



Gender Sensitive Vocational Education and Training

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH

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Results from the Cooperation with the Pilot Programme For Gender Issues

The Pilot Programme for Gender Issues is a supraregional project with its headquarters at GTZ, Eschborn. It is financed by the BMZ (Division 411 for Poverty Reduction, Social Policy, Women, Youth, Socio-Culture, Unifem) and managed by GTZ, Unit 04 for Strategic Corporate Development. The duration of the first phase of the Programme was from January 1993 to March 1996. A second phase has been planned from 1996 to 1999.

The Pilot Programme cooperates with sectoral divisions, country sections and projects with a view towards operationalising the gender approach and developing implementation-oriented concepts and tools. Cooperation activities always have a pilot-character, whose goal is to design strategies and procedures for institutionalising a gender-sensitive approach based on practical experience.

The first project phase focused on:

- the cooperation with sectoral divisions (Department for Planning and Development) with the objective of integrating a gender-sensitive approach in sectoral concepts and instruments as well as in projects;
- the support of country sections in the design of country strategies with a gender focus, i.e. developing concepts for systematically addressing gender issues within the programme of Technical Cooperation with a partner country;
- the building up of know-how and competencies among GTZ staff and advisers as well as among personnel in partner countries; developing training modules and instruments.

At the end of the first phase, the Pilot Programme published a series of studies which analysed the results and conclusions of its work to date. The current series of publications "Indications for Gender Orientation" concisely sums up important results and practical references for the institutionalisation of a gender-sensitive approach in sectoral concepts. This series was prepared in cooperation with the respective sectoral divisions.

The "Indications for Gender Orientation" address first of all staff members of the GTZ in Germany and abroad, consulting firms, as well as staff members from partner institutions and local experts. At the same time we hope that they are also of interest to other institutions of the TC and to policy-makers. The text is also available in German, Spanish and French.

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The logo for GTZ (German Technical Cooperation) consists of the lowercase letters 'gtz' in a bold, sans-serif font. The 'g' and 't' are connected, and the 'z' is slightly separated. The letters are black.

Foreword

Different roles apply to women and men in all development processes. Despite an almost universal equality before the law, factors like ethnic affiliation, social class and gender still determine access to resources, potentials for participation, and prospects for the future. Addressing these imbalances has led to a growing awareness that the participation of women and the strengthening of their position in society (empowerment) are central requirements for sustainable development. Particularly developments in education have contributed to the improvement of the social status of women around the world.

In recent decades, the general education sector has strengthened the promotion of equal opportunities for girls and boys. Overcoming the imbalances between women and men in vocational training and in the workplace nevertheless, seems a long way off. Rather than reducing differences in the status of men and women, vocational training has, in many cases, even contributed to gender-specific stereotypes and the economic discrimination of women.

For example, vocational training still gives priority to technical professions and thus addresses mainly men. Courses for professional fields in which women predominate - like the service sector - as well as for large parts of the informal sector, are frequently not offered by the usually government-run training institutions. Programmes and curricula of existing training courses for women frequently fail to meet the demands of the labour market.

This does not mean that women should be supported as „hardship-cases“, but rather that the realities of the market economy are to be taken into account: It is a blatant neglect of these realities if vocational training disregards essential sectors of the economy - such as the booming modern service professions - or if training is offered in fields for which there is no demand in the labour market.

The objective of these guidelines is to increase the awareness of the relevance of a gender-sensitive approach in vocational training. It focuses on central strategic elements for the promotion of women in vocational training:

- labour market orientation and qualification for the different fields of action
- target group differentiation and gender-specific life cycles
- modification of training offered
- further education of teachers and awareness building of information disseminators
- diversification of executing agencies and system advice on policy level

These "Indications for Gender Orientation" are an extensively revised and reconceptualised summary of "Orientierungshilfen - Frauen in der Beruflichen Bildung" (published in 1993, reprinted in 1996).

We would like at this point to thank the author, Dr. Marianne Braig, for her important contributions and for the excellent cooperation with the Division for Vocational Training; we are also very grateful to Mr. Ewald Gold, who has been responsible for gender issues in the area of technical/vocational training for many years, and has supported the "Orientation Assistance" publications.

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1 Introduction: In Search of New Approaches in Vocational Training

Since the mid 1980s, vocational training projects supported by GTZ have undergone considerable changes. In addition to the introduction of dual vocational training for certain professional fields in selected educational centres and vocational secondary schools, adapted training policies have been developed through system advice. This period also witnessed a focusing on target groups in the informal sector.

This new emphasis in vocational training cooperation was prompted by changes in the labour markets, the increasing need for promotion in the informal sector, and the dissolution of rigid education and training structures. Within projects, flexible solutions and a wider range of courses are sought to reach as many target groups as possible.

The current sectoral concept "Vocational Training" of the Federal Ministry for Economic Cooperation and Development (BMZ, 1992) confirms this new approach and supports the inclusion of additional professions and target groups. Besides the consideration of the informal sector and an increased flexibility of project tendering procedures, greater attention to the interest of women was called for.

The promotion of women can profit from this shift in emphasis, as long as gender-specific differences and their conceptual consequences are recognised. Focusing on women's needs is not limited to new and more flexible project proposals. Positive changes for women and men can also be achieved by changing concepts of on-going projects accordingly.

The following text concentrates on an analysis of various strategic elements with regard to gender-specific risks, and on the possibilities of counteracting these. Even if they are formulated from the perspective of women, many of problems discussed also affect men. The proposed recommendations therefore aim at an equal inclusion of women and men, boys and girls in vocational training. The strategic elements have intentionally been formulated in general terms; thus this paper does not deal with regional and socio-cultural specifics in depth.

2 Labour Market Orientation and Qualification for Different Fields of Action

For decades, vocational training projects centered on selected areas of the formal labour market. This "orientation towards professions" meant that the selection of professions was governed by an established or assumed need, which was

oriented towards the demand of the economy and would therefore lead to employment. In recent years, vocational training projects widened their scope of, but the promotion of productive, income-generating activities in the informal sector were still left to other projects. However, selection and definition of professions and/or productive activities play a decisive role in the development of project concepts, in the choice of a suitable implementation structure and in the design of a cooperation strategy.

2.1 Gender-specific risks

It can be observed on different levels that women remain excluded from activities of vocational training.

- The concentration on technical professions increases the risk of detaching qualified vocational training from modern service professions, thus limiting it excessively to the industrial sector. However, industry is not necessarily the most dynamic area of the economy and, despite increasingly higher employment numbers, the chances for women for secure, continuous employment in this field remain limited.
- Since the support of vocational colleges concentrates on industrial and modern technical professions, typically female professions are often excluded. Qualified training for women, e.g. courses in nursing, social work and home-economics conducted by government, church or private sector entities, is generally neglected when training offered in partner countries is being assessed.
- The new scope in formulating project concepts is used in various ways but it is often not connected with a targeted promotion of women. The training of girls and women in so called "male professions" barely improves their employment chances if it is not complemented by extensive additional measures.
- The alternative of including professional fields to which women and men have equal access or in which women predominate, does not itself guarantee professional employment for women. Without additional measures, the employment chances for women remain limited.
- By upgrading the social status of certain professions, the danger arises that women will become excluded from these now more prestigious and better paid positions (for example occupations in the building-trade or the textile industry). At the same time, traditional female occupations (teacher, social worker) are being downgraded. Work which requires technical qualifications, but is socially or culturally considered as inferior, is assigned to discriminated ethnic groups or to women (e.g. nursing).
- Concentrating on certain manual or industrial professions usually pre-determines the choice of partner organisations, the centres to be supported,

including the professional profile of experts and further training programmes for instructors. Thus possible other partners are excluded at an early stage of identifying potential implementing agencies. This strengthens existing hierarchies between institutions, and marginalises weaker educational facilities, such as technical schools for women.

- In principle, focusing on production leads to disregarding reproductive, collective and culturally oriented tasks of women and men. Across the world, it is usually women who assume these important, but usually not financially rewarded, activities. The multiple responsibilities of women, which result from a combination of different tasks and functions, are relegated to the back-stage through a narrow perspective on income-generating activities.

2.2 Conceptual recommendations

Without corrective measures, the indirect marginalisation of women and girls remains inevitable. Positive results already achieved in project work includes the integration of business training, and of practical and job-relevant know-how into general education. Further important changes in project work are the promotion of "female professions" and training of people in the informal sector. Recently, new approaches in defining and assessing demand have been taken in order to define training needs from a target group perspective and to combine it with the economic development of the respective region. By orienting the definition of training needs towards the larger context of women's lives the specific interests of women can be accounted for more effectively.

The training needs of women should relate to the whole context of their life and not only to a specific activity or particular profession.

- Regional analyses should initially document the training needs in economic sectors in which women are primarily employed. The fact has to be taken into account that women have different opportunities to access training and further education, not only due to their qualification profile but also to the context of their daily life. A central question is therefore which training and further education is required by individual target groups to do what they are doing more successfully and more productively.
- In societies in which numerous activities are related to discrimination and where vocational training has little prestige in comparison with academic education, vocational training has to be supplemented with measures which support a social reappraisal and upgrading of socially discredited activities.
- The training needs of women cannot be established effectively with traditional methods of inquiry. In workshops with target groups and local consultants, who command adequate gender know-how, women's multi-layered training needs can be determined more effectively. Since this would include a holistic

view of training needs, it will lead towards indications for an improved definition and assessment of training needs.

Women define their training needs from the context of their lives

Within the "Women and Training Project - Qualification of Women in South Africa" a participatory planning approach was used, and new ways for assessing and defining their training needs were investigated. After a gender-specific evaluation of existing labour-market and occupation studies by a local women NGO (OLIVE), special planning workshops were held with the various target groups. During the workshops, the future beneficiaries defined their training needs based on the circumstances of their own lives.

The planning of education measures for women was to be designed with the following questions in mind: "Where do women stand? In which of the areas to be strengthened on a priority basis, are they economically active?" First, the training needs were assessed in economic sectors with a high concentration of women. A regional labour analysis showed, that the majority of women worked in the rural economy (as subsistence farmers, or in income-generating measures of development projects) and in the informal sector. This led to the question: "What training is needed by the different target groups, to do what they do, more successfully?" Their training needs encompass not only technical knowledge and skills, but also demands faced generally in their lives, i.e., so called community needs, how to lead negotiations, how to deal with authorities, as well as organisation and management skills (OLIVE, 1994).

- Besides knowledge specific to their vocation, women are especially interested in learning „negotiation skills“, for dealing with public authorities, municipalities administrators or non-governmental entities. Organisation skills and management abilities are not only important for success in income-generating jobs. They also help to assert personal interests more effectively, and they facilitate self-organisation (for example in co-operatives or self-help groups).

Develop regionally specific training offers and use conceptional scope for broadening fields of occupation.

- When planning new projects, the choice of occupations in which training is to be promoted is increasingly kept open. In this way, gender-specific information can initially be gathered, e.g. during an open orientation phase, to enable a useful selection of occupations in cooperation with the partner and the interest groups. During this process, the socio-cultural background and its barriers and oppositions to women employees and trainees in certain job branches and fields of activity are to be given particular attention.
- It is less important that women work in "men's jobs"; rather, the training of women in economically efficient job branches is to be promoted. In qualified

training programmes where access by women has traditionally been difficult (for example electronics) it is necessary to take into account technical changes and regional peculiarities, and to cooperate closely with enterprises, trade unions, and groups which represent the interests of women.

- Supporting the broadening of vocational training for girls in "men's jobs," (e.g. automobile electricians) may be useful as a test case in certain regions. Success, however, will depend on auxiliary measures. Information and awareness about alternative life styles of girls and women should be linked to the social recognition of a qualified vocational training
- Gender-specific segmentations can be broken up by expanding training programmes to include professions which are accessible to both men and women (for example, commerce and textile technology). The equal inclusion of women requires additional measures (sex education, assistance during pregnancy and child-care), and possibly the introduction of quotas.

Include into professional training, women's occupations, or fields of occupation in which women are most active, at various qualifications levels.

- Job diversification to include modern service occupations (professional sales woman, bank employee, office manager / administrator) enhances the employment chances for women with higher education (secondary school). The goal is to promote the training of women in the most dynamic sectors of a region (tourism, finance and insurance, commerce, etc.)
- Vocational training and further training are especially important for improving women's chances for advancement, provided they include professions in which women typically work (for example seamstresses, garment-cutters, and in areas of quality control or housekeeping).

Consider women's activities in the informal sector when offering training assistance

- When promoting training in traditional professions and informal sector activities, it is important to recognise that these are most often strictly divided along gender lines. Since micro-enterprises are usually family enterprises, training assistance must include female family members. Training measures which support entrepreneurial initiatives are mostly linked to the promotion of crafts and trades, or to urban, village or regional development.

Utilise the Dual System to modernise women's occupations and to adapt them to changed conditions

Because the access to employment is more difficult for women and girl trainees than for their male counterparts, dual approaches, which introduce the realities of work already during training, are especially useful for female participants. The Punlaan School in Manila, The Philippines, is a training institute for girls and women, It was founded by a girls-orphanage, which used to include a home-economics school. This traditional "women's school" was transformed into centre training for "Food and Beverage Services" for hotel and restaurants, in which today about 100 young girls are trained. The two year course qualifies them as assistant cook, waitress, barmaid, or for clerical positions in hotels and restaurants. Dual-System training is offered, i.e., about half of the two-year programme takes place at the Punlaan School, the other half in hotels and restaurants (among them 5star hotels in Manila). Almost all of the school's first graduates found satisfactory positions.

The school/training centre and the managers of the hotel and food and beverage industries cooperate with each other on a continuing basis. The Punlaan school is active through its board and its instructors to motivate and persuade people in the food and beverage industry to hire the young trainees. The job placement process for the school's graduates is also closely related to this activity.

- In job promotion programmes in the informal urban sector, the increased inclusion of poor women, especially women heads of household, depends on the particular consideration of their self-employment activities in personal services or trade. Instruction for specific professional qualifications should be combined with job placement measures, or with facilitating access to markets.

Training of women must include adequate facilities and assistance adapted to the target groups.

- Training in professional fields easily accessible to women (hairdressing, house-keeping) appears feasible with less technical equipment and is regarded as less cost intensive Nevertheless, it also require funds for an adequate level of equipment (sanitary installations, new machines, modern technical resources and materials, provision for repair expenditures, and even fashion magazines).
- Auxiliary measures (child-care, transport, lodging, sanitary facilities) are usually needed if different groups of women are to be included into vocational training. These measures not only require money but also awareness and political backing. Businesses, chambers of commerce, trade unions and others must be won over to this endeavour.

Integrated approaches to adapt training offers to the specific pressures on women

In a pilot programme for poor female heads of households, designed by the *Chilean* Ministry for Women (SERNAM) and implemented with the cooperation of professional training centres, single mothers receive vocational and further training. The programme was created because of the marginalisation of women with children who are either unmarried, abandoned (divorce and alimony rights do not exist) or widowed. Their lives are characterised by precarious working conditions (usually housemaids, seasonal workers in the agro or fish-processing industries, small traders), by unemployment, incompatibility between child-care and gainful work or insufficient job qualifications. Yet, their lack of education is only one factor of their gender-specific marginalisation. Ill health and disabilities, as well as poor and insecure housing conditions, also block their access to the labour market. In addition, daily working life, especially for female heads of households, is characterised by problems with child care, long distances and costly transportation, but also by male violence and uncertainty about the law.

As a rule, facilities involved in vocational training lack staff and funds to develop programmes which would do justice to the specific pressures on these women. Cooperation between training institutions, the Ministry for Women, and women NGOs - particularly at the local level - leads to creative solutions.

The programme in Chile comprises five integrated elements: housing, health (especially also dental health), legal advice, child care, and training for non-traditional occupations. The Ministry for Women establishes the focus on poor, female heads of households, and also influences the type of occupations for which training is offered. Training in non-traditional fields or in activities which are not exclusively regarded as women-specific, is given preference. The goal is to secure for women a broader range of job opportunities, and to offer them an alternative to the poorly paid and insecure jobs as housemaid or cleaning women.

3 Target Group Differentiation and Gender-Specific Life Cycles

Increased target group orientation and differentiation implies that technical/vocational training departs from the target groups and their concrete promotion needs, i.e. from the social demand-side. Participatory planning, participant-oriented methods and interdisciplinary target-setting endeavour to understand target groups as self-determinate subjects. The need for promotion surpasses the formal qualifications of the labour market, opens up new fields of action, and permits to consider the environment in which people live in a holistic fashion.

3.1 Gender-Specific Risks

Prevailing methods of assessing demand seldom consider that the training needs and the prerequisites of potential beneficiaries differ not only with respect to social structure, but also to stages in life cycles. Men and women are heterogeneous target groups, in terms of income, education, etc. Women's lives are shaped by individual biographies which are gender-specific and dependent on socio-cultural contexts. Age, family position, number of children, social class, and the social and cultural environment determine their diverse family responsibilities and pressures. They influence their chances for education, professional training and employment. While men are generally able to concentrate on education and employment, most women are encumbered by a variety of often conflicting roles.

- Communication between training institutions and potential students is often insufficient and discriminates weaker social groups, such as women in rural regions, school drop-outs, single mothers, and women refugees.

3.2 Conceptual Recommendations

Distinguish different target groups, particularly those consisting of women.

Acknowledging the fact that regional and local conditions influence target group composition, women and girls are to be differentiated according to education, social-economic background, urban-rural context, and social biography. Categories are:

- Young school drop-outs
- Young mothers, without graduation certificates
- Illiterate women (rural and urban)
- Women refugees
- Women working in the subsistence economy
- Women in the informal sector (according to age, family responsibilities)

- Female heads of household
- Female family members "helping" in family businesses
- Working or unemployed women, or those threatened by unemployment, who need further training
- Women or girls, looking for first-time employment
- Part-time workers, day-labourers, self-employed
- Female (high) school graduates with good grades and high motivation
- Women employees with proven abilities for supervision and management
- Teachers, disseminators of information
- Female decision-makers, representatives of social organisations or women's groups, lobbyists, media persons

Plan participatively with target groups and orient training to contexts of their lives.

- Already during the process of identifying projects, should the various target groups be involved in the planning of the future training programmes. Separate workshops with distinct groups of women (for example, young well-prepared school graduates, older illiterates with family obligations from rural communities, women micro-entrepreneurs in the informal sector) allow gender-specific vocational and further training needs, as well as discriminatory limitations to employment, to be identified more easily. The inclusion of work experience of former participants into the design of the training programmes leads to a closer connection to the needs of the target groups.
- In assessing the training needs and prerequisites for employment, it is recommended to enlist the support of local women's organisations, as well as employing short-term gender consultants to take into account the differences among the target groups in the various workshops.
- The training needs of the respective target groups should not only be viewed as technical and income-oriented. The negotiation, assertion and organisation skills of participating women should also be strengthened, and their self-reliance and self-responsibility should be supported. Vocational training - whether in rural villages or urban slums - must consider the social functions of women in communities, as principal providers of health and child care or of community development.

Perceive the changing situations of women's lives and consider these in the design of vocational training.

- Beside labour-market and sectoral studies, which bring to light gender-specific differences, special investigations can give additional information on social and cultural situations, work-loads and potential work-load alleviation, and types of

women's self-organisation. It is important to realise that these factors changes during the life cycle.

- If target group analyses and assessments of needs are restricted to the start of a project, the changes taking place over time in the target population are often not recognised, and cannot, or only very late, be incorporated into project activities. In contrast, if communication with the target groups is continuous, changes of gender-specific conditions in women's life cycles can be accounted for more quickly.
- Surveys of former students should highlight gender-specific differences in finding income-generating activities and employment. Beside the applicability of technical know-how to the working world, such surveys should also assess the usefulness of professional skills to every-day life. This may include the improvement of marriage prospects for girls and young women.
- Both, the initial training of young people, and the integration of working population groups into vocational training, are affected by the respective phase in each target group's life cycle. This has educational and institutional consequences. Sex education, family counselling, child-care, catering, health care, AIDS counselling, the furnishing of training centres and training schedules are as important as the differences in education levels or drop-out problems of men and women, boys and girls.

Put greater emphasis on the inclusion of institutions and organisations which represent the interests of women into the design of vocational training.

- If vocational training is to contribute to the advancement of self-employment, the subsistence economy, and of community work (e.g. in the construction sector) it should be evaluated to what extent the cooperation of self-help groups, government institutions, and NGOs can be achieved.
- Qualification opportunities and qualified training courses in "professions for women" encompass an wide spectrum of target groups and participating institutions and organisations. Preparatory courses and job placement services of, for example, household personnel, or of people with technical skills (repair services) need to cooperate closely with training centres, employment counselling entities, self-help groups of the target group and NGOs. The qualified further training of, for example, home-economics instructors can only be successful, if it occurs within a framework of cooperation between technical schools for women, potential employers, former graduates, and women's organisations working towards a necessary change of the outline and image of that profession.

Promotion of Women requires lobbying and public relations work.

- Communication and the exchange of information between women's groups involved in technical/vocational training should be promoted. The Dual System offers good opportunities for the establishment of networks and communication channels between various institutions and actors, such as (semi-) public or private-sector training facilities, ministries, businesses, interest groups, NGOs, municipal authorities, etc. The linkage to educational facilities and political decision makers should be formalised. This not only strengthens the interest of women in vocational training, but also generally supports the social recognition of qualified vocational training.
- Public relations, parent counselling and the cooperation with private-sector employers are not gender-neutral activities. They should not be limited to showing happy faces of girls in brochures. Alternative plans for women's lives are connected to enhancing the status of professional qualifications. Yet publicity work can only be successful if it articulates rather than side-steps the interests of women and girls.

Consider promotion of women as a cost factor.

- Challenging and overcoming women-specific discriminations and an equal integration of women and men, boys and girls into educational institutions are not cost-neutral. Additional costs arise with the equipment of training centres (e.g. child-care facilities, separate bathrooms and class rooms, etc.), the provision for safe training sites and transport, awareness-building and media campaigns. These costs have to be included in the initial planning.

4 Modification of Training Offers

With the adaptation of training to local conditions and the move towards broader and more flexible training programmes, the target groups for vocational training become more diverse. Accordingly, new ways of instruction and new curricula are needed.

4.1 Gender-Specific Risks

- In most countries, where vocational training projects are available or have been initiated, the significant inequalities between schools for general education and vocational training centres, and the fundamental lack of further training opportunities have not been overcome. Even when girls have participated significantly in the expansion of general education, they are still at a disproportionate disadvantage when it comes to initial job training, or subsequent further training. Usually girls and women have to depend on non-formal and qualitatively poorer training offers.
- The growing heterogeneity and complexity of training activities and training facilities have led to an increase in unstructured and unconnected short-term courses across the globe. Combined with this is an enormous lack of information on the side of potential trainees, and a concomitant lack of coordination on the side of those offering training. Quality standards and control, which would provide more transparency, are not in place. Many of these training offers, which predominantly address poor women, contribute neither to job qualifications nor to a general education. Many represent not even the beginning of training, but are merely another step in the circle of hopeless subsistence activities of poor women.
- Despite the advances women and girls have made in general education, they still suffer discrimination with regard to training opportunities, especially in rural areas. Spending cuts in the wake of the structural adjustment programs of the 1990s have led to a world-wide fall in education levels. Female illiteracy is much higher than male illiteracy. Girls and women generally have greater difficulties in expressing themselves in the official and/or formal national language. Furthermore, an understanding of science, mathematics and modern law is hardly promoted.
- The same is true for the qualifying vocational training of women. The level of women's training seldom corresponds to current professional standards. Training still teaches far too few modern, employment-oriented skills (computer literacy) and often neglects socially relevant subjects (modern law).

4.2 Conceptual Recommendations

Set up a modular system, which addresses the multi-dimensional training needs of women.

- Individual modules should be self-contained, should build on each other, and in combination, should lead to qualified vocational training. Qualified training for women can start in fields where "flex time" and re-entry is possible, and where job qualifications are linked to general education. A module system contributing to this goal would have a schedule which can be individually shaped by participants and would enable a combination of general education and job-specific topics.
- By introducing modular course systems in professions which are traditionally practised by women and which mostly lack qualified training (e.g. in textile and food sector), they are able to obtain qualifications in their own professional fields (house-keeping, garment cutting, design).
- Since in many regions the level of education of women is still very low, the linkage of general education with job-qualification skills is a prerequisite for their social integration. This is true especially for poor women in rural areas. Care should be taken that training efforts are honoured through a formal recognition of certificates. It should be remembered that general education certificates usually open the door to formalised employment and income.

Develop suitable curricula, adapt existing ones to the requirements of the labour market and to women-specific needs.

- It is particularly women-specific training programmes that often lack appropriate curricula. Those in existence are usually out-of-date (e.g. home-economics) and need to be redesigned or adapted to a changed labour market. Increasingly, programmes for poverty alleviation (rehabilitation and infrastructural measures, promotion of small enterprises) offer further income possibilities in qualified women's professions. New job-profiles have been created (development of project concepts, formulating project proposals, etc.). By widening training curricula to include scientific, technological, commercial and social scientific contents and by teaching management and administrative skills, these new demands can be met. The training of home-economics teachers and social workers has to be adapted to the changed development conditions through a revision of curricula.

- The often noticeable gender-specific disadvantage in education (e.g. language barriers or problems in mathematical and technical subjects) can be partially alleviated through courses which are directly addressing the particular learning blocks of women (e.g. through an introduction to computer technology or further education in the formal language of education). Without lowering the level of the general training courses, introductory and information courses of this type can facilitate the participation of women and girls who do not meet the formal admission requirements, but need the training.

Promote women directly through compensatory measures

In the *Dominican Republic*, GTZ supports a cooperation between INFOTEP, a para-governmental training facility, and CE-MUJER, a women's NGO. These organisations work together closely in training marginal women's groups for technical jobs. The training of these groups, which are exclusively composed of women, in "men's jobs" such as electrician, serves to prepare women for immediate employment in the informal sector, as well as for an easier access to qualified vocational training in the dual system. Without this specific preparation, girls from marginal conditions could not be integrated into the dual system. Without the proximity of the women NGO to the target groups, the training facility would not reach them, and could therefore not include them into their programs.

- In personal service occupations (e.g. cleaning personnel), short-term vocational preparatory courses (one to three weeks) in combination with a job placement scheme can rapidly increase their level of qualification and their chances of employment. A combination of housekeeping skills, personal conduct (job application, presentation, labour law) and health-related knowledge (e.g. posture to avoid work-related injuries, sex education) are especially important for young or poor women looking for employment.
- It is recommended to link vocational training with gender-specific career counselling and orientation before starting a course and to offer professional advice and job placement services during / after training. This implies further training of career counselling and job placement staff in gender questions.

Link training and especially further training with job placement services

The *Centro do Trabalho Autonomo* (CTA) in Fortaleza, *Brazil*, a division of the Ministry of Labour, is supported by GTZ through its poverty alleviation program, PROVENDA. CTA is an example of training people (housekeepers, repair workers, etc.) in areas where they already work, or where they have chances to work, and of combining such training with improving their self-confidence. The centre offers choice, advice, preparation for work, training and placement services, to marginal labour groups in the informal sector, who often offer their labour on a day-to-day basis. The majority of the course participants are women.

The courses usually have a length of only 1-3 weeks, but they are integrated into a modular further training course. They offer a combination of advice and job counselling with instruction on technical know-how (functioning of household appliances, cleaning materials, care of fabrics, etc.). Included are also the teaching of socio-cultural skills (job applications, presentation, negotiation skills, etc.) and of knowledge of one's own body. Within the framework of existing labour regulations, the participants themselves set certain minimum standards (pay level, working hours) for their respective professions. The trainees have the opportunity to meet in the centre on a continuing basis, exchange experiences and form organisations.

The CTA acts as a placement centre for its graduates, thus maintaining close contacts with businesses and private households, who hire the trainees. The centre also deals with employers' complaints thus enabling immediate correction of training deficiencies as well as adoption of training contents to any new requirements. Graduates receive a certificate, making the CTA the responsible entity for the quality of their training. The CTA functions as a confidence building switchboard between enterprises and households who require employees, and those who seek work and need qualifications and placement services. Representatives of the centre continuously provide information about the programme in the various slums. There are also efforts to conduct the courses directly in the housing areas, in order to decrease the time and cost of transportation. A "black list" is kept of businesses and households, where, because of, for example, sexual assaults, women graduates are no longer placed.

- In many countries, analysis of school-books have been carried out which provide information on gender discrimination in the texts. When developing teaching material or media campaigns for vocational/technical training such information should be considered.
- There is a need for simple, locally-available training packages for training women without formal education in priority topics. The packages should be designed for use without complex infrastructure and for easy transport.
- The safety of training sites, routes and transportation needs to be ensured, especially for evening courses.

Transport and infrastructure problems have gender-specific effects.

Girls, young women or mothers with small children are often not able to leave their domestic environment: In many societies, they may not do so without a man's consent; in other situations, their mobility might be restricted due to their work load, or due to the costs, risks and time losses connected with transport. Thus, job training has to be brought to them. All possibilities of developing mobile training systems which can be implemented almost anywhere should be explored. For the same reasons, training sites close to the target group's homes should be sought and used. This requires partners who are available directly at the site.

5 Further Training for Instructors and Awareness Building for Information Disseminators

Further training programmes for instructors are of crucial importance for the improvement of technical/vocational training. The training of (technical) instructors in schools and of trainers in enterprises has to be complemented by building awareness among those who disseminate information at all levels associated with training (school administrations, parent associations, trade unions, politicians, etc.). The goal is a greater recognition of qualified vocational training in society.

5.1 Gender-Specific Risks

- Because of the current emphasis on technical professions, further training is mostly offered to male instructors and information disseminators. Female experts or interest groups, such as women's organisations, are seldom included in further education or information measures.
- Potential gender-specific discrimination in technical/vocational training are normally not part of awareness building measures or further training courses.

5.2 Conceptual Recommendations

Combine further qualification and promotion of women.
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- In cooperation with the partner organisations, more emphasis has to be given to qualifying female staff as part of further education concepts. It may in some cases be useful to apply quotas to the award of scholarships. When choosing instructors, individuals with practical experience should be given special consideration; women are to be promoted as company-internal instructors.
- International organisations, like the International Labor Organisation, ILO, and other donor countries, like the Netherlands or Canada, have supported local experts in all development regions in gaining gender-relevant know-how, in the establishment of gender/women departments within their training facilities, as well as in the initiation of regional networks. In many training facilities, gender-departments have been created as part of institutional development. These are responsible not only for the improvement of training offers for girls and women, but also for the promotion of women within the institution.

The promotion of women is a part of institution building

Numerous training facilities in *Latin America* have established guidelines or formal departments for the promotion of women (at different levels of hierarchy and with varying success). The purpose of these entities is to train female employees and to further their professional advancement. In addition they act as advisory centres in gender questions for all those involved in training, from the administrative and decision-making level to teaching staff. In some training facilities, gender training programs have been developed by consultants or in cooperation with women's NGOs.

An outstanding example is the Nicaraguan training institute INATEC, where the analysis of the gender-specific position of women also includes the position of men. Internal awareness building programmes include all levels of staff. Alongside these internal measures, networks have been created among training facilities, and between different organisations, institutions and social movements. Their aim is to build a women's lobby for "Women - Job Training and Work." Although cooperations with individual companies have been possible, the generally difficult work with business associations or trade unions in matters of vocational training is still in its infancy. Thus, most of the networks currently in operation are between different government authorities, NGOs and women's groups.

At the international level, ILO and CINTERFOR have been successful in establishing a network between the various technical training centres in individual Latin American countries, who are training women in non-traditional occupations, and/or have established women and development or gender departments. Training events and exchanges of information are scheduled regularly at ILO's international vocational training centre in Turin, Italy, and in the countries of the participating institutions.

Broaden the content of further education.

- In addition to legal, scientific and economic topics, the training of experts should include gender planning and the promotion of women. The multiple approaches taken by ILO are usually based on research, and are characterised by broad institutional experience, which is further developed through the exchange with the various networks.

6 Diversification of Executing Agencies and System Advice at the Policy Level

Today the focus of vocational and educational training projects supported by GTZ is no longer addressing single implementing agencies only, but advising on the coordination of vocational training and employment promotion processes, which simultaneously aim at different partners and at different levels of intervention. This improves the chances of including organisations which represent the interests of women. Advice at the policy and regulatory level can combine the various approaches of vocational and employment promotion and target group orientation and launch them in national political arenas. Policy advice can have wide implications for the integration of women and girls into the educational process. Information, the dialogue with interest groups, as well as the coordination of activities and initiatives at various policy levels are prerequisites for the formulation of national policies of training and the promotion of functional and diversified implementation structures.

6.1 Gender-specific Risks

- The search for the strongest possible partners as project implementing agencies supports existing hierarchies between institutions and eliminates those that appear weaker. There is still a tendency to concentrate on traditional places of learning, i.e. schools and companies, leading to a neglect of other places and consequently other, non-governmental implementing agencies or training institutions. Affected are not only NGOs, women's organisations, and self-help groups, but also vocational schools for women.
- The promotion of women is often only considered an issue at target group level. Gender-specific aspects are receiving scant attention at the intermediary and policy levels. In the longer term, this situation endangers the success and sustainability of women's training.
- Methods of analysis used in international cooperation (e.g. sector analyses, surveys of past graduates, or sustainability studies) are often understood and applied as gender neutral. Unwittingly, they are guided by the normal biography of men.
- The gender-specific effect of the education system, the "hidden curriculum", is usually not taken into consideration. Vocational/technical training however is an institution which both strengthens and questions gender roles. Vocational training policies not only further the concrete training needs of men and women, but also influence the relationship between them, and thus the strategic interests of women. However these functions will remain neglected in policy advice, as long as vocational/technical training is viewed only in terms of gaining access to employment.

6.2 Conceptual Recommendations

Identify regulations which discriminate women - support the human rights of women.

- Various social groups provide important contributions to system advice, when national policies, bills, statutes or strategies for vocational training commissions are formulated. Although during the last few years a number of formal discriminatory regulations have been fought successfully, socio-culturally determined discriminations against women are easily neglected as a "cultural characteristic". Since overcoming discriminatory regulations secures human rights of women, it is essential to collaborate on overcoming formal barriers. The discriminatory effects of tradition, socialisation and culture should at least be identified and questioned. The oppression of women has to become part of the political dialogue.

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Identify the various participants, include them in the decision making process and support cooperation between them.

- Besides private-sector companies, other entities such as cooperatives, self-help groups, public-sector enterprises and facilities, micro-enterprises and family businesses in the informal sector can serve as training centres or constitute training participants. Women-specific training interests will receive higher recognition if the promotion of related training programmes, training facilities, women's groups and organisations, or vocational schools for women is not limited to women-specific projects only. They are to be included in training commissions and councils, or other networks.
- Partner organisations with an interest in the promotion of women should receive support in creating the position of a women representative or of a gender department at the decision-making level. Promotional possibilities exist through networking with regional training facilities who already have experience in that area. Other possibilities are training courses (through local/regional NGOs), employment of gender experts, and work experience in implementing agencies, which already have gender departments.

- The political decision-making process can be furthered through the dialogue with different government and non-government institutions and organisations. If women's groups participate in this dialogue, initiatives at various levels can lead to effective cooperations. The cooperation between training centres and women NGOs which work closely with target groups, facilitates the implementation of training which is both qualified and target-group relevant.

Develop methods of cooperation with women's organisations, e.g. women chambers, for the vocational qualification of women

The objective of a training project in *Sri Lanka* is to offer employment-oriented training to rural women with and without secondary school certificates. The focus of the project is to improve and expand existing programs and to establish networks between institutions which offer training programmes and technical and financial support as auxiliary measures to such training.

The partner organisation is the women's chamber of commerce of the central province. The membership of this politically independent organisation comprises mainly of professional women, and women entrepreneurs from small and medium-sized enterprises. In addition to their role as interest groups, the various chambers of commerce (at provincial level) are engaged in social and political activities through their promotion of marginalised rural women. By networking between public and private sector entities, the project endeavours to achieve an alliance of implementing projects. It also intends to act as a catalyst between NGOs, private and government training institutions, and between support services at target group level.

The women-specific project is to contribute to:

- improving choice and negotiation potential for women in the labour market through qualifications in potential growth sectors;
- qualifying of secondary school graduates who work as unskilled or semi-skilled workers in the export industry, at the lowest level and without chances for advancement;
- including women in non-traditional or "men's" jobs;
- improving products through production-related technical and commercial training for women running small businesses.