



NEDA TREASURE TROVE: A COLLECTION OF GENDER-RESPONSIVE AND TRANSFORMATIVE PRACTICES FOR TVET IN AFRICA

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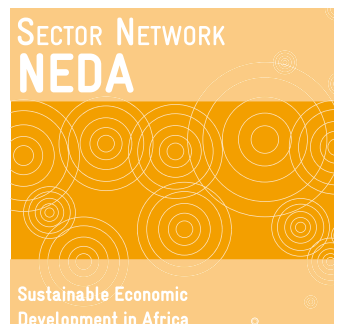


TABLE OF CONTENTS



NEDA Treasure Trove: A Collection of Gender-Responsive and Transformative Practices for TVET in Africa	1
1. Rationale: Why a Treasure Trove on TVET and Gender Equity?	3
2. Impacts of TVET on Economic and Social Well-Being	5
3. Political Frameworks Supporting Gender Equality and Inclusion	6
4. Equal Rights For All	7
5. The Role and Responsibility of GIZ	8
6. Good Practices	9
6.1 Case Study 1	9
6.2 Case Study 2	11
6.3 Case Study 3	13
6.4 Case Study 4	15
6.5 Case Study 5	17
6.6 Case Study 6	19
7. Annexures	21

1. RATIONALE: WHY A TREASURE TROVE ON TVET AND GENDER EQUITY?

Some colleagues might question the need for yet another publication on TVET and gender, given the abundance of documents, factsheets, and material already available. This booklet is referred to as a “treasure trove” because it offers a collection of promising gender-responsive and gender-transformative approaches within the TVET sector from the African continent. These approaches not only challenge existing social norms and values regarding women and girls but also highlight the barriers that hinder their active participation in the economy and contribution to family well-being.

1.1 CONTINENTAL AND INTERNATIONAL SUPPORT FOR GENDER-RESPONSIVE STRATEGIES

Prominent frameworks at both continental and international levels advocate for responsive and transformative strategies to counter discrimination and disadvantages faced by women and girls, aiming to shift harmful norms and gender stereotypes. The AU’s Strategy for Gender Equality and Women’s Empowerment 2018-2028, henceforward referred to as the AU Gender Strategy, adopts an inclusive and multisectoral transformative approach. It aims to mitigate, if not eliminate, major constraints against gender equality and women’s empowerment (see Chapter 4). Similarly, the German Ministry for Economic Cooperation and Development (BMZ) emphasises an intersectional transformative approach through the German Feminist Development Policy (GFDP) introduced in 2022.

1.2 THE GAP IN DOCUMENTATION

Despite these frameworks, there remains a significant gap in the systematic documentation of effective gender-responsive and transformative approaches. To address this, the GIZ Network for Economic Development in Africa (NEDA) has initiated the documentation of a preliminary, non-exhaustive collection of promising project examples from the African continent. For many years, transformative projects within the TVET sector have been planned and implemented, significantly contributing to gender equality. We aim to encourage colleagues and professionals within the TVET sector to explore and adopt new methodologies.

1.3 FRAMEWORK FOR SELECTION: THE REACH-BENEFIT-EMPOWERMENT MATRIX

The selection of projects showcased in this booklet is guided by the Reach-Benefit-Empowerment Matrix. This model provides a straightforward, understandable framework for assessing the degrees of effectiveness and, to some extent, the innovative or transformative character of projects. While many programmes aim to empower marginalised groups, their effectiveness can vary. The Reach-Benefit-Empowerment framework offers a clear and comprehensive method for planning, implementing and evaluating projects with measurable outcomes in terms of benefit and empowerment (see illustration below).



APPLYING R-B-E TO EQUITY

	Reach	Benefit	Empower
Objective	<ul style="list-style-type: none"> • Include [disadvantaged group] in programme activities 	<ul style="list-style-type: none"> • Increase [disadvantaged group]'s well-being e.g. food security, income, health 	<ul style="list-style-type: none"> • Increase [disadvantaged group]'s agency over production and nutrition decisions
Strategies	<ul style="list-style-type: none"> • Reduce costs to participation • Use delivery modalities that are accessible to [disadvantaged group] 	<ul style="list-style-type: none"> • Consider [disadvantaged group]'s needs, preferences, and constraints in the design 	<ul style="list-style-type: none"> • Enhance [disadvantaged group]'s decision-making power in households and communities, especially on key steps along impact pathway
Indicators	<ul style="list-style-type: none"> • Proportion of [marginalised group] attending training, receiving extension / technology / services 	<ul style="list-style-type: none"> • (Sex-)disaggregated data by [disadvantaged group] for yields, income, land use, nutrition, time use, etc 	<ul style="list-style-type: none"> • Intrinsic agency (power within) • Instrumental agency (power to) • Collective agency (power with) • Ex: The Women's Empowerment in Agriculture Index (WEAI) indicators stratified by [disadvantaged group]

Adapted from: <https://www.ifpri.org/project/weai/>

We have chosen this matrix to select promising and innovative approaches that go beyond the “benefit” dimension. One weakness is the measurement of the empowerment dimension, as tracer studies of projects are not usually carried out after their completion (see chapter 1.6). To fill this gap, we have formulated further questions for each project example. In doing so, we go beyond mere documentation and would like to encourage readers to go one step further in the planning and implementation process by asking those questions.

1.4 PROJECT SELECTION CRITERIA

- 1) Women/marginalised groups demonstrably benefit from the projects/activities, i.e. the effects go beyond “reaching” women/groups (e.g. 30% of participants are women!).
- 2) The approaches have the potential to unfold a transformative effect and to challenge/ break down existing gender norms/stereotypes.
- 3) The approaches can be replicated depending on the context.

1.5 REFLECTION ON THE CHALLENGES ENCOUNTERED DURING THE COLLECTION OF GOOD PRACTICES

When we issued the call for good practices, our team was hopeful that contributions from various African countries would enrich our collection significantly. However, to our surprise, the response was less robust than anticipated, and this made the search for good practices more time-consuming and challenging than expected.

Potential reasons for the limited number of contributions could include:

- 1) The potential work overload for colleagues who might not have sufficient time to undertake such additional tasks.

- 2) The complexity of the template provided for submissions.
- 3) Failure in circulating our request for examples to the relevant colleagues within the countries.
- 4) A possible greater scarcity of gender-responsive and gender-transformative approaches in the TVET sector than initially assumed.

1.6 THE LACK OF TRACER STUDIES

A significant finding from our research into good practices is the observation from colleagues that tracer studies and/or ex-post evaluations are generally not planned or conducted, primarily due to resource constraints. As a result, only limited information is available on the benefits and empowerment of women, men, and marginalised individuals. To substantiate the transformative impacts of our initiatives within the framework of feminist development policy, it is imperative that tracer studies and/or ex-post evaluations are conducted. It is essential that adequate funding for these evaluations is allocated during the planning phase.

1.7 RATIONALE: WHY THE INTEGRATION OF GENDER EQUALITY AND INCLUSION IS NOT AN OPTIONAL EXTRA BUT A COMPULSORY TASK IN/OFF THE TVET SECTOR

Technical and vocational education and training (TVET) is a key driver of economic transformation and social inclusion in Africa. It equips young people with the skills they need to find decent work and improve their livelihoods. However, TVET is not reaching its full potential because half of the population does not have equal access. Girls, women and disadvantaged groups such as persons with disabilities face many challenges to enrol and complete TVET programmes, such as negative stereotypes, harmful socio-cultural norms like early marriages and pregnancies, security issues, and high costs for high-quality education. Persons with disabilities encounter physical challenges as well as social perceptions and stereotypes that hinder their enrolment in vocational training.

2. IMPACTS OF TVET ON ECONOMIC AND SOCIAL WELL-BEING



TVET can have positive impacts on the economic and social well-being of girls and women, as well as on gender equality in society. Some of these impacts include:

2.1 ECONOMIC EMPOWERMENT

TVET equips women and girls with practical skills that enable them to access high-demand jobs in various technical sectors, such as construction, manufacturing, telecommunication, and oil & gas. These jobs offer higher salaries than non-technical jobs, providing women greater economic independence and stability. Studies show that TVET graduates are more likely to be employed and earn more than non-TVET graduates. The earnings potential of TVET graduates are linked to their level of education.

2.2 EMPLOYMENT CREATION

TVET provides opportunities for young women and girls to find formal employment or start their own businesses. TVET programmes often emphasise entrepreneurship and self-employment skills among its graduates.

2.3 POVERTY REDUCTION AND SOCIAL INCLUSION

TVET improves the livelihoods of girls and women and their families by providing them with stable and decent work. Access to gainful employment and regular wages are crucial in lifting people out of poverty and providing them with sustainable livelihoods. TVET also promotes social inclusion by equipping girls and women with skills that enable them to participate in society and contribute to its development. Ensuring gender equality in TVET challenges gender roles and stereotypes around technical education and careers. It opens opportunities for women in male-dominated areas and promotes gender equality in these workplaces. TVET also empowers girls and women to make informed choices about their education and career paths.

Source: <https://acetforafrica.org/research-and-analysis/insights-ideas/policy-briefs/empowering-women-tvet/>

3. POLITICAL FRAMEWORKS SUPPORTING GENDER EQUALITY AND INCLUSION

Below are relevant statements with regards to “TVET, Gender Equality and Inclusion” from the AU Gender Strategy (2018-2028), the Sustainable Development Goals (SDGs), the German Feminist Development Policy, and the third BMZ Gender Action Plan:

3.1 AU STRATEGY FOR GENDER EQUALITY & WOMEN'S EMPOWERMENT 2018-2028

The African Union Strategy on Gender Equality and Women's Empowerment (GEWE 2018-2028) is based on an inclusive and multisectoral approach. It is transformational in that its outcomes aim to mitigate, if not eliminate, the major constraints hindering gender equality and women's empowerment, so that women and girls may participate fully in economic activities, political affairs and social endeavours.

The AU Strategy for Gender Equality & Women's Empowerment (GEWE) for 2018-2028 plans to realise Aspiration 6 of the African Union's Agenda 2063:

“An Africa where development is people driven, relying upon the potential offered by people, especially its women and youth and caring for children,”

and the principles enshrined in Article 4 (1) of the AU's Constitutive Act: “promotion of gender equality” as well key continental and global commitments, in line with Aspiration 6 of Agenda 2063.

The goal of the strategy is “*full gender equality in all spheres of life. The Strategy is informed by the findings of the 2009 policy evaluation, which translates into gender mainstreaming in all sectors including legislation and legal protection; economic empowerment and peace and security.*” (AU Gender Strategy, page 8).

The AU Gender Strategy is based on four pillars, three of which are similar to the 3-R-approach (Rights, Resources and Representation) of the German Feminist Development Policy, GFDP (see below).

3.2 PILLAR 1: MAXIMISING (ECONOMIC) OUTCOMES, OPPORTUNITIES AND E-TECH DIVIDENDS

The following outcomes are defined:

Outcome 1.1: Education and care work: Compulsory and free education for girls and women from age 3-18; **market-oriented vocational training** and literacy programmes for youth and women.

Outcome 1.2: **Economic empowerment** and financial inclusion: Income autonomy and social protection for more women and girls.

Outcome 1.3: Technology & E-inclusion: Women and girls become more active users and influencers of the technological space and **gender-enabling E-solutions** are funded. (AU strategy GEWE, page 9).

One intervention related to pillar 1 of the AU's GEWE strategy is to put political and financial spotlight on existing AU initiatives and campaigns for parity at all levels and in all fields of education, literacy, **STEM and vocational training**. Activities to be undertaken are: Mounting a continental campaign to declare “illiteracy a harmful traditional practice” and make “out of school” a punishable offence; **mobilise scholarships and promote curriculum review for STEM programmes** (AU strategy GEWE, page 25).

3.3 PILLAR 3: EFFECTIVE LAWS, POLICIES AND INSTITUTIONS

Outcome 3.1: Maputo Protocol: National laws and judicial systems protect and fulfil women's ownership and inheritance rights, **education, wage equality, civil liberties** and physical integrity as provided by the African Charter on Human and People's Rights on the Rights of Women (Maputo Protocol).

Outcome 3.2: Norm setting: **National laws and policies protect and enable women's full access and enjoyment** of the opportunities and benefits of Agenda 2063 Flagship projects and other continental transformational projects.

Outcome 3.3: Focuses on **gender-responsive institutions**.

3.4 PILLAR 4: LEADERSHIP, VOICE AND VISIBILITY

For women to have a voice, they need to be **equally represented in all areas of decision-making, at all levels**, and be able to participate with impact through the removal of formal and informal barriers (page 10). The following outcomes are defined:

Outcome 4.1: Leadership: **Equal participation** and demonstrated influence of women and girls in all leadership and decision-making positions.

Outcome 4.2: Voice: Women and girls have **equal voice and exercise agency** in the home, community, and public spaces.

Outcome 4.3: Visibility: Women and girls are more visible and portrayed as equal contributors to society in the media, literature and cultural resources (page 11).

3.5 THE AGENDA 2030 FOR SUSTAINABLE DEVELOPMENT

This agenda aims to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations” by 2030 (SDG target 4.5); and “achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value” (SDG target 8.5). (https://www.ilo.org/skills/areas/skills-for-youth-employment/WCMS_755869/lang-en/index.htm)

3.6 GERMAN FEMINIST DEVELOPMENT POLICY (GFDP 2023)

The GFDP is defined as BMZ’s guiding principle and applies to all German development policy regions and instruments, across sectors. It is aimed at dismantling discriminatory structures for women and girls and for marginalised groups, with a focus on gender equality. A gender-transformative and intersectional approach is pursued. The structural and systemic causes of the lack of equality are to be overcome, taking into account the overlapping multiple dimensions of different discriminatory practices (intersectionality). The BMZ identifies the “three Rs” as core action areas for achieving the goals of a feminist development policy: Rights, Resources and Representation.

4. EQUAL RIGHTS FOR ALL

Women and other disadvantaged groups need, for example, to have the right to self-determination in all areas of planning their lives, and the right to express their own opinion freely and without fear. Discriminatory laws need to be abolished.

Access to resources: Women and other disadvantaged groups need equal access to financial resources and credit, and to the internet or to land or to education as well.

Equal representation: Women and other disadvantaged groups need to be able to have a voice and to have an influence on decisions that affect their lives. That is only possible if they also have a seat at the negotiating table, not least in the case of climate negotiations or peace processes. <https://www.bmz.de/en/issues/feminist-development-policy>



Realising rights

Feminist development policy is committed to eliminating discriminatory laws and achieving legal empowerment and equal opportunity for women, girls and LGBTI persons in all areas of life.

It draws on, for instance, the political dialogue on human rights issues that we engage in with our partner countries and supports civil society organisations. Its aim is to ensure that all people are able to fully realise their rights.

Using resources

There needs to be justice in access to resources. Feminist development policy, too, depends on adequate resources to be successful.

In the context of both bilateral and multilateral cooperation, more funds than before must now be earmarked to promote gender equality.

Improving representation

All groups that have so far been insufficiently represented are to be involved in policy decision-making processes and enabled to exert influence at all levels.

Women, LGBTI persons and other marginalised groups need to participate equally in international negotiations, government agreements, the development of new strategies or the drafting of new interventions.

The chapter titled “Economic and social empowerment, participation and access to good work” of the third development policy gender action plan lists the following activities with regards to (vocational) education that the ministry supports in the partner countries.

- We promote gender-transformative education that challenges discriminatory social norms.

- We promote (vocational) education in digital and sustainable sectors of the future, thereby improving employment opportunities and business start-ups for women. (Translated from: BMZ 3. Genderaktionsplan 2023-2027, page 13)



4.1 SIMILARITIES BETWEEN THE AU GENDER STRATEGY AND THE GERMAN FEMINIST DEVELOPMENT POLICY

Pillars 1 and 4 of the AU Gender Strategy correspond to access to resources and representation in the GFDP, although the AU Gender Strategy does not explicitly

characterise its policies as feminist but has similar goals: to get more girls and women into well-paid jobs, especially in STEM fields, and to get more women into senior management positions with decision-making powers. Pillar 3 focuses on effective laws, policies and institutions, which corresponds with the rights dimension in the GFDP.

5. THE ROLE AND RESPONSIBILITY OF GIZ

In cooperation with its partners worldwide, GIZ contributes to the implementation of the UN's 2030 Agenda for Sustainable Development. It signed the Women's Empowerment Principles in 2015 and the German Diversity Charter in 2019. Both the gender strategy and the dedicated "Equal Opportunities for All" section of GIZ's Integrated Company Report 2021 clearly state that gender equality is an essential factor in achieving sustainable change and that it's accordingly one of the key values on which GIZ's work is based.

The recent political shift towards a feminist foreign policy and a feminist development policy marks a new chance for GIZ to add knowledge and ideas to the discussion, as well as to step up efforts to advance the status of women all over the world. The conceptual approaches and tools previously developed by various gender-focused projects in sector-specific environments have begun to be disseminated more widely and they are now being further developed. (Toolbox: Promoting gender equality in economic and social development and employment. Internal Draft version 2024).

The [GIZ Gender website](#) offers insights into innovative activities and project approaches in different sectors.

This Treasure Trove on Gender in TVET was realised with the support of the GIZ Network for Economic Development



in Africa (NEDA) – an association of projects and programmes in sub-Saharan Africa and the corresponding departments at GIZ headquarters. The NEDA approach to economic development in Africa is based on the vision of a "socially and ecologically balanced sustainable economic development". The focus of the work of NEDA is therefore to improve the competitiveness of actors and sectors, by promoting and creating productive employment opportunities.

6. GOOD PRACTICES

The following section will present the selection of good practices that have successfully integrated gender-responsive and transformative strategies within the TVET framework. These cases have been selected for their innovative approaches and demonstrable impact in advancing gender equity:

A Spotlight on Innovative, Gender-Responsive and Transformative Approaches

6.1 CASE STUDY 1:

Skilling Truck Drivers and Instructors to Meet Industry Needs, Uganda¹



The Project

In 2016, the E4D programme launched the Professional Driver Training (PDT-U) project, recognising that the transport sector in Uganda plays a key role in economic development. One objective was to improve the quality of training for drivers to meet the international transport company's needs. Key partners: Transaid and Safe Way Right Way.

The Beginning

In 2018 the programme started to reach out to attract women, too (90% of all beneficiaries had been men) for the training with ads on billboards, in social media, and on radio. Between 2018 and 2020 only 10 women registered for the training, so the start was quite slow. In 2019 the

drivers' graduation celebration was broadcast on TV and one woman truck driver was interviewed – this motivated more women (25) to apply. The Covid-19 pandemic stopped the business for a while, but after the pandemic it was the phenomenon of “women drivers talking to fellow women” about the training that encouraged more women to apply. Reasons given were “the safe environment in which the training takes place” and the prospect of a paid job with the cooperating industry partners.

The Role of the Ministry of Works and Transport

The framework conditions were adapted to make it “easier” for women to participate: The Ministry of Works and Transport issued vouchers to the women, who were exempted from having to have a driving licence for three years AND prove three years of driving experience on 7.5-tonne trucks, which is otherwise the rule.

The Role of the Cooperating Industry Partners

The industry partners supported the project with in-kind contributions such as training vehicles, training grounds and expert input. In addition, the industry partners covered the costs for the training for the women!

Challenges

Safe transport and accommodation had to be provided to the women during the training. The working conditions (working hours; cross-border journeys; night journeys) for truck drivers pose a challenge: The companies involved had fleets that were big enough to be able to afford to let the women only do day trips around Kampala. This meant that the women could be with their families in the morning and evening. In fact, travelling overland and across borders poses an increased security risk for women at the borders. Corruption might be an additional risk factor especially for women (= sex for permission to pass).

Success Factors

Meeting industry needs and developing a business case; cooperation with experienced non-profit organisations and sufficient time! Safe Way Right Way opened a driving training centre in Mukono (around 20km east of Kampala), which was licensed in 2018 by the Ministry of Works and Transport to carry out driver training.

Challenges and successes are intertwined: private companies had an interest in well-trained truck drivers and public/not-for-profit organisations were willing to support the project. It requires a multi-stakeholder approach with the industry, GIZ and NGOs plus a long-term commitment is needed to achieve the goals. “The critical factor is PPP” – profit and non-profit partnerships.

¹ Interviews were held with Michael Seng (GIZ Uganda) and with Peter Tibigambwe
Sources: <https://safewayrightwayug.org/tag/professional-drivers-training-uganda/>
<https://www.youtube.com/watch?v=3mimEUZz7BY> (not focusing on female drivers, but explaining the project in general)

Some Interesting Side-Effects

A workshop with the participating industrial companies revealed the following:

The evaluation of the tachographs showed that women drive more carefully (tyre wear, brakes, fuel consumption) and that the trucks were much cleaner! No accident statistics are available yet.

What 'Lessons Learnt' Do You Want to Share/ Pass on for Other Projects?

- *"A business case is needed."* The business model is the driving school, which sells its training (refresher

training for 4WD and passenger buses; truck driving licences).

- *"Have an eye for the industry."* Cooperate with the industry and its "needs": the oil industry urgently needed trained drivers!
- *"Pick up on trends."* The industry was open to hiring female drivers (who make up only a small part of the workforce).
- Cooperation with Transaid and Safe Way Right Way: Transaid developed curricula.
- Long-term planning (six to seven years) is needed before measurable effects are achieved.

REACH-BENEFIT-EMPOWERMENT

REACH	BENEFIT	EMPOWERMENT
Among almost 1 000 trained drivers as of April 2023 (end of GIZ intervention), 82 women have successfully received their certificate.	All women truck drivers were employed by the cooperating partners and have secured employment with decent working conditions. The cooperating cement company actually offered the female drivers three months of maternity leave instead of the four weeks prescribed by the state!	No evidence-based findings available since no tracer study was conducted.

Transformative and Innovative?

The approach is innovative and transformative since women step into a business which is almost 100 % male-dominated (in almost all countries!). Women at the wheel of huge trucks are not changing gender relations

in the country, but they are changing the image of what women can do and are contributing to challenging gender stereotypes.

"When female truck drivers like this stand at traffic lights or at a petrol station, people do look." (Michael Seng, GIZ)

Some further hypothesis:

1. The job as a lorry driver strengthens self-confidence.
2. The contribution to the household income strengthens their position in the family.
3. The women are role models in their networks.

Potential for a Reach-Benefit-Empowerment

- What are the female drivers doing two years after completing their training?
- What has changed in their lives? (Salary; social security; decision-making power in the family; reputation in the family/neighbourhood; self-confidence...)
- If job was changed: why?
- What do husbands/partners/family members think of the job as a truck driver?



6.2 CASE STUDY 2:

Empowering People with Disabilities through Training on IT Skills, Kenya²



Sightsavers: Empowering People with Disabilities through Training in IT Skills

The Project

The GIZ E4D programme, together with its partners Sightsavers, Safaricom, United Disabled Persons of Kenya, Three Talents Advisors LLC and CISCO Systems, is implementing an IT training programme³ for young people with disabilities. The 15-month-long process includes technical upskilling, a six-month internship and professional mentoring.

The Beginning

As part of the project, the Bridge Academy was launched in 2020 to train young people (ages 18 to 29) with disabilities on demand-oriented courses in the field of IT. A particular focus was on women with disabilities and people with cognitive and psychosocial handicaps. Participants were selected in collaboration with the United Disabled Persons

of Kenya. Selection criteria included the motivation of persons to work in IT, irrespective of their previous academic performance.

The Role of the Partners

Sightsavers is an international organisation with more than 70 years of experience in supporting people with disabilities to learn, earn and participate equally in society. The consulting company Accenture complemented the training with knowledge on soft skills such as CV writing and entrepreneurship modules. Cisco Systems provided a certified Network Associate curriculum and two experienced trainers. A key public sector partner is the United Disabled Persons of Kenya, an umbrella body for disabled persons' organisations in the country.

The Role of the Cooperating Industry Partners

The Kenyan mobile communication company Safaricom guaranteed to provide internships to all successful trainees.

Challenges

Young persons with disabilities face significant barriers to inclusion into the workforce. Due to several factors, they may miss opportunities to access educational, technical, and vocational programmes. Attempts to enter the job market are often unsuccessful due to stigma and discrimination surrounding people with disabilities, based on a lack of awareness around disability issues. The disparity in general employment figures is exacerbated for women with mental and/or physical handicaps. Potential employers first had to be made aware of the needs of people with disabilities in the workplace.

Success Factors

The collaboration with private and government partners and the access to finances from development agencies enabled the setup of the [IT Bridge Academy](#).

An analysis of the IT skills required by the market enabled the development and implementation of tailor-made training programmes. The Bridge Academy is located at the NITA campus (National Industrial Training Authority) and in collaboration they facilitated the inclusion of students with disabilities on the campus. Visual, auditory, and physical barriers that might undermine a student's learning ability were addressed. Barrier-free accommodation was provided during the entire training phase.

REACH-BENEFIT-EMPOWERMENT

REACH	BENEFIT	EMPOWERMENT
90 youth participated in the training of the pilot phase	38 women and 41 men graduated with a Cisco Certified Network Associate (CCNA) certificate. 4 women and 3 men graduated with a Cisco Certified Technician (CCT) certificate. All graduates got a six-month internship at Safaricom.	No tracer study available.
Second cohort as of December 2023: 28 participants graduated	Internships: 8 men / 7 women Employment: 7 men / 6 women The employers include Optica, Andy Kenya, May Flair, Safaricom, ABSA, UDPK, Department of Defence	A study is conducted; not yet published.

² Source: Interview with Louis Bosch, GIZ Kenya

³ The approach is called "Building resilient IT Skills Supply through Demand Generated Ecosystems (BRIDGE)".

"Disability is just a perception; if you can do only one thing, just one, then you are needed by someone."

- Daniel Otumba

Daniel is a certified Security Engineer and Author with a BBA in Accounting. He is a Cybersecurity Analyst and an advocate for Persons with Disabilities (PWD). Daniel joined the first cohort in 2021 and graduated as CISCO Certified Network Administrator. He finished a 6-month internship and was hired by Safaricom as a Cyber Security Operations Centre Analyst. His first salary is around € 1,200

Transformative and Innovative?

The approach is innovative and transformative since persons with mental and/or physical disabilities get access to a market-oriented IT training and professional internships with a reputable IT company.

The approach is innovative because inclusion is practised on the NITA campus and thus helps to break down prejudices against people with disabilities. The same applies to the companies in which the graduates complete an internship or start a job.

The academy opened a gateway to my career, and I am now an IT specialist.

- Nicodemus, programme graduate



Some further hypothesis:

1. The graduates serve as role models in their families/neighbourhoods/peer groups.
2. Negative stereotypes about persons with disabilities and their stigmatization in society is challenged through their active inclusion in the workforce.
3. Employers change their attitudes/mind-set with regards to employees with disabilities.

Potential for a Reach-Benefit-Empowerment

- What are the female and male graduates doing two years after the completion of the training and the internship?
- What has changed in their lives (salary; social security; decision-making power in the family; reputation in the family/neighbourhood; self-confidence...)?
- If job was changed: why?

6.3 CASE STUDY 3:

ATVET/AgriBiz: Women in the Driving Seat, Ghana^{4, 5}



The Project

In Ghana, the “Women in the Driving Seat” training programme has trained 182 women in tractor driving and maintenance in 2018 and 2019. The objective was to break glass ceilings in Ghana by training women in traditionally male-dominated areas – namely, mechanised agriculture and farm operations.

The Beginning

The Ministry of Food and Agriculture (MoFA), through the Agricultural Engineering Services Directorate (AESD) and Women in Agriculture Directorate (WiAD), launched the Women in the Driving Seat training programme in September 2018 as the first of its kind in Ghana. The training programme is one of the first in Ghana to focus on gender-sensitive training delivery. Training modules include driving, maintenance, business opportunities and bookkeeping. For some of the male trainers, it was the first time in 40-year careers that they instructed female trainees in tractor driving and maintenance.

AgriBiz is a three-year programme implemented by the GIZ in partnership with the Ghanaian Ministry of Trade and Industry and the Ministry of Food and Agriculture. In April 2021, AgriBiz started a programme that aims to improve the conditions for creating productive employment in micro, small and medium-sized enterprises in the agribusiness sector in Ghana and promoting equal opportunities for everyone, regardless of their gender, sexual orientation or gender identity. More than 600

applications were received from women all over Ghana for the skill development training. Due to technical reasons, AgriBiz could only support the training of 12 applicants in the four-week training programme on the operation and management of tractors. In less than one month after the training, all 12 women were employed by commercial farms in Ghana.⁶

The Role of the Partners

The training in tractor operation and management was realised through the cumulative effort of AgriBiz and the Agriculture Technical Vocational Education and Training for Women (ATVET4W) initiative of GIZ, in collaboration with the Agricultural Engineering Services Directorate of the MOFA. Other private partners in this collaboration are Agro Kings Limited and the Adidome Farm Institute.

Challenges

Agricultural mechanisation is a male-dominated territory. Traditional ascribed roles of women have restricted their participation in agriculture mainly to manual labour, which restrains them from using or managing farm machinery. Employers need to take into account the specific needs and interests of female employees such as working hours, maternity leave and safe working environments in general.

Success Factors

The training was a win-win-win intervention because AgriBiz enhanced the employability potential of the female tractor operators whereas Agro-Kings had competent female tractor operators to promote the growth of their farming business. The Agricultural Engineering Service Directorate promoted the Government of Ghana’s agricultural mechanisation strategy through this collaborative effort. As a result, the policy priorities of Ghana’s Ministry of Food and Agriculture (MoFA) have been positively influenced with disabilities on the campus. Visual, auditory, and physical barriers that might undermine a student’s learning ability were addressed. Barrier-free accommodation was provided during the entire training phase.

Side-Effects

The Ministry of Food and Agriculture (MoFA) was so impressed by the “Women in the Driving Seat” initiative that it set in motion plans to allocate a dedicated budget from AESD and WiAD to continue the training in the coming years. In addition, MoFA announced plans to donate four tractors to the women and assist them with setting up two agricultural mechanisation centres in Northern and Southern Ghana, respectively. Meanwhile, graduates of the training established a group called the Women in Tractor Operation Association as a way to organise and support themselves.

⁴ Sources: https://www.giz.de/de/downloads/giz_2020_en_SIFA_ATVET4W_Factsheet
https://www.giz.de/en/downloads/giz2020_en_Gender-Transformative_Change
Video clip: <https://gender-works.giz.de/events2020/ghana-video-screening-atvet-for-women/>
⁵ https://unevoc.unesco.org/pub/nqc_mofa_women_in_the_driving_seat

⁶ https://gender-works.giz.de/wp-content/uploads/2022/03/81_EN_Afrika_GG1_Unbeatable-Gender-Equality-A

REACH-BENEFIT-EMPOWERMENT

REACH	BENEFIT	EMPOWERMENT
182 women were trained in tractor operation and management in 2018 and 2019.	Only 30% of the 182 beneficiaries were employed before the training. 20% were training at tertiary level. The rest (around 50%) were not employed before the training. 25% of these gained employment after doing their workplace experience placements, leading to job offers which provided income. ⁷	The trained women, especially those who were previously unemployed, were able to develop a new dual self-identity as both professionals and homemakers. Newly employed women now contribute to the security of a stable home environment and make critical decisions in the household about resources and income. ⁸ Research came to the conclusion “ <i>that the involvement of women in mechanisation pushed them beyond their comfort zones and offered them a new self-identity with new opportunities previously reserved for men.</i> ” ⁹

Transformative and Innovative?

The “Women in the Driving Seat” training programme is a powerful example of how existing social norms can be challenged and new political commitments can be made through a pioneering initiative. The successful training

completion rate of 100% showcased that women can perform in tractor driving and maintenance. The approach is innovative and transformative since it is challenging prevalent stereotypes about women’s capabilities.

Potential for a Reach-Benefit-Empowerment

- What are the 182 women tractor drivers currently doing?
- In case they work as tractor drivers / instructors: what has changed in their lives with regard to their income, their status in the families/neighbourhoods etc.?
- If the job was changed: why?
- What do their family members think about their new capabilities and know-how?
- How do the employers assess the performance of the women tractor drivers in comparison to men?
- How does the “Women in Tractor Operation Association” function today?



⁷ https://www.giz.de/de/downloads/giz2020_en_GTC%20in%20Practice_6%20Case%20Studies_Interactive.

⁸ https://www.giz.de/de/downloads/giz2020_en_GTC%20in%20Practice_6%20Case%20Studies_Interactive.

⁹ https://www.researchgate.net/publication/352220665_Empowerment_and_agricultural_mechanisation_perceptions_and_experiences_of_women_tractor_operators_in_Ghana

6.4 CASE STUDY 4:

BuildHer: Empowering Women through Demand-Driven Skills Training in Construction¹⁰



The Project

Generally, construction in Kenya has huge growth potential. One of the bottlenecks limiting growth and profitability is a skills gap in the labour force and the need for more advanced and tailored training. Additionally, significant gender disparities in the sector exist, with less than 3% representation of women.¹¹ Therefore, GIZ E4D programme in collaboration with the social enterprise BuildHer launched, in 2022, a new project to expand and improve the offerings of BuildHer, thereby equipping more women with accredited construction skills and further promoting gender equality within the Kenyan construction sector. The project provides women who live in marginalised communities with construction skills and soft skills training plus mentorship. Other activities of the project are:

- Training of 240 women on required technical trades in the construction sector and linking them to employers for internships and jobs.
- Training of 200 women in “construction as a career and business” to increase the growth of women-led businesses and female leadership in the construction sector.
- Developing and engaging the BuildHer alumni network to foster mentoring and access to jobs and internships.
- Developing BuildHer’s pool of instructors capable of offering high-quality, demand-oriented skills training.
- Implementing gender training for employers and in communities to make workplaces more inclusive.¹²

The Idea

The project developed a certified course on tiling that is accredited by the National Training Authority (NITA). In-depth research is additionally conducted to find out if training can be provided for women in construction disciplines such as ceilings and partitions, and solar installation.

The Role of the Partner BuildHer¹³

BuildHer, a non-profit organisation, established the first technical training facility for construction artisans that exclusively trains women. BuildHer’s 12-month vocational training programme comprises a four-month workshop component and eight-month employment training component, which prepares women for careers in a male-dominated sector while supplying employers with high-quality talent. BuildHer supports the creation of women-friendly workplace practices and policies to achieve equal pay for equal work and equal access to career opportunities. Moreover, BuildHer analyses the intertwined reasons why women do not enrol in vocational training.

BuildHer provides mental health coaching, nutrition support, childcare support guidance and family engagement programmes to support the well-being of the women and their families.

The Role of the National Construction Authority (NCA)

The third partner is Kenya’s National Training Authority, which is supporting the development and implementation of gender mainstreaming training for employers.

Challenges

Jobs in the construction industry are not yet attractive for women in Kenya. The sector is dominated by men. To encourage women to take part in the training, parents were offered the opportunity to visit the training facilities to dispel any reservations about safety, etc. Trainee attrition of women was a challenge.

“When it emerged that the women’s transitions into work often caused friction with their spouses or parents, and that this was causing some to quit, BuildHer increased their outreach efforts in the community to persuade families of the benefits of women joining the workforce.”¹⁴

¹⁰ https://www.youtube.com/channel/UCrY100_D2DAE0s5_vV9fVxQ/videos

¹¹ <https://www.giz.de/de/downloads/giz2024-en-kenya-tvet-future>

¹² <https://www.nepad.org/skillsportalfor youth/good-practice/buildher-empowering-women-through-construction>

¹³ <https://www.buildher.org/>

¹⁴ <https://idrc-crddi.ca/en/stories/breaking-ground-empower-women-kenyan-construction-industry>

Success Factors

It is important to remain in contact with the industry to analyse which skills the companies need and develop respective courses. Continuous sharing of lessons learnt across sectors and programmes supported the programme.

BuildHer has secured twelve partnerships with employers, placing trainees from courses for an eight-month stint in paid employment.

Lessons Learnt¹⁵

- Stipend loans can be counterproductive in the long run. BuildHer ran the risk of having recruits joining the programme to get the loan, then drop out when the service came to an end. In 2021, BuildHer stopped all stipend payments to trainees.
- Participants take over examination fees as part of trainees putting their skin in the game. This resulted in zero dropouts.

REACH-BENEFIT-EMPOWERMENT

REACH	BENEFIT	EMPOWERMENT
	No data from the 2022 project available	

Transformative and Innovative?

The approach is innovative and transformative since attitudes towards what women can and should do are challenged. To address systemic barriers, employers

are working with BuildHer to integrate women through enacting policies and protections that make the workplace conducive to women's employment.¹⁶

Some further hypothesis:

1. The female construction workers serve as role models in their families/neighbourhoods/peer groups.
2. Women working on construction sites challenge the negative stereotypes about women's capabilities.
3. Employers change their attitudes/mind-set with regards to female construction workers.



Potential for a Reach-Benefit-Empowerment

- What are the women in the construction sector doing two years after the completion of the training and the internships?
- In case, women do not work in the construction sector, why?
- Which changes have occurred since women started working in the construction sector? (salary; social security; decision-making power in the family; reputation in the family/ neighbourhood; self-confidence....)?
- How do employers perceive the performance of their female employees? Which challenges were encountered?

¹⁵ <https://www.nepad.org/skillsportalfor youth/good-practice/buildher-empowering-women-through-construction>

¹⁶ <https://buildher.org/wp-content/uploads/2020/09/Buildher-Annual-Report-2019>

6.5 CASE STUDY 5:

*Gender Makes Business Sense (GmBS) / Gender Makes Business Sense + (GmBS+)*¹⁷



The Project

Gender Makes Business Sense (GmBS) is a practical capacity development journey for agripreneurs that enhances their understanding of business plus an integrated gender dimension to thrive with a new mindset. The GmBS journey shows how a collaborative approach between women, men, public and private sectors, and the community can systematically redress the gender imbalances in all agribusiness value chain segments.

The Start

The Agricultural Technical Vocational Education and Training for Women with the African Union (ATVET4W) together with Employment for Development (E4D) developed Gender Makes Business Sense (GmBS). The development of the GmBS builds on five years of experience in implementing **gender-transformative approaches** in Benin, Burkina Faso, Ghana, Kenya, Malawi, and Togo.

GmBS is based on human-centred design and anchored in a holistic process that explores business development skills and mindset, culture, and belief systems regarding gender. The project not only aims to increase women's access to skills development offers but also to benefit and empower women. GmBS is the first entrepreneurship training within German Development Cooperation and possibly beyond that includes a **dedicated focus on addressing and dismantling gender-based constraints for entrepreneurs**.

The Outputs

So far 240 facilitators and 17 master trainers from seven countries have been trained in GmBS. They have trained 751 students since October 2021.

Long-Term Expected Impacts of GmBS

Increased self-agency in women, more equal gender relations in households and agribusinesses, change in social norms that empower women, which eventually results in system change regarding gender equality and empowerment of women and girls in the agribusiness sphere and beyond. Since 2017, ATVET4W has solidified its position as a pioneering project in gender-transformative approaches within German Development Cooperation. As such, the project has played a crucial role in advocating for the concepts of **“Reach-Benefit-Empower”** and the so-called “Quadrants of Change” and has set up the first working group of a sector network within GIZ with gender-transformative approaches (GTA) being a main focus. ATVET4W became part of the Skills Initiative for Africa (SIFA) which hosts GmBS on its website asp.yee.org.

Success Factors¹⁸

The three success factors to develop and implement a product like GmBS are:

1. **Gender is boss business:** Deep involvement of programme manager in strategic and practical implementation of gender-transformative approaches, which included:
 - a. Empowering all staff to shape gender-transformative change based on their respective context, opportunities and partnerships. A network of well-trained master trainers is a major success factor. Gender-transformative training is a sensitive approach, as it addresses personal and relationship topics. Master trainers and trainers that are sensitised for these issues are crucial to facilitate respective exercises and discussion while giving impulses for self-reflection. The standardisation of training materials is decisive for quality and cost-efficient up-scaling and allows facilitators to focus on the content matter at the same time.
 - b. Facilitating gender conflict resolution within the team and with partners, as change can create resistance.
 - c. Positioning the team members as unique change-makers within their respective GIZ settings in the six partner countries to strengthen their confidence, to disseminate the learnings from the project and eventually to increase their employability as being among the few knowledge bearers on gender-transformative approaches in practice within GIZ.
2. **Coaching for gender-transformative leadership for all staff members** (total of 21 national and international staff based in six countries) to increase self-awareness on gender, to create commitment for action and to gain the competence to apply theoretical gender frameworks and principles in practice keeping in mind that change starts with me!

¹⁷ <https://gender-works.giz.de/competitions2022/the-practical-capacity-development-journey-for-agripreneurs-gender-makes-business-sense/>

¹⁸ <https://gender-works.giz.de/competitions2022/the-practical-capacity-development-journey-for-agripreneurs-gender-makes-business-sense/>

3. Ensuring the strategic partnering and involvement of:

- a. National ministries, TVET institutions, and women associations to ensure at national level ownership, commitment and sustainability of gender-transformative change through GmBS.
- b. Projects such as E4D to develop GmBS and other projects such as Green Innovation Centres working on agribusiness and skills development to use GmBS in their project interventions to make a meaningful contribution to gender equality and women's empowerment. As well as developing a ready for scaling version together with the Agribusiness Facility for Africa (ABF) project.
- c. **Empowering the main partner organisation, AUDA-NEPAD**, to own and disseminate the digital and self-paced GmBS e-learning¹⁹ as part of the "100 000 MSMEs for 1 million jobs" initiative to reach, on a large scale, entrepreneurs across Africa for a meaningful impact on gender awareness and equality in business.

Innovation and Transformation

GmBS is about gender-transformative change, tackling power relations at the root causes systematically, by demanding behavioural change at various levels and stages, not only from agripreneurs but also from policy actors in national ministries and GmBS facilitators in the field and staff members.²⁰

Scalability

Our approach in the partner countries have attracted the attention of the Royal Norwegian Embassy in Malawi and since 2019, the project is co-financed to upscale GmBS to

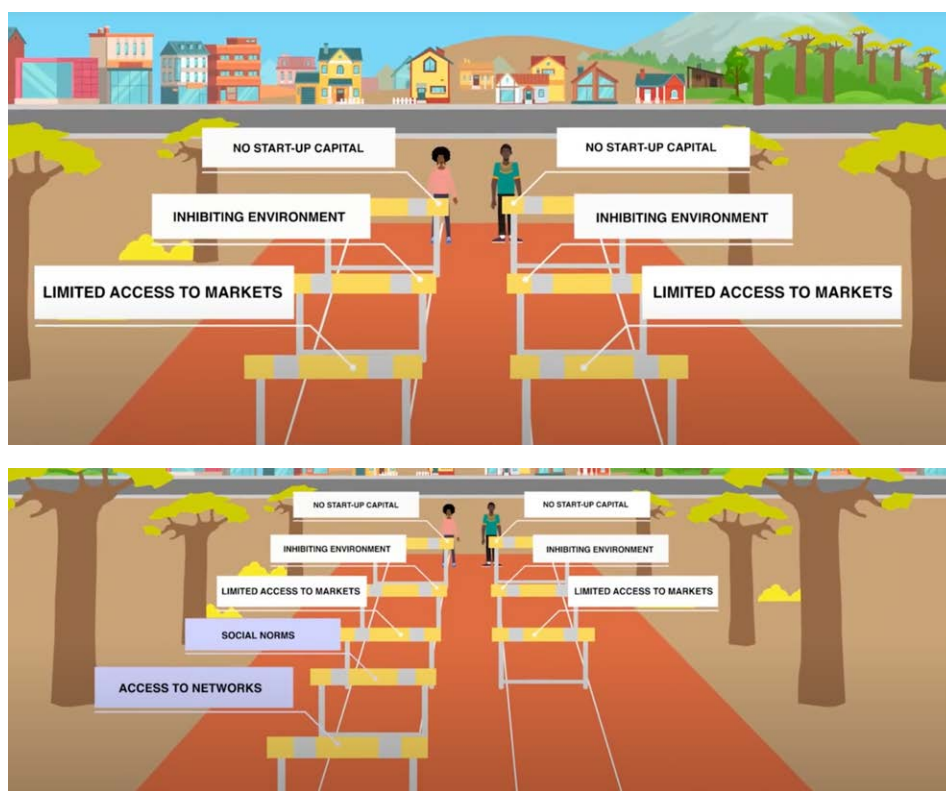
2000 agripreneurs in Malawi. The Green Innovation Centres are partnering with the project through a service contract to upscale GmBS in Kenya, Malawi, Benin and Burkina Faso, and E4D has co-financed upscaling of GmBS in Ghana and Kenya.

To render the approach more scalable, also in new countries, the project itself has mandated ABF to develop GmBS into *Gender Makes Business Sense + (GmBS+)
*. GmBS+ keeps all the gender transformative aspects of GmBS but ensures fast adaptation and scaling while maintaining quality standards. GmBS+ was successfully piloted in 2023 and 4 master trainers have already been trained and certified.²¹

Next Steps: GmBSplus

GmBS+ training was piloted in Ghana by the GIZ project's Market Oriented Value Chains for Employment and Growth in the ECOWAS Region (MOVE), in collaboration with ABF. GmBS+ is now a product of the ABF portfolio and is at the disposal of the African Union Development Agency (AUDA-NEPAD), to be further implemented on the continent.

ABF works with various partner organisations (development organisations and private sector) to implement GmBS+ in new countries, among others Democratic Republic of Congo, Ghana, Côte d'Ivoire and Tchad.²²



¹⁹ <https://www.atangi.org/course-category/gender-inclusion/>

²⁰ Success story from Togo: <https://www.youtube.com/watch?v=nUQCb5mT6Ps>

²¹ Source: <https://gender-works.giz.de/competitions2022/the-practical-capacity-development-journey-for-agripreneurs-gender-makes-business-sense/>

²² <https://thebftonline.com/2023/07/10/giz-abf-launch-gender-makes-business-sense-plus-training/>

6.6 CASE STUDY 6:

Model Gender Mainstreaming Policy for the Technical and Vocational Education and Training (TVET) Sector, Kenya²³



The Background

Substantive gender equality between women and men in all dimensions of development is an indispensable tool for advancing socioeconomic progress and the elimination of poverty. Over the past two decades, the Government of Kenya has demonstrated a strong commitment to achieving gender parity in primary, secondary, and tertiary education through policy reform and programme development. This is to enhance job creation and employability through a well-trained and skilled workforce. As a result, the Government of Kenya has embarked on a program to promote technical and vocational training institutions for the significant role they play in socio-economic development of the country. These institutions, however, require support and investments in setting up and strengthening their systems and programmes. Ultimately these efforts will improve the status of gender equality and inclusion in the technical and vocational education and training (TVET) sector and further contribute to closing gender gaps in training and employment. Concerns about gender equality, equity, and inclusion dominate most discussions related to education and training.

Cooperating Partners

In collaboration with



With funding from



The Objectives

The overall goal of this model policy is to establish a gender-responsive and inclusive TVET sector. This will be achieved through the development, alignment, adoption, and implementation of institutional-level gender mainstreaming and inclusive policies.

More specifically, the policy will provide a strategic framework to chart avenues **for increasing access of special interest groups, especially women, persons with disabilities, women and men from hard-to-reach areas** to vocational training and labour markets.

The Barriers

While enrolment in TVET has increased, gender disparities still exist between female and male students and staff, including those from vulnerable groups. The barriers to gender equality include internalised attitudes and social mindset, financial constraints, unfriendly training environment, information and knowledge gaps, low prospects of decent work, and low confidence and self-esteem. One of the most crippling barriers especially for female trainees is the resigned attitude and inherent lack of self-confidence. The patriarchal mindset is so dominating and has been so strongly internalised by all parties concerned that it is difficult for women to break out of that enclosure. Women and men need thoughtful guidance, counselling, and empowerment together with trade skills for their full potential to grow. Men should be partners in supporting women to overcome these barriers.

The foregoing barriers and many others could be tackled by the stakeholders in the TVET sector by developing responsive and fit-for-purpose gender mainstreaming policies and frameworks.

²³ Source: <https://www.ngeckkenya.org/Downloads/Model%20Gender%20Mainstreaming%20Policy%20for%20the%20TVET%20Sector.pdf>

The Policy

This Gender TVET policy provides a comprehensive framework for the promotion of gender equity, equality, and inclusion in the TVET ecosystem. The policy also provides key strategic approaches duty bearers, students, suppliers, and other clients of the TVET community can consider in advancing and mainstreaming principles of gender equality and inclusion. More specifically, the policy guides institutions to adopt explicit guidelines on gender mainstreaming, invest in programming and accountability, train staff, allocate resources to innovations that may help close gender gaps and promote inclusion, and generate gender-disaggregated data.

The Approach

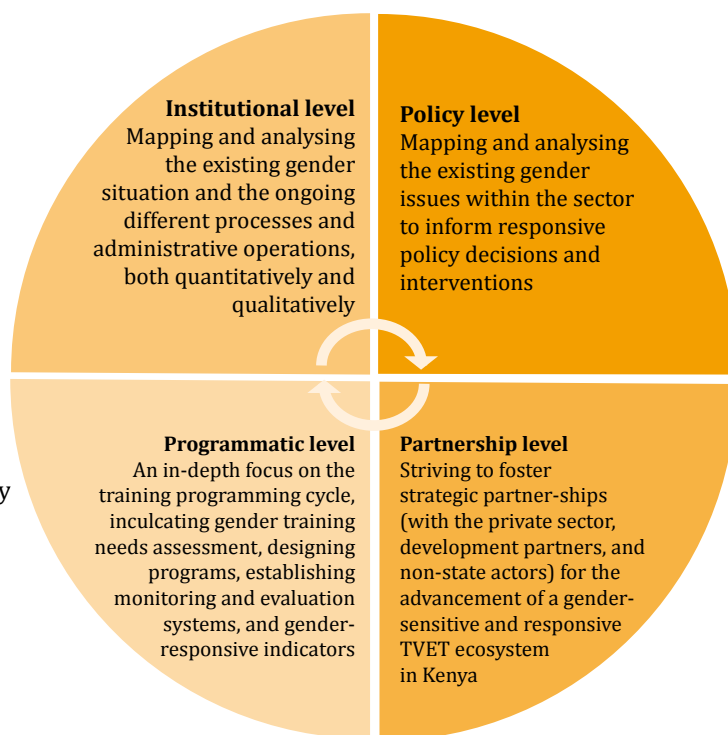
This Model Gender Mainstreaming Policy for TVET sector provides a gender mainstreaming approach. Some key elements are:

1. A framework for action in inculcating gender sensitivity in the TVET institutions' mandate and intentionally addressing underlying barriers such as gender stereotyping gender discrimination, and gender influence on career choices.
2. A -friendly environment for both public and private TVET institutions with appropriate support systems and incentives.
3. Improved TVET institutional capacity on gender competence at all levels.
4. Interconnectivity of the social, economic, institutional, and systemic gender transformational measures across the TVET ecosystem.
5. A guide for statutory requirements on the gender-responsive workforce.
6. Gender-focused capacity building and knowledge management for TVET institutions.

In the context of this policy, gender mainstreaming refers to the collective institutional strategies used to ensure that women's, as well as men's, concerns and experiences, are considered an integral dimension of the design, budgeting, implementation, monitoring and evaluation of any planned activities within the TVET sector with the ultimate goal of achieving gender equality.

TVET institutions, their management, trainers, curricula, learning materials, training rooms and workshops, and the general institutional environment should deliberately challenge gender stereotypes and internalised norms. In addition, gender-sensitive monitoring and evaluation frameworks should be developed/reviewed, and measurement of progress should be carried out regularly.

This policy is considered a guide for the agencies involved in the delivery of technical education and training. It applies at the following four levels:



Transformative and Innovative?

It is innovative that the ministry has implemented an explicit gender policy guideline for the TVET sector. This is a top-down approach which, if systematically monitored and provided with sufficient resources, will certainly have a positive impact. The extent to which transformative changes in gender relations and social norms and values will occur cannot (yet) be answered at this point.

Implementation, Mandate, Roles and Responsibilities

For further details on the implementation of the model policy and mandate, roles and responsibilities in TVET ecosystem, and operational concepts in gender mainstreaming, please refer to:

<https://www.ngeckenya.org/Downloads/Model%20Gender%20Mainstreaming%20Policy%20for%20the%20TVET%20Sector.pdf> Chapter 4; page 21-24 and annexes 1 & 2, page 25 and 33.

7. ANNEXURES

ANNEXE 1: GLOSSARY OF TERMS

1. Gender Mainstreaming

Gender mainstreaming is gender-specific intervention and activities that enable all persons to participate in and benefit equally from development efforts. In the context of TVET, it also covers the process of assessing the implications for people of different gender identity of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of people of different gender identity an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, so that people of all gender identities benefit equally and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

2. Intersectionality

Intersectionality describes how different characteristics that give rise to discrimination against individuals are combined and become mutually reinforcing. This means that forms of discrimination on the grounds of gender identity, sexual orientation, age, social or national origin, disabilities, socioeconomic status, ethnicity, or belonging to or being associated with a particular religion, for example, cannot be viewed as separate from each other or as merely cumulative; instead, new modes of discrimination emerge at the intersections between them. <https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy> page 16

3. Gender-Transformative and Gender-Responsive Approaches

Gender-transformative approaches challenge unequal social norms and practices, discriminatory attitudes, and gender roles and stereotypes arising from patriarchal power relations. Gender-transformative approaches include ways to transform harmful gender norms and to foster changes in power dynamics between women and men. Gender-transformative approaches explicitly address boys and men, e.g. to reflect on masculinity and the resulting role expectations and attributions.

Gender-transformative approaches are distinct from gender-responsive approaches since the latter systematically integrate the specific needs of the genders into their measures (e. g. by providing safe transport, accommodation and childcare facilities during training events) but do not contribute to actively transforming existing gender-specific inequalities. Gender-responsive measures make it easier for men/women/boys/girls and other genders to fulfil tasks that are ascribed to them based on their specific gender needs.

<https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy>

4. Gender Identity

Gender identity is understood to refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. This includes the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and behaviour.

5. Empowerment

The term empowerment means **“the strengthening of one's own power and autonomy”**. The purpose is to support people in gaining more self-determination rights, autonomy and decision-making power. Individuals or groups should be able to represent their interests autonomously and self-determinedly and shape their lives independently. Kabeer (1999)²⁴ has defined women's empowerment as *“the ability to make strategic life choices in contexts where this ability was previously denied to them”*. Empowerment is a strategic goal in itself as well as an approach.

ANNEXE 2: QUICK CHECKLISTS: INTEGRATION OF GENDER EQUALITY AND INCLUSION IN TVET

The following list is a collection of key questions to be asked in order to check the seriousness of the integration of gender equality and inclusion in TVET. This list is not exhaustive and can be adapted as well as questions can be added depending on the context and the specific topic.

Governance on Institutional TVET Level

1. Does the institution have a gender and diversity policy and a gender/diversity action plan? Does the management monitor the implementation of its policies? (Gender/diversity responsive)
2. How does the institution collect and analyse sex-disaggregated and other relevant data such as disability, ethnic minorities? (In case the institution does not collect sex-disaggregated and other relevant data it must be classified as gender- and diversity blind.)
3. Does the institution have an anti-discriminatory policy and a referral system in place?
4. Does the institution have a gender focal person and/or a gender equality officer with a defined mandate such as budget, time, and right to veto decisions?
5. Does the institution have a quota system in place to encourage disadvantaged persons (female/male/diverse) to inscribe?
6. Does the institution offer regular training for instructors/teachers/trainers about gender-responsive didactics?

²⁴ <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-7660.00125>

7. Does the institution support female and disadvantaged students with special programmes such as scholarships, mentoring and coaching programmes, etc.
8. Does the institution offer safe, affordable and barrier-free accommodation?

Governance on National Policy Level (Ministry of Education/TVET)

1. Does the (responsible) ministry have a gender policy for TVET institutions in place?
2. How does the ministry monitor the implementation of gender/diversity policies in TVET institutions?
3. How does the responsible ministry support TVET institutions that want to invest in gender equality/diversity in general?
4. Does the (responsible) ministry have specific support programmes for women and other disadvantaged persons in place such as scholarships, mentoring/coaching programmes?

Curriculum Development ^{25, 26}

Curriculum development must reflect the values of gender equality, inclusion and diversity. Integrating gender, inclusion and diversity topics into curriculum design is not just a matter of equity but a step towards educating empathetic and forward-thinking individuals. By recognising the power of education in shaping perceptions and dismantling stereotypes, we can create a more just society that empowers all genders equally.

1. Are curriculum methodologies developed with a gender-responsive lens?

Different genders may have varying learning styles and preferences. Curriculum developers should consider these differences when designing instructional methods. Collaborative learning, hands-on activities, and diverse assessment techniques can accommodate various learning approaches, including more participative teaching methodologies, which will give equal opportunities for women students to participate more actively, such as tutorial sessions run by women students, women-only teaching sessions, and research projects related to gender issues in each faculty and department. For selected vocational training courses it might be useful to utilise distance/digital education approaches. This can be advantageous for girls and women, by providing greater flexibility (time and mobility aspects) to married women with young children who can thus do parts of their courses through distance education.

2. Are curriculum materials developed in a gender-responsive way?

The language and imagery used in curricular materials can influence students' perceptions of their own capabilities. Gender-neutral – and, if possible, simple – language should be employed to avoid reinforcing

stereotypes. Moreover, illustrations, examples, and stories should portray a balanced representation of gender roles and contributions.

3. How do trainers/teachers get to know the curricula and the gender-responsive methodologies?

Collaboration with Private Business Partners

1. Does the private business partner have a gender/diversity policy in place (including an anti-discriminatory policy)?
2. Does the private business partner have formulated a gender/diversity action plan?
3. Does the private business partner support women/disadvantaged persons to participate in more male dominated technical training?
4. Does the private business partner support men/disadvantaged male persons to participate in more female dominated technical training?
5. Does the private business partner offer special conditions for women in male-dominated vocational training (and vice versa)?
6. How does the private business partner analyse its data (sex-disaggregated/other diversity data)?

Infrastructure of TVET Institutions

1. Are the buildings of the institution barrier-free?
2. If there are accommodations for women – is their safety guaranteed?
3. Are separate sanitary/washing facilities for men/women available?
4. Are safe spaces (like rest rooms) for women available?

More qualitative questions indicating a certain awareness/knowledge/openness

1. Does the institution/private business partner use inclusive language?
2. How does the institution/private business partner challenge gender stereotypes in images, photos and texts?
3. Does the institution/private business partner apply gender budgeting?
4. Does the institution/private business partner regularly offer gender and diversity training for all staff members?
5. Does the institution/private business partner offer family-friendly working environments? (Please specify)

²⁵ Important issues to keep in mind in the engendering of the curriculum is the need to have on the one hand dedicated professionals who will carry through the reform, and on the other hand, the institutionalisation of the reform within the organisation itself, in the form of statutory requirements, financial support, technical assistance, monitoring and evaluation, rewards and penalties. <https://www.aau.org/wp-content/uploads/sites/9/2019/07/Toolkit-module4.pdf>

²⁶ <https://teachertaskforce.org/events/call-materials-resources-gender-responsive-pedagogy-tvet>

ANNEXE 3:

Table for the Assessment of Gender-Responsive/Transformative Approaches in TVET

Criteria/ Priority	Guiding questions	YES	NO	Comments/explanations
Reach	Reach = In case the approach/practice only reaches women, girls, boys, men, people with disabilities, etc., it is neither innovative nor sustainable.			If an approach only reaches people, it is not shortlisted.
Benefit	Benefit = Does the approach/practice generate measurable benefit for women, girls, disadvantaged boys/men, people with disabilities, ethnic minorities, etc.? Benefit implies that people use the outputs, such as new skills, knowledge, techniques, etc. Example: Women participate in training on good agricultural practices in vegetable cultivation. After the training women use the new techniques and the benefit is that the yields are increased and the surplus is sold in the market/the surplus is used for a better nutrition of the family.			In case, precise data is available please note it here. If an approach does not generate concrete benefit, it is not shortlisted. Benefit is measurable in terms of money, income, employment, yields, better nutrition, knowledge, etc?
Empowerment	Empowerment = Does the approach/practice contribute to the empowerment of women, girls, disadvantaged boys/men, people with disabilities, ethnic minorities, etc. (measurable in terms of increased decision-making power, decreased SGBV and discrimination, more shared care work, higher status in the household, community, etc.). Example: Women contribute with their income from the selling of agricultural surplus to the household income and gain status/decision-making power. Women decide on the use of the money.			The problem is that projects usually do not conduct research/tracer studies after projects are closed. Therefore, it is difficult to assess the “empowerment” dimensions! Empowerment might be measured with the pillars of the AU Gender Strategy and 3-R-approach by the German Feminist Development Policy. Pillar 1: Maximising opportunities, outcomes and E-TECH dividends = Access to resources (such as scholarships for female TVET students in STEM) Pillar 3: Effective laws, policies and institutions = Rights (Anti-discrimination laws); Pillar 4: Leadership, Voice and Visibility = Representation (women in leadership positions).
	Does the approach/practice respond to prevalent discriminatory social norms/values that negatively affect women, girls, disadvantaged boys/men, people with disabilities, etc.?			Easy to assess if the context is well known! Responding means taking specific needs and interests of different groups/individuals into consideration. Examples: Barrier-free educational institutions; gender-responsive didactic/curricula; scholarships/mentoring for disadvantaged persons, etc.
Innovation/ Transformative Approaches	Does the approach/practice challenge pro-actively prevalent discriminatory social norms/ values concerning women, girls, disadvantaged boys/men, people with disabilities etc.?			Easy to assess if the context is well known! Language, imagery, and practical approaches can be screened. For example, working with young men on masculinities, challenging perceptions of “being a man” is a transformative practice.

ANNEXE 4: FURTHER READING

ILO: Guide on making TVET and skills development inclusive for all. By Ralf Lange; Christine Hofmann; Manuela Di Cara. March 2020.

https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_755869pdf

Training Manual for Disability and Gender Inclusive Technical and Vocational Education and Training. Developed for ACCI. December 2019

<https://accibestcentre.com/documents/GenderDisabilityInclusionTvetTrainingManual-from-ACCI-BEST-Centre.pdf>

UNESCO Bangkok Office: Mainstreaming gender equality in curricula and teaching and learning materials.

<https://www.ungei.org/sites/default/files/Mainstreaming-Gender-Equality-in-Curricula-and-Teaching-and-Learning-Materials-2018-eng.pdf>

NGEC: Model Gender Mainstreaming Policy for the Technical and Vocational Education and Training (TVET) Sector (With Elements of Inclusion); Draft 4 for Validation. November 2022. https://www.ngeckenyia.org/Downloads/TVET_Policy.pdf

https://www.giz.de/de/downloads/giz2020_en_SIFA_ATVET4W_Factsheet.pdf

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