DEVELOPING SKILLS PROGRAMMING THROUGH A GENDER LENS

Executive summary,
case studies and tools

TVET INCLUSION

March 2020

CONTENTS

1 FOREWORD

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

Our work within technical and vocational education and training (TVET) aims to improve technical and vocational skills systems so that they are inclusive and relevant for employment and entrepreneurship. We do this by sharing UK experience from skills policy and practice; encouraging mobility and exchange for young people, practitioners and policymakers; supporting innovative and sustainable partnership working; and helping to build the capacity of teachers, practitioners and policy-makers so that there is a better fit between skills provision and labour market needs. To date we have worked in over 50 countries.

Gender issues impact on all the contexts in which we work. Fewer women participate in the labour market than men, they are more likely to be unemployed, have higher risk of vulnerable employment and are less represented in higher paid and senior roles. These issues are both reflected in, and impacted by, gender biases in TVET systems. These affect the education and training activities of women, men, girls and boys and shape their choices and future opportunities.

The British Council has committed through the development of an enhanced 'Results Evidence Framework' to gather a strong narrative of our impact based on good evidence. This commitment provided an opportunity to review our current programmes and assess the extent to which they are addressing gender inequalities and outcomes for women and girls. During 2018 and 2019 we commissioned a review to identify good practice and learning points from our current programme activity and to help us identify practical frameworks and tools to ensure our work is not reinforcing gender inequalities.

This document provides an overview of the research conducted and recommendations relevant to the British Council and other organisations seeking to mainstream gender equality in their programme work. Case studies relating to the British Council's work and other organisations' work, along with tools to support integrating gender considerations are included.

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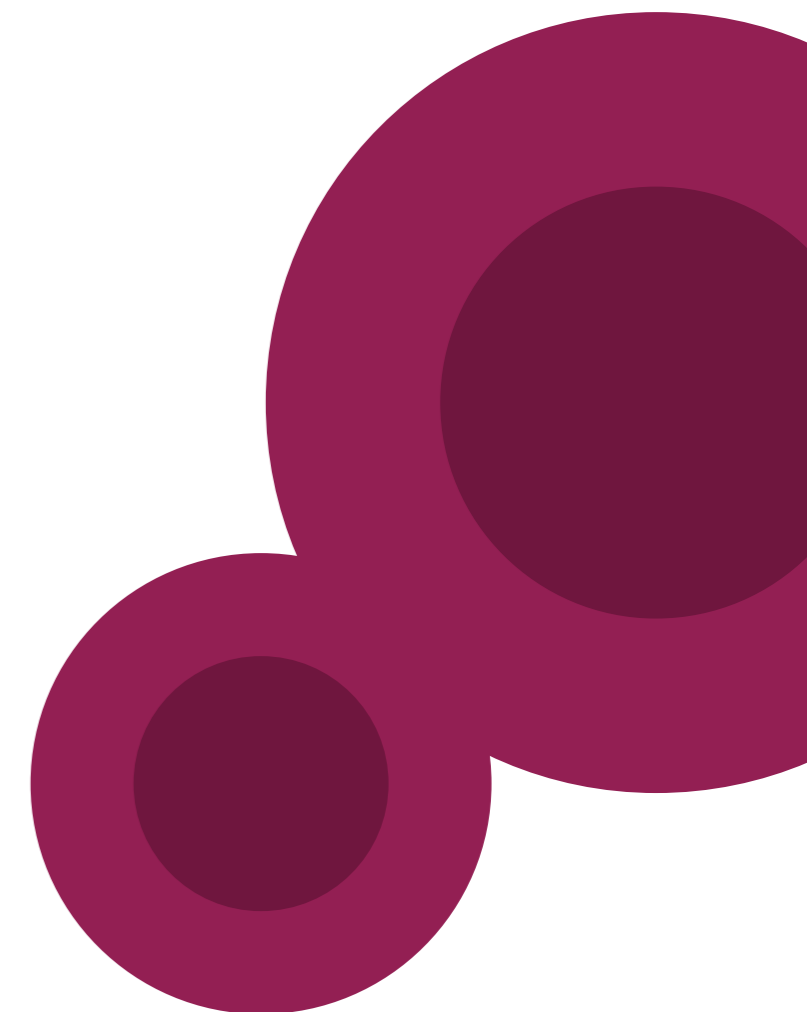
2 INTRODUCTION

Women and men live different economic and social lives. While the details vary around the world, the themes of undervaluing women's skills, work and potential within a landscape of unequal gender relations remain stubbornly constant, resulting in women being concentrated in unpaid and low-paid work and bearing the responsibility for caregiving. This not only limits women's ability to fulfil their own potential, but also their capacity to contribute towards their family's[1], community's and country's economic and social development[2].

The British Council recognises the potential of skills development to promote gender equality, and the role of gender equality in closing skills gaps, however it also acknowledges that skills policy and programming can reflect and reinforce gender inequalities and occupational segregation when a gender lens is not applied from the programme design phase. This research explores the factors that promote and hinder gender equality in skills programming, highlights initiatives from which we can identify good practice and learning, and offers practical frameworks and tools to mainstream gender equality at an organisational and programme level. The British Council's increasing emphasis on gender equality reflects the global call to action demonstrated by gender equality being integral to the UN's Sustainable Development Goals (SDGs). It also learns from the focus on gender parity in education in the Millennium Development Goals which, while significantly increasing girls' access to education has been shown to not automatically lead to improved outcomes. It is also evident that despite recent positive initiatives, recent spotlights in the UK (and elsewhere) on issues such as the gender pay gap, shared parental responsibility, sexual harassment and work-based discrimination have driven a renewed momentum for action.

Values of equality, diversity and inclusion are core to the work of the British Council and it draws on insights from international partnerships about how to translate these ideals into change in women and men's lives.

This study seeks to build on this learning and to explore how the British Council, and other organisations, can more consistently integrate gender equality considerations into skills policy and programming.

Aims and methodology

This study explores the extent to which skills programmes promote gender equality, the factors that shape the extent to which women and girls benefit from these programmes and identifies actions to mainstream gender equality throughout programming. It comprised desk research of skills development programmes globally within and beyond the work of the British Council and interviews with thirty-one British Council practitioners and partners, working on skills development. The study explored:

- Why is skills development significant in promoting gender equality?
- To what extent do women benefit from skills programmes?
- What barriers do girls and women face in benefitting from skills programmes?
- What can we learn from skills initiatives that effectively promote gender equality?
- What steps can we take to mainstream gender equality into skills programmes?

Women's current employment situation: an enduring waste of potential

In almost every country in the world, women are less likely than men to participate in the labour force, are likely to suffer higher unemployment rates, to work in the informal sector with few rights, to be concentrated in sectors of low economic value and to be paid less than men. While the number of female entrepreneurs is increasing globally, they tend to be concentrated in retail and service sectors which offer limited returns. For rural women, who play significant roles in economies as subsistence farmers, wage earners and small-scale producers, challenges persist in women benefiting economically due to discrimination and unequal access to land and credit. As a result of women's enduring responsibility for unpaid domestic and care work around the world, those that do engage in paid work have limited scope and bear the 'double burden' of paid and unpaid activity. It is also recognised that the pervasive nature of violence against women and girls not only carries extreme human costs but economic costs for women, families and countries.

The potential of skills development to promote gender equality

The study highlights numerous initiatives globally of skills policies and programmes that are enabling women to become active in the labour market, particularly offering a second chance to those with limited formal education. Through their responsiveness to local markets they can also play a critical role in building entrepreneurial skills and capacity. However, these positive outcomes do not occur automatically. Issues around access, the learning environment and facilities, social norms, the approach of trainers, the skills taught, the value placed on them, the outcomes achieved and transition to employment are each highly gendered. Entrepreneurship programmes that do not consider women's caring responsibilities, access to finance and technology, lack of networks, limited market linkages as well as legal obstacles risk limiting women to ventures and sectors that offer limited scope for growth and returns.

While trainees are not a homogenous group, neither are girls or women. For some, factors including geographic location, poverty, religion, age, ethnicity, disability and status as an indigenous person combine with gender discrimination to push them to the extreme margins. Using skills development to create meaningful opportunities for marginalised women requires understanding and responding to the ways in which gender intersects with these other identities. For example, an indigenous woman with limited education in rural Colombia has different experiences and opportunities to those of a graduate in the same location. Developing a robust understanding through the use of both qualitative material and disaggregated data for women from specific identified groups, at the analytical stages of programme design, is key to revealing the potential impact of policy and practice.

Rapid technological advances globally, that are resulting in significant job creation, also present further risks of women being left behind given their under-representation in science, technology, engineering and maths (STEM) sectors. Even when women have skills, they often face legal, social, cultural and economic barriers to maximising their potential.

"A recurring theme from this research is that approaching skills development as a gender-neutral exercise cannot promote gender equality, whereas policy and programming informed by gender analysis of the different roles, experiences, rights and activities of women and men has the power to transform lives."

Those of us who did the course are women who are now thinking differently – we are leaving behind the life that was instilled in us, we now want to get ahead and be self-sufficient.
Participant from the Eco Radio Putumayo Programme

Learning from practice – how to develop skills policy and programmes that promote gender equality

Diverse examples of policy development and programming are highlighted, within and beyond the work of the British Council, that are enabling women to create sustainable change in their lives. The study also highlights areas of learning from programmes where outcomes for women have been more limited.

POLICY DEVELOPMENT:

Meeting the demand for skills at national, sectoral or local level requires the input of all segments of society, including women, however legislation and policy have a huge impact on shaping the extent to which women can contribute to filling these skills gaps and reach their economic potential.

Effective policy-making draws on increasing evidence that greater gender equality boosts economic growth and development outcomes, and uses sex-disaggregated data and gender equality indicators to identify the extent of gender inequality and monitor its progress. Examples highlighted in this study include labour reform to enable women access to the formal sector; policy initiatives that focus on unpaid work, use of gender targets and financial incentives for women's training and job placement; tackling occupational segregation; building the capacity of employment services to place women; training subsidies and internships with stipends; tax benefits for women starting businesses and specific job creation programmes.

Alongside specific skills development and labour force policies, those that focus on investment in education, health, and infrastructure as well as on increasing financial inclusion can be particularly effective. Key policy areas include:

- **Tackling legal restrictions on women's employment** will impact on more than 2.7 billion women, in at least 104 countries, who currently face legal restrictions on having the same jobs as men. Women, Business and the Law World Bank, 2018a.

- **Addressing equal rights for women in property ownership and inheritance** stimulates women's economic activity, for example such reforms led to Malawi, Namibia, and Peru benefiting from substantial increases in female labour force participation (Gonzales and others, 2015).

- **Increasing access to finance, including digital financial services** can impact on labour productivity and entrepreneurship and is associated with more gender-equal incomes. Results from the IMF Financial Access Survey 2018 shows significant progress towards women's greater financial inclusion in some countries and highlights that tracking gender-disaggregated data is vital to focus attention on policies that help close the gender gap. Targeted schemes for women have accelerated financial inclusion of women in Malaysia and Chile.

- **Gender-sensitive budgeting** seeks to ensure that allocation of public resources contributes to gender equality[3]. It involves assessment of the different needs and contributions of men and women, identifying key goals, planning, allocating and distributing public funds, and monitoring and evaluating outcomes. For example, Rwanda, which has made significant advances in promoting gender equality, has implemented gender budgeting since 2002 and institutionalised this as part of the government's budgeting framework (IMF, 2017 Rwanda: selected issues).

- **Improving infrastructure** such as availability of safe transport, better roads, sanitation, access to drinking water, utilities and mobile networks has been shown to significantly reduce the time women spend on domestic tasks and facilitate their access to markets. For example, in India, a rural electrification program, increased women's hours in employment by more than 17% (compared to 1.5% for men) (Buvinic and others, 2013).

SKILLS PROGRAMMING:

The study highlights diverse programmes globally that are promoting gender equality and draws out success factors that are key to creating positive change. These include:

- **Developing capacity and culture to promote gender equality**
  Effective programmes are underpinned by organisations that ensure their staff and partners have the capacity to promote gender equality; that provide policies, support and an environment that drives gender equality; proactively challenges stereotyping and reflects on what works. *One example from the UK is Ayrshire College in Scotland which trains all staff in equality and diversity; ensures that equality underpins all their strategies; has gender parity at all management levels; conducts equality audits of their curricula; works to promote gender equality with employers; and delivers campaigns such as #ThisManCares, that encourages men to consider careers in health and social care.*

- **Building-in sustainability**
  While programme funding is often short term, programmes that deliver meaningful change need longer-term commitments, requiring funding options to be considered early, whether through government or industry support, longer-term donor support, grants or loans for trainees and access to business finance.

- **Taking a twin-track approach: Integrating gender considerations in mainstream programmes and developing gender-specific projects**
  This study adds to the evidence regarding the importance of integrating gender from the design stage through to evaluation of all programming. However, given the tenacity of inequalities, it is equally acknowledged that gender-specific projects, including those that target marginalised women, not only meet trainees needs but identify strategies that can then be mainstreamed. *Case study 1 demonstrates how the British Council Eco Radio Putumayo programme in Colombia, which developed the skills, confidence and business activity of rural women, was developed through extensive consultation with a women's alliance that was trusted by local women and understood their needs.*

- **Understanding and aligning with the specific context**
  Understanding local markets, consulting with industry, engaging local communities and understanding gender-specific factors are key to ensuring that skills programmes enable women to transition to employment. The study identifies how insufficient attention to local context can lead to women gaining skills in 'traditional' sectors, that are already saturated, yield low returns and do not respect standards of decent work. However, it also demonstrates the significant impact of programmes that are paying close attention to context. *Case study 5 showcases how the women's Laboratoria Coding Programme in Latin America, which responds to the huge gap in tech skills and the considerable under-representation of women, achieves an 80% employment rate through their robust connections with hiring companies, policy of strong family engagement and emphasis on life skills, confidence building and employability skills.*

- **Addressing barriers to women accessing and benefiting from programmes**
  Proactive outreach to women, providing safe transport, accommodation and washroom facilities, offering childcare, time-tabling training around women's other responsibilities, using creative training methods to engage those unused to formal education and including female trainers all have the potential to increase women's access and outcomes. *Case study 9, a TVET programme in the Lao People's Democratic Republic that trains young people in construction, has seen a significant increase in the number of female students – they have targets for women; provide dormitories, use female trainers and have a homestay programme where trainers live with local families and counter social norms about work deemed unsuitable for girls.*

- **Developing a blend of skills necessary for success**
  For women, overcoming economic vulnerability embraces a much wider set of factors than solely technical competency. These include life skills, employability skills, the impact of early childbearing and a more complex combination of business skills and access to networks and finance for those in enterprise. *Case study 11 highlights a transition to work programme for young women in Uganda which led to an increase in incomes and a decrease in teenage pregnancy – it offered vocational training, soft skills, fun activities and information on sexual health and child marriage.*

- **Challenging gender stereotyping and showcasing women's capabilities**
  The study identified innovative work to challenge socially-constructed gender norms that limit the horizons of boys and girls. *For example, a top-five hit song Ngwazi Zazikazi produced by a skills programme in Malawi showcases women in trades such as auto mechanics; in Belarus, the Nadezhda project included training female entrepreneurs, establishing business networks, training men in responsible fatherhood and using influential people to promote its work. It led to a doubling in the number of female entrepreneurs, fathers becoming more involved in their children's education and improved attitudes towards women in business (See case study 8).*

Practical tools and checklists to support gender mainstreaming

Workers with considerable expertise in promoting gender equality and those with less experience highlighted the need for case studies that demonstrate how genr equality can be implemented on the ground and resources that can be used to guide practitioners who are designing, planning and delivering programmes. Eleven case studies in Part I detail the strategies workers use to promote gender equality and Part II offers three tools to guide the promotion of gender equality in skills policy and programming:

1. Gender analysis guidance to inform assessments of how gender impacts on skills for employability initiatives.

2. A checklist that addresses how to include gender considerations in design, delivery and evaluation of skills for employability initiatives.

3. Tips for integrating gender considerations into skills for employability initiatives.

Mainstreaming gender equality at organisational and programme levels

Interviews with British Council workers and partners reflected themes from the desk research regarding the need for persistence, creativity, collaborative working, use of local insight and a willingness to influence leaders about the benefits of promoting gender equality. They also highlighted the importance of strategic clarity on gender equality, organisational structures for its mainstreaming and the conditions that enable workers to have the necessary skills, resources and support to promote gender equality in practice.

The study outlines a framework for mainstreaming gender equality, which draws on the Minimum standards for mainstreaming gender equality, developed by the Gender Practitioners Collaborative, an informal group of gender advisors from international development and humanitarian organisations. Within the report, the framework includes specific actions that reflect conversations with British Council workers and learning from other organisations working in skills development. The framework sets out a flexible approach, scalable to any organisation, that ensures that the experiences and needs of women and men are considered in policy, practice and programming with the aim of addressing inequalities that prevent people from accessing and benefitting from opportunities equally.

The framework is organised around eight key recommendations:

1. **Develop a gender equality policy** that institutionalises a commitment to gender equality in operations and programming.

2. **Develop organisational culture and capacity for gender equality** by creating an enabling environment and ensuring staff and partners have the necessary understanding, skills, and support.

3. **Conduct and use gender analyses** that identify gender specific needs, challenges, risks, power dynamics and opportunities that may affect programme outcomes and impact on participants.

4. **Allocate organisational and programme budget resources** to meet gender mainstreaming and capacity-building needs.

5. **Collect, analyse, and use sex-disaggregated data** for all programmes and organisational data collection processes.

6. **Develop and track indicators** to measure progress toward gender equality.

7. **Assess and mitigate potential risks** of programmes that seek to promote gender equality.

8. **Establish accountability mechanisms** to monitor the status of gender equality within organisational practices and programming
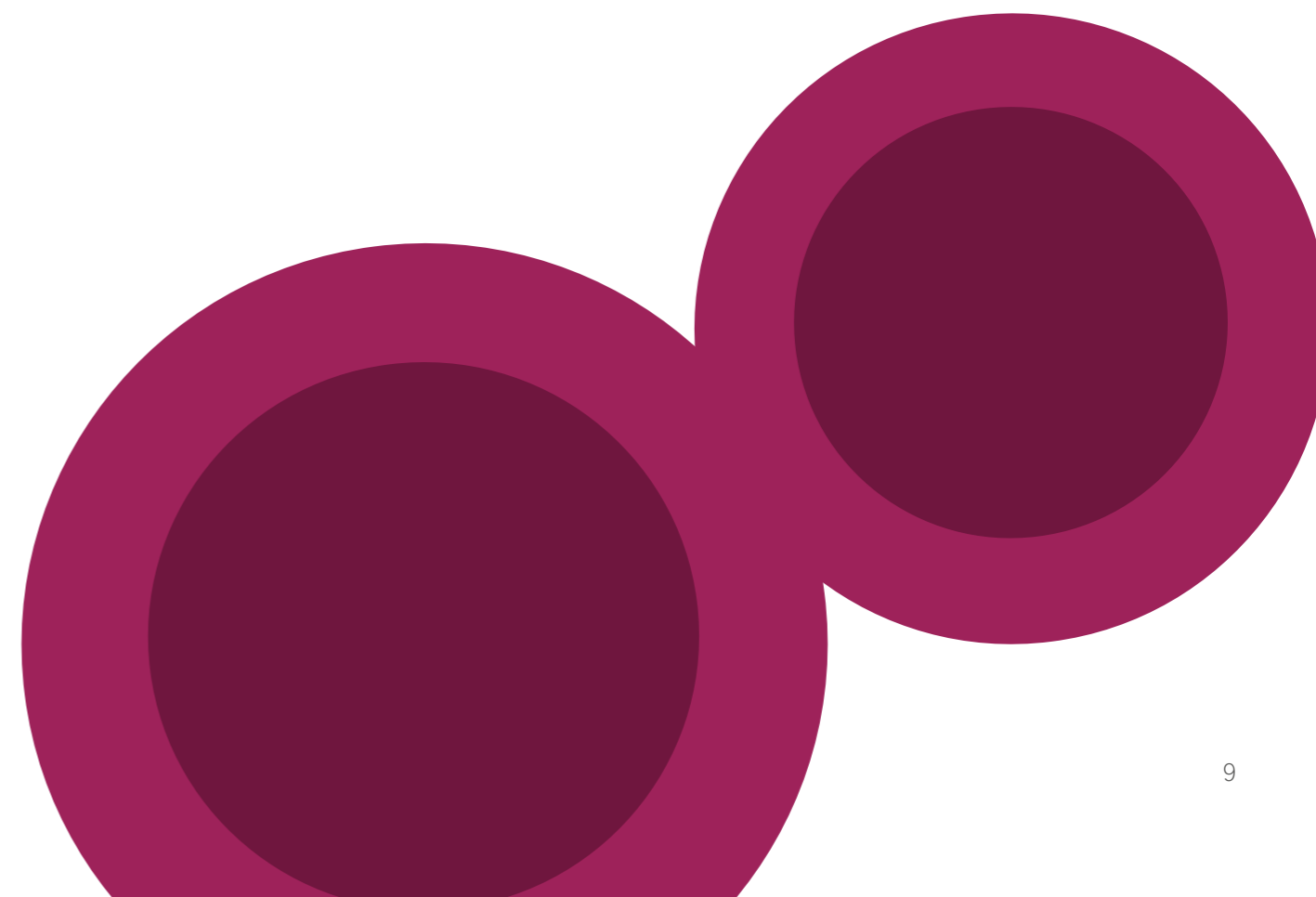
3 PART I: CASE STUDIES

Case study 1: British Council supported *Eco Radio Putumayo* – Developing the skills of rural women in post-conflict Colombia

CONTEXT

The programme, funded by the Colombian Ministry of Education, resulted from the British Council responding to a call for tertiary education proposals in the post-conflict context. While the call was not gender specific, the British Council chose to create a programme for rural women, recognising both their unmet needs and that effective rural development required best use of women's potential.

Challenges faced by women are well-recognised: alongside earning less than men and bearing the weight of domestic work and childcare, they have lived through decades of insecurity, armed conflict and loss, and live with the heavy consequences of sexual violence. Oxfam reports in their Survey on the prevalence of sexual violence against women in the context of the Colombian armed conflict that 875,437 women (18%) were directly subjected to sexual violence from 2010–2015.

The programme aimed to build on the strength of local women's groups in order to meet the needs of vulnerable communities and address conservation needs. Its focus on eco-tourism maximised the unique opportunities offered by Putumayo, located in the Colombian Amazon region and rich in bio-diversity. This approach aligned with government interests to provide pathways for women's entrepreneurship and work in industries such as eco-tourism.

PROGRAMME AIMS

The programme aimed to enable women to develop skills to help them to build a sustainable livelihood for themselves, their families and communities. In particular, it aimed to:

• design and pilot a technical training course in which 150 women would develop skills in ecotourism, birdwatching, English language and entrepreneurship.

• encourage and seed-fund community-based projects around ecotourism and related sectors.

PROGRAMME SUMMARY

• The British Council joined with Universidad del Cauca (a major public university), Instituto Tecnológico del Putumayo (local TVET college), and Alianza Mujeres Tejedoras de Vida (women's civil society organisation) in Putumayo to develop a blended face-to-face and radio-based training programme to upskill women. People 1st, the Sector Skills Council for hospitality and tourism in the UK, supported the design stage of the technical training course. The programme particularly benefited from its partnership with the women's alliance which represented more than 70 women's groups and understood women's strengths and needs.

• Focus groups were conducted with women and a skills' needs analysis, distributed through female leaders and completed by 334 women, informed programme design. This gathered information such as age, educational level, marital status, caring responsibilities, preference of skills learned, current income and economic activity, and patterns of radio-listening.

• Each person interviewed for this case study commented on the strength, resilience, energy and motivation of the participants. The women were a diverse group, spanning ages from 20 to 62, although most were at the younger end of this range.

• The programme delivered a technical training course of 120 hours, over three months, in eco-tourism, bird-watching, entrepreneurship, and English language. A four hour session on eco-feminism was also included. The programme involved face-to-face sessions, radio podcasts and practical bird-watching / tourism field trips.

• Early in implementation, it was recognised that the aims were overly ambitious given the number of training hours, range of participants and relatively low education levels. They were re-framed to develop competencies, confidence and self-agency in the wider eco-tourism value chain, such as the catering, hospitality and craft sectors.

OUTCOMES

An independent evaluation, completed by Fedesarrollo two months after programme completion, used a range of qualitative and quantitative methods to asses programme impact. It found that:

• The programme was very successful, particularly given constraints such as security and lack of infrastructure, vulnerability of participants, their heterogeneity and relatively low educational level, limited access to finance and the limited budget to address barriers.

• 156 out of 180 women completed the training – the 13% drop-out rate is regarded as low for a programme of this type.

- Women gained knowledge and skills in bird-watching, ecotourism, English and entrepreneurship, with highest ratings given to eco-tourism and lower English scores attributed to initial very low knowledge of English and limited teaching hours.

- While no specific teaching aimed to increase confidence, this was a key outcome, with women on average experiencing an increase in confidence of 22% over the programme. This is significant given recognition of the role of self-confidence in enabling successful entrepreneurship.

- There was an increase in women's self-agency, for example the number of women in the process of creating a business increased from 13% to 26% over the programme:
  Those of us who did the course are women who are now thinking differently – we are leaving behind the life that was instilled in us, we now want to get ahead and be self-sufficient.

- Six new projects were awarded seed-funding, with each having met required criteria including submission of an investment and business plan. Two projects are in eco-tourism, two focus on catering and two involve development of local craft shops.

SUCCESSFUL STRATEGIES AND LESSONS LEARNED

SUCCESSFUL STRATEGIES:

- Extensive consultation with local partners, women's leaders, government and education providers provided a solid base and gained 'buy-in'.

- Time was taken to build trust with women's groups – taking a creative approach and building on the British Council's existing relationships with women's organisations enabled a cohort of motivated, enthusiastic women to be identified within a short timescale.

- Getting the women's alliance on board, who were experienced and trusted by local women, enabled the programme to be perceived with confidence by programme participants.

- The mixed-media approach of face-to-face training, podcasts and field trips was effective in reaching and retaining women. The women particularly enjoyed 'novellas' included in the pod-casts, which they found gripping and relatable.

- The curriculum content and assessment were tailored to build on women's existing capacity. Problem-solving sessions aimed to help women translate their significant capability in domestic situations into solving problem in a business environment.

- Timing of training was based around women's needs and domestic responsibilities.

- Seed funding may have acted as an incentive for women's retention.

- Women particularly enjoyed the interactive community-based learning sessions:

We laughed and learned in a playful way, with dynamics and anecdotes and when we took it to reality, we realised it is a conclusion of our daily life.

LESSONS LEARNED:

- Identifying more homogenous trainees would enable the programme to better meet learning needs – a 60-year-old indigenous woman with basic education has different needs to a 25-year-old graduate who does not identify with an ethnic group.

- The programme covered a broad range of topics but, due to budget constraints, necessarily sacrificed depth of content. It may be advisable to focus on fewer topics or to separate participants by area of interest to enable more depth.

- Some training content was overly theoretical. Greater focus on interactive learning methods, application of skills through field trips and more first-hand information about successful initiatives and success strategies would be beneficial.

- A train-the-trainer element which includes gender considerations would enable trainers to use techniques that were more tailored to participants.

- It is suggested that gender components are integrated throughout the course and that they address women-specific barriers to setting up enterprises e.g. access to land and credit; creation of business networks; and addressing gender stereotypes.

- Engaging male partners and explaining programme benefits for family and community is likely to increase support available to women to implement their plans.

- The programme would benefit from follow-up activities to enable women to build on the skills developed and achieve their goals and also to identify longer-term impact such as progress of seed-funded projects and increase in women's income.

A short British Council video about the programme is available for download.[4]

Case study 2: British Council supported Fast Forward Nigeria – developing the employability skills and work horizons of male and female students

CONTEXT

Fast Forward Nigeria was an action research pilot project, implemented by the British Council and delivery partner, LEAP Africa, with support from the MacArthur Foundation. The programme, from July 2016 to December 2017, tested a model for teaching employability skills and providing work-based learning opportunities to secondary school students to better prepare them for work. It responds to a significant mismatch in Nigeria between skills required by employers and those possessed by young prospective workers.

While young people aged under 24 comprise more than half the increasing population of the country, the Nigeria National Bureau of Statistics Labour Force Statistics – Unemployment and Underemployment Report December 2018 shows that the unemployment rate of those aged 15–24 has reached 36.5%. This under-use of potential is clearly a loss, not only to young people themselves but to the Nigerian economy. The report further shows that women are more adversely affected; while they form 49% of the population, the unemployment rate, for those aged 16–64, at 26.6% is 6.3% higher than that of men.

While employability programmes exist for HEI students and graduates, there is no provision for those in school, so the pilot sought to test the impact of intervening with younger people. The programme sought to broaden horizons, improve motivation and increase the likelihood of young people continuing in education. The team recognised gendered aspects, identifying issues that shape girls' school attendance and retention, such as absence of sanitary facilities, security issues and expectations to stay home to contribute to household work.

An external evaluation in April 2018 by TEP Centre and MDF West Africa assessed the programme's short-term impact, and while the report did not identify gender, programme data available for most respondents showed that 46% of students consulted were girls.

PROGRAMME AIMS

The programme aimed to:

- Train 300 teachers and administrators in 20 schools to increase their capacity to develop the employability skills of their students through delivering classroom activities and supporting students to get the most from work experience.

- Increase the skills and motivation of students, aged 15–17, in order to increase their chances of success in post-secondary education and the workplace. 1000 students would participate in classroom activities, 400 in internships and the aim was for 50% participation of boys and girls.

- Offer a positive experience to a range of employers in three States providing constructive work placements that prepare young people for the world of work.

PROGRAMME SUMMARY

- 300 teachers and administrators in 20 schools were trained in innovative classroom techniques to engage students and develop their skills in areas such as communication, teamwork, leadership, digital literacy, creativity, critical thinking, social responsibility values, ethics and goal-setting. The intention was that the training would be cascaded to colleagues.

- Content drew on best practice from LEAP Africa's youth programmes and materials from the British Council's 'Connecting Classrooms' project. Employment skills were to be integrated throughout regular classroom teaching.

- 343 students, 206 girls and 137 boys, from 17 schools took part in a two-week internship with 55 companies spanning a range of industries. Since the project beneficiaries were mostly from low income public schools where administrators did not have accurate numbers of students enrolled in each class, it was not possible to know the numbers of girls and boys engaged in new classroom activities.

- The programme engaged a range of stakeholders from industry, education and state and federal government in order to raise awareness of the benefits and gain 'buy-in.

OUTCOMES

The programme team recognises that key outcomes will only be fully revealed in the long-term (and is seeking funds to enable this), however initial outcomes were as follows:

- Students were excited about participating in the new classroom activities such as presentations, problem-solving assignments and group-work, leading to better engagement and more interest in attending class and learning.

- Participants in internships gained skills, particularly in teamwork, leadership, presenting, communication and problem-solving. They were more motivated, became more aware of career options and how to achieve their goals.
  As an internship student I have been encouraged not to allow distractions on my way, not to give up. Also, how to interact and work well with my peers, be focused on my studies and achieve my goals. (Female student interned at a law firm)

- Teachers and school administrators assimilated skills in teamwork, leadership and communication, valued the training's student-centred focus and reported integrating new teaching techniques. They saw changes in students such as increased confidence and academic performance, improved behaviour and attitude to learning and enhanced leadership skills. However, suggestions for improvements included longer training, inclusion of more teachers, decentralised training to enable ease of access, provision of teaching aids and an improved selection system for internships.

- Cascading the training was less successful – fewer than a quarter of staff had been able to do it citing lack of time and opportunity, tensions linked to selection of teachers for the initial training and the absence of a formal system for cascading.

- A majority of employers were confident that the Fast Forward model is effective and an overwhelming majority were willing to continue to accept interns. Suggestions for enhancement include longer internships, follow-up with students; employers' incentives; and allowing students to choose an area of interest.

- Unintended positive outcomes included a shift in some schools' thinking on corporal punishment and child protection, and recognition of the role of staff development in motivating teachers.

SUCCESS STRATEGIES AND LESSONS LEARNED

- The three elements of teacher training, innovative classroom activities and internships complemented each other well to reinforce programme aims.

- Training of leaders as well as teachers was effective in gaining their 'buy-in' and building relationships which allowed issues to be communicated and resolved.

- Employers attended meetings to clarify expectations, the internship structure and child protection issues. They gave a written commitment to offer engaging and educative tasks, provide suitable working conditions and adhere to the Child Protection policy. Care was taken to select employers who would provide safe, positive experiences, with particular awareness of potential risks faced by girls.

- Drivers who transported students were briefed in child protection and required to read and give their written commitment to adhere to the programme code of conduct.

- Action was taken to ensure gender parity, such as including this in the delivery partner's contract, targeting girls' schools and, mindful that boys are often even more likely to apply for opportunities, proactively managing selection of students for internships.

- Efforts were made to address logistics, such as transport to internships and lunch.

- Interviews with the British Council team demonstrated an open, reflective approach to identifying and using learning from this pilot:
  Given the differences in the three states, a less centralised approach may work better, including greater scoping of the context and issues of each state.

  We learned a lot through delivery – in one area we declined to use employers where there was a perception of links to prostitution; also, the impact of limited washroom facilities on girls' participation was a lesson learned that we will take into future work.

  A longer timeframe would allow data collection, including sex-disaggregated data, that explores longer-term impact. Also, more attention on sustainability, on who will take over from the British Council, would ensure that we build on the work so far.

- Parental/ guardian involvement was largely limited to giving consent for internships. It emerged that some children were not living with guardians and, in some cases, it was easier to 'sell' the benefits of internships to boys' parents. It would be beneficial to engage parents earlier and more strategically given their key as influencers.

- The programme trained partners in child protection, based on the British Council's child protection policy, which aligned with legal frameworks in Nigeria.

- It was recognised that girls experience particular issues in relation to school attendance and retention. The lack of sex-disaggregated data in terms of students' outcomes, and the lack of consideration of gender in the evaluation limit the potential to identify the programme impact on girls and boys, and to learn what works for each. The team have identified the value of collecting sex-disaggregated going forward.

- The team continually adapted to constraints, such as security and access issues, availability of employers in some areas and their limited control in selecting schools.

An external programme evaluation can be downloaded: Fast Forward Project Evaluation Report April 2018[5]

Case study 3: British Council International Skills Partnership: Engaging women in construction through innovative curriculum development in South Africa and the UK

CONTEXT

With a greater demand for trained, work-ready employees and advances in high-tech emerging areas, a huge demand is placed on education and training to meet the changing needs of the construction industry globally. Within this context, and that of persistent skills shortages, the under-representation of women in construction is a clear missed opportunity to fill skills gaps and engage a wider range of employees with more diverse skills.

While women are under-represented in construction in both South Africa and Scotland (as well as the rest of the UK), the different situations in each offered a rich source of learning for this partnership. In South Africa, while women make up only 11% of the construction workforce (CIDB Construction Monitor – Employment 2018), Umgungundlovu TVET College achieves a 60% participation rate of women on their construction courses. The college identified that government skills development policies, such as setting gender targets and providing funding, is instrumental in redressing women's under-representation. A system of training bursaries and stipends[6] particularly benefits women, whose families had tended to favour investing in their sons' education. The college finds that women are keen to train in construction, after previously being excluded, and that since places tend to be over-subscribed, they have no problem selecting girls and meeting the 60% target.

In the UK, women account for only 11% of the construction workforce and just 1% of those in manual trades (Building the future: women in construction) and at West Lothian College, women comprise about 6% of Construction students (Scottish Funding Council Gender Action Plan 2017) which is above the UK average of 2.5%. West Lothian College has taken innovative action in working to increase the proportion of women in construction, including piloting a Women in STEM course; conducting gender impact assessments on their courses, undertaking unconscious bias training and proactively working with employers to promote the recruitment of female students. Their extensive experience in engaging with schools reflects findings of other UK organisations that girls tend to be equally interested in STEM until their teen-age years, when they begin to show more interest in other subject areas.

This International Skills partnership between Umgungundlovu TVET College South Africa and West Lothian College Scotland, spanning November 2017 to February 2019, brought together two strong colleges to develop relationships and build knowledge, experience and skills to meet the current needs of industry and stay ahead of the technology curve.

PROGRAMME AIMS

- The partnership aimed to develop a plumbing curriculum, supported by teaching and learning materials, that promoted emerging technologies, encouraged women into the sector and offered a sustainable model transferable to other construction areas.
- The enhanced curriculum, which would make the plumbing trade more exciting, inviting and higher-tech, aimed to attract a wider range of learners, including women.
- Teaching staff would become more confident in higher skilled areas as they enhance their technical skills, develop skills to meet a broader range of learners' needs and enable students to remain engaged and complete their studies.

PROGRAMME SUMMARY

- An in-depth process to enhance the plumbing curriculum included establishing the extent to which emerging technologies were currently used within the construction industry; researching information on new technologies; engaging with employers to establish the needs of their employees, current levels of use of emerging technologies and the appetite for further skills; meeting with staff to discuss the challenges in implementing changes to curriculum, developing suitable materials and upskilling the work force; liaising with Awarding Bodies; and meeting with students to discuss emerging technologies, their understanding of this area of development and their commitment to a changing delivery model.
- Discussions between colleges, students and employers took place to identify the challenges and opportunities in relation to recruiting, retaining and placing women.
- Gender impact assessments were conducted on curriculum materials to ensure they did not include gender bias and promoted equal engagement of all students.
- Opportunities were provided for male and female students of both countries to connect through social media, email or text, to build professional relationships and to share learning and experiences.

OUTCOMES

- Creation of an up-to-date, exciting plumbing curriculum in line with emerging technologies, is likely to attract a wider range of learners, including women, and create a better skilled and more diverse workforce more appropriate to the developing construction industry.
- Adapted learning and teaching strategies that embrace new technologies to meet the needs of a wider range of learners.
- Staff have greater capacity in developing gender-neutral curricula, lesson plans and assessment processes.
- A visiting lecturer from Scotland benefited from teaching a group of nine female and six male students in South Africa, using a range of delivery methods to meet diverse learning styles. The session had a significant impact on students – women from rural areas were particularly engaged by the prospect of using solar energy in their localities where access to electricity is limited.
- Increased contact with industry, with both colleges proactively engaging employers in discussions about the benefits of recruiting women, with the aim of improving placement and employment opportunities for women.
- A strategy was developed to recruit, retain and place more women in construction, including:
  - producing promotional material that offers opportunities to women and men.
  - providing girls with opportunities to work with tools and technology they may never have been afforded before.
  - ensuring group work challenges all students, does not leave anyone behind and uses materials for both colleges which are gender neutral.
  - using more interactive and engaging learning and teaching methods that suit a wider range of learners.
  - using mentors to work with and encourage younger female and male students
  - sharing success stories across the TVET Sector.
- West Lothian college[7] will use the new curriculum materials in schools to engage younger girls with exciting, emerging and high-tech areas of construction.

SUCCESS STRATEGIES AND LESSONS LEARNED

The colleges' partnership and commitment to collaborative working with wider partners underpinned the programme's success in sharing and developing skills and knowledge:

We learned from each other as partners – we learned about how to attract women in the first place and keep them engaged and Umgungundlovu College learned about how to work with employers and get women into industry.
Daniel Evans, West Lothian College, Scotland

In our visit to Scotland, we learned about the range of jobs that women and men do, particularly that men are taking-up roles in female-dominated areas such as catering. This is something we'd like to explore. We also learned about the extent and quality of the infrastructure in Scottish colleges for teaching, learning and assessment.
Lesiea S. Ramatema, Umgungundlovu TVET College, South Africa

Case study 4: Skills for change: Girls servicing motor vehicles in Bangladesh

CONTEXT

The programme was developed under the Government of Bangladesh TVET Reform Project, funded by the European Union, executed by the ILO and delivered by a partnership between UCEP (a national NGO training organisation), a government training organisation and employers. It sought to address women's very low participation rate in TVET (which is from 9%–13% in public institutions) and to encourage women into male-dominated areas. The programme was based on extensive industry consultation that identified a sector with potential for growth and an appetite to recruit women.

PROGRAMME AIM

To pilot training that integrated women and disadvantaged groups into nationally recognised mainstream skills development programmes.

PROGRAMME SUMMARY

A pilot motorcycle servicing programme with strong industry links was developed which linked to nationally-recognised competencies, included pre-vocational basic skills training and offered four months off-the-job and six months on-the-job training (ILO 2013a).

The programme targeted disadvantaged women and men aged 17.5 years and above, who were personally motivated and had limited formal education level. Participants needed a basic level of language, literacy and numeracy skills; trade-related skills, while preferred, were not mandatory. Women were actively encouraged to join.

OUTCOMES

- The programme demonstrated that women, with support, can succeed in non-traditional trades, that female mechanics can help to fill skills gaps and their 'motivation and attentiveness' offer complementary skills.

- Female apprentices gained confidence, became more economically independent and gained social acceptance. They became advocates for gender equality in skills development.

- Industry partners reported that they would employ women beyond the pilot.

- UCEP is continuing to replicate the model in their training institutes.

- Training centres developed capacity in training women.

Rabeya Akhter, the first female apprentice at Walton (one of Bangladesh's largest mechanical service organisations) says that *technical skills are not hard and there are many opportunities;* her supervisor says that *she is more reliable and thorough in her work than male co-workers.* Rabeya has become a role model and encourages other young women.

SUCCESS STRATEGIES AND LESSONS LEARNED

- Select a sector with potential for growth, that needs skilled workers, that is open to employing women and will offer employment after graduation – extensive industry consultation led to a focus on motorcycle servicing.

- Include community representatives or NGOs in selection to ensure that trainees meet criteria of low education levels and income.

- Involve families in recruitment to ensure that trainees have a strong support network. (Women, whose families did not understand that higher incomes would not be immediate, were more likely to drop out.)

- Enable potential trainees to visit the centre, meet students and trainers and fully understand the course.

- Work with partners with experience of training women in non-traditional trades and capacity to deliver life skills as well as technical training.

- Offer gender equality training and support to partners, instructors and managers.

- Include skills development in both off-the-job and on-the-job settings.

- Consider trainees' existing commitments in course timings – training started with 4 hours per day, which enabled women to maintain family responsibilities and helped parents become accustomed to their daughters working outside the home.

- Provide trainees' travel expenses.

- Assess venues to ensure a gender-friendly environment.

- Use formal and informal monitoring to improve delivery.

ILO, 2013a. Learning and Earning: Overcoming low education levels through skill development, ILO.

Case study 5: Transforming women's lives through code training; Peru, Chile and Mexico

CONTEXT

The programme sought to address significant tech skills gaps and to address women's very high unemployment rates by training and placing women in the tech sector. In 2019 there are 450,000 unfilled tech jobs in Latin America (IDC, 2017) with women a considerable minority in the current tech workforce. 30 million young people in Latin America are NEET (not in education, employment or training) and 76% of them are women. Unfortunately, studying does not currently guarantee women a bright future – less than 20% of women in the region transition from studying to formal jobs.

PROGRAMME AIM

To develop a self-sustaining programme that builds women's skills and connects them with prospective employers so that they can develop lasting careers in the tech sector.

PROGRAMME SUMMARY

The programme involved a six-month, demand-driven, intensive training course 'Code Academy' with strong family involvement, delivered 9am to 5pm, with material available on-line and an emphasis on theoretical, practical and life skills. Laboratoria, a Lima-based web-development company, co-founded by a female social entrepreneur, delivers the programme, an external organisation conducts long-term tracking of graduates and, while initially funded by donors, a tuition-repayment system has been established to enable sustainability.

The programme targets women aged 18–33, from low-income families, who have not accessed tertiary education. They are also required to have potential to use the training and to be hardworking, resilient and committed.

OUTCOMES

- More than 1000 women have been trained as web developers and they plan to train over 10,000 women by 2021.

- Drop-out rate is under 10%.

- 80% of 2017 graduates found employment across 400 companies.

- Graduates' income levels have tripled.

- Ongoing intelligence on skills demanded in the workplace and course improvements has been gained through graduates' long-term monitoring.

SUCCESS STRATEGIES AND LESSONS LEARNED

- The intensive workload demands strong commitment from trainees.

- Family engagement is essential, as women need to forego income-generating activities and rely on their family for financial and moral support – in order to help them understand the commitment, families are involved in sessions before training, at a midway event and at graduation.

- Inclusion of real-life projects enables graduates to develop a portfolio of work, which gives them the edge over university graduates who tend to lack practical experience.

- Building life skills (30% of the course), group tutoring to develop confidence, CV writing and interview skills, and workshops to develop employability skills each played a vital part.

- Detailed monitoring and long-term tracking of graduates provides data on social and economic outcomes, identifies further training and support needs, and gathers information on skills demanded in the workplace.

- Students are connected with hiring companies through Laboratoria's TalentApp and Talent Fest hackathons. Employers also pay to hire in Laboratoria.

- A trainee-repayment scheme has been established to enable sustainability – the programme was initially donor-funded, and trainees paid USD 10 per month however, in the future graduates will repay fees gradually as a proportion of their salaries. Only those students who find work pay for the programme.

Costa, M., 2017. Laboratoria – Transforming lives through code training, UNESCO-UNEVOC

Case study 6: Addressing skills gaps and promoting gender equality through construction apprenticeships, Leicester Council, UK[8]

CONTEXT
In the UK there is a significant skills gap in construction; recruiting women would contribute to filling this gap since only 2% of those currently completing an apprenticeship in construction are women (WISE Campaign (Women in Science and Engineering). Leicester Council has been working in partnership with local colleges, schools and communities for many years to deliver apprenticeship programmes that build women's construction skills and connect them to jobs in the sector.

PROGRAMME AIM
Leicester City Council aims to encourage women to join as apprentices in construction trades with the aim of increasing the proportion of its construction workforce that are women.

PROGRAMME SUMMARY
Leicester Council, in partnership with Leicester College and schools, uses a range of strategies to recruit, retain and progress women in construction trades, including:

- School visits by a team of qualified tradeswomen to raise awareness of careers in construction, discuss the apprenticeship programme and facilitate hands-on activities for teachers, career advisors and young women aged 13–16.
- Work experience for girls in construction trades.
- Free two-week construction taster courses each year at Leicester College for any girls/women aged 15 and above to try plumbing, plastering, carpentry, bricklaying, electrics and painting. In 2018, 85 girls and women attended tasters.
- Facebook page that showcases women in construction and advertises opportunities.
- The Council recruits apprentices a few weeks after the tasters and sends information to all women who have attended. They recruit around 15 apprentices each year and specifically invite applications from men and women from minority ethnic groups.
- The two-year apprenticeship programme, for those over 16 and not in full-time education, offers a route to a permanent job with the council as a multi-skilled or specialist craft-worker. The programme is flexible; apprentices work alongside experienced craftspeople to gain construction skills and work towards industry recognised qualifications at college.

OUTCOMES
Leicester Council currently has 53 women from diverse ethnic backgrounds who are construction apprentices or workers across a range of trades. Women make up 15% of the council's apprentices and construction workforce, which far exceeds the national average.

SUCCESS STRATEGIES AND LESSONS LEARNED
The success in recruiting, retaining and placing women is due to the holistic approach and care taken from 'advertising through to on-boarding', including:

- Eye-catching adverts with positive images of women from diverse backgrounds.
- School visits and college tasters are girl/women-only, as experience has shown that if boys/men are present they tend to 'take-over' and girls are reluctant to have a go.
- Removing age restrictions which has meant successfully recruiting women that have returned to work after raising a family.
- Offering flexible work times.
- A women's support group for tradeswomen and female apprentices.
- Working with girls, aged under 11, in schools to counter early formation of stereotypical views about boys' and girls' jobs.
- Meeting other women training and working in construction means that those on the programme feel at ease and are more likely to graduate and work in the sector.
- The council still encounters people who are resistant to women working in construction – they stress the need for persistence and proactive recruitment.

Case study 7: Empowerment of Adolescent Girls and Young Women (EPAG), Liberia

CONTEXT
It is estimated that the unemployment rate for young women, aged 15–24, in Liberia is double that for young men; only half of women who work are in paid employment; women have fewer opportunities for education or training, less access to credit, a larger share of domestic responsibilities and less control over their lives. As in many post-conflict situations, skills training has targeted young men, reinforcing rather than reducing girls' disadvantage. The few programmes for girls focus on skills such as sewing and soap production, for which the market is already well-supplied.

AIM
To increase the employment and income of 2,500 young Liberian women by providing livelihood and life skills training and facilitating their transition to work.

PROGRAMME SUMMARY
The EPAG project is part of a larger girls' initiative administered by the World Bank, with support from the Nike Foundation and the Governments of Australia, the United Kingdom, Norway, Denmark, and Sweden. The Liberian pilot was launched in March 2010 and implemented by four NGOs. It has served as a role model for subsequent pilot projects in Rwanda, South Sudan, Nepal, Afghanistan, Haiti, Jordan, and Lao PDR. Key elements are:

- A twelve-month programme with a focus on skills with high market demand.
- A six-month period of classroom-based technical and life-skills training, followed by a six-month placement and support to transition to self or wage employment.
- Training was provided in six areas: hospitality, professional cleaning and waste management, office and computer skills, professional house and office painting, security guard services and professional driving. Trainees were also taught entrepreneurial skills.
- Participants were aged 16 – 27, had basic literacy and numeracy skills, were not enrolled in school and resided in one of nine target communities.

OUTCOMES
2500 women were trained in two rounds. An external evaluation, which related to 1191 young women and continued until one month after completion, found:

- Participants' employment rate increased by 47% and their earnings by 80%.

- The programme was more successful in enhancing self-employment than wage employment (this reflects the labour market in urban Liberia, where 68% of all employed Liberians, and 75% of employed women work in the informal sector, and nearly 70% of working women are self-employed).
- The programme was more effective for younger women (aged 15–19) and less effective among the poorest participants – while the programme was not designed to reach the most vulnerable women, the findings have implications for scalability.
- Positive effects were shown on women's empowerment, including having savings, accessing loans, controlling finances, self-confidence, and anxiety about the future.
- At the household level, there was evidence of improved food security and shifting attitudes toward household gender norms.
- The programme cost is equivalent to the value of three years of the increase in women's' income; job skills training was less cost effective than business training.
- The programme was being redesigned to condense the job skills training timetable, to seek advance agreements with employers to hire graduates and to include pre-programme literacy and numeracy training.

SUCCESS STRATEGIES AND LESSONS LEARNED
- Eligibility criteria were not made public to avoid applicants giving inaccurate information to access the programme.
- Trainees were given incentives e.g. they signed commitment forms; were paid small stipends and a completion bonus; were helped to open a savings account and worked in small teams with a mentor to foster support and boost attendance.
- Performance bonuses were paid to providers that placed graduates in jobs or microenterprises.
- Contests and competitions were held among EPAG trainees (such as attendance prizes, quizzing contests, business plan competitions, etc.).
- The programme was designed around women' needs: service providers held morning and afternoon sessions to accommodate trainees' busy schedules, training was held in local communities and every site offered free childcare.
- Ministry of Gender Development staff made frequent unannounced monitoring visits to ensure that service providers maintained a high-quality learning environment.

Franck Adoho Shubha Chakravarty Dala T. Korkoyah, J.M.L.A.T., 2014. The Impact of an Adolescent Girls Employment Program – The EPAG Project in Liberia, World Bank.

Case study 8: Supporting women's entrepreneurship in Belarus through training women and engaging men

CONTEXT
In Belarus, the *Nadezhda* project worked to combine promotion of gender equality with development of female entrepreneurs and training men in responsible fatherhood. Influencing public opinion on women's entrepreneurship was integral to the programme.

PROGRAMME AIMS
- To promote the importance of women's empowerment.
- To empower women and develop local resource centres for female entrepreneurs.
- To challenge media stereotypes about women, improve girls' self-image and change girls' and boys' attitudes.
- To initiate discussions about men's roles as husbands and fathers.
- To promote sustainability of ENVILA women's institute as an independent Belarusian educational organisation.

PROGRAMME SUMMARY
Nadezhda, which means networking, activity, development, efficiency, zest, hard work, drive and achievement has been implemented since 2004 by ENVILA together with Springboard development consultants from Sweden, the St. Petersburg Social and Economic Institute (Russian Federation) and the Employment Information Centre (Lithuania). Project activities were promoted in the mass media and through people of influence and included the following elements:

- Creation of four local resource centres to train female entrepreneurs and establish social and business networks with other countries.
- Delivery of training camps aimed at empowering 75 young women, aged 14–18.
- Delivery of gender equality training to 30 school psychologists and teachers to enable them to support young women and men.
- Delivery of training for fathers in 50 family centres.
- Using influential men and women to support its activities.

OUTCOMES
The most successful aspect of the project was its effects on gender equality in Belarus:

- About 500 fathers accessed training (which averaged a rating of 4.9 out of 5.0).
- Fathers are more engaged in the education of young people.
- Attitudes toward female entrepreneurship improved.
- Girls involved in camps valued the project's openness, support to express their own views and to articulate their hopes for freedom of choice, equality and respect.

There have also been impacts for female entrepreneurs:

- Numbers of female entrepreneurs have doubled.
- New government rules have improved the situation for female entrepreneurs.
- National television airs success stories about young female entrepreneurs.
- Networks of Swedish and Belarusian female entrepreneurs work together.

SUCCESS FACTORS AND LESSONS LEARNED
- Engaging men and training them in gender equality can enhance the benefits for women engaged in entrepreneurship programmes.
- Using a network of influential people and experts, both male and female, was instrumental in changing attitudes about female entrepreneurs.
- Skills development combined with gender initiatives can contribute to empowerment at individual, group and societal levels.

Alícia Borges Månsson and Ulf Färnsveden, 2012 Gender and Skills Development: a review background paper for the EFA global monitoring report.

Case study 9: Closing the STEM skills gap by closing the gender gap in Lao PDR

CONTEXT
Lao PDR is a fast-growing economy aiming to emerge from least developed country status by 2020, however it faces major skills shortages in technical fields, including construction, furniture making, plumbing, electrical, and automotive industries. While the number of female students is increasing at public TVET colleges, now accounting for 43% of students enrolled in 2016–2017, they are heavily concentrated in occupations traditionally deemed 'female', such as tailoring, basic business administration, and hospitality.

PROGRAMME AIM
The main goal of the ADB-assisted programme is encouraging young women to take male-dominated courses that address priority skills for the economy.

PROGRAMME SUMMARY
Champasack Technical-Vocational College, who delivered the programme improved the quality and relevance of courses, by shifting the focus to a blend of theory and hands-on-training to build students' competency. It also had a social marketing drive to improve perceptions of TVET, with a special focus on attracting interest from girls. Other key elements were:

- 20% quota for women on courses covering priority skills in construction, furniture making, and automotive and mechanical repairs.
- A voucher scheme to encourage poorer students to take up priority courses; about 40% were allocated for women.
- Construction of dormitories for students from rural areas; 50% of the spaces were reserved for women.
- A homestay programme where 150 teachers stayed with local families and delivered training in communities.
- Use of female trainers.

OUTCOMES
- The college has seen a big increase in women on automotive, machinery, and electrical courses – it has been relatively easy for women to find jobs in these fields and to set up their own businesses.
- The woodwork course has seen an increase from 1 to 16 female students over 6 years.
- In high-demand areas such as electronics, plumbing, and the automotive sector, about 75% of graduates readily find work.
- The project has helped strengthen links between TVET institutions and the private sector.

I love this subject. There is a lot of demand to fix tractor machinery and when I graduate, I plan to set up my own garage to fix tractors and other machines. (Sirixay Vongvichith, 20-year-old automotive student)

SUCCESS STRATEGIES AND LESSONS LEARNED
- One of the most effective ways of reaching girls was the trainers' homestay programme. This raised local awareness about the benefits of taking a college course and effectively addressed cultural pressures in rural communities that dissuade girls from considering traditionally male vocational courses.
- Providing accommodation and vouchers was significant in attracting girls.
- The 20% target of girls was overly ambitious for some courses, such as construction.

ADB, 2017. How Lao PDR is Using TVET to Break Gender Barriers at Work: project case study

Case study 10: Training for Rural Economic Empowerment (TREE) for women in Pakistan

CONTEXT

Several ILO projects in Pakistan have focused on developing employability skills of rural women whose labour force participation is very low. In the embroidery value chain, employment on high-end, higher-priced work is dominated by men, while women mainly work for intermediaries as home-based workers on piece-rate terms.

PROGRAMME SUMMARY

Using the ILO's TREE methodology, economic opportunities were assessed, feasibility studies conducted, and training needs assessed on the basis of trainees' existing skills and interests. Vocational training was supplemented with training on core skills for improved employability, including teamwork, negotiation and conflict management. The project organised one-year, apprenticeship-style, competency-based training for 100 rural women conducted by a renowned designer and four master crafts persons from Karachi.

Employer engagement was integral to the project. In the case of garment manufacturing, potential employers were invited to assess the trainees' progress, whereas groups of trainee rural embroiderers travelled to meet designers and showcase the quality of their work.

OUTCOMES

- The training programmes helped women to take up non-traditional occupations, including managerial positions in manufacturing industry.
- Three of these women have received further training in business skills, started their own businesses, and are now procuring orders from designers.
- Women gained confidence and were more socially empowered.

SUCCESS STRATEGIES AND LESSONS LEARNED

- Training must be strongly related to skills or products in demand.
- In order to engage employers, it is best to present 'opportunities for women' as a smart business and investment strategy.
- Employers should be involved at the planning and implementation stage.
- Visits to the training centres before hiring women helped to build employers' confidence in the women's capabilities.
- Providing transport increased women's participation and reduced drop-out rates.
- Combining vocational training with core skills and information on reproductive health rights proved useful in building women's confidence and empowering them socially.

Case study 11: The Empowerment and Livelihood for Adolescents (ELA) Programme in Uganda

CONTEXT

Young women across Sub-Saharan Africa, where 60% of the population is aged under 25, face significant social and economic challenges. In Uganda, while there has been progress on gender equality, the majority of girls drop out before completing school, female youth unemployment is 22.4% (compared to 14% for men) and 80% of employed women are in vulnerable employment, with the majority working in agriculture, the sector which contributes least to GDP ILO, 2017b. The fertility rate of Ugandan women is three to four times higher that of women in richer economies, with the gap most pronounced among those aged 15 to 19. Across Sub-Saharan Africa, young women are almost eight times more likely than men to be HIV positive.

PROGRAMME AIM

The pilot programme aimed to contribute to the social and economic empowerment of young women transitioning from school to work by building technical skills and impacting on early childbearing and marriage, which affects girls' earnings potential as well as their well-being. The programme combines vocational skills, to enable them to start small-scale businesses, with life skills and information to enable them to make informed choices about sex, reproductive health and marriage. An evaluation explored the impact of a bundled provision of vocational and life skills training, that contrasts with most earlier interventions that focused on one of these in isolation or in conjunction with financial transfers.

PROGRAMME SUMMARY

The intervention, delivered by BRAC Uganda, a large NGO, was open to girls aged 14 to 20 and delivered in designated 'adolescent development clubs' on five afternoons a week. Participation was voluntary, and sessions were timed so both girls in school and those who had dropped-out could attend. Emphasis was placed on girls maintaining engagement with school. In addition, the clubs hosted recreational activities such as reading, drama, singing and games. 50,000 girls have been reached through 1200 clubs. The evaluation, involving a sample of 5000 girls, continued to gather data at two- and four-years post-intervention.

Club activities are led by local young female mentors who are trained and paid small amounts. Vocational skills courses include hair-dressing, tailoring, computing, agriculture, poultry-rearing and small trades operation delivered by entrepreneurs or BRAC staff. These are supplemented by training in budgeting, financial services and accounting skills. The process of matching girls to income generating activities takes account of the girl's educational level, the local business environment and demand for such services.

Life skills session includes sexual and reproductive health, menstruation, HIV/AIDS awareness, family planning and legal information on issues such as bride price, child marriage and violence. Other sessions cover management skills, negotiation, conflict resolution and leadership.

OUTCOMES

The study compared outcomes to control groups and showed that after two years:

- Girls' engagement in income-generating activities rose by 72% (mainly through self-employment).
- Monthly consumption expenditures increased by 38%.
- Teenage pregnancy fell by 26% and early marriage fell by 58%.
- The proportion of girls reporting sex against their will dropped from 14% to 7%.
- The programme did not adversely affect hours spent studying and did not lead to increased school drop-out rates. On the contrary, there was a marginal increase in hours of study, and girls who had dropped-out were more likely to consider returning.
- After four years, girls who had shown the highest gains in economic empowerment and control over their bodies were most likely to migrate from their home village, suggesting that the intervention increases the geographic mobility of adolescent girls.

SUCCESS STRATEGIES AND LESSONS LEARNED

- The clubs offer a place of safety for girls in the period between school finishing and parents returning home. They also offer opportunities for girls to socialise, discuss concerns and to continue to develop their skills.
- The fact that mentors are close in age to mentees, and have often successfully confronted similar challenges, is likely to facilitate the transfer of knowledge.
- The increase in value attached by participants to school education suggests that the vocational and life skills provided by the programme complements formal education.
- The dual approach of providing vocational and life skills training had a significant impact on labour force participation while reducing childbearing, marriage and unprotected sex.
- These changes in girls' economic, reproductive and social lives in a relatively short time span challenge ideas that social norms, or women's own low aspirations, are insurmountable hurdles that keep women out of the labour force.

Oriana Bandiera and others, 2015 Women's Empowerment in Action: Evidence from a Randomized Control Trial in Africa.

4

PART II: TOOLS TO INTEGRATE GENDER CONSIDERATIONS IN SKILLS PROGRAMMES

1. Gender Analysis Guidance: Assessing how gender shapes access to skills and employability initiatives

This framework adapts that provided in The British Council Toolkit: Addressing Gender Equality through your work, 2018 and draws on DFID's Gender and Social Exclusion Analysis frameworks.

ANALYSIS AREAS	GUIDING QUESTIONS	INTERSECTIONALITY (age, religion, sexuality, ethnic group, disability, domicile (urban/rural) and socio-economic status)	RATIONALE	STAKEHOLDERS (how can you work with them and what are the potential blockages and challenges?)
1. LAWS, POLICIES, REGULATIONS, INSTITUTIONAL PRACTICES (RULES)	• Are there national laws relating to: gender ewquality? women's ownership of land, property and inheritance? violence against women? pay equality? working conditions? • Is there legislation that affects women's labour force participation or access to financial markets and services? • Are there policies that promote women's access to skills development and economic opportunities? • To what extent is legislation implemented? • Are men and women able to access justice? • How do laws and policies actually influence reality? • What is the relative importance and influence of customary and formal law?	Are there laws which recognise the additional barriers to gender equality posed by intersecting social identities? Are there laws which promote discrimination towards particular communities? What are the laws and norms that affect the rights of divorced or widowed women? Do people with protected characteristics have access to justice?	Understanding these dynamics can help implementers to design programs that either will advocate for legal change or make the current system more effective.	Policymakers, local legal institutions, NGOs. Judges, police, government officials and civil servants, local legal institutions and NGOs, women and girls. Traditional and community leaders, religious leaders, elders, women and girls, men and boys.
2. CULTURAL NORMS AND BELIEFS (RULES)	• What are the cultural norms and beliefs regarding men and women? For example, regarding the occupational trades, sectors and levels of seniority deemed acceptable for women and men? Regarding access to informal and formal apprenticeships? Regarding mobility of girls and women? • What are the relevant norms and beliefs about girls' and women's roles as wives and mothers and boys' and men's roles as husbands and fathers? • What are the relevant norms and beliefs about masculinity and femininity and gendered violence? • How do norms on gender roles affect beliefs regarding skills participation, attainment and progression of boys and girls and women and men? • What cultural and traditional practices prevent boys, girls, women and men from participating in certain skills development activities?	What are the cultural norms and beliefs about intersecting social identities e.g. race, age, sexuality, disability? What are the norms for older younger, married, unmarried women? What are the norms for women in urban and rural settings? Are some groups of women stigmatised or deemed undeserving? How do these norms affect people's participation in different activities?	Identifying norm-related barriers to participation and progression can help implementers design more effective programmes that improve access to, and quality of, skills programmes. In places where gender discrimination is deeply entrenched in customs or traditions, understanding how may help enable implementers to identify culturally appropriate solutions and key stakeholders to become involved in efforts to improve gender equality.	Traditional and community leaders, elders, parents, women and girls, men and boys, women's, men's and community organisations. Media.

3. GENDER ROLES, RESPONSIBILITIES, AND TIME USE (ACTIVITIES)	• How much time do girls and women spend on unpaid domestic work (including collecting water and fuel) and care work compared to boys and men? • How much time do girls and women spend on unpaid agricultural work compared to boys and men? • What types of community work are girls and women engaged in compared to boys and men? • How do gender roles, responsibilities, and available time differ between girls, boys, women and men? • How do these differences impact on ability to engage in skills development?	What are the roles and responsibilities of boys, girls, men and women with intersecting social identities? Of those in urban and rural communities? Of younger and older men and women?	Using a gender lens to explore differences in roles, responsibilities, and time will enable implementers to understand how these issues relate to participation, and how the timing, flexibility and structure of programmes can be better designed to accommodate those who might be at risk of being excluded.	Women and girls, men and boys. Traditional and community leaders, elders, parents, women and girls, men and boys, women's, men's and community organisations. Media.
4. ACCESS TO AND CONTROL OVER ASSETS AND RESOURCES (PEOPLE)	• How does gender affect whether men and women own, have access to, and have the capacity to use productive resources (such as land, income, social benefits, public services, and technology)? • How does gender affect whether men and women have the information and support necessary to access and benefit from skills and employment and entrepreneurship activities? • Which girls, boys, women and men face social isolation? Do they lack access to resources and the power and knowledge to control those resources? • How do differences in women's and men's access to, and control over, assets impact on their ability to access and benefit from skills initiatives? • How does gender affect women and men's access to employment (in the formal, informal, agricultural, industrial and service sectors and in both public and private sectors)?	Do boys, girls, men and women with protected characteristics have access to resources and the information necessary to be an active and productive participant in society? Do they face social isolation?	Exploring these imbalances will enable implementers to design programmes that increase people's access to resources and information.	Women and girls, men and boys, employment services, skills development providers.
5. PATTERNS OF POWER AND DECISION-MAKING (POWER)	• Who, within the family or community, makes decisions about what training, employment or entrepreneurship activities men, women, boys and girls participate in? • What kind of power and decision-making do different family members exert within the household? Which community and religious leaders influence decisions? • Do power and decision-making dynamics within households promote gender-based violence and exploitation for girls?	How do age, religion, sexuality, ethnic group, disability, domicile (urban/rural) and socio-economic status influence these decisions?	Implementers can use this information to target programmes to empower girls, boys, men and women to make these key life decisions.	Traditional and community leaders, religious leaders, elders, parents, women and girls, men and boys.

2. Checklist: Addressing gender equality in skills initiatives

(The framework has adapted that used in The British Council Toolkit: Addressing Gender Equality through your work, 2018.)

Question	Tip	Current position	Further action
DESIGN			
Do you/your team understand what gender equality means and why it is important to skills and employability work? Do you understand how skills initiatives can promote gender equality and can inadvertently reinforce inequalities? Do you understand how gender equality can be promoted when working with single-sex and mixed groups of trainees, trainers and leaders?	Familiarise yourself with some of the explanatory material in the gender equality toolkit and consider running a session with your team on gender using activities 1.1. – 1.5.		
Have you conducted a gender analysis of the regional context/ target group of women? Is this something you or your team can do? Does this explain the different considerations for women and men accessing and graduating from skills initiatives? Does this explain the different considerations for women and men progressing to employment and entrepreneurship opportunities? Does this highlight underlying gender assumptions and perceptions that shape expectations and roles of men and women?	Incorporate gender analysis from the outset. Bring in a gender adviser or ensure that whoever is conducting the analysis knows how to incorporate gender. The more specific the analysis is to your target group of women, the more useful it will be, given that the different expectations, ascribed roles, access to information and resources and autonomy available to women is highly shaped by, for example, age, urban or rural setting, marriage status, education level, ethnicity, ability/disability and local economic opportunities. Link with local women's organisations and gender experts, who often provide a valuable resource of local intelligence.		
Is the programme or project which you are designing responding to the gender considerations identified in the analysis? Have you identified potential consequences for your initiative and ways to address these?	Identify the consequences for your initiative of the identified gender issues and identify potential solutions, e.g. consequences may be that women are less likely to meet selection criteria (as trainees or leaders) or be allowed to attend; are less able to meet costs; are more likely to drop-out; are less able to fit in with project timings; are subjected to training content and environment that limits their horizons; are less likely to be offered work experience or job opportunities and are less confident in their abilities. It us unlikely that you will be able to address all the issues yet, so prioritise those most significant to the success of your initiative, consider how partners can address issues beyond your remit and note and monitor the impact of the problems not yet addressed.		

Is there evidence of gender imbalance/inequality in the context in which you want to deliver the programme? Do activities take into account any barriers that prevent women/girls and men/boys from participating? Do activities take into account any factors that may hinder the development of a positive learning environment for women/men? Could the initiative inadvertently reinforce gender stereotypes and/or inequality?	Think about specific actions that you may be able to design to redress some of these imbalances or inequalities e.g. strengthen disaggregated-data collection systems; highlight the business benefits for politicians and employers to train women; have interventions specifically targetting men or women; include targets for women/men's participation as trainees and trainers; provide scholarships and stipends for women; train leaders and training providers in how to create an inclusive learning environment; offer safe transport, accommodation and childcare; provide mobile training units; develop outreach and social marketing activities to attract women to STEM courses; revise training delivery times; include gender equality and gender stereotyping issues in course/seminar/leadership programme content; use diverse training methods; develop pathways for women to access informal apprenticeships, work experience, employment and business markets; review promotional materials to ensure they promote gender equality and challenge stereotyping; link with local women's organisations to reach women and showcase women and men's successes.
Have you engaged with your target group (men/women/boys/girls) as part of the design process? Have women's organisations been consulted?	Design questionnaires or run focus groups to discuss the issues with your target group, to identify needs and priorities and plan appropriate interventions.
Is there a risk of a backlash? Do activities need to be added to mitigate this risk? (e.g. to protect those who face a backlash or to change discriminatory attitudes). Is there a risk of reinforcing gender inequality?	Undertake a risk assessment to determine the potential risks to participants, and think about how you can prevent or respond to these. Examples of risks: an all-male mechanics apprenticeship course may reinforce notions that such work is unsuitable for women; inclusion of a sole woman on a male-dominated course may place her at risk and may lead to her facing hostility from within her family or community; an all-male leadership programme may reinforce the notion that men are natural leaders and limit the range of topics and leadership styles discussed; an all-female crafts course, in an already-saturated local market, may reinforce stereotypes and limit women's earning potential; an all male programme, focusing on under-achievement, that does not address underlying stereotypes that shape men's choices and behaviours is unlikely to create sustainable change.

Examples of responses: Undertaking work with local community leaders to demonstrate the benefits of women working in non-traditional areas; linking with community groups to demonstrate strategies to provide a safe environment for all trainees; implementing a zero tolerance to harassment policy; including soft skills that build confidence, resilience and negotiation abilities; asessing suitability of training providers; linking with employers to ensure routes for women to benefit from economic opportunities. |
| Will the programme go beyond equal participation, be transformative and help to challenge and change some of the cultural norms and attitudes which underpin gender inequality? | Design a Theory of Change to help identify the outcomes and impacts you want to achieve through your programme activities. This should link closely to the evidence you aim to gather to identify the difference your programme has made (see monitoring and evaluation section). |

PLANNING

Does the design and planning include those who will participate in the programme? Are men and women part of the decision-making process?	Consider how you might make the process participatory. Think about doing a survey and/or creating spaces for dialogue by holding a focus group with men or women who will be impacted by the programme to ensure that it meets their needs.
Is the language and imagery you are using gender sensitive? Does it reinforce any gender stereotypes e.g. pictures of men in manual jobs, women undertaking care roles, men in trainer/leadership roles?	Consider the language and imagery you are using to design and promote your programme. Discuss this communications experts in your organisation to make sure that this is accessible, understandable, inclusive and challenging gender stereotypes.

IMPLEMENTATION

Will the partners you choose to work with support a gender sensitive and transformative approach? How can you ensure this?	Undertake a partner appraisal. Talk to locally based colleagues or organisations about local recommended partners and undertake a partner appraisal. Make sure that references to gender equality are included in the tender and contracting documents and are part of the selection process.
	To counter potential resistance from partners, identify ways to demonstrate the benefits to training providers, employers and policy makers of promoting gender equality, such as increasing recruitment, addressing skills shortages, reaching the best talent, meeting government targets, increasing GDP, increasing retention and attainment of men and women, increasing the diversity of leadership and meeting legal duties.
	Share examples of women and men successfully doing diverse roles and initiatives that have achieved this.
	Offer support and training to partners on how they can promote gender equality and take steps to meet gender targets and any other requirements e.g. creating a gender-inclusive training environment, convincing employers of the benefits of recruiting women, creating a curriculum that includes relevant soft skills and confidence-building.
Is the team responsible for delivering the programme or project gender balanced/aware/sensitive/ transformative? Are female and male skills advisers used? Who is making the decisions?	Build the knowledge and understanding of your team. Offer training, team workshops, mentoring/shadowing opportunities with colleagues and local women's organisations. Familiarise yourself with examples of barriers faced by women and examples of good practice to make sure that the internal processes are aligned to what the programme is trying to achieve.
	Consider using female trainers and taking positive action to ensure a diverse pool of female and male skills advisers.

MONITORING ANDEVALUATION

Is data disaggregated by sex to identify differences between women/girls and men/boys? Is data disaggregated to identify differences at each stage of enrolment, graduation and placement of trainees?	Look at how you can incorporate questions on participants' gender into feedback tools e.g. questionnaires, surveys etc.
Do we have indicators to measure the quantity and quality of (women's) participation as well as changes in attitudes and perceptions? To what extent does the programme benefit women compared to men? To what extent does the programme reduce occupational segregation?	Devise indicators which are closely linked to your Theory of Change to measure the kind of transformational change you wish to see. For example: • numbers of women and men who enrol, graduate, gain work experience and gain employment; numbers of women and men who increase their income; a comparison of the average increase in income of male and female graduates; the proportion of leaders who are women; proportion of seminar participants who are female; proportion of programme staff who accessed gender equality training and proportion of programme spending allocated to women and men. • increase in confidence and soft skills; changes in training facilities to promote inclusion such as introduction of sexual harassment policies; introduction of separate washrooms; childcare provision; changes to increase gender-inclusivity of training content; changes in attitudes, to ocupational segregation; creation of materials that challenge gender-stereotyping; increase in women and men in non-traditional sectors; increase in female trainers/leaders; women's access to new trading markets; new policies/legislation that promote women's access to skills development and employment.
How will we know whether programme is having a positive impact?	Monitor early results closely to determine whether the programme is impacting upon gender inequalities. If the results demsontrate little change to gender imbalances or inequalities (or even that these have been exacerbated) think about changes you can make to the programme to address this e.g. gender specific actions, targeted resourcing. Remember that some changes, especially those linked to cultural norms, will take a long time.
	Share the lessons you have learned with others through producing individual and organisational case studies that demonstrate impact: how the programme was delivered, how challenges were overcome and lessons learned.

3. Tips for integrating gender considerations into skills programmes

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1. Promote and influence policies and strategies that promote gender equality in skills development:

- Strengthen data collection to develop gender baselines and ensure systematic disaggregation by sex of all relevant indicators across all goals and targets.
- Labour market analysis considers gender considerations.
- Identify women's contribution to GDP from paid and unpaid work.
- Government makes links between national skills development policies and gender equality policies; and includes gender targets in skills strategies.
- Include a ring-fenced budget for gender mainstreaming; consider use of stipends, grants and scholarships for women.
- Review discriminatory laws that impact on women's economic activity e.g. land ownership / inheritance.
- Government includes gender targets when giving government contracts e.g. construction projects.
- Tax relief for organisations who achieve gender targets.
- Tax benefits for women starting up businesses.
- Government communicates their commitment to gender equality and increases visibility of women e.g. include women as key speakers at conferences; include women in key skills posts.
- Government convenes seminars of policy advisers, industry and skills providers that share good practice in promoting gender equality.
- Sector skills councils include gender equality in their terms of references; take action to include women in key positions.
- Share examples of positive impacts of gender equality.

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2. Demonstrate the need for, and benefits of, promoting gender equality

- Make this as specific as possible to the particular sector, locality and target audience e.g. ministers, employers, mothers, fathers, community members.
- For companies: to tackle skills gaps; increase numbers of trainees; benefit from a broader range of perspectives; get the best talent; enhance reputation.
- For ministers: to increase GDP, tackle poverty and promote social development.
- For women: to increase income and contribute towards empowerment.
- For families: to increase income and contribute towards health and education outcomes.

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3. Consider sustainability – both for individual trainees and training institutions

- Ensure that the skills and support provided are sufficient and relevant to enable women to access employment or business opportunities.
- Identify how women can be enabled to access high-value markets and sectors.
- Ensure that the programme is viable long-term e.g. through employers contributing to costs; graduates repaying fees once employed.

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4. Build partnerships

- Engage with women's, men's and community organisations, local gender experts and delivery partners, to develop local ownership and address barriers faced by women.
- Collaborate across sectors, for example by jointly delivering targeted skills development / society projects that develop skills and wider outcomes.
- Include requirements and measurable deliverables to promote gender equality in partner agreements.
- Provide capacity building / shared learning to support partners to achieve gender equality targets / outcomes.
- Link with ministers / influencers to effect policy reform and exert leverage where needed e.g. access to finance.

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5. Build industry links

- Ensure fit with local economic opportunities.
- Explore pathways for women and share examples of female role models succeeding in similar industries.
- Build links early with potential employers and networks and promote benefits of engaging women.
- Involve employers in course design and assessment.
- Identify job placement opportunities for women.
- Listen to employers' concerns and strategies to address these.

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6. Consider gender equality challenges and solutions in programme design

- Undertake a gender analysis to understand the local context e.g. local policies, norms, activities, decision-making and access to resources that will shape women's and men's opportunities for economic activity.
- Identify the reasons for women's under-representation e.g. lack of access to information and advice; cultural norms; women's lack of self-belief; men's/family/community resistance; training providers' lack of belief in women's capability; training providers' lack of capacity to recruit and train women; belief in gender occupational segregation.
- Undertake a training needs analysis.
- Identify actions to address barriers and include these in programme design and implementation strategies.
- Identify gender sensitive output and outcome indicators e.g. numbers of women and men being recruited, trained, employed; number of women and men trainers and leaders; reduction in occupational segregation; change in gender attitudes and behaviours of skills providers and employers; more gender-inclusive training curricula, environments and materials; new gender-inclusive policies.
- Consider gender in risk assessments. What are the risks of not taking action to include women (e.g. increasing gender inequality)? What are the risks of taking steps to include women (e.g. women face resistance in the home; women have a double burden of 'home work' and paid work)?
- Include costs of promoting gender equality in budget planning.

7. Proactively target women

- Actively involve family members, particularly in non-traditional courses when women are highly dependent on their families for financial and moral support.
- Ensure women have information about the benefits of, and means of access to, skills training e.g. community-based events where women and families meet trainers, employers and female role models; examples of women who have gained work and greater income through skills training.
- Target recruitment e.g. through women's groups, community networks and NGOs, female role models.
- Undertake social marketing to demonstrate benefits of women's involvement in skills training.
- Identify selection criteria to ensure women selected can benefit from the programme.

8. Translate gender considerations from programme design into implementation

Address barriers:

- Undertake a training needs analysis.
- Take steps to overcome identified barriers, such as:
  - Provide separate washrooms, childcare, safe transport, accommodation or mobile training units.
  - Identify an affordable fee-payment system.
  - Assess training curricula; ensure safe and healthy facilities and conducive learning environments e.g. women's washrooms; child care; language and images used; zero tolerance to sexual harassment; ability of trainers to promote gender-inclusive learning environment.
  - Avoid training lone women to enable peer support and counter isolation.
  - Use tailored delivery methods e.g. making use of radio, IT.
  - Consider pre-vocational training for those with limited education/literacy.
- Take positive action to recruit female trainers, programme staff and advisers e.g. targeted recruitment that specifically encourages applications from women.
- Capacity-build trainers to promote gender equality e.g. through training; providing guidance materials.
- Develop mechanisms to gain feedback from female and male trainees and re-shape delivery.

Include a range of skills and measures:

- Include technical, employability and life skills support; for enterprise programmes, address access to finance, networks and markets.
- Include theoretical and practical learning.
- Use interactive methods that foster communication and negotiation, and that enable women and men to assume leadership positions.
- Include gender awareness in both mixed and single sex courses that builds understanding and behaviours that promote gender equality.

9. Institutional responsibility

- Allocate a budget for promoting gender equality e.g. for training of staff, adapting facilities, evaluation.
- Include a requirement to promote gender equality in partner briefs, and staff and consultant person specifications/responsibilities.
- Develop the capacity of staff to promote gender equality through training, coaching, and gender advice.
- Provide and test practical gender equality guidance and resources.
- Develop systems to share good practice in promoting gender equality and challenge gender stereotyping.

10. Monitoring and Evaluation

- Ensure systematic disaggregation by sex of all qualitative and quantitative data and relevant indicators across all goals and targets. Where relevant, indicators should also be disaggregated by age, ethnicity and other relevant characteristics.
- Identify and measure progress against gender-specific output indicators.
- Analyse data to identify what is working, and review practice accordingly.
- Include analysis of gender-specific outcomes and processes in programme reports.
- Track graduates progress.
- Conduct longer-term evaluation.

11. Internal organisational culture

- Review staff composition with respect to gender and identify any actions to address under-representation of female or male staff or advisers.
- Review organisational culture: how men and women relate to each other; dominant attitudes and what behaviours are rewarded.
- Review organisational policies e.g. flexible working; addressing the gender pay gap.
- Enhance ways in which leaders communicate and demonstrate commitment to gender equality.

REFERENCES

1 Evidence from a range of countries shows that income-producing women invest a higher proportion of their earnings in their families and communities than men. They have healthier children who are better educated, and their daughters tend to marry later. See, for example, World Bank 2012a.

2 According to the ILO 2017. How much would the economy grow by closing the gender gap? reducing the gap in the labour force participation rates between men and women by 25% has the potential to add over US$ 5.8 trillion dollars to the global economy. Research by McKinsey & Company 2015. highlights that companies with greater diversity are more profitable.

3 UN Women provide a range of resources that clarify the role of gender sensitive budgeting, offer tools to implement this and examples globally that demonstrate its benefits:
unwomen.org.au/our-work/focus-areas/what-is-gender-responsive-budgeting

4 www.britishcouncil.co/instituciones/gobierno/eco-radio-putumayo

5 www.britishcouncil.org.ng/sites/default/files/fastforward_june_25_2018.pdf

6 The Skills Development Act 1998 and associated Acts address skills development financing: a bursary scheme is open to students with limited income (www.nsfas.org.za/content); students who are training in specific occupations can apply for funding, for example the Construction Education and Training Authority (www.ceta.org.za) provides a range of grants and bursaries that are administered by colleges**.**

7 West Lothian College works to promote gender equality in other contexts, for example in its partnership with PENS (Politeknik Elektronika Negera Surabaya) in Indonesia, which aimed to raise the quality of internships and placements for STEM students. They worked with a women-only group of 20 trainees, engaged local employers to identify those who would offer a positive work experience and are using programme learning to develop a scheme with the Local Authority that recognises employers who promote gender equality. The experience confirmed that the low female participation in STEM courses in UK colleges is cultural and could be changed since women's participation in PENS is about 40%.

8 Information has been gained from Leicester City Council's website and from a conversation with Elaine Clarke, Operational Development Supervisor in April 2018.

Acknowledgements

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