ENHANCING THE CONTRIBUTION OF THE BELGIAN TVET PROGRAMMES TO GIRLS’ EMPOWERMENT

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LIST OF ACRONYMS AND ABBREVIATIONS

AGI  Adolescent Girls’ Initiative
AFPT  Appui à la Formation Professionnelle et Technique
ACFPT  Appui Complémentaire à la Formation Professionnelle et Technique
APEFE  Association pour la Promotion de l’Éducation et de la Formation à l’Étranger
BIPP  Business Incubators Policy Program
BTC-CTB  Belgian Development Agency
CEFM  Child, Early and Forced Marriage
CRID  Centre de Recherche et d’Informations sur le Développement
CSO  Civil Society Organisation
EDC  Education Development Centre
EDUKOR  Education au Kasai Oriental
EDUKAT  Education au Katanga
FAWE  Forum for African Women Educationalists
GBV  Gender Based Violence
GIZ  Gesellschaft für Internationale Zusammenarbeit
ICT  Information Communication Technology
IEP  Institut pour l’Éducation Populaire
INTRAC  International NGO Training and Research Centre
IRCW  International Center for Research on Women
LBO  Lager BeroepsOnderwijs
NUFFIC  Netherlands Universities Foundation for International Cooperation
PLN  Professional Learning Networks
SDC  Swiss Agency for Development and Cooperation
SIDO  Small Industries Development Organisation
SRGBV  School Related Gender Based Violence
TVET  Technical and Vocational Education and Training
VVOB  Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand
UNESCO  United Nations Educational, Scientific and Cultural Organisation
UNEVOC  International Centre for Technical and Vocational Education and Training of UNESCO
FOREWORD

“In 2011, local leaders in my area selected me to be enrolled in a life skills training course for six months supported by Plan International. I started in May 2011 at the Amizero training centre located in Kayonza District in Rwanda. I chose the plumbing section because I realized that there was a need for skilled plumbers in my district.”

Beatrice, working as a plumber and utilizing the skills she acquired when she was 19.

Plan is an NGO advancing children’s rights and equality for girls, that operates in a world where an extra 1 billion young people will enter the job market over the next decade and where 600 million 15 to 24 year olds – the majority of whom are female – are currently not at school, employed or in training and are therefore at greater risk of entering unstable and/or low paid jobs with no access to social protection.

As education is a cornerstone of children’s rights and particularly critical for girls’ empowerment, we also see it as our duty to enable vulnerable and excluded young people – in particular young women – to acquire the skills necessary to work and attain decent employment and entrepreneurship opportunities.

To contribute to a better understanding of how programs on Technical and Vocational Training and Education (TVET) can participate in Youth Economic Empowerment and the realization of the Sustainable Development Goals (SDG) we commissioned South Research to focus on the activities of Belgian development actors to analyse (f)actors that either enable or restrain girls to gain Access to and Completion of these programs, as well as their participation in Transition activities towards entering the labour market.

This study also provides a set of recommendations. Inspired by these, Plan Belgium continues to promote effective solutions to transform and improve the situation of girls and young women worldwide and ensure that they can Learn, Lead, Decide and Thrive.

I wish you a pleasant reading of this report,

Regine Debrabandere
National Director
Plan Belgium
EXECUTIVE SUMMARY

In the current context of economic and employment crisis, it is important to facilitate access to decent jobs for girls and boys. Technical and Vocational Education and Training (TVET) programmes offer interesting opportunities to contribute to this challenge. This study focuses on the participation of girls in these TVET programmes, as their access to education and participation in the labour market are key factors in the process of their empowerment. For instance, girls who are studying will be more protected from early and forced marriage and early motherhood.

The aim of this study is to provide policy recommendations for Belgian policy makers and development actors to enhance girls’ access to and completion of (formal and non-formal) TVET programmes implemented or supported by Belgian development actors, as well as their participation in transition activities from TVET towards decent work.

In this respect, it relies on Naila Kabeer’s (2008) definition of empowerment and considers the process of empowerment in a holistic way, taking into account different components of empowerment at personal and community levels (knowledge, economic power, internal power, social power).

On this basis, the study first identifies enabling and disabling (factors of girls’ access to and completion of TVET programmes and participation in transition activities. Then it analyses the strategies related to these (factors at policy and governmental levels; at the level of the schools, training centres and service providers (e.g. TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services, job placement offices); at the level of families and communities; and the level of the (local) development agencies and ngo’s. This study should be considered as a tool for Development and TVET practitioners, rather than a piece of academic research. Based on literature reviews and interviews with key actors in this area, it provides a compendium of relevant recommendations to enhance girls’ access to and completion of Belgian TVET programmes as well as their participation in transition activities. In practice, these recommendations would have to be adapted to the local context, be it demography, situation of local labour market, and also the specific challenges of fragile states, the possible impact of internal or international migration, the differences between urban or rural areas, etc.

FINDINGS

Strategies in relation to access to TVET programmes

A necessary precondition for TVET programmes to contribute to girls’ (economic) empowerment is that girls have access to the TVET opportunities. At governmental and policy level, development actors are promoting and supporting gender sensitive policies for enrolment. A good practice is to start from an in-depth gender analysis, or to implement a gender action research approach before the actual policy is developed. Governments and governmental institutions are not only working towards gender sensitive practices but also want to achieve organisational development and organisational changes as well. To that extent they stimulate the development of a gender approach in local organisations and TVET institutions. The most successful approaches are the ones that rely on an inter-ministerial approach; i.e. cooperation with the ministries of education, employment, gender and women’s affairs. As gender is often considered as a sensitive issue and risks to be dismissed as being imposed from another culture, programmes might need to cope with (certain levels of) resistance at the political level. In this regard, it is important to find support within the local civil society and support these CSO’s to influence the political level through advocacy initiatives.

At the level of schools and TVET centres a first step to improve access for girls is to stimulate these actors to develop their own gender policy. Such a policy may foresee: training of the school staff to develop overall gender knowledge and capacities; (financial) incentives to support girls (scholarships, transport); diverse offer of trades (traditional jobs for men/women, new jobs without gender division of labour); and appropriate infrastructure (boarding facilities, sanitation facilities). Many ngo’s and development actors’ non-formal TVET programmes are intended to reach (or at least to include) girls and women and therefore foresee shorter trainings, free trainings, additional services, training programmes closer to the homes, etc. Other strategies at this level focus on improving the quality, or perception of the quality, of the trainings and obtaining some kind of formal recognition or certificate.
To increase girls' participation in TVET, it is not only important to facilitate girls' access and work on supply side factors but also generate interest so that girls and their families want to invest in their education through participation in TVET programmes. Therefore, it is important for actors to pay attention to and invest in awareness-building for girls and young women and their environment (men and women of the family and community). To have an impact on the direct environment of the girls, it is necessary to encourage Governments, schools, TVET centres and ngo’s to take this level into account as a target population.

Strategies in relation to completion of TVET programmes

The facilitation of adolescent girls’ completion of TVET programmes currently receives less attention than the question of girls’ access to education. This study did not identify strategies formalized in programme planning and budgeting to cope with girls’, and youth in general, dropping-out, but rather ad-hoc measures in place at the level of the families and communities. If cultural norms and values are factors of resistance against girls and women participating in TVET, then providing gender awareness trainings for the whole community may help. However, if other issues, such as household poverty, safety at school, … make families more resistant towards TVET programmes, then other strategies need to be implemented. Such strategies are mostly implemented at the level of the schools and programmes.

To reduce GBV and increase overall safety, for instance, it is recommended to integrate measures in terms of school policies, school services and infrastructure, and the behaviours and attitudes of students and staff. To further create a girl/women-friendly environment at school, programmes can invest in: platforms that offer (safe) discussion spaces for girls, boys, teachers and staff; social and psychological support; the provision of kindergarten centres for the children of young mothers; remedial courses to re-integrate students who dropped out or missed classes; or the provision of stipends for poor students or as a financial compensation for income generating opportunities.

Strategies in relation to participation in transition activities

At governmental level, working towards girls’ participation in transition activities towards the labour market and decent work opportunities includes supporting the government to have accurate data, (analysis of participation in the job market) and the formulation of relevant emancipating measures, the facilitation of access to self-employment for young women and the development of appropriate services (job offices).

At the level of schools and service providers, actors have implemented various strategies to ensure transition from education to the workplace. However, the integration of a gender perspective in these activities is sometimes lacking. TVET-programmes often include the support for employment services, such as job placement offices. One of the most straightforward strategies to link students with (future) labour market opportunities is the organisation of an internship or the inclusion of work-based-learning approaches in the curriculum. From a gender perspective it is necessary to analyse the working conditions for girls and to develop alternative strategies to enhance gender awareness and gender equality in the workplace. Another approach is the development of in-school-production departments as a first opportunity for students to work in real-life conditions. Settings in which students can practice their skills are often referred to as “incubators”. One needs to be cautious, especially in the case of girls, that such departments are not seen as purely an occupation for individuals who are less likely to be accepted by the labour market. Moreover, it is also important to prepare youth, girls in particular, not only to execute technical tasks but also for other job positions that involve more responsibility. With a focus on self-employment, some programmes foresee strategies that can facilitate the transition from school towards working as an independent (micro-) entrepreneur and the further evolution of the (micro)-business, such as for example through the facilitation of access to credit, etc.

At the level of the enterprises and private business actors, most of the collaboration focuses on (enhancing) the quality of current TVET programmes and not so much on the risks and resistance regarding female employment. When available, women entrepreneurs can be used as female role models not only for the students and staff but for other entrepreneurs and employers as well. Furthermore, the implementation of services where jobseekers and future employers are brought together in job offices offers the opportunity for gender sensitivity and awareness training of private sector actors.
General observations

The study addresses four general observations:

First, actors often orient their strategies and actions towards government and schools. These actors are situated in the sphere of influence of development actors and, because these are already organized structures, can be reached more easily than individual households, families and local communities.

A second observation is that, although poverty and safety are major factors influencing TVET participation of girls’ and youth having access to education in general, they are mostly not explicitly pinpointed as factors limiting access and completion of the studies.

Thirdly, while there is a focus on quality of education and employability, less attention is paid to gender, or gender mainstreaming in the programmes, because gender (equality) is not seen as a priority area.

A fourth finding is that many initiatives are taken at different levels and by several development programmes but good practices are often limited to one or two aspects of the gender integration approach. However, in order to achieve sustainable change, it is necessary to develop a gender approach not only in the programmes, projects or practices of governmental and non-governmental actors, but in the whole organisation or institution. To embed gender in organisations and institutions the policy, means, organisation’s culture, practice and interaction with the context need to be taken into account.
Conclusions and Recommendations

- **Invest in all three stages: access, completion and transition**: To ensure access to, completion of TVET and transition towards (decent) work opportunities it is important that TVET programmes (in schools, TVET centres and/or non-formal TVET systems) simultaneously address all three bottlenecks. Programmes only focussing access, will not reach their potential as the incentive to invest in girls' education will be considered too low if girls have low chances to complete their studies and/or if the investment in education will not result in a decent work opportunity.

- **Focus on “poverty” and “safety”**: There is a lot of evidence that poverty is the main factor why young people, and especially girls, do not complete their studies. So, to enhance girls’ access to and participation in TVET, programmes should include the implementation of financial incentives as a governmental strategy (i.e. scholarships for girls) or as strategies of schools, TVET centres and service providers (reduced fees for disadvantaged girls). Besides poverty, safety is a more important influencing factor, as it constitutes a major constraint for parents to send their daughters to school- and for young girls and women to consider and complete their studies. Therefore, programmes can support the establishment of policies regarding GBV; they can target attitudes and behaviours of teachers, personnel and students, employers and employees during internship; they can provide or organize transport; foresee appropriate infrastructure at schools and lobby for such decent facilities in enterprises.

- **Work towards mentality switch**: The most important actor to work on for gender equality and equity is society itself. In programmes, it is therefore important that local communities are involved, for example, to reach local households, young girls and their parents, but not in a way that they are *instrumentalised*. Programmes should integrate means and methods to empower communities defending social justice. Integrating civil society actors is necessary to sustainable change of norms, values and perceptions at all levels (the family, the teachers, students, job placement officers, employers and employees).

- **Importance of non-formal education**: Looking from a gender perspective (training closer to home, short courses, free of charges, …), it is recommended to push for the formalization of non-formal TVET in order to obtain official recognition of training, as this provides more opportunities to have access to a (better-paid) job or to have access to credit for self-employment. Each development actor should consider the possibility to integrate an advocacy element, towards the government, when proposing non-formal TVET.

- **Empowerment to choose and have options**: Schools that really want to contribute to gender equality should diversify their offer (training for “traditional men’s” jobs, “women’s” jobs and jobs in new sectors) so that students have different options. Also, they should inform potential students and their parents about advantages and disadvantages of all options in terms of trades and careers, so that they can make informed choices. Orienting girls in one or another direction is not in accordance with the empowerment philosophy. The same idea lays behind the recommendation that schools should invest in different options to facilitate the transition to the workplace (internships in companies or in production departments of schools) and that students should be able to make informed choices. A last important aspect is the access to decent work. The reinforcement of the internal power of girls is essential so that they are able to analyse situations and feel confident not to accept inappropriate working conditions and indecent behaviour (for example related to gender based violence).

- **Need for an holistic approach to come to sustainable change**: Development actors should work towards (1) all practices around girls’ empowerment being supported by ngo’s, governments, institutions and schools through their policy; (2) knowledge and financial means being made available; and (3) staff being convinced about the importance of gender equity.
INTRODUCTION

I.1 RATIONALE FOR THIS STUDY

In the current context of economic and employment crisis, and in the new SGD framework, it is important to facilitate access to decent jobs for girls and boys, and that TVET programmes offer opportunities to contribute to this challenge.

The aim of the study is to provide policy recommendations for Belgian policy makers and development actors to enhance girls’ access to and completion of Technical Vocational and Education Training (TVET) programmes implemented by Belgian development actors, as well as to encourage their participation in transition activities from TVET towards decent work. This study should be considered as a tool for Development and TVET practitioners, rather than a piece of academic research. Some issues are also not addressed as they were considered as beyond the scope of the study: for instance, the study does not question how employment contributes to young women’s empowerment, nor does it analyse how the projects mentioned in this report actually lead to employment; similarly it does not question the positive impact of TVET participation for girls’ empowerment. However, based on the research analysis and interviews with the main Belgian actors in the area, this research provides a compendium of relevant recommendations to enhance girls’ access and completion to TVET programmes and their participation in transition activities. As this study is focussing on the role of Belgian actors in their partner countries, these recommendations would have to be adapted to the local context, be it demography, local labour market, … but also the specific challenges of fragile states, the possible impact of internal or international migration, the differences between urban or rural areas, etc.

The findings of the study could also be useful to other development actors in their efforts to achieve the SDGs.

At the global level, Plan International has long been active in youth economic empowerment (YEE). Besides its operational work, it has been a founding organisation of the “Solution for Youth Empowerment” (S4YE) Coalition and has published various reports on the issue. One of these, published by Plan International France, insists on the importance of multi-stakeholder partnerships and provides precise options to mainstream gender in the six identified stages of YEE (situation analysis; partnerships; pre-training; training and pathways to decent work; placement; and post-placement support).

1 See for example:
- Impact of Technical and Vocational Education and Training on Youth Vulnerability in Malawi. Dissertation of Agness T. Mangoche, University of Reading, Institute of International Development and Applied Economics. September 2014; 43
- TVET and skills development for poverty reduction: Do rural women benefit? 2009. Maria Hartl. FAO-IFAD.

2 The relevance of TVET is enshrined in the Sustainable Development Goal 4 whose targets 4.3 aims by 2030 at ensuring equal access for all women and men to affordable quality technical, vocational and tertiary education, including university. The topic of this study can also be linked with Goals 5 (Gender Equality) and 8 (inclusive and sustainable economic growth, employment and decent work).

3 See www.s4ye.org

4 Plan International, Young, Woman and Unemployed: The Triple Challenge – Youth Economic Empowerment in Developing and Emerging Countries, 54 pp, 2015
I.2 Research Methodology

I.2.1 Research framework and research questions

To guide this research, we used the research framework presented in figure 1, which gives an overview of a girl's trajectory from TVET programmes towards the job market and decent work.

Research questions:

- What are the (f)actors that enable or restrain adolescent girls’ access to TVET Programmes?
- How is adolescent girls’ access to TVET programmes facilitated?
- What are the (f)actors that enable or restrain adolescent girls’ completion of TVET Programmes?
- How is adolescent girls’ completion of TVET programmes facilitated?
- What are the (f)actors that enable or restrain adolescent girls’ participation in transition activities?
- How is adolescent girls’ participation in transition activities facilitated?
- Overall, throughout the whole trajectory: What can be learned from existing TVET programmes
  - in Belgian partner countries
  - implemented by Belgian actors
  - implemented by Plan International
  - with regard to its link with CEFM?

This study focuses not only on factors but on enabling and disabling factors and actors, as this reflects a reality that is better suited for an actor-oriented focus and represents the fact that “factors” are mostly not static circumstances or conditions but relate to people living and working in a context of power relationships, values, principles, ...

The research questions are organized along the different steps towards girls’ participation in the job market. The success of a TVET programme and its results for adolescent girls will be influenced by how well the programme is coping with the main bottlenecks:

(i) girls’ access to the programme,
(ii) girls’ completion of the programme and
(iii) girls’ participation in the transition activities.

A fourth step has been added in this scheme with a specific focus on labour market participation and decent work. This item has not been analysed in this study but it is good to keep in mind that it is a potential bottleneck and part of the global context.
Figure 1: Girls’ trajectory from TVET participation towards labour market and decent work

- What are the (f)actors that enable or restrain adolescent girls’ access to TVET Programs?
- How is adolescent girls’ access to TVET programs facilitated?

- What are the (f)actors that enable or restrain adolescent girls’ completion of TVET Programs?
- How is adolescent girls’ completion of TVET programs facilitated?

- What are the (f)actors that enable or restrain adolescent girls’ participation in transition activities?
- How is adolescent girls’ participation in transition activities facilitated?

- What are the (f)actors that enable or restrain adolescent girls’ participation in the labour market and opportunities for decent work?
- How is adolescent girls’ participation in the labour market facilitated?

Overall, throughout the whole trajectory:
What can be learned from existing TVET programs
- in Belgian partner countries
- implemented by Belgian actors
- implemented by Plan International
- with regard to its link with CEFM?
I.2.2 Research steps

Five successive research phases have been completed: (i) start-up phase, (ii) study phase with desk study and document analysis, (iii) study phase with interviews, (iv) interim report and discussing results with the reference group and (v) the final synthesis and reporting.

Start-up phase

During the first meeting the research team briefly introduced the study objectives and the methodology to Plan Belgium and the reference group. During this meeting the client’s expectations regarding the approach, the research questions and the research results were discussed. The reference group, which was composed of representatives of VVOB, APEFE, BTC, VIA Don Bosco, Plan International and Plan Belgium, guided the research and offered the opportunity to enrich the reflections, present examples and to indicate resource persons.

During the first meeting the approach of Boisot, guiding an iterative research project, has been presented and a participative exercise using the “gender tree” tool permitted to make a first analysis of the TVET and gender challenges. The outcome of this exercise is presented in Annex 1 and was used to further identify the different levels at which strategies can be implemented.

Study phase with desk study and document analysis

In this stage various information sources are used to nourish the above research framework and research questions. In order to develop the policy recommendations for Belgian policy makers and development actors, we focused on relevant countries for the Belgian development efforts and on Belgian development actors -but not exclusively- and a special attention has been paid to relevant Plan projects. In Annex 5 and Annex 6 we give an overview of the literature consulted and organisations and persons contacted and interviewed. Given the nature of the report where the focus is delivering a useful advocacy document based on current knowledge, practices, lessons learned and including overall recommendations regarding future TVET programmes a non-exhaustive list of sources has been used.

Study phase interviews

To deepen the results of the document study and to gather new and additional findings several interviews with stakeholders involved in TVET programmes have been executed.

The first interviews were conducted with the members of the Educaid.be workgroup on TVET:

- APEFE
- VIA Don Bosco
- VVOB
- BTC CTB
- IDAY
- Plan Belgium

Consecutive interviews were held with local partners using a snowball sampling procedure. The interview guideline for the semi-structured interviews can be found in Annex 3.

At regular intervals, the research progress was discussed with the person in charge for Plan Belgium.
Interim report and discussion with the reference group

A first interim report for this study was consolidated and presented to Plan Belgium and the reference group by the end of July 2016. The results from the document analysis and interviews were checked and triangulated.

A general discussion moment has been organised with multiple stakeholders to value the diversity within the landscape of organisations involved in TVET programmes. This reflection moment did not only provide feedback on preliminary findings but, in particular, provided the opportunity to collectively discuss trends and reflect on interesting case studies.

During this meeting the added value of the INTRAC approach was presented to discuss the importance of the integration of gender preoccupations in an organisation and its projects (see Annex 2).

Although the second and third phase of this study (document analysis and interviews) are presented in a consecutive way, we would like to point out that this in fact has been an iterative process and additional information from the document review was taken into account.

Final Synthesis and reporting

In this final phase of the study, the results of the previous stages were further processed and analysed in order to achieve a coherent overview for the final report. During this phase a new tool has been developed based on the INTRAC triangle and the “Knoster model of change” (Knoster et al, 2000) and shows the importance of an holistic approach for sustainable change- in this case, for girls empowerment by TVET programmes (see Annex 4).
II GENERAL CONCEPTS

II.1 TVET - WHAT ARE WE TALKING ABOUT?

When talking about TVET, we make the distinction between formal, non-formal and informal technical and vocational education and training.

Definitions of informal, non-formal and formal education programmes (Coombs, 1973 cited in Fordham, 1993):

Informal Education: ‘...the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment from family and neighbours, from work and play, from the marketplace, the library and the mass media...’

Formal Education: ‘...the hierarchically structured, chronologically graded “educational system”, running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for fulltime technical and professional training.’

Non-Formal Education: ‘...any organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives.

However these definitions do not mean that a certain type of education can be easily categorised. The different categories are rather loosely and ambiguously defined and there exists some overlap (and confusion) between them, especially with regard to the informal and the non-formal (Fordham, 1993).

In this study we focus on formal and non-formal technical and vocational training, because it is where institutional actors are involved. The main Belgian development organisations active in supporting the formal TVET are for instance: VIA Don Bosco, VVOB, APEF and BTC. TVET is organised on different ways in different countries, depending on national laws or polices and regulations that systematise the content/curricula and duration of different trades. Also the hierarchy among educational programmes and how students can progress and transition within and between trades is different in almost every country. A common denominator is that schools and TVET centres stress the importance of delivering an official diploma or certificate at the end of the studies.

Non-formal training is often supported in the context of development programmes as, for instance, in the work of Plan in Niger. Because there are very few TVET schools or centres, Plan Niger has developed a strategy to offer technical training to girls (and boys) via tutorship of artisans who are coaching girls in rural areas. This approach is very similar to informal education but signing a contract with the tutor officialises the process. For several trades, Plan Niger is trying to obtain official recognition of their diploma or certificate.
II.2  **EMPOWERMENT**

With regard to the ultimate goal namely to contribute to the empowerment of girls and women, we refer to Naila Kabeer’s definition of empowerment and consider the process of empowerment in a holistic way, taking into account different components of empowerment at personal level and at community level:

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**EMPOWERMENT AS MULTIDIMENSIONAL PROCESSES OF CHANGE ...**

“... touches on many different aspects of change in women’s lives, each important in themselves, but also in their interrelationships with other aspects. It touches on women’s sense of self-worth and social identity; their willingness and ability to question their subordinate status and identity; their capacity to exercise strategic control over their own lives and to renegotiate their relationships with others who matter to them; and their ability to participate on equal terms with men in reshaping the societies in which they live in ways that contribute to a more just and democratic distribution of power and possibilities” (Kabeer, 2008).

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When considering the contribution of TVET to the empowerment of girls, we do not only think in terms of obtaining a diploma or certificate in order to get a job. It is also about strengthening and broadening knowledge in a larger sense (including economic and life skills for instance); it is about strengthening the internal power (self-esteem, self-confidence, to be capable to manage personal fears, to be proud, to dare...); it is about reinforcing girls’ social power (to be able to take part in decisions, for instance at the level of the household to control their income; to be part of a group in order to defend their interests and rights and influence policy; for example to strive for appropriate (gender) policies at schools and other training centres).

Our study focuses on the participation of girls in TVET programmes as their access to education and participation in the labour market are key factors for their empowerment. However, TVET is often seen as a “second choice” or inferior option and thus it is not always valued and recognised as a valuable option to access decent jobs.

An important aspect of girls’ empowerment is the reduction of CEFM. Girls who are studying will be more protected from early and forced marriage and early motherhood (Brown, 2012). However, it is important to acknowledge that the decision for early marriage by a girl or her parents is by itself depending on the girl’s educational potential as well. If the girl’s education outcome is not believed to result in future earnings, early marriage might be considered as an alternative option because the incentives of education are unclear or uncertain. Thus early marriage reduces a girl’s education prospects, but a lack of (good quality) education opportunities and/or limited employment prospects for educated girls are all factors that simultaneously play a role towards the decisions regarding CEFM (Nguyen and Wodon, 2012).
III FINDINGS

In this chapter we present the main findings of the study. As presented in the research framework (see figure 1) we will first focus on the actors and factor that influence the three bottlenecks of gender and TVET. Then the strategies mainly adopted by the Belgian actors involved in TVET programmes and identified during the literature research and interviews are presented and categorized following a girls’ trajectory from TVET participation towards labour market and decent work and the different stakeholders (political and governmental level, the level of the schools, TVET centres, (local) development agencies and ngo’s, and at the level of households, families and communities).

III.1 INFLUENCING FACTORS

In this chapter we present the main identified factors that influence adolescent girls’ access to TVET programmes; completion of TVET programmes; participation in transition activities; and labour market participation.  

Broadly, we found relevant (f)actors, on the one hand, in the political and institutional context, in the socio-cultural and the socio-economic contexts; and, on the other hand, (f)actors playing a role in the quality and quantity of services and on individual (and familial, and other actors) aspirations towards job market participation.

For the classification of factors influencing TVET participation and the success of TVET programmes several frameworks are recognised and can be used. For example, an Innovate study (2014) differentiates between factors playing a role at the demand or supply side of education; other studies refer to strategies and programme components playing a role at the level of (direct) beneficiaries (micro), structural and organisational level (meso) and at the institutional and political level (macro) (see for example Educaid.be, 2016).

In our research, we identify enabling and disabling (f)actors as well as the strategies related to these factors classified by different levels (of intervention): i.e. at policy and governmental levels; at the level of the schools, training centres and service providers (e.g. TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services, job placement offices); at the level of the family and community; and at the level of the (local) development agencies and ngo’s.

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5 This overview is largely based on the findings from the literature study, the readings of project documentation, interviews with key actors and on the consultants’ own experiences (World Bank, 2008; Anarfi and Appiah, 2012; Innovate, 2014; Unterhalter et al., 2014; Plan International and ICRW, 2015; Cho et al., 2016).
### (F)Actors at the political level

- Laws (law enforcement) and policies with regard to
  - equal access for girls and boys to education/to TVET. For example, laws and policies with regard to schooling requirements, marriage age…
  - sexual abuse and discrimination
  - (equal) job market opportunities for girls and women
- Financial means for and/or political prioritisation of national gender strategies for education
- Representation of women in decision making, presence of female role models in national politics and other decision making organs, …
- Political context: instability, social tensions, armed conflicts, post-conflict issues, disadvantaged communities and (ethnic) minorities, …

### (F)Actors at the level of the schools, training centres and service providers

- Related to (gender) strategies and policies
  - strategies and policies regarding sexual harassment and abuse, (gender-based) violence…
  - representation of female teachers and role models (in schools, in enterprises, in business life, …)
  - attitudes and behaviour of teachers and students, gender sensitivity of school staff
  - gender expertise (knowledge of concepts, methodologies and tools) of teachers responsible for “life skills” courses
  - policies regarding pregnancy, course attendance and catching-up
  - alternative courses (distance learning, nigh courses, …)
  - gender sensitivity of employers, superintendents, employees …
  - parents associations (as an entry point to influence the community)
- Related to curriculum (development)
  - gender bias and stereotypes
    - in school materials and curricula
    - in the orientation of girls’ towards specific trainings
  - relevance of the curriculum, mismatch between curriculum and labour market requirements
  - counselling
  - internships (and working conditions during internships)
  - entrepreneurship and self-employment
  - gender trainings
  - prepare young people for the labour market: good conduct of employer and employees, labour laws, …
- Related to the cost of participation
  - direct costs: entrance fees, uniforms, training materials, …
  - indirect participation costs: food, medical advice, child care, transport, assurance during internships …
- Related to infrastructure
  - sanitation facilities
  - distance to schools and transport facilities
  - boarding facilities (e.g. dormitories, boarding costs)

### Table 1: Factors that influence adolescent girls’:

- access to TVET programmes
- completion of TVET programme
- participation in transition activities and labour market participation

<table>
<thead>
<tr>
<th>(F)Actors</th>
<th>Access to TVET programmes</th>
<th>Completion of TVET programmes</th>
<th>Participation in transition activities and labour market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actors at the political level</td>
<td>X X X</td>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>Actors at the level of the schools, training centres and service providers (TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services, job placement offices)</td>
<td>X X X</td>
<td>X X X</td>
<td>X X X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(F)Actors</th>
<th>Access to TVET programmes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Actors at the political level</td>
<td>X X X</td>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>Actors at the level of the schools, training centres and service providers (TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services, job placement offices)</td>
<td>X X X</td>
<td>X X X</td>
<td>X X X</td>
</tr>
</tbody>
</table>
## (F)Actors at the level of families, communities

<table>
<thead>
<tr>
<th>Constraints related to socio-cultural factors</th>
<th>Access to TVET programmes</th>
<th>Completion of TVET programmes</th>
<th>Participation in transition activities and labour market</th>
</tr>
</thead>
<tbody>
<tr>
<td>- self-image of girls, social status of women and traditional image of the role of women in society</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- perceptions (and encouragement) of family, husbands, friends... regarding education, training, internships and/or work of girls and women</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- religious or traditional principles on education, training and/or work of girls and women</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- early marriage, CEFM and pregnancy</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- educational level of parents</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>- position of educated, trained girls or working girls on societal ladder (e.g. to get married)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- girls’ level of basic education</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>- attitude and behaviour of men in general (and more specific of male entrepreneurs and colleagues) in terms of tolerance towards gender based violence</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constraints related to socio-economic factors</th>
<th>Access to TVET programmes</th>
<th>Completion of TVET programmes</th>
<th>Participation in transition activities and labour market</th>
</tr>
</thead>
<tbody>
<tr>
<td>- poverty of parents (and costs related to education and training)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- economic crisis as a stimulating factor (households feel that a second revenue is indispensable, so husbands accept that their wives get a job in the industrial sector)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- opportunity cost: high demand for female labour for household, agricultural work or other income generating activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- lack of savings for girls’ education</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- difficulty in finding work after completing the training</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Institutional (factors at the level of (local) development agencies and ngo’s

<table>
<thead>
<tr>
<th>A thorough gender policy at the level of development agencies and ngo’s so that initiatives are situated within a general vision on gender equality</th>
<th>Access to TVET programmes</th>
<th>Completion of TVET programmes</th>
<th>Participation in transition activities and labour market</th>
</tr>
</thead>
<tbody>
<tr>
<td>A gender approach, not only in the programmes, projects or practices but also in the whole organisation or institution (see INTRAC triangle p 23. Besides a policy, the means and resources, the organisation’s culture, their practices (projects, programmes, services, activities, ...), and the way they interact with the context highlights are key aspects related to sustainable change</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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Table 1 (continued)
III.2 STRATEGIES

This chapter presents the findings regarding the strategies that enhance adolescent girls' access to TVET programmes, completion of TVET programmes, participation in transition activities and labour market participation. The study identified at which level programmes and projects are implementing strategies to make TVET opportunities (more) accessible for girls, and youth in general.

III.2.1 Strategies to facilitate adolescent girls’ access to TVET

One of the first necessary conditions for TVET programmes to contribute to girls’ (economic) empowerment is that girls have access to them. As presented in the previous chapter, there are several factors and actors that can inhibit and impede access to TVET, in particular for young women and girls. Below we present the strategies implemented at the political and governmental level, at the level of the schools, TVET centres, (local) development agencies and ngo’s, and at the level of households, families and communities.

At governmental and political level

A first strategy is to promote and provide support for the development of gender sensitive policies for education and TVET in particular. These policies can be developed at the national level, but local (district) level policies can be important as well. To develop an appropriate policy, it is important to know the local context, the current problems and the future trends that need to be anticipated. Thus, a good practice for developing gender sensitive TVET policies is to start from an in-depth gender analysis or to implement a gender action research approach before the actual policy is developed.

Governments and governmental institutions are not only working towards carrying out projects and practices but want to achieve organisational development and organisational changes as well. To that extend they stimulate the development of a gender approach in local organisations and TVET institutions. Some actors find the opportunity to support these institutions and cooperate in the development of action plans as an aspect of organisational change. Successful approaches are those that rely on an inter-ministerial approach; i.e. cooperation with the ministries of education, employment, gender and women’s affairs … as all these institutions can play a role when talking about girls’ (economics) empowerment through TVET programmes.

Additionally, actors can engage in (the support of) gender awareness raising activities for civil servants in the relevant ministries, or for school and programme staff as part of the professional development of school and programme directors, teachers and instructors.

Although there are several strategies available for working towards increased access for girls at the governmental level, it is a basic precondition that this happens in cooperation with the national government. However, as gender is often considered as a sensitive issue and other opinions risk being dismissed as imposed from another culture, programmes might need to cope with (certain levels of) resistance at the political level. In each case, it is important to find support from and align with the broader civil society and support these organisations to influence the political level through advocacy initiatives.

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6 This overview is largely based on the findings from the literature study, the readings of project documentation, interviews with key actors and on the consultants’ own experiences (World Bank, 2008; Anarfi and Appiah, 2012; Innovate, 2014; Unterhalter et al., 2014; Plan International and ICRW, 2015; Cho et al., 2016).

7 See examples presented in the box 1 and the list presented in Annex 6 and Annex 7.
At the level of schools, TVET centres, (local) development agencies and ngo’s

A first step to enhance girls’ access to education and TVET training is to stimulate the development of a gender policy at the level of schools and/or TVET centres. In schools and centres there is often some gender awareness but no clear policy, and measures or actions remain rather ad hoc responses to a specific circumstance or event. In order to create institutional motivation and promote attention for gender issues, change of mentalities and prejudice, additional training of school staff (teachers and other personal) helps to develop overall gender knowledge and capacities. Also in this regard, it is recommended to integrate gender in continued learning initiatives, i.e. retraining, peer groups, professional learning networks.

Part of a gender policy can be to include school strategies to positively enrol girls in education. For example, access can be stimulated by favouring girls for scholarships or by adapting admission criteria to make it easier for girls to enrol. A gender policy can also help to create a girl-friendly school environment in which girls are at ease, can meet their peers and feel safe and appreciated. Investments in specific schooling infrastructure can help create such an environment, for example, appropriate (safe, hygienic, clean, …) sanitation facilities for girls, safe lodging facilities … Feeling safe is not only important for the students themselves, it certainly will convince more parents to send their children, girls in particular, to school (lodging problem seems to be a crucial factor).

Investing in education and taking up TVET courses will only be a genuine choice for students and their parents if there is a good chance that alumni can find (decent) work opportunities afterwards. Strategies that can work on this aspect are, for example, the diversification of trades offered. In this regard, it is also important to go beyond the traditional perceptions of “male and female jobs” and motivate girls (and/or their families) not to choose automatically for “traditional female trades”. These traditional “female trades” (hairdressing, sewing, cooking, …) often do not result in well paid jobs – because of saturation or informality of the job market- and generally are not highly appreciated in society. On the other hand it is recommended to continue to offer education towards “typical” women’s jobs because these jobs remain attractive for girls, but it is then important to upgrade these trades: from “knitting” towards “haute couture”, from “cooking” to “hotel and tourism”, from “cooking” to “processing of fruits and vegetables at semi-industrial level”, etc. Another strategy relates to the creation of new curricula to follow recent developments in certain sectors: ICT, solar energy, printing, … in which there is no gender division of labour (yet). In a context where wage employment opportunities are scarce, it is important to prepare students for self-employment as well. Therefore, a diversification of the curricula with specific modules on entrepreneurship is also advisable.

**Box 1**

BTC-CTB foresaw in its project in the Palestinian Territory an inception study to have an in-depth (gender) analysis of the work based learning opportunities in the Palestinian TVET sector. The study also included an analysis at the level of the TVET schools and centres. The input from these studies were further used to develop, in cooperation with relevant governmental institutions and actors in the field, a national TVET strategy with specific strategies for marginalized population groups, including young girls and women.

In Uganda BTC-CTB is supporting a project that provides training for TVET professionals. In that project a gender action research conducted by local TVET institutions is included. Prior to the start of the intervention, a gender analysis had been carried out to support the gender mainstreaming strategy in TVET. In that study, almost 80% of the parents identified poverty as the main factor limiting girls and boys from joining TVET. Also, more than one out of four parents added early marriages and pregnancy to be an equally limiting factor for girls to access and complete their TVET education.

VVOB also works together with ministries and service providers (i.e. TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services) in the TVET sector. In the 2014-2016 programme in DRC, equal opportunities (for both boys and girls) for quality education are promoted. To achieve this, the programme is mainstreaming gender in all programme results and implements strategies such as gender trainings for teachers by national service, implementing gender sensitive pedagogical tools and skills based on the expertise from FAWE (Forum for African Women Educationalists) and making gender part of the quality controls for education.

APEFE cooperates with several ministries and is focusing on advocacy, improving quality of education, and adaptation (and modernisation) of curricula.
Some (Belgian) development actors do not work directly with schools and (formalized) TVET centres but are involved in the provision of non-formal TVET opportunities in cooperation with local development agencies and ngo’s. Non-formal TVET trainings can be more accessible for girls because of shorter or free trainings, provision of additional services, closer to their homes… In such programmes, many of the non-formal technical trainings are intended to reach (or at least to include) girls and women, for example via women’s groups and girls clubs. Another approach is to focus on improving the (perception about the) quality of the trainings and to look into strategies to deliver a certificate or diploma that is recognised for its quality.

**BOX 2**

The BTC-CTB AFPT-ACFPT project in Burundi offers different trades such as construction, hotel management, sewing, technology, agriculture, with an overall approach that focuses on labour market needs and on preparation for employment and self-employment with entrepreneurship modules. In the Palestinian Territory, there is a scholarship fund available that is giving at least 23% of the scholarships to female students.

**VIA Don Bosco** encourages the development of a gender policy at the level of the TVET centres. Importantly gender is not seen as stand-alone subject but is part of a general approach of “target group policies” and general life skill trainings focusing on a respectful attitude towards all people, based on the Salesian pedagogy. In Tanzania, there also have been gender sensitive information campaigns via media. (and a popular singer), “trade caravans” and “open doors” for the promotion of equal access for girls (and boys) to TVET. Further, the centres invest in appropriate sanitation facilities for both boys and girls.

**Plan Niger** in cooperation with Plan Belgium is working towards a new programme regarding TVET. The programme will work together with the education centres that have been established by the Ministry of Technical and Professional Training (“Centres de Formation aux Métiers”) in rural areas. In the programme short-term and medium-term non-formal trainings are foreseen for girls. The idea is not only to provide adequate training but also to keep girls in the schools as long as possible to avoid early and forced marriage. Well-trained tutors that live in the same community and are also responsible for their technical training, guide these girls to ensure girls’ safety, social and psychological wellbeing.

**VVOB Suriname**: In their LBO (Lager BeroepsOnderwijs) programme VVOB focused their gender approach, not only on collaborations and contacts with the “hard” trades as Vehicle Technology and Architecture & Painting techniques, but also the soft sector of Fashion, Creation and Commerce, even though, at the beginning it was tried to break the traditional gender roles by profiling girls and boys in atypical training.

**TRIAS** is cooperating with local development actors (agricultural cooperatives). They often focus on gender and specific strategies are implemented to include young girls’ and women. For example, in **El Salvador**, their partners established a roundtable to exchange experiences and learn about gender (“la mesa de planificación estratégica de Género”). This initiative provided additional guidance and coaching for starting businesswomen and female entrepreneurs. Trias also offers the opportunity to young people to start up their businesses under the guidance of the local partners, providing for instance an incubator.

Part of the **BTC-CTB project** supporting the implementation of the “Skilling Uganda Strategy” focuses on the training for entrepreneurship in the informal sector. This includes developing skills among the self-employed, workers and apprentices in the informal sector, master craftsmen, micro and small enterprises and certification of skills and competencies acquired through informal and non-formal training. The programme also foresees additional support for women that have been excluded from skills development.
At the level of families and communities

To increase girls’ participation in TVET, it is not only important to facilitate girls’ access and work on supply side factors, but a condition sine qua non is also to have a demand, i.e. that girls and their families want to invest in education and consider TVET programmes valuable. Therefore it is important for actors to invest in the awareness building amongst girls and young women and their direct environment (family, community). This can be done both through mass campaigns or individual approaches. In such approaches, one should not only focus on the general importance of education but highlight, convince and motivate the population to encourage girls to continue their studies, to choose for TVET and why not, for “non traditional women trades” (see example in box 3). At the same time, it is important to consider all the implication of the education of girls and therefore to work with men as well (fathers, brothers, husbands, employers and employees).

To be able to have an impact at the level of households, families and communities, it is important for an actor to encourage governments, schools and other TVET centres to take this level into account as a target population. It is through the continuous investments of governments and schools to cooperate with families and communities that sustainable changes can be achieved. For an individual actor it is much harder to reach these households and build up a cooperation based on trust.

BOX 3

VIA Don Bosco works on attitude and behaviour of families and communities through awareness raising campaigns (media, “open door” days at schools, “trade caravans”) organised by the schools as well as through an individual approach (direction of primary schools, parents, etc). During the campaign in Tanzania focussing on girls’ education, partnerships with companies were also “used”, to underline “social responsibility” enterprises have: as a result, the Don Bosco Schools got sponsorship for 10 girls during 3 years.
III.2.2 Strategies to facilitate adolescent girls’ completion of TVET

Analysing programmes to identify their main strategies to facilitate adolescent girls’ completion of TVET shows that this (potential) “bottleneck” currently receives less attention than access does. We mainly identified actors working at the level of schools, service providers (e.g. TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services) and, at an ad-hoc basis, at the level of the households, families and communities.

At the level of the families and communities

With regard to girls (and youth in general) drop-out, this study did not find strategies formalised in programme planning and budget but rather ad-hoc measures. Girls and young women often drop out when they face too much resistance from husbands, parents or other important family and community member regarding their participation in TVET. In such situations, some actors have meetings with the family to analyse why the girls are dropping out and to define together possible solutions. If cultural norms and values are factors of resistance against girls and women participating in TVET, then gender trainings for the girls’ direct entourage can facilitate girls to complete their programme. However, if other issues, such as household poverty, safety at school, … make families more resistant towards the TVET programmes, other strategies need to be implemented. These strategies then are mostly implemented at the level of the schools and programmes.

Box 4

VIA Don Bosco works on the attitude of families and community via parent’s associations (for example in Mali, Benin, Tanzania). In El Salvador, Peru, Mali, Benin, and Tanzania, for example, counsellors have direct contact with families to encourage the continuation of the studies, discourage early marriages, stress the importance of making time available for studying etc…

In the project of Plan Niger the programme staff has implemented a kind of contracting with girls’ parents to fight against the practise of early and forced marriages. For the girls to receive training, the parents agree not to wed their daughter during the course of the training, this agreement is formalized in a signed contract. If they do not fulfil their promise, the training is stopped. However to avoid penalizing girls, a dialogue with the parents is foreseen. This approach seems to be successful as, at the time of this report, only a limited number of girls (on 600) had to stop the training.
At the level of schools and service providers

The quality and relevance of the training and education provided is a major factor in completion. In formal TVET, school leaders, teachers and instructors play a crucial role in this as they are responsible for creating a school and classroom environment that is safe and conducive to learning for boys and girls. Early school leaving is much more likely when such an environment is not created. To enhance school leaders’, teachers’ and instructors’ competency to act in a gender-responsive manner, some actors set out to ensure these TVET professionals can benefit from professional development opportunities that prepare them for this task. To this end, they enhance the quality of services provided by TVET teacher training colleges, decentralised services of the Ministry of Education, pedagogical advisory services, or other institutions offering professional development to TVET staff.

The study of Plan International and ICRW (Plan International and ICRW, 2015) regarding school-related gender-based violence (SRGBV) revealed that physical and sexual abuse, harassment and bullying by both student peers and teachers and other staff members are major factors not only preventing girls’ enrolment but also undermining girls’ participation and achievement, and increasing girls’ absenteeism and dropout rates. To reduce GBV and increase overall safety, the study recommends projects to integrate measures at the level of school policies, the level (school) services and infrastructure and at the level of behaviours and attitudes of students and staff. To make this happen, attention to SRGBV needs to be included in the professional development of school leaders, teachers and instructors.

Box 5

VVOB supports in Rwanda the PLN (Professional Learning Networks) of head teachers. The purpose of these PLNs is to enhance head teachers’ educational leadership competencies, enabling them to create a school environment that is safe and conducive to quality teaching and learning. Gender topics are included in these meetings. Once a month head teachers from different schools of one District come together to share ideas and experiences, to find solutions and to strengthen their (gender) knowledge.

In a new programme in Suriname, VVOB will also set up PLNs for LBO head teachers. Within the PLN meetings, special attention will be paid to gender, adolescents’ sexual and reproductive health and rights (ASRHR) and GBV against and among adolescents. Partnerships have been created with specialised ngo’s, such as Stichting LOBI (the national branch of the International Planned Parenthood Federation), ProHealth and YES, and they will provide the PLNs with input. Concurrently, CENASU, the Centre for In-Service Training will be capacitated to provide training and mentoring to LBO teachers on the same topic.
At the level of schools

However, SRGBV can not be addressed solely through professional development of school leaders, teachers and instructors. At the level of school policies, institutional arrangements, protocols and codes of conduct should be developed with clear sanctions for GBV. To further create a girl/women-friendly environment at school, programmes can invest in platforms that offer (safe) discussion spaces for girls, boys, teachers and staff, social and psychological support, training and awareness raising activities for school staff and students, include discourse on gender and violence in the curricula, school-based campaigns, the use of positive (female) role models. Other strategies to keep girls’ and young women in TVET programmes is the provision of kindergarten centres for the children of young mothers, remedial courses to re-integrate students who dropped out or missed classes, or the provision of stipends for poor students or as a financial compensation for income generating opportunities.

BOX 6

In Suriname, where the incidence of teen pregnancy and domestic violence is particularly high, the new programme of VVOB includes (peer) coaching for TVET students and their parents on gender, adolescents’ sexual and reproductive health and rights (ASRHR) and GBV again and among adolescents.

BTC-CTB EDUKAT project includes exchange clubs within the schools to provide young girls a space where they can share experiences and discuss gender related aspects.

VIA Don Bosco in Mali, Benin, Tanzania… integrates gender in a “life skill course” to create gender awareness among teachers and students. In Peru, El Salvador, Mali, Benin, and Tanzania, there is direct counselling for girl’s students. Some TVET centres in Peru also provide day care to give the opportunity to young mothers to complete their studies.

In several of their programme countries FAWE has introduced remedial learning classes to make sure that girls who cannot attend regular courses due to family obligations for example, and have difficulties to keep up with the training/courses can take up remedial classes to prevent them from dropping-out. FAWE also integrates the establishment of re-entry policies in schools to enable schoolgirls who become pregnant to take up their educational path.

In Rwanda the World Bank’s project AGI (Adolescent Girls Initiative), in cooperation with the government of Rwanda, provides psychosocial support, stipends for girls, girls’ rooms and the possibility of day care, …

In their new programme of TVET for girls in the rural area, Plan Niger foresees reserved places to take part in the project (and associated resources) for girls who are married (50% of girls who married and 50% girls who are not married).
III.2.3 Strategies to facilitate adolescent girls’ participation in transition activities

Three levels of action have been identified regarding strategies to facilitate adolescent girls’ participation in transition activities (i.e. activities to facilitate entry in the labour market and decent work opportunities) with actors be working at governmental level; at the level of schools and service providers; and at the level of the labour market (private sector).

**Governmental level**

At governmental level, working towards girls’ participation in transition activities, the labour market and decent work opportunities includes supporting the government in:

- the analysis of the situation of young women in regard to access and participation in the job market, and the formulation of relevant measures to tackle the constraints identified during the analysis;
- the facilitation of access to self-employment for young women (to become future successful female entrepreneurs);
- the development of “employment offices” where both job-seekers and employers can make use of certain services (for example, providing career guidance and employment counselling for job-seekers and helping employers to identify job profiles, candidate’s criteria and requirements …) as well as job placement and job matching.

**Box 7**

**GIZ and SDC implement a project on the West Bank** in cooperation with the Ministry of Education and Higher Education and the Ministry of Labour to support the development of “one-stop-shops”. These job offices deal with the situation were youth unemployment is high (especially for women) even for the highly educated, while at the same time the existing companies struggle to find appropriately qualified workers.

**The CTB-BTC BIPP project in Vietnam** supports the development of “business incubators” (Business Incubator Project Policy). A road map for project and policy development will ensure the mainstreaming of gender equality throughout the policy and in the project female applicants will receive special consideration.

**The APEFE “Min Ajliki” Project in Morocco** involves a coordination of the Ministries in charge of vocational training and employment, the local association of women’s entrepreneur and a micro-finance institution. Focusing on young women, who just graduated or have already professional experience, this projects aims to provide them with appropriate training and working location (incubator) and support to development their business.
At the level of schools and service providers

At the level of schools and service providers, actors have implemented various strategies to ensure the transition of youth from TVET programmes towards the labour market and decent work opportunities. However, the integration (or the mainstreaming) of a gender perspective is sometimes lacking behind.

The analysed TVET-programmes often rely on support from employment services, like in the form of job placement offices. These offices can be directly linked with (TVET) schools and programmes or work at more broader and/or national levels. The key is to develop gender sensitivity among staff and in the strategies of these employment offices. One of the first challenges is to have adequate information (for instance a graduate tracking system with disaggregated data by gender) in order to be informed about challenges students, and especially female students, face while looking for employment.

One of the most straightforward strategies to link students with (future) labour market opportunities and decent work is the organisation of internships or other work-based-learning approaches in the curriculum. Both for schools and/or service providers, and for the students themselves, the very fact of looking for internship placements directly links them with future employers and offers the opportunity to analyse the working conditions for girls. It thus also provides opportunity to develop alternative strategies to create (more) gender awareness and gender equality on the work floor.

Another strategy is to develop in-school-production departments as a first opportunity for students to work in reality-like conditions. Such settings, in which students can practice their skills, are sometimes referred to as ‘incubator’ and can mostly be found in the agricultural, technical and construction sectors. These initiatives might reduce the distance and facilitate the transition between school and work place. However one needs to be cautious, especially in the case of girls, as not to invest in these departments as a side-track for individuals who are less likely to be accepted by the labour market.

In a context where businesses are small, business owners can be stimulated to offer learning opportunities for youth through internships, by providing them additional (financial) incentives.

For future access to decent work it is important not only to prepare youth, girls in particular, to execute technical tasks in jobs without too much responsibility but rather, TVET programmes need to prepare the students also for managerial positions or other job positions that involve more responsibility. This not only increases the prestige of the TVET trainings and their students, but it also opens the door to positions that offer a better income, job satisfaction, self-development, self-esteem and an overall better self-image.

With a focus on self-employment, some programmes also foresee strategies that can facilitate the transition from school towards working as an independent (micro-) entrepreneur and the further development of the (micro-)business. For example, as it is important for these young entrepreneurs to have access to credit, some programmes also help to establish credit and saving groups amongst youth to support business loans. Also in this regard, it needs to be considered that, for example in Latin America or Africa, many girls and young women prefer a stay-at-home job. While this can be combined with household chores and raises less resistance from husbands and the family in general, it also involves the risk for women to be “trapped” in the informal sector. If one wants to encourage these women to formalise their businesses, additional support might be needed, for example in terms of access to credit.

Other strategies to increase the labour market orientation of TVET programmes include, a.o. the implementation of labour market oriented curricula, in cooperation with the future employers, to identify the labour market requirements and develop skill-based curricula, training of vocational teachers, and specialization of TVET centres as centres of excellence for a specific trade or profession.
BOX 8

VIA Don Bosco has experience in supporting with job placement offices both at the level of the schools and at the national level. For example, their programmes in El Salvador, Peru, Mali, Benin, and Tanzania include job placement offices at the level of the schools and through a personal coaching and counselling of TVET alumni and through close contacts with potential employers internships and job opportunities are sought. During these contacts students are promoted for their skills and capacities so that employers will give less importance to the gender aspect. It has been observed that the presence of women having experience in companies through placement offices has been a positive factor (Benin).

In Tanzania, the programme includes the collaboration with SIDO (a semi-governmental institution for the promotion of employment of youth) and their incubator for starting entrepreneurs with a focus on women. Production departments at the level of the TVET-schools are included in the projects in Benin, DR Congo and Mali.

BTC-CTB, APEFE and VVOB have worked together on TVET-projects in Rwanda that involved “chantier écoles” for trades related to the construction sector as well as “incubators” departments for the agricultural trainings. In the BTC-CTB project in the Palestinian Territory a work-based-learning approach is implemented in the formal and non-formal technical training (i.e. 30% of the training is done within a company). A previous study through the BTC project in 2010 has indicated that the first way to find an employment opportunity for graduates is through relatives and friends. The second most important factor to find a job, for boys, is searching an employment opportunity themselves, while for girls it is the fact whether they had a work based learning opportunity before graduation. Furthermore, as all local businesses are small, private SME’s receive a training fund to support the cost of the training on the workplace.

As part of their general approach, APEFE does not only focus on training but also invests in entrepreneurship and/ self-employment. Further they work towards the implication of the business sector by including internships and on-the-job-training in companies in students’ curriculum and/or collaborating with the private sector and local artisans for the schools’ production departments.

EDC (Education Development Centre) in Mali includes training for youth to establish savings and internal lending groups to support both business and social loans. These trainings also give the opportunity to train youth in start-up and management of a micro-enterprise.

The NICHE project of NUFFIC (Netherlands Universities Foundation for International Cooperation) in Rwanda extended the scope of its trade on Hospitality and Tourism Education - which is a popular trade amongst girls and which sector also show positive evolution for the future- beyond the classical “female” jobs in the tourism industry towards preparing the graduates for managerial positions.

In Rwanda the World Bank’s project AGI (Adolescent Girls Initiative), in cooperation with the government of Rwanda, provides self-employment trainings for girls and young women that include sections not only about business development but also include life skills. Further they, in coordination with business mentors, support the formation of cooperatives that can link to financial services in the project districts.

SDC is cooperating with the Palestinian Ministry of Labour to improve youth employability by upgrading regional TVET institutions to regional vocational centres of excellence that are highly specialized in a specific and relevant field or profession.

GIZ in Mozambique is cooperating with the private sector to enhance its TVET programmes (curricula more oriented toward labour market requirements, training of vocational teachers in new trades like renewably energy and fast developing trades like ICT).
At the level of the private sector

Most strategies to facilitate the transition towards the labour market and decent work opportunities for youth in general, and girls in specific, rely on a genuine collaboration with the private sector. While most of this collaboration focuses on (enhancing) the quality of current TVET programmes, these encounters also offer opportunities to better assess the risks and resistance regarding female employment (gender analysis of working conditions and employment opportunities) and to promote girls’ competences to future employers and entrepreneurs. If available, women entrepreneurs can be used as female role models not only for the students and staff but for other entrepreneurs and employers as well. Further, the implementation of services where jobseekers and future employers are brought together in job offices offers the opportunity for gender sensitivity and awareness trainings of private sector actors.

III.2.4 General observations

Actors often orient their strategies and actions towards government and schools. These actors are indeed situated in the sphere of influence of development actors and, as they are organized structures, they can be reached more easily than individual households, families and local communities. However, programmes cannot be successful if individual households, families and local communities are not properly taken into account. Awareness-building in the community should be the responsibility of the Government, the schools and local NGO’s promoting gender equality but programmes do not necessarily foresee financial means, human capital/staff, or time to do so.

Although poverty and safety are major factors influencing participation and access, they are often not explicitly pinpointed by programmes as factors limiting access. However, when a programme starts with an in-depth (gender) analysis these factors come up and receive appropriate attention during further programme implementation (see the example of the BTC-CTB programme in Uganda).

Our analysis makes it clear that while development actors focus on quality of education and employability, they pay less attention to gender mainstreaming in such programmes. This is for instance confirmed by the findings of a study on UNESCO centres: based on interviews and data gathered from the UNEVOC centres, this study revealed that gender (equality) is not seen as a priority area but that centres rather focus on TVET quality and employability (UNESCO, 2015).

Another main finding of the study is that many initiatives are taken at different levels and several development programmes do exist, but good practices are often limited to one or two aspects of the gender integration approach. However, in order to achieve sustainable change, it is necessary to develop a gender approach not only in the programmes, projects or practices of governmental and non-governmental actors, but in the whole organisation or institution. The INTRAC triangle (the International NGO Training and Research Centre) provides an interesting framework to consider embedding gender in organisations and institutions (see Annex 2).

**BOX 9**

APEFE cooperates with public and private sector actors. For example in the DRC, the involvement of the private business sector resulted in internship positions for training.

A BTC-CTB project in DRC (EDUKOR) is working with girls and young women involved in the agricultural sector and has linked female entrepreneurs in the agro-food business and local companies with the agriculture schools to create a win-win situation for both the entrepreneurs and the students.

GIZ and SDC One-Stop-Shop project on the West Bank (see box 6)
IV CONCLUSIONS AND RECOMMENDATIONS

IV.1 INVEST IN ALL THREE STAGES: ACCESS, COMPLETION AND TRANSITION

To ensure girls’ access and completion of TVET programmes, as well as participation in transition towards (decent) work opportunities it is important to simultaneously address all three bottlenecks. Programmes only focussing on the access side, will not reach their potential as the incentive to invest in girls’ education will be considered too low if girls have low chances to complete their studies and/or if the investment in education will not result in a decent (and adequately paid) job opportunity.

IV.2 FOCUS ON POVERTY AND SAFETY

Times have changed, mentality too... more and more mothers and fathers understand the importance of education, not only for primary education but also to continue studies to enlarge possibilities to find or create a job. There is a lot of evidence that poverty is the main factor why young people, and especially girls, do not continue their studies. Girls are not seen as the first breadwinner and if choices have to be made, boys are given priority. Moreover, in several countries/cultures, to marry off a girl is already a major source of income because of the dowry that will be received.

To enhance girls’ access to and participation in TVET, programmes should include the implementation of financial incentives. These incentives can be executed at different levels, for example, as a governmental strategy to provide (additional) scholarships for girls or to foresee stipends for girls during their education, ... In schools, TVET centres and service providers, strategies that deal with households’ poverty include, for example, reduced fees for (disadvantaged) girls or the provision of other services (school transport, medical check ups, insurances during internships, ...) for free or at reduced cost.

Besides poverty, safety is also an important influencing factor. The concept of “safety” must be associated with “gender based violence” which in turn, is linked to the attitude and comportment of people. The (perceived) lack of safety in the school or training context and in the working environment is a very important constraint for parents to send their daughter to school, and for young girls and women to consider and complete their further education initiatives, like TVET.

“Soafety” should be considered in all TVET programmes as a priority and measures should tackle this problem in all its aspects. Programmes can (support to) establish policies regarding GBV, work on attitude and behaviour of teachers, personnel and students, employers and employees during internship, provide or organize transport to and from schools and from and to enterprises during internships. They must also foresee appropriate infrastructure at schools (toilets, showers, dressing rooms, boarding schools ...) and advocate for such decent facilities in companies.

To give poverty and safety the attention they deserve in programming, as they are often not explicitly pinpointed as important factors of influence, an in-depth (gender) analysis in the initial stages of a programme should always be foreseen in order to be sure to work on the appropriate (underlying) influencing factors.
IV.3  WORK TOWARDS MENTALITY SWITCH

The most important actor to work on gender equality and equity is society itself. In programmes, it is therefore important that communities are involved but not in a way that they are instrumentalised (for instance, to reach local households, young girls and their parents). Programmes should work towards empowering communities to defend social justice.

Empowerment of girls and women means that their environment needs to consider women as equal partners in the household, in the community, in the workplace, and in society. Women need to be considered as important actors who can contribute to the development of their society, by their knowledge, financial means, relations, …. Communities themselves should be empowered and respect girls and women and should show zero tolerance when it comes to gender based violence. This community empowerment is the most efficient way for a sustainable change of mentality at all levels; at the level of the family, the school environment (teachers, students, job placement officers), and the private sector.

To work on these gender challenges is often a delicate mission because it is always about changing power relations between men and women, boys and girls. When representing, or coming from, another culture, it is even more delicate to defend women’s rights and resistance may occur. An evident and powerful strategy to cope with resistance is to look for support from civil society and potentially to invest in civil society in order to defend interests of girls and young women in TVET. Moreover, collaboration with the other civil society actors is an integral part of the vision that the local civil society is the first and best placed partner for social change. The vision and proposals from civil society should guide the focus of development agencies. This requires resources available to let these CSO play their role thoroughly. Of course it is not wrong to stand up for women’s rights, even in a different culture, but this should be done with the appropriate knowledge, experience and a proper attitude (assertive but not aggressive). Another important factor that contributes to a change (of mentality) and to work towards a change of fundamental convictions is whether the actor has built credit/trust within the community and at the level of school directions, staff, … This supposes a long-term engagement and/or work via (other) strategic partners, like governments and schools, to influence the prevailing mentality.

TVET programmes that want to contribute to girls’ empowerment should integrate this aspect in their actions, the resources they spend, and the results they want to achieve. More pragmatically, one can invest in the promotion of relevant methodologies (such as the “École des maris”) to empower the whole community to defend the rights of girls in general, and their right to access and complete TVET.

IV.4  IMPORTANCE OF NON-FORMAL EDUCATION

In general, but especially from a gender perspective, it is indicated to put emphasis on the formalization of non-formal TVET. In nearly all cultures, TVET is not highly appreciated and non-formal TVET even less. Because of the advantages of non-formal TVET programmes for girls and young women (closer to home, shorter, free, …) this kind of trainings should be offered but, at the same time, measures should be proposed to make sure the training is appreciated and considered as a real education. Giving the opportunity to receive a diploma or at least, a certificate as official recognition of studies offers more chance of securing access to a job, or to obtain a better-paid job or to credit for self-employment.

Each development actor should consider the possibility of integrating an advocacy element, towards government, when proposing non-formal TVET in their development programme. This would achieve two goals. Firstly, it would enhance the perception of non-formal education, providing an incentive for both girls and boys. Secondly, it would encourage more girls to continue education after primary school.

Also efforts can be made to guide girls (and boys) in a non-formal TVET programme to transit towards formal TVET. Therefore we recommend that development actors consider creating interconnections (“passerelles”) to make this shift possible.

See for example a concrete example of the approach through UNFPA in Niger:
IV.5 EMPOWERMENT TO CHOOSE AND HAVE OPTIONS

One of the ideas often mentioned about girls and TVET is that girls should choose for “non traditional” (or “male”) trades, and this for several reasons. It is true that many “female” professions are less lucrative or saturated. However girls or young women who followed a “non traditional” training may also face difficulties in finding a job precisely because of their “non typical” diploma. So schools that really want to contribute to gender equality should diversify their offer (training for “traditional men’s” jobs, “women’s” jobs and jobs in new sectors like ICT, printing, solar power…) so that students have different options. More importantly, schools and centres should inform potential students and their parents as much as possible about advantages and disadvantages of all options in terms of trades and careers, so that girls (and boys) can make informed choices. Pushing girls in one or another direction is not in accordance with the empowerment philosophy.

The same idea lays behind the recommendation that schools should invest in different options to facilitate the transition to the workplace. This can be done by organising internships outside the schools, in companies and workshops, or at the level of the schools, in production departments. The option to organise work experiences in a “safe environment”, especially for girls being trained in “men’s trades”, can be worthwhile. These departments should be part of a learning process but cannot be the end-goal and an exit strategy has to be developed. Discussions should take place with students to analyse advantages and disadvantages of both systems, so that they can indicate their preferences (and make informed choices).

A last important aspect of empowerment of girls is to facilitate access to decent work. Different aspects play a role, both in terms of supply (job market) and demand (students looking for work). The reinforcement of the internal power of girls is an important aspect of empowerment so that they are capable of analysing situations, are able and feel confident not to accept inappropriate working conditions and indecent behaviour (for example, related to gender based violence) and make their choices on the basis of their own values.

IV.6 NEED FOR AN HOLISTIC APPROACH

One of the general conclusions of this study is that many development actors are doing many things in order to facilitate girls’ access and completion of TVET and to accompany the transit to the labour market. However, for sustainable change practices need to be supported by an empowerment vision and by the right means (see INTRAC triangle presented in Annex...). The necessary means refer to gender knowledge, motivation, appropriate tools and financial support. Moreover, the context, whether favourable or not, will also play a role and will influence the effectiveness of practices, visions and means.

Development actors should ensure that (1) all practices working towards the empowerment of girls are supported by ngo’s, governments, institutions and schools through their policy; (2) knowledge and financial means are made available; and (3) staff are convinced about the importance of gender equity.
ANNEXES

ANNEX 1: GENDER TREE

This study analyses the many constraints girls face to access and complete TVET programmes. These constraints can be found at different levels: the family (as most important institution); government; schools/TVET centres; the communities in which the girls live; as well as the different kinds of work environments that girls may find themselves in.

Each of these problems have several components: practical/technical; institutional; and socio-cultural aspects, the latter being particularly difficult to tackle as it forms the basis of accepted norms, perceptions and values. A useful way to present these different levels is the "gender tree" (see figure 2).

At the top of the tree, the crown with its branches, are the prevailing (gender) practices. At this level we find the visible differences and inequalities at the individual and community level, for example related to roles, tasks and responsibilities, access to services, means of production and jobs, access to and control over assets and income, participation in organisations or decision-making...

The trunk of the tree represents the institutions that offer a framework the social (gender) constructions. It is at the level of these institutions, for example schools, family, media, state, … that laws and regulations are established and (gender) norms and values are created and transmitted.

At the base of the tree, we find the roots, i.e. the more invisible and intangible norms and values. This level represents the mentality, attitudes and perceptions that are based on values… This level offers the framework that is used to establish laws, rules… but at the same time is also a determinant for whether laws and rules are respected and, in the end, whether sustainable changes towards gender equality can occur.

The presentation of the gender tree also clearly shows that all levels are interconnected and that working towards sustainable change implies work at different levels: the practices (through access to services and resources, behaviour modification, …); the norms and values (through awareness raising, counselling, …); and the institutions (through advocacy, lobbying, …)
Figure 2: GENDER TREE => with respect to the theme of “EQUAL ACCESS TO VOCATIONAL TRAINING AND EMPLOYMENT FOR GIRLS AND BOYS”

Looking for differences and inequalities between men/boys and women/girls

BRANCHES = PRACTICES (visible)

Access to education
Analphabetism
Male and female jobs
Access to information
Repartition of domestic tasks
Control of time
Representation of women in teachers group
Power to take decisions (household, groups) Possibility to speak out
Representation at the level of parents associations
Self-employment Access to internship Access to employment Working conditions
Access to credit for self-employment
Mobility Violence Behaviour of entrepreneurs

TRUNC = INSTITUTIONS

Family State
Schools Religion Media
Financial institutions Organisations of the civil society
Economic Institutions

Values Norms Perceptions Attitudes
Stereotypes Prejudgements Self-image Self-confidence
Local law Ideas Fears Taboos

ROOTS = NORMS AND VALUES (invisible)
One of the main findings of the study is that many initiatives are taken at different levels and several development programmes do exist, but good practices are often limited to one or two aspects of gender integration. However, in order to come to sustainable change, it is necessary to develop a gender approach not only in the programmes, projects or practices of governmental and non-governmental actors, but in the whole organisation or institution. The INTRAC triangle provides an interesting framework to consider embedding gender in organisations and institutions.

Figure 3: INTRAC triangle representing different levels that need to be represented for sustainable change

This triangle highlights five key aspects of an organisation: their policy, their means, the organisation’s culture, their practice (projects, programmes, services…), and the way they interact with the environment. For this study, we make the link with gender challenges, namely of TVET schools/centres, to contribute to overall gender equality and equality between girls and boys in terms of rights and opportunities to get access and to complete TVET studies.

1. The “gender policy” of an organisation translates what the organisation WANTS TO DO to contribute to gender justice. It outlines the vision, mission and strategies of the organisation in terms of: (i) choice of the target groups, (ii) choice of curricula offered, (iii) measures taken and (iv) means provided to encourage girls to access and complete TVET studies at the same level as boys and to ensure them a safe environment.

Secondly, Human Resource Management (HRM) is a very important aspect of policy with regard to gender: (i) recruitment of staff, (ii) employment conditions, (iii) capacity building and personal development to encourage women (with good qualifications) as well as men to apply and work in TVET schools and centres.
2. The “gender means” of an organisation expresses what they CAN DO to contribute to gender justice. The most important resource of an organisation is the people; the staff: (i) the number of men and women teachers and collaborators, (ii) their knowledge and expertise (on gender), (iii) their position within the organisation, their participation in decision-making structures.

In terms of the structure of the organisation, there should be a (i) gender focal point or (ii) a gender desk in order to assure the management and monitoring of gender policy implementation.

A third lever is the methods and gender-sensitive instruments to do (i) gender analyses, (ii) gender planning, (iii) gender monitoring and evaluation with appropriate gender indicators, (iv) additional documents and information; and (v) knowledge management to share and capitalize on experiences.

Finally, it is important to foresee financial means to put into practice the gender policy such as a budget for (i) facilities and infrastructure, (ii) for gender training, (iii) to develop specific training material, (iv) to adapt curricula, (v) to install a gender focal point, (vi) to develop partnerships and networking with other stakeholders (like gender-sensitive organisations, gender experts…).

3. The culture of the organisation expresses what the organisation IS. With regard to gender justice we look at the values (equity and equality between men and women, respect of diversity…), attitudes and behaviour of the staff and the management, the management style, the “image” of the organisation (women friendly).

4. In terms of “Practice”, we look at what the organisation DOES to contribute to gender justice. The practices of an organisation include: (i) its activities within the framework of projects and programmes, (ii) the results of the intervention, (iii) the products produced, etc. To assess gender integration into TVET schools/centres we look at concrete measures taken in terms of facilities, offer of trades, campaigns to promote gender equality, to facilitate internships for girls, etc. Finally, we look at the results of the efforts made to facilitate the access and completion of TVET studies by girls.

5. The institutional context: At this level, several stakeholders are taken into account: the target group (girls/boys and their families), the Government and its policy, the donors and their policy, other schools, NGOs and development agencies, international institutions, etc. The relationships with these external actors are indicated in the diagram by the arrows. An analysis of the most important stakeholders will provide important information that helps to develop appropriate policies and relevant actions in order to promote empowerment of girls through TVET programmes.

On the next page we provide a case study where the triangle is used to describe the process towards sustainable changes regarding TVET and gender considerations. Annexe I includes a tool to illustrate the importance of the five key aspects.
AN EXAMPLE:

VIA Don Bosco took the initiative to command a **thematic evaluation on gender** in order to examine how and with what results the NGO and its partner organisations in Africa, Latin America and Belgium, integrate gender into their practice. In addition to the analysis of strategies and current practices, the NGO wished to obtain practical recommendations for the future, to integrate and consolidate the gender approach in their programmatic work. The evaluation had important effects on the mainstreaming of gender in the TVET Centres in the different partner countries but also in their own organisation.

In the new programme for Tanzania, the local partners decided to formulate a specific result on gender for the new DGD programme. The main factors for this rather significant decision were: (i) the external view and recommendations of the evaluation team composed of a national and international expert, (ii) the evidence based (figures) arguments and (iii) a message brought in a convincing way.

After the gender evaluation in Latin America, a seminar on “lessons learned” took place. During this seminar, a lot of ideas on how to promote gender came up and the partners made proposals to integrate concrete actions for gender mainstreaming into their new programme.

At the level of the **head office**, the effects of the gender evaluation are also clearly visible. The reflection moments with the programme managers during the evaluation and the continental meetings have contributed to enhance knowledge on gender concepts and gender analysis frameworks. Programme managers indicated also that the gender evaluation provided some eye openers. For instance, about the lack of appropriate gender training for the staff or the provision of lodging for girl students. An interesting effect was that the responsibility for the subject was not left at the level of the gender focal point but became more and more a shared concern of everybody.

Moreover, the NGO takes the opportunity offered by some of its initiatives to focus on gender — for instance when the partners are elaborating their policy for their target groups or at the moment of their call for proposals for innovative initiatives and by stimulating those on gender. Also, in their new five-year programme the gender component is developed much more thoroughly — with specific gender indicators - also under the responsibility of their partners. Finally, the NGO developed its own gender policy to strengthen and anchor the gender approach in their programmes in Belgium and in the South as well as in its own organisation.

The **institutional context** also plays a role. For instance, the Belgian Development Cooperation “regards gender equality as a transversal topic and is determined to speed up progress in this domain by supporting and its partners’ efforts to make change tangible. For this purpose, the strategy adopted by Belgian Development Cooperation takes gender equality on board in its policies, strategies and actions — this being a gradual, long-term approach — and also finances specific actions designed to fight discrimination against women, guarantee them access to opportunities for development and safeguard their rights.” The Belgian Development Cooperation focuses on four key domains: (i) Health and sexual and reproductive rights; (ii) The application of UN Security Council Resolution 1325, adopted in 2000, on “women, peace and security”, including attempts to fight sexual violence against women; (iii) Education for girls and training for women (literacy, vocational training) and (iv) The economic empowerment of women. The recent gender evaluation (2014-15) of the Belgian Development Cooperation and the development of a new action plan certainly contributes to a greater investment in the gender approach of its partners at bilateral, multilateral and NGO level.
ANNEX 3: GUIDE FOR INTERVIEWS

- Programmes on the subject: TVET? In which country?

- Gender approach in the programme? If so:
  - Specific approach: oriented towards the empowerment of girls/young women
  - Mainstreaming of gender approach: take into account the needs and interests of M/W?

  Why this choice? Advantages/disadvantages?

- Level of intervention?
  - Government (macro)
  - Community (meso)
  - Schools TVET centres (meso)
  - Enterprises (meso)
  - Families / individuals (micro)
  - Other?

  A combination of …?
  Why this choice? Advantages/disadvantages?

- Type of intervention? (taking into account link and feedback loop CEFM – TVET)
  - Strategies to facilitate adolescent girls’ access to TVET?
  - Strategies to facilitate adolescent girls’ completion of TVET?
  - Strategies to facilitate adolescent girls’ participation in transition activities
  - Other?

  Why this choice? Advantages/disadvantages?

- For each type of strategy:
  - How to put into practice?
  - What to do? For which results? Collaborate with whom?
  - How to motivate for change?
  - How to motivate/to guarantee sustainable change?

- Successes and failures:
  - Most important changes in relation with the main objective \( \rightarrow \) empowerment of girls (knowledge, economic power, self-confidence, social power)?
  - How to monitor/evaluate changes?
  - Most critical factor/actor of change? Why? Transposable to other situations?
  - What did not work? (in relation with the main objective \( \rightarrow \) empowerment of girls (knowledge, economic power, self-confidence, social power)?
  - How to monitor constraints? How to correct failures?
  - Most critical obstacle (factor/actor) for change? Why? How to remediate?

- Lessons learned:
  - For different levels of intervention
  - For different type of intervention

  Do’s and don’ts?
This tool is based on the INTRAC triangle and the “Knoster model of change” (Knoster et al, 2000) and shows the importance of a holistic approach for sustainable change- in our case, for girls empowerment by TVET programmes:

- If a gender policy is missing, the danger is that means, motivation and opportunities are used without clear direction. This could also entail the risk that some influential individuals can change direction or boycott interesting initiatives.
- If knowledge and financial means are lacking only a few fortuitous changes in gender equality take place (even if all the other aspects are in place).
- Absence of a gender sensitive organisational culture (attitude and behaviour of personal, respect of values of equity and equality) is a very dangerous gap because staff will have enough means and the support of the organisation but will lack the motivation and the will to contribute to change. The danger is that practices will be very superficial.
- If policy and means (in terms of knowledge, finances and motivation) are available but not used in programmes or services, then we can speak about missed opportunities.
- If the social and institutional context is not favourable towards gender equality, then initiatives will face many difficulties. This can be because of political reasons, (government policies, a context of war or conflicts, …), because of religion, tradition, economic reasons.
ANNEX 5: REFERENCES


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ANNEX 6: INFORMATION SOURCES RELATED TO BELGIAN ACTORS

APEFE

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- Luc Ameye – Responsable géographique Maroc, Mauritanie, Sénégal

BTC-CTB


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9 Geographic distribution is integrated in this report, and is part of the marginalised criteria

Interviews with:
- Sophie Waterkeyn – Expert Education CTB
- Bart Horemans – International technical advisor – Enhancing Capacities for Institution Building (ECiB) – Palestinian Territory – CTB
- Betty Namubiru – National Assistant Project Manager – SSU Uganda – CTB

IDAY – International

Interview with:
- Jean-Jacques Schul – Directeur

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ANNEX 7: ADDITIONAL INFORMATION


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