SECTION 9
Gender Planning Guidelines for Institutional Partnerships

Institutional Partnership Manual for the CARICOM Education for Employment Program (C-EFE)

Association of Canadian Community Colleges (ACCC)
August 2012
SECTION 9
Gender Equality - Guidelines

The C-EFE guidelines on gender equality were developed to provide clarification of CIDA’s objectives regarding this cross-cutting theme. Gender Equality is considered as an integral part of CIDA programming and must be taken into consideration in all steps of project implementation: from project design to project evaluation.

In developing the C-EFE program, ACCC recognized that formal training for women has often been closely related to gender-stereotyped tasks and occupations – i.e. meeting “practical gender needs” rather than longer-term “strategic gender needs”. This type of training reinforces women’s subordination. Lack of women’s access to appropriate education in science, technology and management has implications on women’s contribution to agriculture and commerce and the socio-economic development of their communities.

The absence of female role models and the lack of vocational/career counselling that provides girls with the option of considering TVET are attitudinal barriers which limits girls’ and women’s educational choices. Barriers within educational institutions which limit women’s participation include:
1. Lack of female teachers
2. Assumptions and attitudes of male teachers;
3. Male orientation in course publicity and training materials;
4. Inflexible selection and entry requirements;
5. Large attendance requirement for practical skills/laboratory based work;
6. Instrumental pedagogies and curriculum content which ignores the social context of technology
7. Lack of child care facilities;
8. Scheduling of courses (time of day/season, fixed hours, length of program)
9. Traditional apprenticeship model of skills transmission from father to son.

At the same time, it is recognized that career choices for males have been associated with traditional gender roles. Part of the challenge is to break down these stereotypes and create avenues through which young men can consider options in areas previously considered as female education and employment domains.

Institutional partnerships need to identify specific challenges related to Gender Equality for the institutional partnerships and develop strategies to address these issues. Gender issues specific to the programs being developed or revised need to be addressed.

This section of the manual includes:
9.1 Introduction
9.2 C-EFE Gender-related Outcomes, Outputs and Activities
9.3 Definition and Concepts in Gender Planning
9.4 Mainstreaming Gender in Institutional Partnerships
9.5 Mainstreaming Gender in the Curriculum
9.6 Sector-specific Guidelines for Conducting Gender Analysis
9.7 C-EFE Results Summary Table for Gender Equality
Annexes
Bibliography and resources for further reading

Tools and resources for gender analysis and further information on CIDA’s policy on Equality between Women and Men (or Gender Equality) can be found at: http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-31192610-JXF.
9.1 INTRODUCTION

C-EFE and Gender Equality

The CARICOM Education for Employment Program (C-EFE) is a five-year program designed to support technical and vocational education and training (TVET) in the Caribbean region. The program aims to achieve the transition from a traditional, academic, supply-driven system to a more responsive, applied, demand-driven system that will equip learners with skills that match the jobs of the future. With a $20 million grant from the Canadian International Development Agency (CIDA), the program serves twelve countries of the CARICOM region: Belize, Jamaica, the OECS, Guyana and Suriname, Barbados and Trinidad and Tobago. It is being co-implemented over the 2011 to 2016 period by the Association of Canadian Community Colleges (ACCC) and the Caribbean Association of National Training Agencies (CANTA).

Gender equitable training and employment through the TVET programs is one of the main goals of C-EFE. One of the modalities for developing skills and resources in the TVET institutions in the Caribbean is establishing partnerships between Canadian colleges and institutes and Caribbean TVET institutions. In addition to the C-EFE program-level gender activities, each institutional partnership will have a gender component, in keeping with ACCC and CIDA past practice.

CIDA’s Policy on Gender Equality in Education

CIDA’s policy on gender equality sets out a specific rationale and targets for gender in education recognizing that,

“… the education sector has enormous potential to challenge and transform existing social relations, as well as to influence the acceptance of gender equality as a fundamental value and human right in society”. It goes on to note that “The potential benefits to girls and women of achieving gender equality targets in education include:

• Higher earning potential;
• Better protection from HIV/AIDS and domestic violence; and
• Greater political participation and influence” (CIDA 2010).

The full text of the policy is available on line at: http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-31192610-JXF.

Guide to this Gender Planning Manual

This section of the Institutional Partnership Manual lays out both generic gender guidelines and sector-specific gender guidelines. The generic guidelines cover the principles guiding the partnering process and provide a structural framework for the operation of the institutional partnerships. The sector-specific gender guidelines cover the eight sectors chosen for the first phase of institutional partnerships. They are presented with a framework to analyze and act strategically on gender equality imperatives in each of the sectors. Gender in Education
principles, articulated as part of CIDA’s gender policy, and EFE Gender Guidelines are presented as Annexes.

The activities covered under the generic gender guidelines for institutional partnerships fall into four main categories:

- Mainstreaming gender into the institutional partnership process;
- Joint analysis of gender in the sectors selected;
- Monitoring and Evaluation of results of mainstreaming gender; and
- Mainstreaming gender in the TVET curricula.

### 9.2 GENDER-RELATED ACTIVITIES, OUTPUTS AND OUTCOMES TO BE DELIVERED IN C-EFE

The C-EFE Program Implementation Plan (PIP) has laid out the gender-related outcomes, outputs and activities to be delivered under the program.

**Intermediate Outcome 1000:** Strengthened regional capacity to coordinate, promote and conduct quality assurance for demand-driven TVET programming and worker certification

**Immediate Outcome 1100:** Improved knowledge and skills in NTAs across the region to provide occupational standards and worker certification

**Output 1110** – Regional coordination and support for NTAs, TVET institutions and ministries to award CVQs to existing workers

**Activities:**
- **1110.10** Develop and deliver training programs for NTAs to support development of competency-based occupational standards based on gender-disaggregated data and skills competencies required by industry
- **1110.15** Develop a network of gender focal points to leverage the role of TVET in supporting gender-equitable certification and employment

**Immediate Outcome 1200:** Increased gender-equitable social marketing of TVET

**Output 1210** – Gender-equitable regional TVET promotional strategy developed and adopted by Ministries, NTAs and TVET institutions

**Activities:**
- **1210.1** Support CANTA and NTAs to develop and implement regional and national promotional plans for TVET, with emphasis on CVQs and success stories of men and women in non-traditional occupations and new environment-friendly technologies
- **1210.4** Implement career guidance programs, including gender and environment, linked to labour market information (LMI) indicators at institutions across the region

**Intermediate Outcome 2000:** Increased employment of m/f graduates from demand-driven programs
Immediate Outcome 2100: Enhanced and relevant LMI and vocational technical information system (VTIS) available to inform m/f stakeholders on TVET in the region

Output 2110 – TVET LMI web-based mechanism developed

Activities:
2110.1 Assist CANTA to develop and implement an LMI for TVET Strategy, including gender

Immediate Outcome 2200: Increased collaboration of private sector with TVET institutions to design and deliver demand-driven TVET programs & support student placement and employment

Output 2210 – Partnerships established between industry, NTAs, Caribbean & Canadian institutions to review and develop TVET programs

Activities:
2210.1 Facilitate partnerships between industry and NTAs to enhance systemic linkages at national and regional levels, including gender
2210.3 Design student employment support programs in collaboration with industry, including gender
2210.4 Facilitate training of workplace assessors and adjunct instructors from industry, including gender

Intermediate outcome 3000: Strengthened capacity of TVET institutions to design and deliver gender and environmentally sensitive TVET programs that attract and graduate citizens with relevant skills that respond to labour market needs.

Immediate Outcome 3100: Strengthened gender-sensitive TVET leadership and faculty to support institutional change and environmental awareness

Output 3110 - Gender-equitable leadership training developed and delivered to senior officials of TVET institutions and relevant ministries

Activities:
3110.1 Provide training to institute and college leaders to develop skills in leading demand-driven TVET institutions
3110.2 Design and implement a strategy to establish a network of leadership mentors and on line source materials, including gender

Output 3120 - Gender sensitive instructor training to support development and delivery of demand-driven training to upgrade technical skills of instructors

Activities:
3120.1 – Support the development of TVET instructors through training activities including training on gender
3120.2 – Design and implement a regional strategy to ensure ongoing support to instructors
3120.3 – Leverage industry linkages to provide technical upgrading to instructors
Intermediate Outcome 3200: Increased access, retention and competency of TVET students, including disadvantaged groups, in relevant and gender-sensitive TVET programs

Output 3210 - New or renewed target, demand-driven gender and environment-sensitive TVET programs developed

Activities:
3210.1 – Facilitate the selection of programs and participants in the development of new and renewed programs
3210.2 – Develop and deliver the new TVET programs through partnerships among Caribbean and Canadian institutions, NTAs and industry
3210.3 – Trace employment of TVET program graduates and acceptance to TVET programs of pre-tech program graduates

Output 3220 - Targeted gender and environmentally sensitive pre-technology programs developed for vulnerable groups

Activities:
3220.1 – Facilitate the selection of pre-technology programs and participants in program development
3220.2 – Develop and deliver the pre-technology programs through partnerships among Caribbean and Canadian institutions, NTAs and industry

9.3 DEFINITIONS AND CONCEPTS IN GENDER PLANNING

To begin the process of gender planning, it is useful to review some basic definitions and concepts that will be used in some parts of the manual.

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 Discrimination: The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources

Gender Division of Labour: The socially determined ideas and practices which define what roles and activities are deemed appropriate for women and men

Gender equality: denotes women having the same opportunities in life as men, including the ability to participate in the public sphere

Gender equity: denotes the equivalence in life outcomes for women and men, recognising their different needs and interests, and requiring a redistribution of power and resources

Gender Mainstreaming: An organisational strategy to bring a gender perspective to all aspects of an institution’s policy and activities, through building gender capacity and accountability

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1 Institute for Development Studies (IDS)/BRIDGE 2000
**Gender Planning:** The technical and political processes and procedures necessary to implement gender-sensitive policy

**Gender Relations:** Hierarchical relations of power between women and men that tend to disadvantage women

**Gender Training:** A facilitated process of developing awareness and capacity on gender issues, to bring about personal or organisational change for gender equality

**Gender Violence:** Any act or threat by men or male-dominated institutions, that inflicts physical, sexual, or psychological harm on a woman or girl because of their gender

**Sex and Gender:** Sex refers to the biological characteristics that categorise someone as either female or male; whereas gender refers to the socially determined ideas and practices of what it is to be female or male

**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 emphasises the need to challenge existing gender roles and relations

**Women’s Empowerment:** A ‘bottom-up’ process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and building their capacity to challenge it

**Women’s Human Rights:** The recognition that women’s rights are human rights and that women experience injustices solely because of their gender

### 9.4 MAINSTREAMING GENDER INTO THE INSTITUTIONAL PARTNERSHIP PROCESS

An observation from the CIDA evaluation of institutional partnerships highlights the challenge of developing an effective strategy for including gender in implementing institutional partnerships. The report noted that:

“Trained women and men are generally able to apply their skills with their clients (students, community) but several developing country organizations staff interviewed in Africa and Asia indicated challenges in transferring their knowledge and skills to their colleagues (this was not reported in Cuba). Factors included: insufficient mastery of the knowledge and skills to train colleagues; and the favouring of outside ‘experts’ by their organizational culture. CCPP projects benefited women and men at the individual level...”
(typically in terms of their access to training opportunities), particularly in projects where the focus was on women” (CIDA 2005: 9).

The institutional partnerships to be developed for C-EFE will take note of this observation, by first of all defining the skills gaps and requirements on both sides of the partnership. The gender analysis enables an accounting of where gender biases might lie in access to training opportunities, and how these biases could be overcome.

9.4.1 Purpose of the institutional partnerships

The main task of the institutional partnership is to co-ordinate the activities of the partners in order to develop a joint strategy for gender-sensitive approaches to TVET delivery in the CARICOM region. The development of a co-operative work program and the implementation of this work program according to agreed priorities is central the success of the partnership. Institutional partnerships reflect the strengths of all partners and minimize their weaknesses. Partnerships can also enable the individual institutions to:

- Improve the quality of support to gender-sensitive approaches to course development and delivery in each targeted sector;
- Increase effectiveness and efficiency in the use of partners’ resources in gender-sensitive planning; and
- Build on synergies and prevent duplications of activities.

9.4.2 Launching the partnership

Statement of intent

The partners agree on a statement of intent, common gender-equality goals, and frame the partnership in relation to the shared goals. An action plan outlining the responsibilities and time lines, and the assignment of roles, should accompany the statement of intent. The partners decide what are the important areas to be covered, based on the following considerations.

Who has what?

For the institutional partnership to begin on an even footing, the experiences of the Canadian College and Institute (CCI) and the Caribbean TVET institution both need to be validated. One way of achieving genuine equality in the partnership is for each partner to acknowledge the institutional resources including the expertise of the other, and to recognize that as partners, they have embarked on a joint journey of learning. It is presumed that the achievement of gender equality goals is a work in progress for the CCI as it is for the Caribbean TVET institution. The questions and criteria in the attached frameworks have relevance for both the CCI and the Caribbean TVET institution.

Baseline information

The intent is to establish the baseline or starting point for each institution, recognizing that the purpose of the partnership should be to understand the conditions under which progress was
A baseline set for both the CCI and the Caribbean TET institution, captures key measures of gender equality practices in the partnering institutions.

9.4.3 Joint analysis of gender in the sector

Unravelling the data on gender patterns in the college systems in Canada and in the Caribbean is a useful way to begin. The shared gender analysis will serve to:

- Describe the state of gender in the sector;
- Define the challenges that are evident in the current status;
- Identify constraints and opportunities.

The matrices for the gender analysis are presented in Section 9.9. Additional information for gender analysis in education is available from UNESCO (2010) and CIDA (2010), both listed in the Bibliography. The CIDA guidelines on gender analysis are contained in Annex B of this section.

9.4.4 Monitoring and evaluation of gender mainstreaming results

Included in the plan of action is provision for monitoring at intervals, and an evaluation at the end of the collaboration, of gender mainstreaming results. The C-EFE monitoring & evaluation system is designed within the framework of the stated goals and methods of the institutional partnership component, and the objectives set in the institutional partnerships’ action plans are the point of reference for determining the extent to which the desired gender-related outcomes and outputs were achieved. Lessons related to enhanced gender mainstreaming within institutional partnerships are documented in the evaluation.
9.5 **MAINSTREAMING GENDER IN THE CURRICULUM²**

TVET standards and curricula can reinforce existing social and gender inequalities by implicitly upholding traditional gender stereotypes or by disregarding the diversity of learning needs and learning styles among men and women throughout the region. Alternatively, regional curricula can be a vehicle to promote positive messages about equality between women and men and to integrate human rights education.

Textbooks and learning materials which are free from gender bias also promote positive messages about equality between women and men. Education decision-makers need to ensure that all instructional resources are reviewed with two complementary objectives in mind:

1. To eliminate gender stereotyping; and
2. To actively promote positive and non-traditional roles for girls, boys, women and men in society, such as women and men in math and science and men and women as caregivers in the family.

National curriculum that promotes gender equality includes attention to the following:

- **Learning outcomes and curriculum content which are relevant to the different learning needs of girls and boys from different urban/rural settings, minority cultures or socio-economic groups across the country.**

  In developing curriculum, education decision-makers need to ensure that all learners across the country can develop the values, attitudes, knowledge and skills which are necessary for their future well-being, social development and economic prosperity.

- **Textbooks and learning materials which are free from gender bias and which also promote positive messages about equality between women and men.**

  Education decision-makers need to ensure that all instructional resources are reviewed with two complementary objectives in mind: (1) to eliminate gender stereotyping and (2) to actively promote positive and non-traditional roles for girls, boys, women and men in society, such as women and men in math and science and men and women as caregivers in the family.

- **Guidance materials for teachers that promote gender-sensitivity in the classroom and offer diversity in teaching approaches and methods that are relevant to the learning needs and styles of both males and females.**

  In some social contexts, for example, women have been found to learn better through group and written work while men respond better to individual work and oral presentations. The interest and confidence of women and men in pursuing specific subject areas can be significantly influenced by the methods of instruction and teaching approaches used (along with the attitudes and behaviours of the teacher). Accommodating different learning styles, and ensuring that men and women are

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encouraged to explore all subject specializations, is a crucial measure in ensuring a more level playing field for girls and boys.

- **Flexibility and adaptability of delivery**

  Flexibility to adapt delivery at the local level is needed to reach youth, women, and vulnerable populations who might be prevented from attending training programs delivered during regular business hours because of productive and reproductive responsibilities. Flexible scheduling, alternative delivery modes and the use of prior learning assessment and recognition can all be useful strategies to reach untrained and uncertified persons in or wishing to enter the workforce.

- **Ongoing capacity development in gender equality for those who develop, review and revise regional standards and curriculum.**

  To ensure that occupational standards and curricula promote gender equality, individuals and institutions involved in developing, approving and reviewing standards and curriculum content, textbooks, teaching and learning materials must be receptive to and capable of identifying gender biases. They must also be able to promote more positive messages in this regard. Ongoing capacity building for gender equality is important as curriculum is always evolving, while new reforms, education materials, textbooks and guides are constantly being prepared to reflect social evolutions and identified needs.
### 9.6 Sector-Specific Guidelines for Conducting Gender Analysis

For each of the sectors that will be launched in the first year of the C-EFE program, a set of sector-specific guidelines for conducting gender analysis is provided to ensure that institutional programs contribute to increasing women’s participation in non-traditional sectors.

The eight sectors are:
- Gender and Agriculture
- Gender and Creative Industries
- Gender and Early Childhood Education
- Gender and ICT
- Gender and Geriatrics Health Care Aide
- Gender and Marine Repairs
- Gender and Mining
- Gender and Renewable Energy

<table>
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<tr>
<th>SECTOR</th>
<th>BACKGROUND INFORMATION</th>
<th>STRATEGIES</th>
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| **Agriculture**               | - Women make principal contributions to the economy through their remunerative work on farms, and through their unpaid work rendered in the family and community.  
- Failure to consider such differences can result in project delays, implementation bottlenecks, and generally unsuccessful project performance. | - Consult women and men in the design of the project’s main activities;  
- Ensure that any training delivered within the project is equally accessible to women and men;  
- Include a gender analysis in ex-ante and ex-post project appraisals  
- Ensure women and men receive equal remuneration;  
- Ensure that any cooperative or credit union formed under the project includes women;  
- Ensure project design includes women. |
| **Creative Industries**       | - Cultural industries can be a lucrative venture for talented entrepreneurs and account for a significant part of the national revenue in some countries.  
- Regrettably, as much as 50% of the gross revenue from such industries is not retained in the national coffers and accrues to business interests outside of the Caribbean.  
- Women are under-represented as owners of creative industries. | - Include a business module in the cultural industries course  
- Target women in promotional activities for courses in cultural industries  
- Recognize female achievers in cultural and creative industries, as performers and business owners |
| **Early Childhood Education (ECE)** | - Accessible child care is a powerful tool for creating opportunities for women to participate more equally in paid productive activities  
- Child care work is a largely female domain, and the majority of trainees enrolled and graduating in TVET programs are females.  
- Encouraging more male participation in child care training and employment would create stronger family units and more enlightened parenting practices. Ultimately this will benefit the quality of human capital available to the work | - Portray males in parenting roles through mainstream media  
- Targeted career counselling in schools to encourage males to enter child care study  
- Promotion and advertising using male models in child care roles  
- Reinforcement/rewards to recognize males in child care study and employment |
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<th>SECTOR</th>
<th>BACKGROUND INFORMATION</th>
<th>STRATEGIES</th>
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| **Information and Communications Technology (ICT)** | - Women have relatively little ownership of and influence on the decision-making processes in the ICT industry.  
- Patterns of gender segregation exist in the information economy where men hold the majority of high-skilled, high value-added jobs, while women are in the low-skilled, lower value-added jobs such as call centres  
- Gender equality is evident in in access to computer training. This is not reflected into equality of opportunities of employment. | - Examine best practices and case studies on ICT entrepreneurship, and the links between women’s ICT access, productivity and market access.  
- Research the role of ICTs in access to markets, credit, technology |
| **Geriatric Health Aide** | - Nearly 10% of the population of the Caribbean is 60 years and older with the majority being women, as women have a longer life expectancy than men.  
- Specific concerns faced by women concern them as being both elderly and caregivers of the elderly.  
- Women who have retired without having held full-time jobs in the formal sector can face financial difficulties on retirement.  
- They are more likely to be living with family members without their spouses, and cared for by female family members.  
- Women living alone can be susceptible to crime and violence.  
- Men on the other hand are sometimes excluded from informal social networks in post-retirement (ECLAC). | - Develop gender-sensitive policies for the aging population to direct government action to correct gender imbalances in access to geriatric care  
- Develop gender-sensitive policies to address livelihood needs of the women in retirement.  
- Gather gender-disaggregated data and conduct gender analyses to support research and policies on ageing.  
- Use a life-cycle approach to examine the impact of policies on women’s well-being as they grow older. |
| **Marine Repairs** | - Women are under-represented in science, technology, engineering and math training and related employment.  
- They hold a disproportionately low share of such undergraduate degrees, particularly in engineering. Marine engineers are an almost exclusively male profession.  
- At the University of the West Indies (UWI) there are reports of increasing numbers of females pursuing engineering studies. | - Strategies should address the factors contributing to the gender differentials in engineering and related jobs and should focus on:  
- Promoting female role models and achievers in engineering-related occupations;  
- Promoting family-friendly flexibility in engineering and related fields. |
| **Mining** | - Mining projects characteristically exhibit gender bias in the roles, risks, and benefits affecting men and women. Gender disparities are found in ownership and access to resources, decision making, and the distribution of benefits. Risks such as personal insecurity and family destabilization are | - Contribute to the implementation of national policies to make mining a gender equitable sector;  
- Implement gender-specific initiatives within the mining industry;  
- Have a monitoring and evaluation mechanism in place to track progress in |
## SECTOR

### BACKGROUND INFORMATION

- Reducing women’s poverty and promoting women’s economic advancement are critical areas of concern for gender equality that could be addressed with gender analysis and corresponding action.

### STRATEGIES

- Terms of gender equality;
- Set time frames and targets to monitor the progress;
- Include a gender specialist from designing, implementing to results measuring stage;
- Integrate gender-sensitive monitoring indicators into all the CIDA funded activities;
- Emphasize women’s participation in diverse activities related to mining;
- Ensure that the timing of activities take account of women’s multiple roles and responsibilities;
- Ensure that the location of activities does not pose a risk to women’s security;
- Take appropriate measures to protect women from exposure to health and environmental risks;
- Take appropriate measures to prevent the sexual exploitation of women on mining sites;
- Undertake a research agenda to investigate gender patterns of asset ownership, access to credit and productive resources, decision-making, education and skills;

### Renewable Energy

- Gender and energy issues have remained on the periphery of development policy, and require greater political attention and backing.
- Including gender analysis in energy management can reduce social risks, strengthen communities and improve the economic sustainability of the project.

### STRATEGIES

- An institutional framework with national energy policies should be implemented;
- Active involvement of a variety of stakeholders, including women, should be encouraged in decision-making;
- Training programs with case studies and systematic exchanges of information on the lessons learnt should also be undertaken;
- Involve a gender specialist in the designing and result gathering of the project;
- Encourage more participation of women in applied sciences training like electrical and mechanical engineering;
- Involve women in decision-making and designing of new technologies.
### 9.7 C-EFE RESULTS SUMMARY TABLE (RST) FOR GENDER EQUALITY

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Activities</th>
<th>Critical Conditions</th>
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<tbody>
<tr>
<td><strong>Institutional</strong></td>
<td>● 200 instructors (100 male and 100 female) trained in development and delivery of demand-driven training and gender sensitisation initiatives</td>
<td>● Gender equality awareness workshop for administrators and faculty of TVET institutions and NTAs</td>
<td>● Employers interested in addressing gender imbalances within targeted tech/voc careers.</td>
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<td>● 32 male and female instructors trained in technical skills areas.</td>
<td>● Administrators and faculty identify barriers to women’s involvement in technical/vocational careers and hold a consultation with private and public employers on this issue.</td>
<td>● Availability and use of data to illustrate gender differentials</td>
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<td>● 16 new or renewed TVET programs and 2 pre-technology programs developed (balanced for equal gender participation)</td>
<td>● Resource materials distributed to administrators and faculty, and referrals to appropriate web sites</td>
<td>● Analysis of impact of gender differentials on economic development</td>
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<td>● 96 Canadian and Caribbean partners from industry, NTAs and TVET institutions collaborated in the development and delivery of demand-driven TVET programs</td>
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<td></td>
<td>● 60% of TVET institutions establish mechanisms to engage employers in program design</td>
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<tr>
<td><strong>Policy</strong></td>
<td>● 16 institutions with new gender responsive policies, strategies and action statements</td>
<td>● Technical assistance for the joint development of guidelines on gender neutral curriculum development and program delivery.</td>
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<tr>
<td></td>
<td>● 16 institutions with complete gender audits</td>
<td>● Pilot course is developed reflecting gender neutral approaches</td>
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<tr>
<td></td>
<td>● 16 new or renewed programs with gender parameters in TVET program delivery</td>
<td>● Gender analysis and planning undertaken within each institutional partnership.</td>
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<tr>
<td></td>
<td>● Gender neutral curriculum development guidelines developed.</td>
<td>● Research into gender in non-traditional areas and workforce certification</td>
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<td></td>
<td>● 80% of NTAs meet minimum standards defined for NTA operations, including gender, environment and governance standards</td>
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<tr>
<td><strong>Expected Outcomes</strong></td>
<td>● Development of programs with emphasis on gender equality.</td>
<td>● Availability of qualified students to participate in training.</td>
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<td></td>
<td>● 820 TVET graduates and 80 pre-technology graduates, with 10% annual increase in female graduates from traditionally male programs and 10%</td>
<td>● Recruiting sessions aimed specifically at encouraging women to</td>
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August 2012
<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Performance Indicators</th>
<th>Activities</th>
<th>Critical Conditions</th>
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| education and training | increase in male graduates of traditionally female programs.  
  ● 75% satisfaction of female and male students with new curricula. | apply in “non-traditional” areas of study (and men in traditionally female programs)  
  ● Development of work-based certification programs for women in non-traditional employment  
  ● Collection of gender-disaggregated data | local industry needs.  
  ● Employer buy-in to economic value of increasing the employment opportunities for women.  
  ● Recognition of gender as a factor in organizing the workplace to accommodate both genders. |
| ● Increased employment and self-employment rates for graduates, especially female graduates. | ● 10% increase/year of female graduates from TVET programs who are employed in their graduation year in their field of study and entry-wage level (50% female by Year 5)  
  ● 65% of male and female graduates from target programs employed in their graduation year in any field  
  ● 20% increase in number (female and male) of existing regional workforce with CVQs | ● Organize an employment fair within the overseas partner institution and hold seminars on entrepreneurial skills.  
  ● Develop career guidance programs for students enrolled in the targeted programs  
  ● Introduce entrepreneurship skills in curriculum | ● Economy can support the creation of small businesses and employers are open to the idea of employing women in non-traditional trades. |
| ● Women competing for management jobs and owning successful businesses. | ● % of women hold management positions  
  ● Increase in the number of loans and credit assistance  
  ● Women own a larger percentage of the local businesses as a result of this initiative. | ● Organizing formal and informal networks of leaders/trainers for business women from the area in order to provide support and encourage new women’s business initiatives. | ● Economy can support the creation of small businesses, and it is socially accepted to have women in management positions. |

**Expected Impact**

● Increased economic growth through an increase in female wage earners and self-employed women.

| | Women’s access to meaningful employment is increased.  
  ● % of women and men’s participation in labour force | | Continued investment in the economy.  
  ● Political stability. |
ANNEX A

CIDA GUIDELINES IN GENDER AND EDUCATION

A. Gender Equality Dimensions Defined

Equality of Access

Girls and boys are offered equal opportunities to gain admission to basic education. Note: Actual attendance, rather than enrolment, is a better indicator of performance here.

Equality of Opportunity

Girls and boys receive equitable treatment and attention in education and have equal opportunities to learn. They are exposed to the same curricula but could be taught in different ways to accommodate different learning styles. They are exposed to teaching methods and materials which are free of stereotypes and gender bias. They have equal freedom to learn, explore and develop skills in all academic subject specializations and extra-curricular activities, in a safe and secure environment.

Equality of Outcome

Girls and boys enjoy equal opportunities to achieve, and education outcomes are based on their individual efforts and talents. Tests, examinations and assessment methods are free of gender bias. Messages transmitted through assessment processes do not discourage boys and girls from progressing through education cycles and exploring different subject specializations.


B. Sample Indicators of Gender Equality in Education

Equal Access

Sex disaggregated:

• Gross/net enrolment rates by location, region, ethnicity, religion, socioeconomic status, etc.
• Survival rates (+5 years of schooling)
• Drop-out rates
• Completion rates
• Absenteeism/attendance rates
• Repetition rates
• Average years of schooling
• Transition/progression to higher levels
• Proportion of female to male teachers, head teachers, school administrators, inspectors

Equal treatment and opportunity

• Subject choice by gender
• Gender-awareness in curriculum content and teacher training
• Gender balance within classroom
• Level of training of male/female teachers
• Gender discrimination within classroom (context specific indicators needed)
• Other factors shaping participation and performance by gender (e.g. reproductive/productive responsibilities, nutritional and health status of girls, boys)

**Education Outcomes**

• Exam performance by gender
• Male/female employment across different levels of education
• Gender differentials in teaching (recruitment, wages, positions)
• Gender differentials in wages across different levels of employment/sectors

ANNEX B

EFE GUIDELINES ON GENDER EQUALITY

A. Introduction

Gender Equality is a cross-cutting theme of both ACCC’s and CIDA’s sustainable development efforts and it must be integrated into ACCC supported initiatives and all CIDA funded programs and projects. ACCC’s Education for Employment (EFE) programs have developed a set of gender guidelines, in accordance with ACCC principles and based on CIDA’s Policy on Gender Equality. These guidelines assist Canadian Colleges and Institutes (CCIs) to integrate gender equality into all international projects. They include a description of five elements and five steps to be considered for the integration of gender equality into EFE projects. The different elements and steps outlined in this document will help both the CCI and the overseas partner institutions to determine what the gender landscape looks like in each of their institutions and how gender equality can be achieved through an EFE project.

B. CIDA’S Gender Policy

The primary goal of CIDA’s Gender Equality Policy (1999) is to support the achievement of equality between women and men to ensure sustainable development.\(^3\)

The objectives of CIDA’s policy are:

- To advance women’s equal participation with men as decision-makers in shaping the sustainable development of their societies;
- To support women and girls to realize their full human rights; and
- To reduce gender inequalities in access to and control over the resources and benefits of development.

It is strongly recommended that any projects or programs funded by CIDA contribute towards one of the three objectives which can be achieved by following a combination of the principles listed below:

- Develop a partnership between women and men;
- Integrate Gender Equality into all the policies, programs and projects of CIDA;
- Recognize that every policy, program, and project affects women and men differently;
- Women do not need to become the same as men;
- Promote the equal participation of women as agents of change in economic, social and political processes;
- Design specific measures to eliminate gender inequalities; and
- Empower women as this is central to achieving gender equality.

\(^3\) For more information see: http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/EMA-218123616-NN9
C. Integrating Gender Equality in Programs/Projects

Element 1: Institutional Policy
Canadian and overseas partner institutions are encouraged to have a mission statement/institutional policy that supports the idea of equity and equality between women and men;

- As part of the partnership, the CCI and the overseas partner institution may enter into dialogue about the rationale for a policy on gender equality, the experience of applying such a policy and the outcomes of its application. Where appropriate, the CCI may share its institutional policy on gender equality with the overseas partner institution and look at its policy on equity/equality to understand the overseas partner's position with regards to gender equality. The intent is to build a shared understanding of the institutional cultures of the CCI and overseas partner institutions, and relate this understanding to how the cultures might foster or hinder the development and application of a gender equality policy.

Element 2: Resources
Both CCIs and overseas partner institutions should allocate some financial and human resources for supporting and promoting gender equality. While C-EFE projects might have limited funds, certain measures can be taken to support gender equality initiatives such as:

- Consulting a gender specialist (Canadian or from overseas) when developing a proposal;
- Establishing a data base on gender participation in education and employment;
- Utilizing the data for analyzing trends and changes over time;
- Informing the stakeholders about the benefits of gender equality;
- Encouraging equal participation of women and men in the activities of the project; and
- Appointing a staff member for promoting gender equality.

Element 3: Environment
The Canadian and overseas partners must study the local and global environment affecting the overseas partner with regards to gender equality. Differences in the local and global environment and how they affect the pursuit of gender equality should be aired in dialogue between the institutions. This will allow the partners:

- To understand the government policies and strategies that support or prevent gender equality;
- To learn from global experiences and best practices; and
- To design tools for combating any obstacles for promoting gender equality.

Element 4: Linkages
Formal and informal linkages with gender-related organizations in the overseas country should be encouraged. These might include national and regional government and non-governmental organizations, academic institutions and private sector organizations. This will allow the partners:

- To collaborate for strengthening the cause of gender equality;
- To seek new opportunities that promote and support gender equality.

Element 5: Lessons Learned
Canadian and overseas partners should identify lessons learned from strategies and activities to integrate gender equality into their programs/projects. This will allow the partners to:

- Identify the challenges and issues encountered in promoting gender equality;
- Build on the best practices that helped in alleviating the problems related to gender equality;
- Identify strategies which could be replicated in other institutions in the country (or elsewhere).
D. Steps to Achieve Gender Equality within C-EFE Institutional Partnerships

Step 1: Conduct a Gender Analysis
The roles and responsibilities of women and men may vary in the CCIs and overseas partner institutions and time should be allocated in the planning process for assessing the gender issues in the project. It is important for CCIs and overseas partners to develop a common understanding of gender equality.

Examples of data that can be collected:
- The number of female and male employees in specific employment categories within an institution;
- Female and male education levels including gross and net enrolment rates;
- Female and male task differentiation at the community and institutional levels;
- Female and male income and promotion rates; and
- Relevant data pertaining to women’s and men’s well being and status within the targeted sector of the project.

Step 2: Challenges for Gender Equality
The gender analysis process can assist the CCI and overseas partner to determine:
- The differential impact of the project on women and men within the sector of intervention;
- The constraints or barriers to women’s or men’s participation that can negatively affect project outcomes; and,
- The measures which may be needed to ensure that both women and men are able to fully benefit from the project.

Step 3: Develop Gender Equality Results
The C-EFE identifies that the new or revised programs must address issues related to gender equality, and pinpoint the desired results. The Institutional Partners, in their Project Implementation Plans and Annual Progress reports should identify specific needs related to the sector of intervention and goals that the partnership will aim to achieve for gender equality.

Step 4: Develop a Gender Strategy
Based on the gender analysis three main approaches can be used to develop a strategy to achieve gender equality within EFE projects:
- Within the broad goals of the project, identify specific issues that might have different implications for men and women, including economic and social policies;
- Include a gender analysis process to ensure an appropriate balance of women and men participants and beneficiaries in the overall activities of the project; and
- Identify different issues and needs of women and men, and address them through concrete inputs and actions

Step 5: Implementation and Monitoring of Gender Equality Results
The Canadian and overseas partners must jointly identify, select and monitor the key indicators both for gender equality results, as well as overall project results. There are different types of indicators, all of which can be adapted for use in measuring the achievement of gender equality results referred to as “implementation indicators” and “effectiveness indicators”. It is also important to develop both qualitative and quantitative indicators to measure the achievement of results.
Implementation Indicators / Operational Results
- Developed a gender strategy;
- Instituted a policy statement regarding gender equality;
- Made budget allocations for specific activities related to achieving gender equality; or
- Identified and contracted a gender specialist to serve on the technical assistance team.

Effectiveness Indicators / Developmental Results
- Higher enrollment and graduation rates of women in industry-driven, high demand occupations;
- A sustained increase in the income generated and retained by women; and
- An increase in the male/female ratio of participants and beneficiaries to reflect greater participation of women.

The elements and steps listed above provide a glimpse of the factors necessary for achieving gender equality. For Good Practices to Promote Gender Equality go to http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/EMA-218123616-NN9#a4

CIDA’s website on Equality between Women and Men (or Gender Equality) (http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-31192610-JXF) has a number of useful documents and tools.
Bibliography and Resources for Further Reading


