects.
- √ Introduce diversified non-traditional programmes specially geared for female students.
- √ Introduce special programmes designed for women in business and informal workers.
- √ Set up job counseling centres within all TVET institutions with special capacity to advise both male and female students.
- √ Initiate and strengthen linkages with industry and labour market as well as with informal workers.
- √ Decentralize TVET institutional capacity, mandate and operational modalities.
- √ Enhance gender sensitive human resource development.
- √ Set up gender responsive environment such as safe accommodation (hostel facilities), toilets, transportation systems, zero tolerance to sexual harassment, and due respect for women participants and staff.
- √ Establish and regularize monitoring and evaluation systems for TVET.
- √ Strengthen sex disaggregated data base and recording systems.

included in the Annex of the National Strategy on Gender Equality Promotion, it would be expedient to design the individual institute's action plan on the same model but with the individual needs of each institute incorporated.<sup>18</sup>

In the practical approach adopted in this Guide, the gender mainstreaming process is applied at three levels:

1. Institutional structural and management level: mapping and analyzing the existing gender based situation and the ongoing different processes, carrying out an analysis of its operational budget, the training environment, infrastructural facilities, communications strategy, and finally planning an organizational audit – all contributing to identifying gender gaps and inequalities so that appropriate measures to address the gender disparities can be determined;
2. Programmatic level: an in-depth look at the training programming cycle with the training needs assessment, designing programmes, establishing monitoring and evaluation systems and gender responsive indicators and setting up a research and documentation unit;
3. Partnerships level: striving to engender the strategic partnerships that must be formed among the community at large, the TVET system, the private sector and the Government Ministries. Decent employment is the end result aimed at through skills training of women but the pathway to that involves active participation from a number of stakeholders. If this partnership is gender sensitive and gender responsive, the overall aim of the National Strategy would be better and more effectively achieved. Hence the social marketing strategy in forming Public Private Partnerships (PPP) and networking is crucial to the Gender Action Plan.

### 3.4 Approach taken in the Resource Guide

Since a Generic Action Plan has already been

<sup>18</sup> See Annex 2 for an example of action plan with regard to one Strategic Objective

# How to Initiate Gender Mainstreaming in TVET Institutions: A Practical Guide

## Introduction

Gender mainstreaming involves a critical analysis of the gaps between women's and men's access to opportunities, resources and benefits. It then focuses on developing programme initiatives to correct the imbalances. Gender planning is socio-political and technical and involves transformative processes and characterizes planning as dialogue.

This chapter provides guidelines and practical tips in 10 Steps on how to initiate the gender mainstreaming process. These steps are interdependent but need not necessarily be carried out in consecutive progression or in logical order. In some cases, some of the steps may be simultaneous in processing and in others the sequencing can be flexibly changed as appropriate to the time and the context.

It may be necessary to seek guidance and assistance from a qualified gender expert at the initial steps of this analysis unless the institute has already secured a number of staff with gender training, required knowledge and sensitivity.

## Step 1: Begin with a situational mapping of the institution

The first step of action planning involves a gender-based situational mapping of the existing structural and management related conditions within the TVET institute. The objective here is to identify the gender differentials on a number of issues through broad based consultations among all staff. Sex disaggregated data wherever possible and gender related facts should be explored in minutest details.

Some of the questions in mind while conducting the situational analysis are:

- > What is the ratio of male and female students?<sup>19</sup>
- > What is the ratio of male/female staff?
- > Do the superiors back up the measure to promote women?
- > Is the male staff motivated to support women's promotion?
- > Do the data segregate between male and female students?
- > Do social partners accept women trainees?
- > In which programmes are women under-represented?
- > Is there a gender friendly environment in the institution?

Situational mapping will include both quantitative facts and qualitative observations, with regard to the following, for example:<sup>20</sup>

<sup>19</sup> Key to symbols: questions are marked by an arrow symbol; main points by a dot and actions to be done by a check mark  
<sup>20</sup> See Annex 3 for a concrete sample of situational mapping carried out during a training course in March 2012. Since only a few representatives from the relevant institutes were present, this is not to be taken as a full sample but just an example of how to go about the exercise.

- > Number of trades/skills offered in the Institute
- > Number of management staff/supervisors /principals by sex and age
- > Number of instructors by sex, age and trade
- > Number of support staff by sex and age
- > Number of participants by sex, age and trade
- > Special facilities and provisions for female participants
- > Special promotional measures to attract female participants
- > Special gender related contents within skill areas
- > Special job related counseling for females
- > Special job counseling or placement centres for male and female participants
- > Types of linkages with industry /apprenticeships

## Step 2: Analyze data, undertake causal analysis and identify gender gaps

The second step will consist of analyzing the data to identify trends, patterns, inequalities and gender gaps, in each of the areas mapped; for example, with regard to gender balance among managers/supervisors, instructors and students; types of gender responsive facilities and special promotional measures that do/do not exist. A very clear and realistic picture emerges out of such a gender mapping.

A causal analysis follows the gap identification in order to explore underlying issues in terms of differentials in access to opportunities, benefits and resources; and needs and constraints of men and women. Understanding the nature of inequalities and the reasons behind each gap noted is very important in order to enable the institute to address the disparities appropriately.

Also dialogues on what such an assessment reveals towards what could be possible to achieve would also be very valuable. Such a discussion provides insights into the capacity of the institute and what could be potential limitations of the institute in implementing the gender action plan. *Learning through Three Loops*<sup>21</sup> and the *Problem Tree*<sup>22</sup> can be used as tools for the causal analysis.



<sup>21</sup> A successful learning organization promotes three 'loops' of learning: single, double and triple:

- Single loop learning occurs when a practical problem has to be solved. The actual situation is analyzed and changes are implemented accordingly;
- Once the problem is solved, double-loop learning may lead to reflection by individuals (or units) on their own contribution to the creation of the existing problem. This may happen inadvertently;
- Triple-loop learning examines the implicit assumptions held by individuals, work units and organizations. This type of learning challenges the existing intellectual models and encourages analysis of what has been learned and how it happened.

<sup>22</sup> A problem tree or a solution tree analysis is a tool that provides an overview of all the known causes and effect to an identified problem. This is important in planning a community engagement or behaviour change project as it establishes the context in which a project is to occur. A problem tree involves writing causes in a negative form (lack of knowledge, not enough money). Reversing the problem tree, by replacing negative statements with positive ones, creates a solution tree. A solution tree identifies means-end relationships as opposed to cause-effects. This provides an overview of the range of projects or interventions that need to occur to solve the core problem.

## Step 3: Chart out an initial tentative gender action plan

At the third step, identify concrete measures to address the inequalities embedded in the institutional framework and draw an initial action plan.

These three steps constitute a gender based institutional analysis of the current situation within the Institute. Based on the findings, the key elements of an Initial Action Plan can now be recognized and noted.

### Principal Elements of a Gender Action Plan

The Tentative Action Plan must include:

- Strategic objectives
- Specific targets
- Key high priority activities
- More detailed action points
- Officials responsible for the activities
- Specific time frame
- Resources needed
- Types of support needed from various stakeholders
- Indicators for measurement

*It is very important to note here that this initial tentative action plan will be informed by further analysis of the training programme cycle, needs assessment of staff capacity; social campaigning and awareness raising needs and their corresponding findings (Steps 4-9). The action plan will then be revised and the Final Gender Action Plan prepared.*

## Step 4: Conduct a gender analysis of training programme cycle

Programme lies at the "heart" of gender mainstreaming process. Since TVET institutes are engaged in training functions, the next step is to carry out a gender analysis of the Training Programme Cycle and identify gaps that need to be addressed.

Women live under different conditions from that of men. Therefore they have different training needs, capacities, wishes and expectations in training. In order to meet the respective needs of both men and women, their needs have to be considered separately. This is the fundamental basis of our approach while conducting the analysis.

Generally, the training programme cycle includes the following four stages and our objective is to see how gender equality issues can be incorporated into the different stages.

### Training Programme Cycle

- Stage 1: Identification of Training Needs
- Stage 2: Design of Training Programme
- Stage 3: Implementation of Planned Setting and Conduct of Courses
- Stage 4: Monitoring and Evaluation of Training Programme and Courses

In all these stages, gender sensitivity of each of the activities included in these categories must be ensured.

**Stage 1**, gender analysis extends over four items:

- **Situation analysis / local market analysis** assesses the gender division of labour, gender specific patterns of access and control over resources such as education, training, etc. and the social position of women and men and their roles in participation and decision making at

the household level and the community; and work and occupations in the local market.

- **Target group analysis** (trainees) seeks to assess the occupations and work burden of the target group differentiated by gender; their access to resources, particularly education, information and their role in decision-making.
- **Occupation analysis** and analysis of occupation performance identifies the requirements for a specific occupation. This analysis is crucial to have information in case an occupation could be stereotypically viewed as "potentially" unsuitable for women.
- **Institution Analysis** needs to be done as part of an implementation phase to identify the differentials in roles, functions and capacity of personnel within an institution in conducting the training courses; the ratio of male and female participants and whether or not the training environment is gender responsive.

Harvard Analytical Framework<sup>23</sup> can be used as a tool for this entire analysis. Gaps identified will need to be noted for inclusion in the Action Plan

**Stage 2** covers the content of the programmes:

- Development of training programme, curricula and syllabus
- Development of training manuals, materials and methods
- Development of evaluation instruments
- Budgeting

For this, the first requirement is to set up teams for gender based refinement of training curricula and delivery modes. This team will undertake the responsibilities to explore whether or not:

- √ The training syllabus has a gender component;
- √ The course objectives and subject topics are designed with a gender perspective;
- √ The curricula includes gender sensitive subjects and gender related issues such as gender roles, needs and constraints, either integrated or in a separate module;
- √ Training manuals and material content are not gender biased in terms of language, images and content;
- √ Training methods also reflect women's specific needs;
- √ Evaluation instruments have incorporated gender differentiated indicators;
- √ All evaluation tools are gender sensitive; and
- √ All data is disaggregated by sex.

In the training program content and curriculum, greater attention and support needs to be given to life skills components of training programs.

For guiding the engendering of training content and curriculum, it may be necessary to recruit a gender expert who has some experience in curriculum re-designing.

**Stage 3** deals with selection of trainers and trainees, choice of training methodology, timing of training (length and daily schedule); location and venue of training, and preparation of session plans, preparation of training materials and conduct of training courses.

Gender issues that need to be considered within this stage are:

- √ Increasing the number of female instructors who could be role models;
- √ Striving for sex balance in staffing at all levels in workplaces; setting targets for gender parity to increase women's representation in senior decision making positions;

- √ Sufficient budget allocation has been made for gender sensitive training;
- √ Same remuneration for male and female trainers is guaranteed;
- √ Conducting women only classes in non-traditional areas to allay the psychological discomfort and fears of young women, discouraged by the small or non-existent number of women in the class;
- √ Appointing a special female teacher to provide extra counseling with social problems;
- √ Enhancing teachers' competency in the methods which encourage women's active participation or prevent male domination;
- √ Improving the teachers' communication style about gender issues;
- √ Ensuring regular feed-back on training issues include gender issues
- √ Introducing flexibility in training hours and timing to suit the special situation and needs of women trainees;
- √ Providing means of transportation or setting up hostel facilities for women;
- √ Setting up Guidelines for Improving Training Environment with inputs on how teachers should behave in a gender aware manner;
- √ Ensuring zero tolerance to any form of sexual harassment by establishing rules and regulations with regard to behaviour between male and female staff and students; and
- √ Organizing team building for enhancing gender sensitive social values in organizational culture.

**Stage 4** considers establishing gender sensitive Monitoring and Evaluation Indicators. Kinds of issues to explore are:

- Are all indicators disaggregated by sex and age?
- Are monitoring and evaluation procedure able to track outcomes on successful gender measures. Are both quantitative and qualitative indicators used to measure differences between baseline and endline to assess the effectiveness of activities designed to address gender issues?

- Based on monitoring and evaluation results, is there sufficient flexibility to expand on successful gender-equity outcomes?
- Are the indicators adequate to measure gender friendly methodology and gender friendly environments of the training course?
- Are the indicators adequate to measure the impact of training with a gender differentiated perspective?

Quantitative Indicators are numerical measurements of changes in the behaviors, attitudes, and practices of targeted individuals, disaggregated by sex and/or other social variables, such as age, education, and socio-economic class. Qualitative Indicators are more subjective measures that address perceptions, such as behavior changes and relationships between men and women. Scales, ranking, and indices can be used to quantify qualitative changes.

Both quantitative and qualitative indicators are absolutely necessary to develop in order to measure progress in achieving gender equality. Use of only quantitative indicators can be misleading by not providing full information. For example, just setting up non-traditional courses for women may not mean increased access to diverse skills training, if the women themselves are not willing to take up those courses or that the employers are not ready to offer employment to women in these trades.

Finally, indicators should be SMART:

- > Specific
- > Measurable
- > Attainable
- > Realistic and Relevant
- > Time-bound, Timely and Traceable.

On completing the gender analysis of the training programme cycle, the inequalities or inadequacies in equality promotion measures that are identified are to be noted and incorporated into the Final Action Plan.

<sup>23</sup> See Gender Analysis and Planning in Vocational Education, Trainers Manual, InWEnt – Internationale Weiterbildung und Entwicklung GmbH, Capacity Building International, Germany, 2007.

## Step 5: Set up social campaigning guidelines and promotional measures

Since negative social attitudes towards women and their involvement in certain trade skills and employment constitutes a major deterrent to female participation in TVET, social campaigning needs to be given high priority. Advertisements and promotional materials should actively encourage application from females providing information on higher pay and additional benefits from diversified skills, suitable physical facilities designed for women and the specifications on types of non-traditional skills offered.

Serious efforts should be made to:

- √ Install a recruitment programme with extension workers, going to the families to promote the training courses.
- √ Use co-operation of women's NGOs for awareness-raising.
- √ Set up counseling centres for potential female participants to enable them to deal with lack of confidence and uncertainty of their ability to perform well in a non-traditional sector, social pressure to conform, a fear of being seen as "male", lack of information and knowledge of appropriate non-traditional occupations, stereotypical myths, and inability to see special benefits in pursuing new ventures.
- √ Provide information on special incentives, stipends, women-friendly provisions and other attractive provisions, such as newly set up job counseling provisions.
- √ Distribute information booklets on access to productive resources such as financial services (loan and savings), financial literacy, business advisory services, improved technology, markets and training support for start-up entrepreneurs in the informal sector.
- √ Concentrate on rural areas to counteract prevailing negative outlook towards women and work in non-traditional areas.
- √ Develop supplementary training curricula for girls, which cope with their low formal education, as additional inputs to their regular courses.
- √ Pay particular attention in media products

to the use of non-sexist language and imagery. Gender inequality is ingrained in language, in pictures and in other information that is shared in families, workplaces and society. 'Gender neutral' or 'gender blind' messages and materials tend to implicitly reinforce traditional gender roles and stereotypes and perpetuate inequalities that need to be eliminated with conscious efforts. It is important that the media products of the TVET institutions and partner organizations reflect the universal commitment to achieve gender equality.

## Step 6: Establish and strengthen gender responsive strategic partnerships

It is very important to develop strategic partnerships among all the stakeholders that are responsible for young women's entry into skills training and subsequent employment: the required family support, the community acceptance, the training providers offering the appropriate skills, the employers offering the right opportunity for employment; and the Government Ministries for affirmative policy making. Gender responsive bonds must be formed among the household, community, TVET, the private sector industry and the Government policy making bodies.

Partnerships would not only boost the career expectations and life choices of women in TVET but also bring in positive consequences for business and the economy, by expanding the pool of talent available to employers and contributing to the skills shortages that affect a range of sectors.

Engendering partnerships would include the following tasks:

- √ Advocate with the policy makers in respective Ministries to provide special incentives for employers to hire women graduates from TVET institutes.
- √ Advocate with the policy makers in respective Ministries to provide stipends and special provisions for women participants.
- √ Provide gender awareness training for job counseling units set up within TVET institutions, especially for female trainees.

- √ Develop a communication strategy for informing various stakeholders about the existence, progress and results of gender equality promotion measures
- √ Appoint a special team to approach specific enterprises and familiarize them with specific incentives and their implications for their industry.
- √ Form liaisons with women's organizations and civil society organizations for social marketing in rural areas.
- √ Organize special teams to advocate among community members and households, particularly in rural areas, by disseminating information on incentives and provisions for women in TVET.
- √ Network with the industry to encourage apprenticeships for women graduates.
- √ Familiarize the employers with some constraints faced by women workers: need for flexibility in working hours, need to balance work and domestic life, fear of sexual harassment, and lack of social benefits based on perception of women as secondary workers or subsidiary labour at the work place. This will raise gender sensitivity among employers.

## Step 7: Strengthen staff capacity and establish a GMS unit or network

It is not expected that all TVET staff should attain full gender expertise since gender analysis is a technical field with complicated dimensions. What can be done is to enhance the gender sensitivity and awareness of all staff by a basic gender awareness training that can bring about sensitivity towards gender issues and some behavioural change, where necessary. Additionally, it may be extremely useful to train a number of staff on in-depth gender analysis and gender planning, in order to ensure that the Final Gender Action Plan is effectively carried out.

- √ Organize regular capacity building workshops on gender sensitization for all staff: high level management, supervisors, instructors and office personnel to build up gender awareness;
- √ Provide in-depth training on gender

- mainstreaming techniques to a select number of instructors and supervisors;
- √ Set up a central gender mainstreaming unit (GMS) with policy and programme responsibility, and a mandate to guide the overall gender mainstreaming process. This unit needs to have at least two people who have been well trained on gender mainstreaming techniques.
- √ Alternatively, a Gender Focal Point Network of staff responsible for gender equality issues in their respective work units could be established and coordinated as a team by the policy unit. This network will bear the responsibility of knowledge-sharing, peer-supporting and work as an acknowledged channel for the integration of learning on gender equality into the organization's functioning;
- √ Recruiting a short term gender expert to assist with the setting up of the gender mainstreaming unit, preparing its TORs and training the gender focal team is absolutely essential.

Unless there is adequate gender knowledge within the institute itself, operationalizing the gender action plan will be very difficult. At the initial stages a gender advisor can be hired but for regular follow ups and monitoring, the institutions must develop an-house capacity. Hence, competence building on gender needs to be given utmost priority.

## Step 8: Carry out a gender budgeting exercise

Gender budgeting brings added value to the budgetary process by providing mechanisms to increase transparency and accountability in the overall budget process by measuring where spending goes and revenue comes from, and who pays and who benefits. It helps to analyze whether programmes actually reach and benefit the most disadvantaged intended beneficiaries who are often girls and women, track public revenue and expenditure against gender and development commitments and make changes if these goals are not met.

At the institutional level, budget can be scrutinized to see:

- > How is the budget allocation/expenditure of a given programme distributed between male and female beneficiaries?
- > To what extent does the expenditure or budgeting of a programme match the needs and priorities of the users of the training services?
- > In what ways will the programme and its resource allocations affect men and women, and reduce or increase gender inequalities?
- > What is the likely impact of current policy/programme expenditures on these inequalities, needs, constraints and opportunities faced by male and female participants?
- > What specific measures, budget-wise, can be added to make the policy/programme more effective, efficient, gender fair and just?
- > Identify the unit cost of a specific programme or service; identify its users and disaggregate them by sex, age; find out how benefits are distributed and whether remedial action is needed. And if the results are unequal by sex, what additional budget is needed to reach the disadvantaged groups?

With sex-disaggregated data on the organization's targets, gender budgeting helps to report on the expected and actual gender impact of the budget.

## Step 9: Set up research and documentation unit

Unavailability and inadequacy of data poses one of the greatest obstacles faced in discussing the rate of male and female participation in TVET. Sex disaggregated data is particularly lacking. Monitoring and tracking systems are under developed. To rectify this situation, it is extremely important to set up a research and documentation unit to undertake the following tasks:

- √ Set up, strengthen / develop sex desegregated data bases. Update current database.
- √ Establish and regularize monitoring and evaluation systems.
- √ Conduct primary research and establish proper documentation and recording systems.
- √ Collect, analyze and publish performance and outcome data, that include trends over time and are disaggregated by sex and age, Persons With Disability (PWDs), and other demographic characteristics.
- √ Monitor and review the CBT development facilities of new training packages to ensure their relevance and its appropriateness for women from diverse backgrounds.
- √ Track position of women graduates in employment situations and keep regular data on their job movements for two years at least.
- √ Document comparative studies of men and women graduates from TVET institutions in employment set ups. Ensure that all documentation captures and analyzes gender related data.
- √ Record case studies of exemplary successes of women in non-traditional occupations
- √ Conduct market and feasibility studies on most appropriate and high demand skill areas for women, on a periodic basis.
- √ Initiate maximum information dissemination and sharing of new knowledge.
- √ Develop and harmonize gender responsive statistical tools for TVET sector. Train statistical officers on utilization on the statistical tools.

- √ Compile recent gender disaggregated data in enrollment retention and completion in training.
- √ Consider establishing a Gender Policy Resource Centre: Creating a central 'clearing house' for reports, bulletins, books and other information on gender policy and strategies that can make gender mainstreaming more efficient and can contribute to strengthening the profile of gender issues within governance at the national level.

## Step 10: Plan for a participatory gender audit (PGA) OR Finalize the gender action plan

A participatory gender audit (PGA) can be undertaken at the very initial stage of planning as Step 10, to set the baseline OR it can be organized only after the gender mainstreaming strategy has been operationalized for a year or two. It has advantages when conducted at both time slots.

If it is decided that an audit will need to be conducted at the initial planning stage, note that Step 1 of this Practical Guide had already undertaken an initial data baseline analysis of the individual institution. Step 10 can now cumulatively look at all areas analyzed through the different steps, categorize them under the five main themes as outline below, and make the final organizational analysis. The output of this exercise can now inform the initial action plan, incorporate all new findings and culminate in the Final Action Plan for the TVET institution.

### Plan for a Participatory Gender Audit (PGA)

PGA<sup>24</sup> is a self-assessment organizational transformational tool and process based on a participatory methodology which is used to explore, analyze and ensure that gender mainstreaming is carried out effectively within an institution. PGA includes the following:

### Self-Assessment Organizational Transformational Tool

- a. It considers whether internal practices and related support systems for gender mainstreaming within an institution are effective and reinforce each other and whether they are being followed;
- b. It monitors and assesses the relative progress made in gender mainstreaming;
- c. It establishes a baseline;
- d. It identifies critical gaps and challenges as well as documents good practices towards the achievement of gender equality;
- e. It recommends ways of addressing them and suggests new and more effective strategies to do gender mainstreaming better.

This tool examines twelve key areas that constitute an organization. These areas can be categorized into five main themes:

### Key Areas of PGA Analysis

- a. Policy, budgeting and programming
- b. Systems for monitoring and communication
- c. Human resource development and capacity building
- d. Organizational Culture; and
- e. Strategic Partnerships and Accountability Issues

The tool can assess whether or not the TVET organizational management system is able to provide an appropriate and enabling environment for gender mainstreaming that will help achieve the intended goal of the National Strategy for Gender Equality Promotion within TVET.

<sup>24</sup> ILO, A Manual for Gender Audit Facilitators: The ILO participatory gender audit methodology, Geneva, 2007.

## QR Finalize the Gender Action Plan

If it is decided that the gender audit will be planned only after a year or two of the strategy implementation, then in Step 10, put together all the findings on gender gaps and imbalances that have come up through the various steps; identify measures to address them and organize them under the categories specified in Step 3.

Re-examine the Initial Gender Action Plan given in Step 3, incorporate the new findings and finalize the Gender Action Plan.

## Conclusion

Bringing about organizational change in order to achieve gender equality goals is a time consuming process, particularly in the face of a male dominated society encrusted with traditional notions of women's role in society.

The Practical Guide with 10 Steps may give one the impression that gender mainstreaming is very complicated and overwhelming. While it is true that in-depth gender-based analysis requires a sophisticated level of expertise, and it may be necessary to work under the guidance of a gender technical expert, for the most part, however, practical gender mainstreaming can be aided by going through a checklist of questions to ensure you have not overlooked anything. It is about asking the right questions so that you can see where and why the imbalances lie and how the limited resources are best diverted to fulfill those gaps. In order to ask the right questions, however, the gender sensitivity of the entire staff has to be considerably enhanced.

Promoting gender equality as a major concern within the national policy framework for skills development in high demand areas will provide the most viable, tangible and immediate sources of income generating opportunities, livelihood generation and employment outcomes for women in Bangladesh. Increasing the skilled workforce with more semi-skilled, skilled and highly skilled workers, particularly with under and unemployed poor and

marginalized women will help to both alleviate poverty, and propel the national economy into a higher level of efficiency and productivity. Gender mainstreaming is a necessary process for achieving gender equality in the most effective and efficient manner.



# Resources on Gender Mainstreaming

## 1. Annotated Bibliography of Key Documents on Gender and TVET

### **National Strategy for Promoting Gender Equality in Technical and Vocational Education and Training (TVET) – (Final Draft)** NSDC and ILO, 2012

The National Strategy for gender equality promotion was proposed to implement the NSDP, with particular reference to women's participation in TVET. Its aim was to develop a strategic framework with a clear set of priorities and targets with performance accountability mechanisms providing some specific and concrete actions and activities to increase female participation in TVET. The strategy proposed is very comprehensive with a holistic intermix of social, economic, institutional and systemic transformational measures. It has set forth six strategic objectives with a series of activities for each objective. It is expected to be approved for operationalization.

### **Assessment of Female Participation and Access to TVET in Bangladesh**

Government of Bangladesh (GoB), European Commission (EC), and International Labour Organization (ILO), 2010

This assessment provides a comprehensive review of the situation facing women and young girls in attempting to acquire skills and workforce capacities through training; and with respect to their ability/inability to access programs, institutions and/or support mechanisms towards this aim. The survey has used a Participatory Appraisal approach, using tools and techniques that will provide quantitative as well as qualitative feedback and input from a range of stakeholders identified for inclusion in the study. This gender assessment was carried out to find ways for

creating programmatic support for the inclusion of women through a more gender balanced approaches, and by enhancing the countries productive capabilities through skills training and development that is inclusive of women and young girls. Streamlining effective policies and awareness building programs; in addition to enhancing the capacities of TVET institutions, and building linkages with private sector employers were identified as key factors for women seeking to effectively engage in workforce development and skills training through the TVET system.

### **National Skills Development Policy, Bangladesh**

Ministry of Education, Bangladesh, 2012

The Skills Development Policy provides the vision and direction for skills development in Bangladesh over coming years as it sets out the major commitments and key reforms that government will implement in partnership with industry, workers and civil society. It is a major initiative to improve the coordination and delivery of skills in Bangladesh for the betterment of the nation as a whole. Its aim is to guide skill development strategies and facilitate improved coordination of all elements of skills training and the parties involved. The Skills Development Policy will contribute to the implementation of other national economic, employment, and social policies so that Bangladesh can achieve its goal of attaining middle income status in 2021.

### **Study on Diversification of Skills for Women Workers of Bangladesh**

Unpublished manuscript, UN Women, Bangladesh, 2011

The study undertakes a situational analysis of skills development opportunities for women in

Bangladesh with a focus on employability and linkage to the market, both nationally and globally. Its aim is to produce a knowledge product to enable the stakeholders including aspirant migrant workers and internally displaced women know of their employment opportunities and where to put in their efforts for skills development. This assessment included details on types and approaches of skills needs and demands felt by the market, method of delivery, and trends and challenges in the context of identifying and prioritizing marketable skills for home and overseas for the next five years.

### **ILO, Gender Mainstreaming Strategies in Decent Work Promotion, Programming Tools (GEMS Tool Kit) Bangkok, 2009**

The GEMS Toolkit (Gender Mainstreaming Strategies: Programming Tools) is a set of 12 practical tools to facilitate the implementation of Gender Mainstreaming Strategies (GEMS) in organizations, policies, programmes and projects. The tools in the GEMS Toolkit have been designed in the form of quick reference guides, checklists and tips for ease of use. The GEMS Toolkit aims to share knowledge, skills and tools with ILO constituents and partners in the Asia-Pacific region and worldwide on how to: do a gender analysis of their work and their organization; put gender in the mainstream of policies, programmes and projects; and carry out gender-specific action to redress inequalities.

### **ILO, A Manual for Gender Audit Facilitators: The ILO participatory gender audit methodology, Geneva, 2007.**

The first of its kind within the UN system, this manual provides gender audit facilitators with guidelines and practical instructions on how to plan and implement a participatory gender audit within an organizational context. Structured chronologically, it provides the facilitators with a set of tools that help examine the extent to which equality is being institutionalized; it identifies good practices in technical work; and points to efficient and effective ways of moving forward in mainstreaming gender in all work activities. A step-by-step approach is used to guide the

facilitators in carrying out every stage of the audit process. The manual also explains the rationale behind the participatory methodology and its relevance and usefulness.

### **Gender guidelines for employment and skills training in conflict-affected countries**

International Labour Office, Training Policies and Systems Branch, Geneva: Training Policies and Systems Branch, International Labour Office, 1998, xiv, 57 p. ISBN 9 221 11124 5  
<http://www.voiced.edu.au/cgi-bin/get-iso8.pl?off=22886544>

Skills training and employment programs play an integral role in the comprehensive strategy required for reconstructing societies that have been affected by conflict and building a lasting peace. This publication looks at the gender differential impact in such countries, taking it into account in the context of the challenge of designing, implementing and evaluating skills training and employment promotion programs. The publication then provides guidelines for gender awareness and the planning of gender aware employment, training and skill development programs.

### **Gender Analysis and Planning in Vocational Education, Trainers Manual, InWEnt – Internationale Weiterbildung und Entwicklung GmbH, Capacity Building International, Germany, 2007.**

The InWEnt training manual focuses on the relevance of a gender sensitive approach and the central strategic elements for the promotion of women in TVET. The manual provides instructions on how to incorporate a gender differentiated approach to training needs, as well as to planning, implementation and monitoring of training programmes. In practical exercises, participants are guided on how to apply gender analysis and planning tools to their own field of work.

### **Toolkit: on Mainstreaming Gender Equality in EC Development Cooperation.**

European Commission, 2004

The Toolkit provides guidelines on how to mainstream gender equality into two main aid

delivery modes: the project approach and the sector approach. It offers a number of tools on integrating gender into various stages of

project/programme cycle. Its main focus is on Country strategy papers, projects and sector programmes. It also deals with gender budgeting guidelines and provides detailed instructions on how to initiate gender-sensitive budgeting at the national level. It gives guidance on gender mainstreaming into EC priority areas for development cooperation such as in the education sector, food and sustainable rural development, transport, institutional capacity building, good governance and the rule of law.

### **Checklist for mainstreaming gender into the government budget**

Rusimbi, M., Budlender D., Shayo, R., Pehrsson, S., Tanzania Gender Networking Programme, 2000

This checklist outlines a step by step approach on how to gender budget into Medium Term Expenditure Framework of the Government of Tanzania. Its targeted audience consists of all government officials in ministries, departments and agencies dealing with planning and budget, primarily those who have already gained some basic understanding of gender concepts. It focuses also on how gender budgeting should be clearly linked with national poverty eradication goals and the feminization of poverty.

### **Gender Budgets make Cents, Understanding gender responsive budgets**

Budlender D., Elson, D., Hewitt, G., Mukhopadhyay, T., Commonwealth Secretariat, 2001

This volume aims to inspire government officials, policy makers, donor agencies and civil society groups to engage in gender responsive budgeting exercises by demonstrating both efficiency and equity gains. It shares experiences from various countries and gives accounts of budget initiatives from around the globe that are pro-poor, people centred and gender sensitive.

### **Making training work for women: A qualitative study of women's experiences in VET**

Connole, Helen, Darlinghurst: TAFE NSW, 2000  
[http://www.tafensw.edu.au/publications/gend\\_equi/womcont.htm](http://www.tafensw.edu.au/publications/gend_equi/womcont.htm)

This report forms part of the research project Packaging Training for Gender Equity which was commissioned in 1997 by ANTA and the MCEETYA VEET Women's Taskforce. It presents information on women's experiences in the current VET system derived from a qualitative focus group study with extensive use of participant's own voices. The report identifies some critical factors for women's success and suggests strategies for training providers and brokers in relation to these. Implications for new training arrangements, including New Apprenticeships and User Choice, and for further policy development, are also discussed.

### **Promoting equal access of girls/women to technical and vocational education**

PanditSunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, India  
<http://www.unevoc.unesco.org/congress/pdf/ef-ind-e.pdf>

This study looks at some of the major challenges that we face in the 21st century with regard to ensuring equal access of girls and women to TVE. Measures suggested to address the challenges are: increasing the participation of girls' especially rural girls in TVE, removing the gender bias in TVE from educational planning, parents, society and employers. Besides, facilitating employment for girls is also a major challenge. In order to be able to meet these challenges, it is imperative that specific strategies are adopted keeping in view the cultural, geographical and ecological variations as also problems relating to poverty and ignorance.

### **Women on site: Gender equity and diversity in VET**

Howes, J; Pyke, Jo; Leahy, M; Wragg, C. in: Dept of Education, Training and Employment (ed.), Making Choices, Making Waves: Critical Issues for Women and Girls in the VET Sector, Adelaide,

South Australia, 18-19 May 2000

<http://www.voced.edu.au/cgi-bin/get-iso8.pl?off=32970714>

This paper aims to explore approaches to access and equity within a changing policy context and the capacity of stakeholders to respond to issues such as female participation in male-dominated industries. The authors consider the implications of the focus on diversity, identify the characteristics of successful initiatives and briefly describe some new programs.

### **Gender in technical and vocational education and training: A study of the situation of young women studying non-traditional skills in Cambodia**

Gender and Development for Cambodia research and documentation team Phnom Penh: Gender and Development for Cambodia, 2002

<http://www.bigpond.com.kh/users/gad/research/tvet.htm>

This study shows that discrimination still has a major effect on young women's lives and the decisions they can take. Within Cambodian society, the gender gap is still too wide for many young women to dare to leap across. The gap exists between roles, rights, power and decision-making and causes many young girls to lose confidence in themselves, and to lose their self-esteem. Without self-confidence, they quickly lose faith in the ability to study also. This confidence can be restored when young women realize that they do have capacity that they can "do".

### **Exploring the mismatch between skills and jobs for women in Saudi Arabia in technical and vocational areas: The views of Saudi Arabian private sector business managers**

Calvert J.R; Al-Shetaiwi A.S.In: International Journal of Training and Development, Vol. 6, No. 2, June 2002, p. 112-124, Blackwell Publishing, 2002

[http://www.ingenta.com/isis/searching/ExpandedSearch/ingenta;jsessionid=al188uq1pgolm.circus?title=Exploring+the+mismatch+between+skills&title\\_type=tka&year\\_from=1997&year\\_to=2004&database=1&pageStart=1&index=1](http://www.ingenta.com/isis/searching/ExpandedSearch/ingenta;jsessionid=al188uq1pgolm.circus?title=Exploring+the+mismatch+between+skills&title_type=tka&year_from=1997&year_to=2004&database=1&pageStart=1&index=1)

In 1995/96 only 5 per cent of Technical and Vocational Education (TEVT) enrolled students were female. This compares with an average of 29 per cent in other Islamic countries and 45 per cent in Japan (UNESCO, 1997, 1999). Part of this may be due to the preferences of female students in education, part due to the structure of TEVT in Saudi Arabia, part due to the availability of technical and vocational jobs available for women after completing their training and part due to the natural place of women in Saudi society. The Seventh Development Plan (2000-2004) assumes that the private sector will play a very significant role in employing a Saudi labour force including both men and women.

### **Training and employment services for women: Report of a workshop on increasing women's access to training and employment services**

Haspels, Nelien; Nguyen, Van Chuong; et al. Bangkok: International Labour Organization; Hanoi: Ministry of Labour, Invalids, and Social Affairs, 2001.

[http://labordoc.ilo.org/cgibin/Pwebrecon.cgi?Search\\_Arg=Training+and+employment+services+for+women&SL=None&Search\\_Code=TALL&PID=4813&SEQ=20040805135029&CNT=30&HIST=1](http://labordoc.ilo.org/cgibin/Pwebrecon.cgi?Search_Arg=Training+and+employment+services+for+women&SL=None&Search_Code=TALL&PID=4813&SEQ=20040805135029&CNT=30&HIST=1)

This report covers gender issues in general and with respect to micro-enterprise and entrepreneur development, activities of Centres for Employment Services, gender equality in the 1994 labour code and later decrees and regulations in Vietnam. It also mentions ILO activities regarding mainstreaming of gender concerns.

## **2. ILO Conventions related to Gender Equality**

### **Discrimination (Employment and Occupation) Convention, 1958 (No. 111), and Recommendation No. 111**

#### **Aim**

- To promote equality of opportunity and treatment in the workplace and eliminate discrimination in the world of work

#### **Scope**

- Access to vocational training, credit and jobs, employment and working conditions, such as job security, equal pay, social security and other benefits linked to employment;
- All employment stages: preparation, entry, work and exit
- All employed and self-employed workers, including own-account workers, enterprise owners and contributing family members

#### **Implementation Measures**

- √ Cooperation with employers' and workers' organizations
- √ Enact or modify legislation
- √ Promote educational programmes
- √ Implement public policies on employment and vocational training
- √ Application at national policy level
- √ Measures to promote work-family reconciliation
- √ Family services (child care, elder care, services to reduce domestic tasks)
- √ Leave (maternity leave, paternity leave, parental leave, emergency family leave retraining/reintegration)
- √ Working time (duration, part-time, flexible working time)
- √ Raising awareness about balancing work and family responsibilities

### **Equal Remuneration Convention, 1951 (No. 100), and Recommendation No. 90**

#### **Aim**

- To ensure and promote equal remuneration for women and men for work of equal value

#### **Scope of remuneration**

- All wages, emoluments and benefits arising out of a worker's employment whether paid in cash or in kind, whether paid directly or indirectly

Examples: Overtime bonuses, grants; Transport payments, business expenses; Family benefits; Payments to joint insurance schemes

#### **Implementation Measures**

- √ Review means of wage setting to eliminate any direct differential between men's and women's pay
- √ Review laws and practices that indirectly determine wage or benefit amounts
- √ Promote the use of job evaluations based on analytical methodology
- √ Revise pay schedules to eliminate differentials that are not based on job content, or seniority, or are not productivity linked
- √ Set up pay equity councils
- √ Collect and analyze statistics disaggregated by sex (on earning levels and hours of work, occupational groupings, level of education, age, seniority, hours actually worked, etc.)
- √ Include a provision of equal pay in legislation, collective agreements and wage directives
- √ Review suspect differential pay categories between jobs done by mostly men and jobs done by mostly women (e.g. light work and heavy work)

### **Workers with Family Responsibilities Convention, 1981 (No. 156), and Recommendation No. 165**

#### **Aim**

- To establish equality of opportunity and treatment between men and women workers with family responsibilities and workers with and without family responsibilities

#### **Scope**

- All sectors of economic activity and all categories of workers

- All men and women workers with family responsibilities for dependent children or any other member of the immediate family who clearly need care and support

### **Maternity Protection Convention, 2000 (No. 183), and Recommendation No. 191**

#### **Aim**

- To provide maternity protection for women at work

#### **Scope**

- All employed women, including those in atypical forms of dependent work

#### **What is maternity protection?**

- Maternity leave (14 weeks; 6 weeks compulsory postnatal leave unless otherwise agreed at the national level; additional leave in case of illness or complications)
- Cash & medical benefits (at least 2/3 of a woman's insured earnings or comparable coverage; prenatal, childbirth, postnatal medical care; necessary hospitalization)
- Health protection (woman not obliged to perform work hazardous to her health or that of her child)
- Employment security (protection from dismissal; right to return to the same or equivalent job at equal pay)
- Non-discrimination (maternity not a source of discrimination in employment; no pregnancy testing unless legally prescribed to protect health)
- Breastfeeding (periodic breaks or a reduction of work hours to breastfeed – nursing breaks/ hours counted as working time and remunerated)

## **3. Definitions of 20 Key Concepts in Gender Mainstreaming**

### **Gender and sex**

Social differences and relations between men and women that are learned, vary widely among Societies and cultures, and change over time. Depending upon the cultural context, gender can condition to differing degrees what boys and girls are expected to think and feel, their preferences, hopes and aspirations. Gender as an important variable in society is affected by other variables such as age, class or caste, race or ethnicity, or disability, and by the geographical, economic and political environment.

Sex refers to exclusively biological differences between women and men that are universal.

### **Gender equality**

This refers to enjoyment of equal rights, opportunities and treatment by men and women of all ages in all spheres of life and work. It does not mean that women and men are the same or have to become the same, but that their rights, responsibilities, social status and access to resources do not depend on whether they are born male or female.

### **Gender Equity**

It refers to fair and just treatment of both sexes that takes into account and addresses the different needs and interests of men and women, cultural barriers and (past) discrimination of the specific group. Affirmative action is a gender equity measure.

### **Affirmative Action**

Positive action that is taken to redress the effects of past or continuing discrimination in order to establish equality of opportunity and treatment for women, men, girls, boys, different ethnic groups, castes, ethnicities, etc. in society in actual practice. This special action is taken for a temporary period.

### **Gender mainstreaming**

This is an institutional strategy that is used to ensure that women's as well as men's concerns and experiences are considered an integral dimension of the design, implementation,

monitoring and evaluation of any planned action: legislation, policies and programmes in all political, economic and societal spheres, so that women and men can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality

### **Gender gap or gender imbalance**

This refers to differences in any area between women and men (or girls and boys) in terms of their levels of participation, access to resources, rights, power and influence, remuneration and benefits.

### **Women's Empowerment**

The process by which women become aware of sex-based unequal power relationships and acquire a greater voice in which to speak out against the inequality found in the home, workplace and community. It involves women taking control over their lives: setting own agendas, gaining skills, solving problems and developing self-reliance.

### **Practical Needs**

Basic needs or survival needs, e.g. physical facilities, food, water, shelter, income, clothing and healthcare. Practical needs relate to inadequacies in living and working conditions of men and women.

### **Strategic Interests**

Needs for equality and empowerment such as equal access to education and training; equal decision making that relate unequal power relations between men and women. Practical needs and strategic interests should be met simultaneously.

### **Gender Analysis**

It is a systematic tool to examines similarities, differences and relations between women and men, girls and boys in all spheres of life and work with particular reference to the division of labour, access to and control over resources, as well as their needs, constraints and opportunities, and decision making with a view to identify possible gender gaps and means of rectifying these.

### **Gender Planning**

Gender planning consists of developing and implementing specific measures and organizational arrangements (for example: capacity to carry out gender analysis, collect sex-disaggregated data) for the promotion of gender equality, and ensuring that adequate resources are available (for example through gender budgeting).

### **Gender sensitive/ responsive**

Refers to measures and actions that address the different situations, roles, needs and interests of women, men, girls and boys with a view to close gender gaps and achieve equality.

### **Gender-blind**

Describes measures and actions, such as research, analysis, policies, advocacy and training materials, project and programme design and implementation that do not recognize and ignore possible differences between the position, needs, constraints, opportunities and interests of women, men, girls and boys.

### **Gender neutral**

Describes measures and actions, such as research, analysis, policies, advocacy and training materials, project and programme design and implementation that are not affected by and do not affect the different situations, roles, needs, and interests of women, men, girls and boys. In reality, very few policies, measures and actions are gender-neutral, because they have different effects on women and men.

### **Occupational Segregation**

Refers to a situation in which women and men are concentrated in different types of jobs and at different levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation).

### **Gender sensitive indicators**

Gender-sensitive indicators are indicators disaggregated by sex, age and socio-economic background. They are designed to demonstrate changes in relations

# Annexes

Annex 1: Table 1: No. of Technical Institutions, Teachers and Enrolment by Type, Management & Gender, 2008

Type of Institution	No. of Institutes	Teachers			Enrolment		
		Total	Female	% Female	Total	Female	% Female
Polytechnic Institute (Govt.)	46	1,276	129	10%	56,733	5,277	9%
Polytechnic Institute (Non-Govt.)	108	1,533	432	28%	19,429	361	2%
Technical School & College (Govt.)	64	1,130	118	10%	29,369	3,546	12%
Technical School & College (Non Govt.)	16	224	66	29%	2,255	631	28%
Commercial College (Govt.)	16	88	21	24%	4,120	992	24%
Commercial College (Non Govt.)	7	28	4	14%	695	110	16%
Glass & Ceramic Institute (Govt.)	1	15	2	13%	888	62	7%
Graphic Arts Institute (Govt.)	1	11	3	27%	544	62	11%
Survey Institute (Govt.)	2	15	1	7%	714	34	5%
Technical Training Centre (Govt.)	31	759	132	17%	6,565	1,546	24%
Technical Training Centre (Non Govt.)	4	29	9	31%	111	0	0%
Textile Institute (Govt.)	6	156	14	9%	3,309	244	7%
Textile Institute (Non Govt.)	23	127	27	21%	6,374	412	6%
Textile Vocational Centre (Govt.)	40	284	62	22%	4,384	468	11%
Textile Vocational Centre (Non Govt.)	10	72	11	15%	1,204	227	19%
Agricultural Training Institute (Govt.)	13	135	24	18%	7,527	1,589	21%
Agricultural Training Institute (Non-Govt.)	91	712	143	20%	12,458	2,426	19%
Marine Technology Institute	1	50	4	8%	730	64	9%
SSC (Voc) (Govt.)	57	453	41	9%	3,902	88	2%
SSC (Voc) (Non-govt.)	1,384	6,794	1,584	23%	160,672	57,236	36%
HSC (B. Management & Voc) (Govt.)	57	226	42	19%	4,029	137	3%
HSC (B. Management & Voc) (Non-Govt.)	1,138	6,586	1,309	20%	127,323	31,582	25%
<b>Total</b>	<b>3,116</b>	<b>20,703</b>	<b>4,178</b>	<b>20%</b>	<b>453,375</b>	<b>107,094</b>	<b>24%</b>

Source: Bangladesh Bureau of Educational Information and Statistics -

## Annex 2: Example of Action Plan

Strategic Objective 2: Transform mind sets and attitudes to eliminate negative perception towards “non-traditional skills” for women in training and employment

Priority Actions	Proposed Activity Steps	Responsible Agencies	Support Needed	Tentative Time Frame
Frame 5.2.1 Carry out extensive social campaigns and reach out to girls, community, employers and all stakeholders-	<ul style="list-style-type: none"> <li>- Make extensive use of electronic and print media, visual, radio, theatres, folk singers, short documentary films, short (2-3 minute) video clips, etc. in organizing TVET day, sensitization workshops, seminars and other public forms of communication</li> <li>- Reach out to girls, women and heads of households, particularly in rural areas</li> <li>- Carry out advocacy for prevention of early marriage of girls</li> </ul>	<ul style="list-style-type: none"> <li>- Govt. Ministries, training institutes, civil society organizations and private sectors-</li> <li>- Private sector, news and media channels as part of the corporate social responsibility</li> </ul>	-ILO TVET Reform project, SDP, STEP projects and other donor funded projects	-Social campaigning to begin in 2012
5.2.2 Establish social network and information dissemination channels, particularly in rural areas	<ul style="list-style-type: none"> <li>Establish Union Information Centres</li> <li>-Work with ,Tathya Kendro which can be utilized to connect every village on Skills by spreading posters, leaflets etc. for information dissemination, sensitization, awareness raising and attitudinal transformation</li> <li>-Strengthen TVET sector links with primary and secondary schools including gender inclusive policy development, gender sensitive career counseling and course selection</li> <li>-Strengthen teacher- students- parents relationship</li> </ul>	<ul style="list-style-type: none"> <li>-Local Government and functionaries of different ministries working at union level</li> <li>All NGOs, teachers, (primary to university level) community and local leaders, elite in local area and religious leaders can also be mobilized to help here</li> </ul>	Targeted funds for establishing infrastructure: computer, mobiles, internet system	2012-2014
5.2.3 Increase visibility of women's participation in all "non-traditional" spheres.	<ul style="list-style-type: none"> <li>- publicize role models of successful women in new trades, equal salary, and insurance on jobs.</li> <li>-Develop high demand non-traditional courses</li> <li>-Provide reward for special work and performance</li> <li>-Provide awareness sessions on professional ethics and dignity of labour and trades</li> </ul>	<ul style="list-style-type: none"> <li>DTE/BMET/BTEB/GOB/ Other Ministries/DWA/ Youth/NGO/Pvt. Sectors; News media</li> </ul>	ILO TVET Reform Project, STEP and SDP to provide requested support within project mandates	2012-2014
5.2.4 TVET institutions should develop special promotional measures to attract female students to high demand non-traditional skills areas.	<ul style="list-style-type: none"> <li>-Establish and publicize incentives and availability of facilities that will provide special amenities to female students.</li> <li>-Develop high demand non-traditional courses geared for women with high job prospects</li> <li>-Demonstrate job placement offers</li> <li>-Advertise industry linkages ensuring high job possibilities within Public/Private Partnerships</li> </ul>	Government (Ministry of Information, Ministry of Social Welfare, Ministry of Women s Affairs), other concerned ministries; employer's organizations and trade body organizations, media, NGO, role models from the common people,	Incorporate Amendments to Education policy to introduce gender sensitive courses /curriculum	2012-2014
5.2.5 Strengthen political will and commitment-	<ul style="list-style-type: none"> <li>-Encourage political parties to include gender responsive issues in political manifestos</li> <li>-Continue regular campaigns, dialogue and influence political decisions</li> </ul>	Political parties, Policy makers, decision makers, social activists, columnists, writers, journalist think-tanks NGOs and civil society organizations	Policy makers as well as community motivation and support	2012-2014

## Annex 3: Examples of Situational Mapping

Current Status – Numbers of male/female in trainees, trainers and managers

### 1. Graphic Art Institute

			Student
Trade	Male	Female	% (Women)
Graphic design	300	60	20%
Printing	350	10	03%

  

			Trainers
Trade	Male	Female	% (Women)
Graphic design	06	01	14%
Printing	06	01	14%

  

			Managers
Trade	Male	Female	% (Women)
Graphic design	01	00	00
Printing	00	00	00

#### Challenges for Women Participants

- Lack of Motivation
- Lack of Job Security
- Lack of Accommodation
- No Social security

#### Strategies for Addressing Barriers

- Increase quota system for women
- Provide financial incentives
- Carry out pro-female advertisement
- Create awareness among all

### 2. TTCs (Chittagong)

Trade	Student		Trainers		Managers	
	M	F	M	F	M	F
Auto Cad	23	13	03	01		
RTV	31	04	04	01		
Automotive	40	00	06	00		
EMM	34	02	02	02		
GEW	36	00	09	01		
MTO	40	00	04	00		
C CON	36	00	03	00		
GM	36	00	04	00		
CAR	40	00	03	00		
DC	29	07	04	00		
DM	24	12	03	00		
RAC	36	00	04	00		
Garments	05	15	02	02		
Welding	-	-	03	00		
Computer	-	-	01	01		
TTC					01	00

#### Challenges

- Political Commitment
- Social awareness

#### Opportunities

- Environment
- Job Placement

**Strategies: Provide Incentives; Appropriate Gender Friendly Infrastructure**



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