CARICOM EDUCATION FOR EMPLOYMENT PROGRAM
(C-EFE)

Gender in Technical and Vocational Education and Training

MODEL LESSON PLAN
AND LEARNING ACTIVITIES

Revised September 27, 2013

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A. Introduction

Gender equality is one of the three planks on which the C-EFE program is constructed. In fulfilment of this goal, the C-EFE program has set in place processes for building in gender considerations in all aspects of the planning and delivery of the TVET program areas that are being launched in participating countries. This is in recognition of the economic importance of gender equality “as a fundamental aspect of a modern, well-functioning market in as much as it contributes to the efficient use of all resources.” (EBRD)

This Model Lesson Plan offers suggestions to approach the classroom instruction with a gender-inclusive set of principles and learning activities that will allow students to appreciate how gender applies in everyday situations, and its impact on employment outcomes.

Lesson plans will follow the standard in use by C-EFE participating CARICOM member countries.

A.1 Guide to the modules

The gender module is delivered in two parts comprising a generic and a gender mainstreaming component. The generic module is introductory, and addresses terminology, concepts in gender planning, and frameworks for gender analysis. Data on trends in education and employment show how gender inequalities have evolved since the 1940s, and their consequences for employment opportunities in the CARICOM job market. The gender mainstreaming module provides gender-sensitive information which can be used to analyze each C-EFE program area, and it builds in a gender-inclusive approach to the treatment of the topics covered in the curriculum of the program area.

Each module is organized into lecturettes, learning activities and supporting material. Objectives and time allocations are suggested for each activity. In the gender mainstreaming module, the instructor can choose from the learning activities to adapt them to the sector under discussion.

Instructors are referred to a companion document, Summary of Gender Issues in Curricula of Selected C-EFE Program Areas, in which gender-related trends and issues are presented. This document can complement the gender mainstreaming module by providing specific instances of gender differences that have an impact on career choices and the work environment. Other C-EFE documents that can be used for reference are: Gender in College Partnerships, and Model Gender Policy. CIDA (now DFATD) guidelines for gender equality are also recommended for review and a useful source of analysis on gender in education. A list of all resources is presented in Annex D.
A.2 Rationale for gender equality

• **Rights rationale:** International Conventions require countries to comply with provisions for achieving gender equality.

• **Efficiency rationale:** Having proper systems and standards that take gender into account can lead to economic gains measured by higher productivity.

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**Gender Facts**

*Did you know:*

Globally, women earn 77 cents for every dollar earned by a man?

Globally, more women than men work in lower status jobs (two thirds of minimum wage jobs are held by women)?

In the Caribbean, women outnumber men with tertiary level qualifications?

Women hold 16% of parliamentary seats worldwide?
B. GENERIC MODULE

LEARNING OBJECTIVES

Students will be introduced to terminology and concepts in gender analysis to critique existing models of work and occupational destinations of males and females. They will discover the ways in which gender stereotypes are constructed, and how these stereotypes define access to education and work opportunities.

SUMMARY OF GENERIC GENDER MODULE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender , theory, concepts and their application</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>Models of gender analysis</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>Gender in the work place (1)</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>Group discussion activity</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>Evaluation</td>
<td>20 MINUTES</td>
</tr>
</tbody>
</table>
TOPIC B-1: Gender theory, concepts and their application

What is gender?

**Sex and Gender**: 'Gender' refers to the socially constructed roles of and relations between men and women, while 'Sex' refers to biological characteristics which define humans as female or male. These biological characteristics are not mutually exclusive however, as there are individuals who possess both.

(http://www.eldis.org/go/topics/resource-guides/gender/key-issues贸易-and-gender/what-is-gender#.UjHbp8bYst4)

Women in Development or Gender and Development?

• **WID/GAD**: The WID (or Women in Development) approach calls for greater attention to women in development policy and practice, and emphasises the need to integrate them into the development process. In contrast, the GAD (or Gender and Development) approach focuses on the socially constructed basis of differences between men and women and emphasizes the need to challenge existing gender roles and relations.

(Source: C-EFE Gender in Partnership Manual)

What is a gender analysis?

• **Gender analysis**: The *systematic gathering and examination of information* on gender differences and social relations in order to identify, understand and redress inequities based on gender. Gender analysis in TVET seeks to understand the reasons for gravitation to certain occupations, and the wage and workplace implications. (Gender in College Partnerships Manual)

• **Gender mainstreaming**: The *systematic integration of gender equality* into all systems and structures; policies, programs, processes and projects into the culture of organizations.
TOPIC B-2: Models of gender analysis

B-2-1 Lecture Notes

Since the early 1970s, gender planning has evolved from the basic roles analysis to more complex theories of transformation and change. Shifts on the global stage have led to more emphasis on enabling policies, while official institutions have responded by creating policy mechanism and in some cases organizational units to support gender planning and long-term change. After persistent efforts, there remain stark gender disparities in education and employment that favour males and females in different ways. A common concern is the lack of adequate resources to effect change in critical areas. It is now accepted that the utilization of available labour can lead to greater economic benefits and minimize social stresses associated with crime in general, and gender-based violence.

The following models demonstrate degrees of complexity in conducting a gender analysis.

Table 1.1: Some Gender Analytical Frameworks

<table>
<thead>
<tr>
<th>Model</th>
<th>Features of model</th>
<th>Level of intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Roles Framework/Harvard Analytical Framework (Harvard Institute for International Development)</td>
<td>• Integrating women in development analysis • Household level analysis • Gender role differentiation • Access to and control over resources • Sex disaggregation of data</td>
<td>• Project level</td>
</tr>
<tr>
<td>Development Planning Unit (DPU) Framework (University College of London)</td>
<td>• Household and community-based analysis • Triple roles: productive, reproductive and community • Strategic and practical needs • Access to and control over resources</td>
<td>• Project and sector level</td>
</tr>
<tr>
<td>Social Relations Framework (University of Sussex)</td>
<td>• Gender relations constructed around institutions of household, community, state, market and development institutions • Intersectionality across race, class, ethnicity, and gender • Equalization of economic, social, and political power between genders</td>
<td>• Institutional level</td>
</tr>
<tr>
<td>Gender and macroeconomics framework-neoclassical economics (Various academic contributors)</td>
<td>• Households and markets are units of analysis • Gender-differentiated roles • Access to and control over resources</td>
<td>• Macroeconomic and sector levels – integrationist</td>
</tr>
</tbody>
</table>

1 Source: Adapted from CARICOM Gender Monograph 2009
TOPIC B-3: Gender in the work place (1)

B-3-1 Lecture Notes

In most countries of the CARICOM region, unemployment levels are twice as high for females compared to males. The recent economic crises have also affected women's employment, in areas such as the hospitality industry that is important to many Caribbean economies. There are concerns that poverty associated with unemployment can pose a threat to households and to the social and economic stability of countries as a whole.

At the University of the West Indies (UWI), nearly twice as many females are enrolled compared to males, in a trend that has seen an increasing gap in female to male enrolment since the 1940s (ECLAC 2011). In 1948, about 70% of all students enrolled were male and females were just over 30%. By 2010, the situation was exactly reversed and there were 33% male students compared to 67 % females enrolled at UWI.²

² UWI Statistical Review Academic Year 2009/2010
According to the UN Economic Commission for Latin America and the Caribbean (ECLAC):

“Although there is a definite increase in women’s share of the employment in the non-agricultural sector in most Caribbean countries, and despite the fact that women are pursuing higher education in larger numbers than males, their position in the labour market still reflects the traditional gender roles that confines women to the services sector, the caring professions, and other low waged, labour intensive areas of the labour market.

“The 2010 United Nations Report on the World’s Women, indicates a labour force participation rate for women in the Caribbean of 48% and a participation rate of men of 72%7. The representation of women in the services sector of the Caribbean is a high 85% compared with that of men 56%. Eighty per cent of the employed women in the Caribbean are waged and salaried workers, while 16% are own account workers, 2% are contributing family workers and employers. Men’s waged and salaried workers account for 67% of all workers, while 27% of all employed men, and 3% and 1% of employed men7 are employers and family contributing workers, respectively.” (ECLAC 2011, page 18)

Annex A outlines some gender issues that are common to work place environments where women are not traditionally employed.

More women than men work in low-status jobs

<table>
<thead>
<tr>
<th>Wage and salaried workers</th>
<th>Employers</th>
<th>Unpaid family workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>39</td>
<td>61</td>
<td>62</td>
</tr>
</tbody>
</table>

Share of women in total employment by job status, 1990–2002 (Percentage)

**WORKSHEET B-1:**

Use images of males and females in non-traditional work settings to stimulate discussion about differences in societal expectations, their origin and implications.

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**QUESTIONS FOR CLASS DISCUSSION**

- What would you expect of a female mechanic that would differ from a male mechanic?
- What would be the working relationship between a male and female in such a work setting?
- What issues would you anticipate, and how would you approach their resolution?

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[B-3-2 Learning Activities]

- Present visuals of males and females in traditional and non-traditional roles. Have the students deconstruct the components of the roles observed. Ask them to write a short essay on why a task should be performed by a male or a female.
- Introduce the concept of sex versus gender, and the social construction of gender roles.
- Ask students to reflect in groups on their early experiences of gender roles, using verbal and written and visual methods, or role plays if appropriate.

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3 [http://www.wikihow.com/Fix-a-Brake-Fluid-Leak](http://www.wikihow.com/Fix-a-Brake-Fluid-Leak)
B.3.3 Materials

- Power point presentations on models of gender analysis
- Hand-outs on terms and concepts

![Image](Image 1)

Source of image

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C. GENDER MAINSTREAMING MODULE

LEARNING OBJECTIVE

Students will acquire tools to analyze gender implications of work place policies; and will discover how gender influences the assignment of tasks and income outcomes in the work place.

SUMMARY OF GENDER MAINSTREAMING MODULE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender issues in the work place (2)</td>
<td>5 hour field trip</td>
</tr>
<tr>
<td>Work place policies affecting gender</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>Work place tasks and gender differentiation</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>Use of gender neutral language</td>
<td>20 MINUTES</td>
</tr>
<tr>
<td>Group discussion activity</td>
<td>60 MINUTES</td>
</tr>
</tbody>
</table>
TOPIC C-1 Gender issues in the workplace (2)

C-1-1 Lecture notes

A five-hour field trip will lead to an examination of various gender issues that are encountered in the workplace. The materials to assist in the preparation of the field trip are supplied at the end of each topic.

A Best Practice

“The RCU organised two workshops for the Jamaica Fire Brigade Service on Gender Awareness in the workplace, on February 13 and February 27, 2012. Attendees included both administrative and service members of the Brigade. Both workshops were well received by all the participants with Ms. Taitu Heron and Mrs. Shakira Maxwell planning and facilitating the workshops on behalf of the Unit.”


C-1-2 Learning activities

- Ask students to reflect on occupations that are typically male and ones that are typically female, and explain why these patterns exist.
- Organize a visit to a work site and have students observe and make notes on the gender role differentiation in the assignment of work tasks.
- Have students research the gender and health related issues that affect work functions, and observe the degree to which these issues are of concern in the workplace observed.
- In the classroom, de-brief on the findings and the significance for future employment standards.
- Have students compose themselves into groups of 8 to 10 depending on class size. Introduce the scenario in Worksheet C-2 and ask the students to discuss the causes and effects of the gender shifts in the types of employment accessed by males and females.

C-1-3 Materials

Worksheets C-1, C-2, C-3 and C-4
Mr. Alquicira, 21, graduated from high school in a desolate job market, one in which the traditional opportunities, like construction and manufacturing, for young men without a college degree had dried up. After career counselors told him that medical fields were growing, he borrowed money for an eight-month training course. Since then, he has had no trouble finding jobs that pay $12 or $13 an hour.

He gave little thought to the fact that more than 90 percent of dental assistants and hygienists are women. But then, young men like Mr. Alquicira have come of age in a world of inverted expectations, where women far outpace men in earning degrees and tend to hold jobs that have turned out to be, by and large, more stable, more difficult to outsource, and more likely to grow.

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New York Times May 12, 2013
WORKSHEET C-2

Field Trip Observation Guide

Name (optional): Date:

Company visited: Location:

What I expect to discover:

What I actually discovered:

What I would still like to know:

Source: Alicia Mondesire (2013)
GUIDELINES FOR COMMENTS

Use hand-outs to analyze the observations in the work place. For example, what are the wage levels attached to the tasks observed? Also see CIDA guidelines on gender analysis.

<table>
<thead>
<tr>
<th>TASK</th>
<th>GENDER ROLE OBSERVED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
TOPIC C-2 Gender in workplace polices

C-2-1 Lecture notes

International conventions to which governments subscribe recognize the importance of gender equality in workplace policies and employment practices. Gender equality features prominently in the programs of the International Labour Organization (ILO), the United Nations agency responsible for labour practices. In addition to its prescriptions on Decent Work, the ILO has singled out gender equality in two of the eight core Conventions that member states are expected to follow.

- Convention No.100 on the Equal Remuneration for Men and Women Workers for Work of Equal Value 1951 and

It notes that these conventions guide the ILO’s ‘Fundamental Principles and Rights at Work’. There are six other core Conventions that focus on enhancing the rights of women in the work place.

C-2-2 Learning activities

➢ Discuss legislation that affects gender in employment, including equal pay for equal work. Ask students to think about any cases where this legislation was breached, and with what consequences.
➢ Have students review the occupational health and safety policies of a selected company and comment on the gender aspects of the policy.

C-2-3 Materials

TOPIC C-3 Workplace tasks and gender differentiation

C-3-1 Lecture notes

Gender role stereotypes play an important part in decisions by employers on whether a male or female is suited for particular tasks. These stereotypes are influenced by, among other factors, the demand and supply of certain job skills, the cultural norms that shape occupational choices, and the remuneration that is acceptable to the person seeking employment. Economic pressures can sometimes push employers to hire women at lower wages for jobs traditionally performed by men. In some instances, occupational sex labels, such as a “man’s job” or a “woman’s job”, can also determine how both employers and workers perceive lines of work, and what is acceptable for a male or female worker (Reskin, 1993).

Another influencing factor is the view held by some employers that women will have a higher turnover rate than men on account of child bearing and rearing. Other stereotypes, such as women are more dexterous than men, encourage employers to hire women for assembly type tasks. These stereotypes set apart the types of tasks assigned to women and men respectively.

C-3-2 Learning activities

- Show the video of males and females in the workplace, and ask students to comment on the roles observed. Discuss some of the challenges that would confront workers and management in addressing gender equality.
- Use a matrix (Worksheet C-1) to tabulate the roles/tasks, the ratio of male to female performing each task.
- Ask students to develop an alternative scenario with a more equitable distribution of males and females in each role.
- Have students compare the two scenarios, and discuss the implications in terms of wages and productivity.

C-3-3 Materials

Worksheet C-4
### WORKSHEET C-4

**MALE/FEMALE DISTRIBUTION OF TASKS**

**EXAMPLE: Heavy Equipment Operation and Maintenance**

<table>
<thead>
<tr>
<th>TASK</th>
<th>M/F</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excavating</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Earth moving</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Paving</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Inspection</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Operating controls</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Electrical circuitry</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Source: Alicia Mondesire (2013)
TOPIC C-4 Use of gender neutral language

B-3-1 Lecture notes

There is increasing awareness of the importance of using gender-neutral language in the work place. Employee satisfaction and morale are elevated when the language used does not single out female or male.

TIPS FOR GENDER-NEUTRAL COMMUNICATION

- Replace generic masculine pronouns (*he, his*) by rewriting your sentence in the plural.
- Avoid patronizing expressions, and use *woman* instead of *girl or lady* unless you are referring to a minor.
- Avoid unnecessary feminine forms, such as *ess, ette, ienne and trix*.
- Use gender-neutral occupational titles. The table in Annex C provides a list of gender-neutral occupational titles to use instead of titles that end in *man, woman, lady or mistress*.
- Avoid the generic term *man*, generic words and expressions that contain *man* and the use of *man* as an adjective or verb. The table in Annex C provides a list of gender-neutral generic terms to use instead of the generic term *man*, generic words and expressions that contain the word *man* and the use of *man* as an adjective or verb.
- Avoid irrelevant references to details such as a woman's marital status, role or physical appearance.
- Avoid generalizations about men's and women's personality traits and social roles.
- Alternate the order of reference.
- In correspondence, use parallel constructions.
- List names in alphabetical order or according to rank. The table in Annex XXX provides a list of names in alphabetical order and a list of names according to rank.
- Alternate your word order.


B-3-2 Learning activities

Prepare a set of cards with the traditional title for jobs, and ask students to work in groups of two to create a gender neutral title. See Annex C for lists of appropriate gender neutral language.

B-3-3 Materials

Coloured cards, markers
**Group discussion activity**

**OBJECTIVE:** To synthesize the learning from the module, discuss the ramifications, and possible measures that can be taken to address gender in the sector under study.

**GROUP ACTIVITY:** Form groups of 8-10 depending on class size. Ask the group to appoint a facilitator and a rapporteur, to work through the question:

> If I were in a position to change the environment to enable gender equality in this sector, what would be the three most important steps I would take?

**TIME:** 30 minutes for group formation and discussion; 10 minutes for each report.

The Group can report with a visual, role play, flip chart notes, power point presentation, or any other method that is feasible in the time and with the facilities available.

**MATERIALS AND EQUIPMENT:** Flip chart, markers, tape, projector.
D. EVALUATION OF LEARNING EXPERIENCE

Objective: To assess the impact of the learning on students, identify any possible attitudinal change, and lessons for future workshops.

Procedure: Written evaluation. Forms are provided for the written evaluation (Annex C).

Time: 20 minutes
ANNEX A

EXAMPLES OF GENDER ISSUES IN A PROGRAM AREA: HEAVY EQUIPMENT OPERATION AND MAINTENANCE

- An understanding of what the industry entails and the reality of working conditions; and acknowledgment of gender-related stigmas that could be faced in the workplace.
- Physical fitness and body weight requirements to operate equipment. Anthropometric issues and musculoskeletal disorders could pose obstructions to women and men pursuing heavy equipment and maintenance careers.
- Health and safety issues include hearing protection; rotation of activity; and prevention as the first choice over safety (ILO guidelines as a reference).
- Misconceptions about gender-related health risks, and clarity about rules and regulations that apply to protect workers.
- Advocacy on “jobs for everyone,” including the use of promotional DVDs and audio visuals appealing to men and women; and the use of case studies portraying both male and female workers on delivery teams.
- Security and self-defence.
- Sexual harassment and bullying on the job site.
- Differentiation and diversification of required skills and training that are not restricted to heavy labour.
- Counselling on job search methods and presentation skills to extend access by women to these jobs.

Operators are required to perform tasks such as excavating, earth moving and paving using machines such as back hoes, bull dozers and heavy haul trucks. On the maintenance side, there are tasks such as repair of heavy equipment, maintenance and overhaul of equipment, inspection, repair of tracks, wheels, brakes, operating controls, pneumatic and hydraulic systems, electrical circuitry, engines, welding and brazing.

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6 Outline of gender perspectives in selected C-EFE Program Areas. Ottawa: ACCC, June 2013
Increasingly men seek success in jobs dominated by women

An analysis of census data by The New York Times shows that from 2000 to 2010, occupations that are more than 70 percent female accounted for almost a third of all job growth for men, double the share of the previous decade.

That does not mean that men are displacing women — those same occupations accounted for almost two-thirds of women’s job growth. But in Texas, for example, the number of men who are registered nurses nearly doubled in that time period, rising to 22,532 from 12,709, and increasing the percentage of male nurses to 10.5 percent, from 8.4 percent. Men make up 23 percent of Texas public schoolteachers, but almost 28 percent of first-year teachers.

The shift includes low-wage jobs as well. Nationally, two-thirds more men were bank tellers, almost twice as many were receptionists and two-thirds more were waiting tables in 2010 than a decade earlier.


Germany attempts to recruit men into child care

Generally speaking, gender equality in the U.S. and other Western countries has involved women moving into men’s spheres. We have not seen an equivalent migration of men into women’s spheres. Accordingly, while women have integrated many male occupations (they are now, for example, 50% or more of law and medical students), many female-dominated ones remain heavily female.

This is perhaps nowhere more true than in early childhood education. In a story about male childcare workers at Organizations, Occupations and Work, Lata Murti reports that only 5% of child care workers and 3% of pre-school teachers are male. Numbers are also low in other Western countries. In Germany, the average is 3.5% (and this includes all employees of child care centers, including custodians).

So, Spiegel Online reports, Germany has decided to try to do something about it. Aiming to increase the percentage of men in child care to 20%, the government is spending 13 million Euros on a “More Men in Early Childhood Education and Care” program.

The state isn’t doing this, though, solely out of a passion for gender equality or a soft place in their heart for men holding babies. They’re doing it because Germany has promised that there will be a spot in a day care center for all children when they turn one year old. To fulfill this promise, they need more day care workers badly; recruiting men means that that other half of the population might fill out the profession.
ANNEX C

Guidelines for gender-neutral language

1. Replace generic masculine pronouns (he, his) by rewriting your sentence in one of the following ways:
   - Recast your sentence in the plural.
     
     **Example:** Each participant must present his ID badge at the door.
     **Revised:** All participants must present their ID badges at the door.

   - Use both pronouns without parentheses (e.g. she or he, her/him, his/hers, herself or himself).
     
     **Example:** The client should receive his invoice in two weeks.
     **Revised:** The client should receive his or her invoice in two weeks.

     **Note:** Most sources agree that the construction s/he should be avoided.

   - Use neutral words like individual or one.
     
     **Example:** The stage manager must delegate all the tasks; he is therefore responsible for the show's success.
     **Revised:** The stage manager must delegate all the tasks; this individual is therefore responsible for the show's success.

   - Eliminate the pronoun altogether.
     
     **Example:** The incumbent is expected to edit a variety of documents. He must also prepare weekly updates.
     **Revised:** The incumbent is required to edit a variety of documents and prepare weekly updates.

   - Repeat the noun.
     
     **Example:** The student must submit the course registration papers by July 1. His guidance counsellor will send confirmation by mail.
     **Revised:** The student must submit the course registration papers by July 1. The student's guidance counsellor will send confirmation by mail.

   - Use sentence fragments where appropriate (e.g. work descriptions, c.v.'s).
     
     **Example:** drafts policies, edits materials and develops programs

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• Address your reader directly, using you and your.

  **Example:** The tenant must keep his apartment clean and tidy.
  **Revised:** You must keep your apartment clean and tidy.

  **Note:** Although plural pronouns (they, them, themselves) are sometimes used as gender-neutral singular pronouns in informal writing, they are not fully accepted. Use this practice with caution.

  **Example:** If your child is expecting you after school, please don't make them wait.
  **Better:** If your children are expecting you after school, please don't make them wait.

2. Avoid patronizing expressions, and use woman instead of girl or lady unless you are referring to a minor.

  **Example:** One of the lovely ladies in the office will answer your call.
  **Revised:** One of the administrative assistants will answer your call.

  **Example:** If you need anything, just let the girl at the desk know.
  **Revised:** If you need anything, just let my assistant know.

3. Avoid unnecessary feminine forms, such as ess, ette, ienne and trix.

<table>
<thead>
<tr>
<th>Don't use</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>comedienne</td>
<td>comedian</td>
</tr>
<tr>
<td>executrix</td>
<td>executor</td>
</tr>
<tr>
<td>poetess</td>
<td>poet</td>
</tr>
<tr>
<td>stewardess</td>
<td>flight attendant</td>
</tr>
<tr>
<td>usherette</td>
<td>usher</td>
</tr>
<tr>
<td>waitress</td>
<td>waiter (or server)</td>
</tr>
</tbody>
</table>

4. This table provides a list of gender-neutral titles to use instead of feminine titles that end in ess, ette, ienne, and trix.

5. **Example:** Joni, a stewardess with Travel Bug, moonlights as a comedienne.
   **Revised:** Joni, a flight attendant with Travel Bug, moonlights as a comedian.

6. Use gender-neutral occupational titles.
### Don’t use | Use
--- | ---
businessman, businesswoman | businessperson, people in business
chairman, chairwoman | chair, chairperson, convenor
cleaning lady | office cleaner
foreman | supervisor
headmaster, headmistress | director, principal
mailman | mail carrier, letter carrier
policeman, policewoman | police officer
salesman | clerk, salesclerk, sales associate, salesperson

7. This table provides a list of gender-neutral occupational titles to use instead of titles that end in *man, woman, lady or mistress*.
   - **Example:** Our *foreman*, Suellen, often acts as *chairman* of the health and safety committee.
     **Revised:** Our *supervisor*, Suellen, often acts as *chair* of the health and safety committee.
   - **Note:** Generic occupational titles like *administrator, doctor, lawyer, nurse* and *secretary* apply to both men and women. Don't use compound expressions like *female administrator, male nurse or woman lawyer* unless the distinction is relevant. If this distinction must be made, most sources agree that the terms *male* and *female* are preferred.
     **Example:** At the conference, speakers will address such issues as the status of *female lawyers* in North America.

8. Avoid the generic term *man*, generic words and expressions that contain *man* and the use of *man* as an adjective or verb.
Don't use | Use
--- | ---
average man | average person, ordinary person
best man for the job | best person for the job
layman | layperson, non-specialist
man (when referring to humanity) | human beings, humanity, humans, individuals, people
man and wife | husband and wife, partners
mankind | humankind
man-made | artificial, handmade, manufactured, synthetic
manpower | personnel, staff, workers, workforce
to man | to operate, to staff
workmanlike | skilful

9. This table provides a list of gender-neutral generic terms to use instead of the generic term *man*, generic words and expressions that contain the word *man* and the use of *man* as an adjective or verb.
   - **Example:** Please get a clerk to *man* the front desk.
   - **Revised:** Please get a clerk to *staff* the front desk.

   **Note:** You should also avoid expressions like *career woman*. Instead, be specific: artist, director, doctor, professor, etc.

10. Avoid irrelevant references to details such as a woman's marital status, role or physical appearance.
   - **Example:** Widow, 58, rescues kitten from tree
   - **Revised:** Woman, 58, rescues kitten from tree
   - **Example:** The always elegant Vice President, Rachel Wills, accepted the award on behalf of the organization.
   - **Revised:** The Vice President, Rachel Wills, accepted the award on behalf of the organization.

11. Avoid generalizations about men's and women's personality traits and social roles.
- **Example:** Hysterical women and angry men  
  **Revised:** Angry women and men

- **Example:** The nurse should bring her stethoscope to the training session. **Revised:** Nurses should bring their stethoscopes to the training session.

12. Alternate the order of reference.

- **Examples:**  
  Jane Morton and Vince Rubens  
  Mr. Rubens and Ms. Morton  
  Jane and Vince

13. In correspondence, use parallel constructions.

- When using Mr., use Ms. unless you know the preferred title (Miss, Mrs.) of the person you are addressing or referring to.

  **Example:** Dear Ms. Turpin:

  **Note:** If you don't know the sex of the addressee, use Dear followed by the person's initials and surname. Similarly, if you do not know the name of the addressee, use the form Dear Madam or Sir or Dear Sir/Madam.

- When you mention the names of a woman and man together, portray them as equals.

  **Examples:**  
  Giselle Ward and James Whyte  
  G. Ward and J. Whyte  
  Giselle Ward, the psychologist, and James Whyte, the teacher

  **Note:** This guideline also applies to couples and work associates. Be sure to check whether married couples share the same last name.

  **Examples:**  
  Mr. and Mrs. Clayton Parker  
  Clayton Parker and his wife Maude

  **Revised:**  
  Mr. and Mrs. Clayton and Maude Parker  
  Maude and Clayton Parker  
  Mr. and Mrs. Parker

  **Examples:**  
  Denise Angus and her assistant Walter  
  Roy Bonneville, President, and his interpreter Jenn

  **Revised:**  
  Denise Angus and her assistant Walter Banks  
  Roy Bonneville, President, and his interpreter Jenn Wilford

14. List names in alphabetical order or according to rank.
15. This table provides a list of names in alphabetical order and a list of names according to rank.
16. Alternate your word order.

**Examples:**
Each student must submit her or his paper by noon tomorrow.
Dear Madam or Sir:
In Canada, women and men are equally susceptible to heart disease.

For more on non-sexist language, consult *The Canadian Style; Editing Canadian English; The Little, Brown Handbook*; or *The Gregg Reference Manual*.

Test your knowledge and take the quiz on gender-neutral language.

### EVALUATION

Please answer the questions and apply ratings on a scale of 1 to 5, where 1 is excellent and 5 is poor.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>YOUR RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td>Were the objectives of the course clearly stated?</td>
<td></td>
</tr>
<tr>
<td>Was the advance information and documentation helpful?</td>
<td></td>
</tr>
<tr>
<td>Were the topics covered relevant to the stated objectives of the course?</td>
<td></td>
</tr>
<tr>
<td><strong>PROCESS AND METHODS</strong></td>
<td></td>
</tr>
<tr>
<td>Did the process and methods lead to a better understanding of the relevance of gender to your area of study?</td>
<td></td>
</tr>
<tr>
<td>Were questions and issues addressed clearly and to your satisfaction?</td>
<td></td>
</tr>
<tr>
<td>Was there enough opportunity to interact with other participants and to share perspectives?</td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL COMMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Were the objectives of the course met to your satisfaction?</td>
<td></td>
</tr>
<tr>
<td>Use this space to briefly state your suggestions to improve the course content and delivery methods.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Alicia Mondesire (2013)
REFERENCE MATERIAL/SOURCES
