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Gender Toolkit for Centres of Advanced Technology and Training

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Gender Toolkit for Centres of Advanced Technology and Training

Developed by

Best Practices Foundation
Bangalore

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Preface

The GTZ is an international cooperation enterprise for sustainable development with worldwide operations. It supports the German Government in achieving its development-policy objectives. It provides viable, forward-looking solutions for political, economic, ecological and social development in a globalised world. GTZ promotes complex reforms and change processes. Its corporate objective is to improve people's living conditions on a sustainable basis.

GTZ operates in more than 130 countries in projects and programmes. This is where strategies, ideas and plans have to prove their worth in practice. India has been a priority partner of German Development Cooperation for more than 40 years.

India has achieved considerable development progress in recent decades and is perceived as the "largest democracy in the world". This democracy is legitimised through free elections, where voting is by secret ballot, the functioning separation of powers, a free and critical press, and a strong civil society.

The Indian economy is growing at a tremendous rate and India has made the world stand to attention because of its vast potential. By far the most valuable source of this potential, and its greatest strength, is India's young population. Most analysts agree that India is on the cusp of becoming a major global player because of this demographic advantage that is unique in the world.

However, this "advantage" is dependent on the presumption that India's population will be skilled enough to participate in the global economy, a presumption that is unfortunately very far from reality. Given the current scenario, Technical and Vocational Education & Training Institutions (TVET) institutes will be nothing short of central to the nation's future because they will be the key instruments to transform India's potential into reality by transforming India's unskilled, idle population into valuable skilled personnel. The highest levels of Indian Government have recognized the crucial role that TVET institutes must play in building the nation's future and have committed to unprecedented, huge allocations for Vocational Training in the 11th Five Year Plan.

By imparting technical training, institutions have the opportunity to open wide the doors of prosperity to populations that have historically been shut out of any economic benefits. The lakhs or millions that the these institutes will train

may realize employment and remuneration that their parents never dreamed of because it will give them the skills they need to help generate -- and reap the benefits from -- the coming economic boom.

TVET institutes can contribute to making this economic growth inclusive because they are the gateway to participating in prosperity. If these training institutes are inclusive of groups that have been traditionally marginalized such as women, SCs, STs, and the handicapped, among others   those they train can move from the margins and into the mainstream.

Currently women constitute only 9% of the enrolment of the Industrial Training Institutes of India, and that dismally low figure does not deviate significantly at other technical training institutes across the country. Most TVET institutes do not explicitly exclude women most welcome women into their courses but merely accepting women is not enough, as is made clear by the statistics.

The Best Practices Foundation, a Bangalore-based NGO that specializes in research and documentation on issues related to livelihoods and gender, was commissioned by GTZ to conduct a study of five Technical Training institutes across the country. Through this study it was found that if TVET institutes wish to increase the enrollment of women, merely open access is not enough. These institutes must actively recruit and dynamically adapt to the needs of women.

The simple fact is that there are much larger socio-cultural issues at play that TVET institutes cannot magically or easily reverse. The incidence of female infanticide, the increased rate of female drop outs in primary and secondary school, and early marriage- all are examples of a deeply imbedded institutional patriarchy, or bias against women, that permeates our entire society. This is a lot for a technical training institution to overcome.

However, by following the modules in this toolkit, Technical Training Institutions can enroll more women, and by enrolling more women they give more women skills, and by giving more women skills they increase their employbility, and when women are employed they can reap the benefits of economic growth. Turning women into earners can contribute, in a very practical and tangible way, to changing their status in the household, in their communities, and in society at large.

Introduction

The Program "Promotion of Industrial, Services and Employment" (PISE) of the Gesellschaft fuer Technische Zusammenarbeit (GTZ), an Indo-German bilateral technical cooperation initiative, supports several private and government training institutes which operate mainly outside the formal vocational education and training system. Their aim is to cater to the demands of technology-intensive small and medium sized companies. Part of the program is an Indo-German network of institutes that provide training and industrial services (Industrial Services Network, ISN). The institutes cooperating with PISE offer training services - training for employed industrial personnel and employment-oriented courses for disadvantaged target groups - as well as industrial services such as consultancy and technology services in order to create a skilled work force that is responsive to market needs. Women are generally under-represented in the training courses, constituting around 9% of the student body in 2005-2006.

One of the objectives of PISE is to increase the number of women in vocational education and training and to support them towards a career in traditionally male dominated sectors. Thus, the program aims to empower women to improve their social and economic conditions. For women to get gainful employment in the area of advanced technology they need to acquire skills to link with the labour market. This would, in turn lead to enhanced income and employment opportunities for women. Therefore, PISE aims to establish a gender strategy for member training institutes with the objective of

attracting and preparing more women for non-traditional training courses and to increase the employability of women for better-paid, technically demanding jobs, on a sustainable basis. Besides the improvement of gender equality at the institutional level, this process aims at raising awareness about women's needs in the labour market and initializing a dialogue on gender mainstreaming in Vocational Education and Training (VET).

GTZ commissioned Best Practices Foundation (BPF), Bangalore to

- develop a gender strategy for technology training institutes

- create a gender toolkit for technology training institutes, which provides tools or methods used by institutions to promote the participation of women in vocational training in male dominated non-traditional sectors

- develop a one-page summary for policymakers (policy brief)

In this context, BPF conducted a gender needs assessment based on interviews with ISN member institutes, industry, women, and government representatives. An institutional analysis was conducted to understand the role of the stakeholders.

This report outlines the methodology used to create the strategy, the outcomes of the needs assessment study, the institutional arrangements (the different stakeholders involvement in technical training) and the best practices with respect to women observed at training institutes. Based on the outcome of the study, recommendations were provided to the Planning Commission on improving the participation of women in vocational education and training. An outline of the process undertaken to formulate

these recommendations (which constituted a collective analysis with several stakeholders nationally) completes this report.

The Government of India has recognized the importance of expanding VET in the future, and has earmarked large amounts of funds in the 11th Five Year Plan[2] for the expansion of vocational education and training in the budget[3]. Therefore, unless VET institutions do not change their practices regarding women, these funds and planned expansion will largely exclude women. In light of these current events, there is an urgent need for a clear gender strategy targeting vocational training institutions and other players to expand opportunities for women in technical fields.

Methodology

In order to create a gender strategy for VET institutes, the study used a number of tools to understand the reason why there are so few women in VET and what the needs of the women are.[4]

Five ISN members were chosen to be part of the study. The member institutes are:

- CETE, Bangalore;
- CRISP, Bhopal;
- Indo-Danish Tool Room, Jamshedpur,
- CVAT, Chennai; and
- Indo-German Tool Room, Aurangabad.

In addition, Don Bosco Vocational Training Institute at Najafgarh, Delhi was visited.

Apart from interviews, case studies of best practices in these institutions were documented.

A qualitative needs analysis was conducted based on guided interviews with all the relevant stakeholders to understand the needs and constraints and to identify strategies to get more women into VET. The stakeholders[5] included:

- Training institutes:
  o Trainees (male and female)
  o Staff
  o HR personnel
  o Head of the institute

- Industry
  o Employees (male and female)
  o HR person/training in charge

- Government
  o Department of Women and Child/Women's Development Corporation
  o Department of Industries and Commerce
  o SC/ST Corporation/Department
  o Department of Vocational Education

- Banks
  o NABARD
  o SIDBI

An institutional analysis was conducted, using the "web of institutions" tool[6], to understand the roles and responsibilities of the stakeholders and to understand what strategies apply for each of the stakeholders. After this, strategies were identified which formed the basis for the toolkit for the institutions, along with the data collected from the field visits.

Questionnaires were developed for the stakeholder analysis. A pilot was conducted at CETE Bangalore after which the questionnaires were modified. At this time, an initial framework was created, followed by a round of field visits to

five institutes around the country. Based on the results, the strategy was revised and presented at the GTZ-UNESCO conference: "Approaching Inclusive Growth through Skills Development" in New Delhi on February 12-23. At the conference, a gender working group was formed which drafted and submitted recommendations to the Planning Commission on the "Inclusion of Women and Other Excluded Groups in Vocational Training" in the 11th Five Year plan.

The final product from this study is a toolkit designed to engender VET. We suggest testing this toolkit on a pilot basis, based on which the toolkit could be revised and circulated among other training institutes for implementation.

Gender Needs Assessment

Based on the qualitative interviews with the stakeholders, a gender needs assessment was carried out. This chapter shows the results and possible solutions of the assessment.

Restricted Demand for Skilled Female Labour from Industry

A significant goal of VET is to enhance the income and employment opportunities of trainees. However, if industries are not open to hiring women, generally or in certain fields, enrolling women in VET becomes futile. Therefore, before addressing the question of the gender disparity in VET, we must ask what, if anything, can be done to encourage industries to hire more women, in traditionally male dominated fields.

Industry Perspective on Women

Industry representatives felt that they were limited in their capacity to hire women on the shop floor because of restrictions on employing women during night shifts, security concerns on field assignments and the overall notion that women were more costly employees because they require additional benefits and infrastructure.

For example, industry representatives reported that mandatory crèches were under-utilized by female employees. This was because there was no critical number of children to equip the crèches adequately, which resulted in poor facilities that the women were reluctant to use.[7] Industries provide the minimum facilities stipulated under the law, but many women employees felt that these were of poor quality. Industry representatives suggested other solutions, such as providing childcare allowances instead, or allowing for a central childcare facility, on scale that many adjacent industries could collectively finance using resources more efficiently, thus avoiding duplication.

Another mandatory benefit for women that was seen as problematic by industries, especially small industries, is maternity leave. During a woman's maternity leave, replacements need to be hired and trained. Upon the woman's return, industries have an extra employee who does not quite fit into their payroll. It also happens that the employee sometimes does not return after the maternity leave, whereupon industry loses an experienced employee, which explains the reluctance of companies to hire women.

On the contrary, it was also found that many larger and medium-sized industries actually wanted to hire more women because of external pressure. Often international clients expected them to observe principles of corporate social responsibility, including gender equality. However, they found it difficult to find qualified women. This difficulty is not only the result of a dearth of women enrolled in VET, it is also largely because of the poor quality of the formal VET system itself. Industries perceive graduates from this system - male or female - as largely unemployable.

Thus, simply enrolling women into technical training institutions is not sufficient if they are not qualified for employment upon completion of the course. Therefore, improving the quality of VET and its responsiveness to industry is a prerequisite.

The end result is a chicken and egg scenario: VET institutions see no point in enrolling more women if industries do not hire them and industries say they would hire women if there were more qualified trained women to choose from.

Restricted Supply of Skilled Female Labour

High dropout rates of girls at the primary level

The low percentage of women enrolled in VET is also a result of deep-rooted gender disparity beginning early on at the primary and secondary school levels. This disparity is reflected in the higher drop out rates[8] of girls (51% between class I and VIII)), resulting in a far lower percentage of girl students enrolling in secondary school education (47%)[9]. This diminishes the potential pool of women who can enrol in VET. Other barriers include ingrained patriarchal attitudes in institutions and society where families are unwilling to invest in further education of girls. Lack of awareness of possible VET opportunities on the part of both girls and their families exacerbates this situation.

Family and Institutional Attitudes and Awareness

Out of the restricted pool of women who can enrol in VET, few women are aware of the job opportunities in technical fields or the fact that these opportunities are open to women.

Various components contribute to this problem. Firstly, gender disaggregated data on industry labour demand is not easily available, which makes information on career options for women more difficult to access. VET institutes, government, families and schools also find it difficult to plan in the absence of information on labour demand. In addition, the combined attitudes of the aforementioned contribute to an overall atmosphere that discourages women to enter technical fields. To combat these twin problems, awareness should be raised among the public so they know the jobs that women can do and the amount they can earn and - even more importantly - government should enlist NGOs to undergo a comprehensive gender sensitisation program that addresses gender-biased attitudes at the household, institution and industry levels.

VET institutes usually make no specialized efforts to attract women. Current outreach mechanisms are mostly in the form of simple newspaper advertisements, and very few women respond. Out of those who do respond and take admission, even fewer pass the admission procedures[10]. Therefore, flexible outreach procedures may encourage more women to apply. However, government institutions felt that they did not have the autonomy to pursue these avenues.

Financial Barriers Faced by Women

Funding opportunities available for education are limited to SC/ST and OBC populations. These opportunities are further limited to the Below Poverty Line (BPL) population. Those above the BPL who struggle to pay tuition fees

are not considered for scholarships and further, cannot even avail of loans. Several women reported trying to get bank loans to fund their vocational education, with little success. However, women did report that if loans, subsidies, or scholarships were available, they would not encounter resistance from their families.

Bank Perspectives and Recommendations

Banks claim that distributing small loans for technical training is financially unfeasible. Some banks suggested that a separate loan agency be set up, outside the purview of government, which specifically administers loans for women. It was recommended that the distribution of loans be facilitated outside of the government because government funds are considered "free". Banks did not recommend distributing student loans through microfinance institutions as the interest rates would be too high.
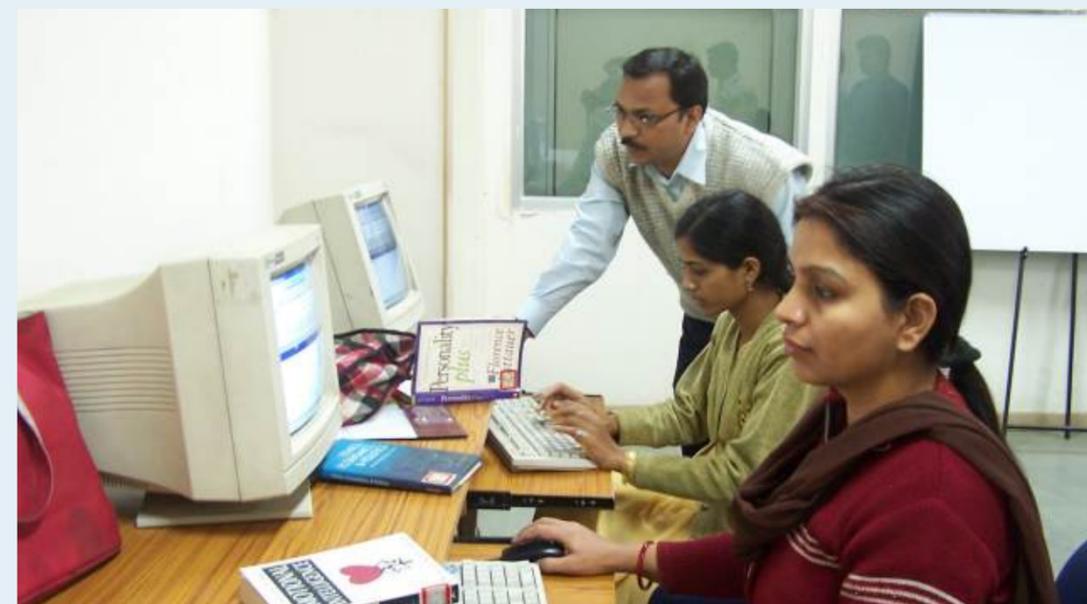
Government Perspectives and Recommendations

A precedent has been set in Chennai, where government banks such as SBI, provide loans for vocational training. The institutions availing the loan cited a mandate from government to provide loans for education, but this directive is not being followed uniformly. The government can also offer scholarships to women. The Department of Women and Child Development, Karnataka, recommended creating a cell within their department to distribute vocational training scholarships to women.

Therefore, it is clear from both banks and government perspectives that the government should administer scholarships and banks should administer loans to women who require finance for VET.

Best Practices

The best practices on women in VET are very few and have been documented for use in the toolkit.

Upgrading Women's Skills for Placement:[11]

IDTR, Jamshedpur received funds from the SC/ST Corporation to train 100 youths on Tool and Dye making. The funds had the added stipulation that 30 percent of the students had to be women. The women performed just as well as men in the course. All of them passed, however upon completion all 70 boys were placed and none of the women could find a job relevant to their training. This was because their tool and dye making training was applicable to the shop floor and no industry was willing to hire women on the shop floor. Therefore, the institute negotiated with SC/ST Corporation for additional funds for training toward supervisory positions. This enabled the women to be hired at the supervisory level instead of the shop floor level and all 30 women were placed in supervisory roles.

Technical Training Extension Centres[12]

The Don Bosco Vocational Training Institute in Najafgarh, Delhi, has set up extension centres in the nearby migrant colonies in order to offer training for women and girls who are not allowed to leave their villages. The extension centres are generally run by women in local community centres and have flexible timings. The trainers are also trained animators and supported through weekly meetings to help them solve problems. The trainers also act as counsellors for the girls and their families.

Endnotes

6. According to the Factories Act, 1948, a crèche needs to be provided for industries with 25 women or more.

7. "According to another survey in 2004-05, while in classes I-V the girl drop out was 25 per cent as compared to boys (31.37 per cent), it doubled to 50.76 per cent compared to boys (50.10 per cent), between classes I and VIII." See: Vineeta Pandey (2007): "High drop out rate of girls puts govt in a spot", DNA March 08, 2007.

8. According to UNICEF the percentage of girls enrolled in secondary school between 2000-05 is only 47%, while that of boys is 57%. Attendance of girls and boys in secondary school is even lower at 46% and 54% respectively. http://www.unicef.org/infobycountry/india_india_statistics.html#26 as on March 28th 2007.

9. According to interviews with staff of IDTR, Jamshedpur.

Endnotes

10. The tool rooms were observed in IDTR, Jamshedpur.

11. Don Bosco, New Delhi

Strategies for Change

An analytical tool called the "Web of Institutionalisation" was used to develop strategies for change. The web of institutions is a tool where all the stakeholders are mapped with their roles and responsibilities. This then results in a clear set of strategies for each of the stakeholders.

The institutional web (Figure 1) consists of four spheres:

- Policy sphere (concerning resources, political commitment, and policy and planning)
- People's sphere (concerning pressure of political constituencies, representative political structures, women and men's experience and interpretation of their own reality)
- Organizational sphere (concerning mainstreaming location of responsibility, procedures and staff development)

- Delivery and knowledge sphere (delivery of projects and programmes, methodology, research and theory building)

During the application of this tool, a number of detailed strategies emerged within each sphere. These strategies helped contextualize the larger framework and helped to assign roles to different stakeholders.

At the policy sphere, political commitment needs to be generated to actively promote more women to take up technical training. This can be done through using national and state wide networks involving policy and decision makers to create dialogue on the issue. Goals can be set to encourage more women in technical training institutes and in industries as well. This is the sphere requiring advocacy and one initiative included the submission of recommendations made to the

Planning Commission on gender specific recommendations and strategies to influence the 11th plan. Resources need to be allocated for more women to get into VET at the broader level. However for policy change, pilot experiments need to be created, and resources allocated for pilot projects and for their documentation to capture the lessons needed for future up scaling. Towards institutionalization of these policies, tried and tested strategies should be upscaled and the appropriate institutional arrangements created to ensure replication and sustainability.

In the people's sphere, community mobilisation and awareness raising about the importance of VET particularly for women is necessary at the community level. This would require sensitization of all the stakeholders, particularly families of girls who could enter VET. NGOs should be involved to act as a bridge between the community and VET institutions. For NGOs to be more effective in their mobilisation efforts, they should be provided vital information on job opportunities and potential salaries, which can be used to motivate families to allow more women to enter VET.

In the organisational sphere, gender sensitisation needs to be done for all the stakeholders, particularly for the industry, so that hiring and retention of women can be ensured. Training institutes require gender sensitisation and capacity building for gender-specific curriculum development and to institute other measures and support services to attract women. Financial products need to be evolved and piloted with banks and government agencies for women to have increased access to VET and the accompanying institutional arrangements designed for instituting women's access to loans and scholarships.

At the delivery and knowledge sphere, gender needs assessment is the first step. Needs of the industry, institutions and women have to be identified based on which strategies can be

formed. Several products can help in improving vocational training, including tool kits and policy briefs. These products need to be evolved from pilot experiments, where monitoring of gender tools can generate important information on the cost benefit analysis of the different tools.

Figure 1: Proposed Strategies for Change

Strategies for Change

Policy Sphere
- **Building political commitment and endorsement at all levels to improve access to vocational training especially women's access**
- **Recommend gender specific strategies for the 11th Plan**
- Up-scaling the pilot with accompanying institutional arrangements
- Advocacy

Organisational Sphere
- **Gender sensitisation and capacity building to foster cooperation between all stakeholders**
- **Gender Planning and budgeting**
- Identify and evolve institutional arrangements to improve vocational training and expanding access especially for women through new financial products
- Making vocational training more relevant to industry and improving quality through accreditation

Citizen Sphere
- **Gender needs assessment**
- Mobilisation of women
- Gender sensitisation of families
- **Increasing awareness on the importance of vocation training for women, new jobs and opportunities**

Delivery & Knowledge Production Sphere
- Pilot a programme to test the gender manual and making vocational training more relevant
- **Create toolkits for replication**
- **Create policy briefs for advocacy**
- Research on needs assessment

Note: Strategies that are in bold in Figure 1 are those that are seen as the most important.

Tools to Improve and Engender VET

A list of tools was developed based on the above strategies, which is presented in Table 1. While the strategies above are general goals and broad categories for action, the tools below are very specific measures that can be undertaken by VET institutions to address and instrumentalise the strategies.

The two sets of tools were combined. Together they constitute a broad strategy for improving and engendering involving all stakeholders (Figure 2).11

To plan or intervene on any issue, the first step would require an assessment of needs from the ground, particularly women's needs. The women themselves are in the best position to determine the priorities and even define possible solutions. In order to measure change, needs assessment should be done and base line data must be collected before any process of intervention is implemented.

Implementation of an action plan to engender VET could include curriculum design, outreach to women, gender sensitisation, evolving financial products for women, providing support services for women such as hostels, transportation and so on, and finally ensuring

placement of women in industry. After the implementation of these tools, a monitoring mechanism is needed to assess the impact of the tools as well a cost benefit analysis of each tool. Documentation and monitoring can provide basis for policy recommendations and advocacy. Each tool can be independently implemented, however, a larger platform would lend to better coordination, advocacy and change. Each of these tools has been described in-depth in the tool kit, however a brief summary is provided below.

Gender Planning and Budgeting

An action plan can be created to address gender specific needs and the necessary financial outlays need to be made to implement any action plan. The budget should reflect the gender priorities of the institution and the needs of women who could undertake VET.

Track Progress through Gender Monitoring Tools

When any strategy is put in place there needs to be constant monitoring to ensure that there is a positive impact of the strategy. When a new strategy is put in place, the momentum could fade or stop for various reasons. Gender

Table 1. Tools for Institutional Change	
Tools for making vocational training more effective	**Tools for promoting women in vocational training**
• Industry needs assessment	• Gender needs assessment
• Design of gender-sensitive curricula	• Gender sensitisation tools
• Gender oriented monitoring	• Outreach tools
	• Tools to design financial products
	• Budget tool for all course requirements
	• Advocacy policy briefs

monitoring, ensures that there is constant feedback to understand the momentum, impact or their lack thereof. This could provide the basis for future planning, more efficient resource re-allocation and future advocacy initiatives.

### *Provision of Support Services for Women*

Women are often deterred from enrolling in vocational training because of concerns that do not directly relate to the coursework, namely lack

of transportation, lack of security, lack of hostels, etc. Women will be more likely to enrol if they know that these support services are available to ensure their safety, access and comfort.

Effective Outreach Tools

One major strategy to increase enrolment of women is to make Vocational Education Training (VET) more attractive to women and specifically target women in advertising and outreach efforts.

Figure 2: Tools Needed to Implement the Gender Strategy
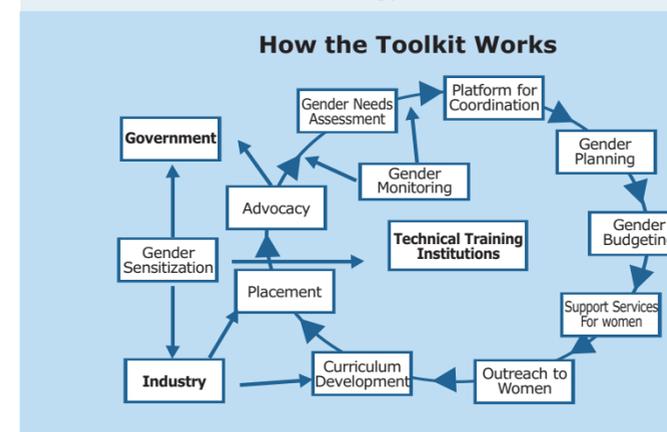
Women typically think of VET as a male domain because it has been instilled in them from very young and, do not consider it a career option. To begin with, women need to be made aware of the opportunities in VET that exist, be convinced that they have the power to avail of them and that by doing so their lives will improve.

Breaking down barriers to female enrolment through gender sensitization

Different players create impediments to women enrolling in technical training and gender sensitization can work toward removing these. Gender sensitization is basically the process of making people aware of the issues surrounding gender, such as biases, unique challenges faced by women, and attitudes related to women. Thus even if more opportunities are made available for women to enter technical training these deeply rooted attitudes need to change first.

### *Platform for Coordination and Change*

The concept of a platform first emerged during the gender needs assessment in VET. A platform is a more complex tool requiring the co-operation of a variety of stakeholders and is useful not just for promotion of women but also streamlining VET in general to industry's needs. Figure 1 represents the strategy. A major gap identified was the lack of coordination between all relevant players. Government departments concerned with VET run parallel and often overlapping programs and do not communicate or coordinate with each other, let alone with other stakeholders. Although the ISN member institutes covered in this study are very successful and have significant contact with industry, this is not at all the case for the vast majority of formal VET institutions. The

training offered consequently by most institutions is often irrelevant, outdated, and insufficient in terms of both quality and quantity in regard to the needs of the industries. Although industries decry the quality of VET graduates, they themselves contribute little towards improving the situation, when in fact their inputs are central to the effectiveness of VET. Many NGOs, who could act as a link, are not aware of VET options or employment opportunities. Therefore, the first step would be to create a platform for communication and coordination between all these stakeholders.

The strategy would primarily require that, before expanding the system, VET itself should be more responsive to industry needs and be of better quality to ensure employability of women. Thus, any strategy would start with a coordination mechanism between industry and VET institutions, whereby courses, curriculum, internships and placements are jointly planned and the industry participates in the financing as well. This coordination mechanism should include the government, whose main role should be to create an enabling environment and to bear the weight of the formal VET system. Civil society also needs to be included to ensure that the population of poor mobilized by them can be effectively included in this strategy.

A platform to coordinate the engagement of different stakeholders is best hosted by the government. However, Mr. Khuntia, Joint Secretary, Ministry of Human Resource Development, New Delhi, pointed out that planning of jobs and training had to be localized because mobility was an issue for women[13]. Thus, every platform should be specific to each city and

Figure 4: A Platform to Improve and Engender VET: Stakeholders and Activities
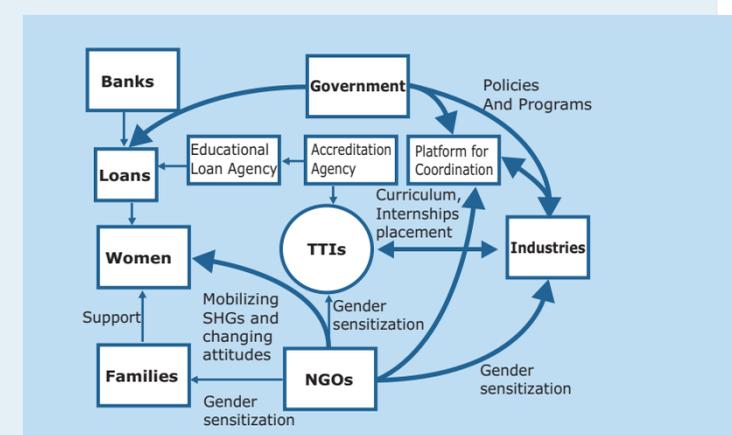
each district where action plans are location specific. In Karnataka, government agencies identified the Development Commissioner's office to act as the hosting agency for this platform. This platform would generate the information needed for planning to acquire information on employment needs of industry, design VET programmes to match these needs and mobilization programmes by NGOs to supply students to VET institutions. Industries and vocational institutions should work together on curriculum development, internships and placement needs.

Outreach should also be expanded to include NGO networks that can provide VET institutions with a larger pool of candidates. Outreach programmes of NGOs should include a gender sensitisation component for parents and girls. With the information from industries, NGOs would be better equipped to inform women and their families about job opportunities and courses needed to obtain these jobs. Gender sensitisation is also simultaneously necessary for industry to hire women and for VET institutions to enrol them.

Despite these opportunities, finances being a constraint, government departments and banks need to design financial products for women based on merit and need. Women who do not fall under the BPL category and whose families cannot afford or are unwilling to invest in their education, should have access to alternative

financial instruments such as educational loans. Interviews with NABARD[14] indicated that the loan amounts were too small to be financially viable. NABARD also expressed willingness to pilot new financial instruments for women. In Chennai, it was found that some banks were already providing educational loans for women in VET but the same was not the case in other cities in India. Furthermore banks would require a guarantee from families of young girls. These families may consider investing in education of young girls a risk as they may marry and move on and not partake in the repayment. In addition, several government departments recommended that scholarships were preferable to loans, especially for vocational training[15]. SIDBI[16] in Karnataka suggested starting an independent educational loan agency whose board should draw from the larger platform of government, banks, civil society and industry.

Interviews with the Taskforce of Vocational Education and Training revealed that educational loan agencies be accompanied by a simultaneous accreditation mechanism or agency. The role of such a mechanism/agency would be to ensure that the loans provided to students are only for those enrolled in reputed institutions, which would ensure employment upon course completion. This would ensure that the students avail of loans for better education, can access better jobs and thereby guarantee repayment of the loans.

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Case Study: Karnataka

In Karnataka, the idea of a platform to facilitate better coordination between industry and VET institutions to design courses to meet industry needs generated considerable excitement and interest among various government departments[17]. Such coordination would entail industry representative organizations reporting on the areas for future demand in terms of skills and jobs, based on which VET institutions could plan their courses and get feedback on the content of these courses. However, government agencies recommended that such a platform be hosted by an authority higher than all participating departments. With this in mind, the Development Commissioner's Office[18] in Karnataka was amenable to hosting such a platform in Bangalore. Initially, this platform was envisioned as a statewide initiative, but later planned as city-wide.

With regard to finances for training, coordination with government agencies like SC/ST Corporation would facilitate the provision of scholarships for women. Currently the Department for Women and Child Development (WCD) provides assistance to young girls from BPL families. However, these small amounts of about Rs. 1,500 are because of the overall limited budget allocation of INR 30 lakhs intended to cover all 27 districts[19]. The SC/ST Corporation has a larger allocation of funds, about INR 10 crores for Karnataka state, but it is limited only to the minority populations[20]. Of this, 30 percent is supposed to be allocated to women. However, reports suggest that there was insufficient demand from women for VET.

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Endnotes
12. Interview, S. Khuntia, Ministry of Human Resource Development, Delhi, January 2007.

13. Interview with NABARD, October, 2006.

14. Interviews, Departments of Women and Child Development, Industries and Commerce, Human Resource Development, Bangalore, November 2006.

15. Interview with SIDBI, October, 2006.

16. Interviews, Departments of Women and Child Development, Directorate of Vocational Training, Bangalore, November 2006.

17. P.R. Mahishi, Development Commissioner, November, 2006.

18. Interview, M. Bindu, Joint Director, Departments of Women and Child Development, November 2006.

19. Interview T. Satish, National SC/ST Finance Development Corporation, November, 2006

A. Gender Planning and Budgeting

Name: Plan and budget to address the needs of women
Short description: An action plan will be created to address the gender needs that have been surfaced and the necessary financial outlays will be made.

Methodology:	Expected outcome:
• **Gender planning** - All concerned stakeholders, will formulate an action plan collaboratively with an emphasis on female students,. • **Gender budgeting** - ensures that there is a component in the budgets that can be used for the activities planned for implementation	• Creation of a consolidated plan to address gender issues created by multiple stakeholders. • The highest priority needs from the gender needs assessment are addressed with specific activities. • Goals are set for the institution to meet a particular impact. • Budget analysis to determine the impact on women.
Activities • **Gender planning** • **Gender budgeting**	**Larger impact** • Overall a gender sensitive planning process allows an institution to initiate thinking on specific needs of women in vocational training and to plan for those needs. • A gender budgeting process ensures that an institution commits or sources resources to address gender specific needs. • Will set a precedent among vocational training institutions to initiate gender planning and budgeting.
Critical factors: • The institutes need to have certain degree of autonomy to be able to initiate Gender Planning. • It is essential that the institution achieve some degree of gender sensitization before the planning takes place, otherwise the plan could simply perpetuate existing gender inequalities.	**Resources**

Gender Planning

Description

If the needs surfaced in the needs assessment are to be addressed, a comprehensive plan is necessary to detail the activities that will be implemented towards achieving the goal. The budget of the institution should reflect the gender priorities of the institutions. A gender budget is not a separate budget for women. It is a budget that examines the impact of the budgets on men and women and takes the institute's gender policy and translates it into a budget. In technical training institutions the budgets would help understand, along with other components, how much is spent on outreach to enroll female students and providing support facilities to them.

Methodology

Relevant stakeholders will be brought together to brainstorm about the following:
- Gender needs assessment (where needs are both identified and prioritized)
- Activities to be initiated to address needs
- Schedule for implementation of activities
- Roles and responsibilities of different stakeholders for each activity
- Targets for each activity
- Overall targets to be achieved together by all activities.
- Monitoring systems to be put in place.
- Costs of activities
- Source of funding for activities
- Impact of activity and budget allocated on women

The following stakeholders should be involved in the gender planning process:
- Head of institution
- Administration
- Staff representatives
- Student representatives (male and female)
- Concerned department officials (the department the TTI reports to)
- Other concerned stakeholders as per the needs assessment. Could possibly include the following:
  - o Bank representatives
  - o High school teachers
  - o Parents
  - o Women's organizations

Activities

1. Assemble the stakeholders as listed above.
2. Divide the stakeholders group into smaller groups for brainstorming.
   - • Groups should take care to ensure that the students (especially female students) are deferred to and not only allowed to make their opinions heard, but take the lead in brainstorming. The facilitator can even explicitly identify student representatives as group leaders.
3. Take the highest priority needs identified in the gender needs assessment and assign some of the needs to each group. The needs can also be categorized into subject-wise groups and each small group can be assigned a group of needs to address. In addition to the needs identified in the gender needs assessment, the group can also address other needs that they themselves identify.
4. Share the results of the baseline survey with the group, so they know the current status of the TTI.
5. Brainstorm ALL possible activities/solutions to address each of the needs. All possibilities should be listed, even if they may not be realistic at this point.
6. Each group should conduct the following analysis of each need and solution/activity on a piece of large brown paper with thick permanent markers.

Need	Solutions	Activities to achieve solution
Need 1	1.	
	2.	
	3.	
	Etc.	
Need 2	1.	
	2.	
	3.	
	Etc.	
Etc.	1.	
	2.	
	3.	
	Etc.	

7. Present each group's table of needs, solutions, and activities to the large group.
8. Create a consolidated table similar to the one above. As a group, choose the best option among the possible solutions identified. The factors that determine the "best" solution will be how effectively it addresses the need and how realistic it is to implement, in terms of cost, personnel, time, and other logistical factors.
9. Each need will be connected to one solution, which will be achieved through one or more activities. The ultimate responsibility for the implementation of these activities to specific people among the stakeholders.
10. Each activity will have to be placed within a specific timeframe with a starting date and date of completion. If the activity is an ongoing activity, dates should be identified for periodical assessment.
11. Each solution should be associated with a time-bound goal. For example, after one

Priority	Need	Solution (most effective and realistic)	Activities to achieve solution	Who will take responsibility for activity	Time frame	Expected outcome/goal after completion of timeframe	Method of Verification
1							
2							
3							
4							

year 50 more female students should enroll. The goals should be ambitious, but realistic based on the data from the baseline survey. Each goal should have a method of verification associated with it, so there are means to determine if the goal has been achieved or not.

Gender Budgeting

Methodology

For every activity planned there needs to be a matching budget which can support the activity. Budgets need to be looked at to see how gender needs can be addressed in the following areas:

1. Outreach to women
2. Gender sensitization
3. Monitoring
4. Support services for women

Budget allocation can be from either within the existing budget or it can be through sourcing of funds from elsewhere. Resources that can be tapped can include donor agencies and government programmes. For example, funds can be raised from the SC/ST Corporation to sponsor SC/ST girls for the technical courses.

Activities

Once the policy has been formed from the gender planning, appropriate budgets need to be created to reflect the policy.

When the budgets are created, thought also needs to be given to where the funds will come from. For instance, when it comes to scholarships, the institute needs to decide if they can give the scholarships or if they can link to any government programs that can give scholarships. One example is the SC/ST Development Corporation which has

12. The final exercise is that all the activities should be consolidated on one calendar. The head of the institution will be responsible for following up on each activity to ensure that they are being implemented.

given funds for SC/ST boys and girls. Another example is where the institute has talked to the bank to provide loans to the students

Once the budgets have been created and implemented there needs to be constant monitoring to track impact (look at the module on monitoring). If the efforts do not have the desired impact then the strategies should change and therefore the budgets need to be reexamined.

Resources

Relevant links for both gender planning and gender budgeting

- www.gender-budgets.org
- www.deza.admin.ch/en/home
- www.unesco.org
- www.ilo.org

Resource materials

UNESCO, Asia and Pasific (2003)

Guidelines for implementing, monitoring and evaluating: Gender responsive EFA plans.

Swiss Agency for Development and Cooperation (SDC) (2005)

Gender and Training Mainstreaming gender equality and the planning, realization and evaluation of training programmes.

B. Gender Sensitization

Name of Tool: Breaking down barriers to female enrollment through gender sensitization
Short description: Many different players can create impediments to women enrolling in technical training and gender sensitization can work toward removing those impediments.

Methodology	Expected Outcome:
Gender sensitization may need to be carried out by another partner, and the tool is designed so it can be handed over and implemented to another agency. Sensitizing girls and families will require partnering with a local community based NGO to gain access to a large number of households. Different strategies are required for different stakeholders, as detailed in the activities. (more)	Attitudinal changes among all stakeholders. Industry will be willing to hire more women, technical training institutions will be more willing to enroll and train a larger pool of women. More women in turn will be willing to undertake technical training and families will be more willing to send them.

Activities	Larger Impact
Immediate implementation	Sensitization of various players will facilitate women's education and employment, which contribute to their larger empowerment.

Activities (continued):

Immediate implementation
- Sensitization of staff and management of technical training Institutions
    - o Trainer's notes
    - o Activity 1: Circle game
    - o Activity 2: Case study
    - o Activity 3: The fox and the crane story
    - o Conclusion

Medium term strategies
- Sensitization of girls
    - o Trainer's notes
    - o Activity 1: Concept card game
    - o Activity 2: Challenging perceptions
    - o Activity 3: Slide show
    - o Activity 4: Brainstorming on overcoming obstacles
    - o Conclusion
- Sensitization of families
    - o Trainer's notes
    - o Activity 1: Chandrika's story
    - o Activity 2: True or false?
    - o Activity 3: The story of the doctor
    - o Conclusion
- Sensitization of HR personnel in industry
    - o Trainer's notes
    - o Activity 1: The story of the doctor
    - o Activity 2: Power point presentation

Critical Factors:	Resource People
Expertise to conduct gender sensitization will not be within a TTI, so a partnership with an NGO focused on gender issues will be necessary.	Resources • Power Point Presentation for HR personnel in industry

Description

Gender sensitization is basically the process of making people aware of the issues surrounding gender, such as biases, unique challenges faced by women, and attitudes related to women. One of the main problems identified in the needs assessment exercises conducted with women was the combined attitudes of family, training institutions, industry, and government, which contribute to an overall atmosphere that does not encourage women to enroll in technical education. Thus even if more opportunities are made available for women to enter technical training these deeply rooted attitudes need to change first. For this to happen awareness rising on the opportunities women are missing out on and the importance of skilling women to make them more employable must take place. Thus gender sensitization needs to be an integral component of any gender strategy.

Methodology

Commission an NGO or agency with expertise on gender sensitization to conduct exercises to raise awareness for the following target populations:

- Technical Training Institutions
- Women and their families
- Industry representatives

To find an NGO in your area, consult local NGO networks and request information on any NGO with a gender-focus. An NGO with experience and expertise in gender sensitization will have its own program to implement. However, not all NGOs with a gender focus conduct gender sensitization. Offer the tools in this manual to the

NGO and ask them if they would be willing to conduct the training with these materials as a guide. If you still have little luck finding an NGO, ask a staff person from your institution to conduct the sensitization using the materials provided.

In order to access women and families, partnering with a local NGO who has access to local communities will be necessary. NGOs across India have mobilized communities of women into self-help groups and will be a direct link to the target population.

Each group of stakeholders will require a different approach. Games and stories will not be taken seriously by industries and technical training institutions, who will prefer more concrete exercises, power point presentations, and statistics. On the other hand, women and families will prefer more participatory methods that will hold their attention. Industries will not be willing to devote long periods of time to gender sensitization, so the activities should be completed within an hour or two at the most. The methods for each group are detailed in the gender sensitization modules.

The trainers notes in each section to set the games in context and provide background information that can be drawn upon. The information in the trainer's notes should be kept in mind throughout the activities so the ultimate purpose is not lost. The games and activities are methods tailored to specific groups to communicate the ideas in the trainer's notes.

Tools for Immediate Implementation

Gender Sensitization of staff and management of TTIs

Infrastructure: No additional infrastructure required
Preparation required: Possibly contact external agency to conduct sensitization.
Materials needed: Chalk and chart paper with markers.
Cost: Medium, if sensitization training is sourced to external agency
Time: 3 hours

Trainer's Note

All Indian laws get their sanction from the Indian Constitution that guarantees justice, liberty and equality to all citizens of India. The preamble speaks of equality of status and various rights relating to women that are guaranteed by the constitution. The question before us then, is how does this guaranteed equality translate to the lived experiences of women. We know that

women don't enjoy equality in many spheres such as property ownership, jobs, skills, labour, etc. We also know how socio-cultural norms, gender stereotypes, unequal gender relations, power imbalances work to oppress women. These systemic inequalities have to be unraveled in order for us to attempt enabling any kind of transformation in women's lives. Unequal gender relations permeate every level of our life; inequalities that exist within our private homes

are replicated in our work environments and are even replicated in some policies of our government. These inequalities are a pressing concern for everyone.

Further women's identities in India are not constituted singularly. The complex web of class-caste relations, communal fundamentalism, further marginalizes women. Also, the state has been shifting its focus from a social welfare-based regulation of the public sphere leaving it 'open' for capital-intensive market forces, resulting in policies and practices that further strain people's, in particular disadvantaged women's, access to resources and ability to assert rights.

The systemic and historical differences are the cause for discrimination/discriminatory treatment and hence inequality even today. The important thing to note here is that these inequalities are naturalized as 'tradition' or 'religion'. Unequal treatment or discrimination may be based on different factors. In its most violent manifestations it is based on a factor that you were born into a particular gender, caste, religion, economic class or language. Of course, discrimination may be, and usually is, based on a complex web of such structural categories.

Discrimination can have multiple layers gender, skin color, marital status, caste, class, sexual orientation etc. At a certain point of time, different aspects operationalize and become the basis for discriminating against a women e.g. When she goes for a job, education (gender, class, caste) or for accommodation (marital status, caste/class) wants to travel alone (gender, marital status) or gets married, (skin color, class, caste). Women for example, have been discriminated against for a very long time. The women of any discriminated against category are even more disadvantaged.

Many people the world over who have tried to understand what equality means have come up with two distinct concepts of equality. One is substantive equality and the other is formal equality. In very simple terms, the difference between them is that substantive equality is concerned with impact and formal equality is concerned with opportunity. For example all citizens in this country have equal opportunities to be educated, all citizens of this country have an equal right and opportunity to contest elections. Though the intention of the constitution and lawmakers is very clear, the impact of this equality is not so clear.

If there is equal opportunity for all why is the literacy rate of women, dalits and the disabled low compared to that of able upper caste men? Why is that there are very few women in parliament or in state legislatures? Why are there very few women in positions of power; hardly any women judges, ambassadors, CEO's etc.? We could say that the impact in substantive terms is unlike the intention. Real meaning of equal rights and equality is achieved only if it is visible and enjoyable in the lives of people. Formal equality assumes everyone to be the same and applies everything uniformly, when the reality is that people are very different and require different things.

Gender equality, in its true sense, then refers to norms, values, attitudes and perceptions required to attain equal status between women and men without neutralizing the biological differences between them. In substantive terms it should reflects a condition in which women and men participate as equals and have equal access to socio-economic resources.

At various points in time, questions are raised

FORMAL EQUALITY	SUBSTANTIVE EQUALITY
Does not recognize differences, Sees equality as sameness.	Recognizes and accepts differences.
Measured by opportunity and intent.	Measured by impact.
Many times further discriminates against already discriminated groups as it treats everyone the same z.	Seeks to end discrimination with proactive approaches
Does not recognize the inter-relatedness of providing enabling structures.	Seeks to create enabling structures for achieving equality.
Does not recognize historical and cultural discrimination.	Recognizes historical and cultural discriminations and seeks to address these.
Addresses only on the individual.	Addresses groups and collectives and emphasises social responsibility.

about competencies of women or dalits in taking up positions of power and influence, implying that they don't have the capacity to fill such important roles. When women are reluctant to participate because of these attitudes, often the same critics place the blame on women, asking why they didn't contest for elections or come forward to be educated and rise up to be in positions of power. We need to see beyond such specious arguments and examine the many constraining, social cultural religious norms and gender roles. We need to examine why women, dalits, disabled or other marginalized groups are under represented and don't enjoy equal status. So to bring about substantive equality we need to first recognise and historicise all forms of injustice and then approach correcting these.

This calls for actions that will bring about changes in systems and structures that will respond and create an enabling environment for the historically discriminated against and marginalized groups to achieve equality in real terms. For instance, 33% reservations for women in panchayats and nagarpalikas has made it possible for women to be actually present in these bodies. This systemic response (enabled by the 73 and 74th amendments) has been enacted to achieve substantive equality in political participation of women at a certain level. Similar logic is applicable for reservations for dalits and backward classes in education and jobs. Though formal equality of opportunity is necessary, it is not sufficient condition. We need to understand equality beyond formal to achieve substantive equality.

In the context of Technical Training Institutes, similar gender disparities in Gender can be seen at various levels. The enrollment of women in ITIs is only 7%, and the statistic does not change substantially across most training institutions, with the TTIs covered in the study achieving only 10% female enrollment. Courses offered and prescribed for women, number of girls and boys who are studying in the institute, attitudes of staff regarding gender roles and expectations, and infrastructure and facilities which are un friendly for women are few examples that reflect gender biases present in the TTI systems. The study has shown that most TTIs of them feel that women do not come forward to apply though they advertise in the newspaper and everyone is invited to apply. It is also felt that the number of women in the institutes has risen compared to figures a decade back, so it will increase on its own, thus many feel that no action is necessary to change the disparities in enrolment of women and men into the technical courses. It is also to be noted that

issues of autonomy and lack of space in their own institutions are major impediments and are also used to justify why they can not do anything about getting more women to the course or having new courses for women. There are hardly any opportunities, such as trainings, for the people working in TTIs to reflect or dialogue on gender biases in their system or within themselves.

Activity 1: Circle Game

Draw four concentric circles, in the middle of the training hall. Get 3 volunteers from the group and make them stand at 3 positions marked on the outer circle.

Explain to them that person one represents women's life related to family, person two represents women's life as a worker, person three represents women's life in the public spaces.

Brief the volunteers that each one of them will be asked 4 questions, if 80% of the participants present in the workshop say yes to the question, only then they can move into the inner circle. The observers are requested to keenly observe the proceedings and raise their hand if their answer is yes. Tell them to think of lives of the women in the country and just not about what they have seen and experienced in their own houses. They could also make a list of other questions that come to their mind which could be asked to the volunteer and discuss it at the end of the session.

Women in Family

- Can a girl decide how much to study, which course to study on her own?
- Can a girl decide whom to marry and when to get married?
- Does she have freedom to decide when she wants to become pregnant?
- Do families accept daughters back in their home when they come back from violent marriages?

Women's life as a worker:

- Does a woman have full control over her earnings? Can she decide how and when to spend it?
- Does she have freedom to choose job that involve frequent traveling and transfers?
- Do woman have freedom to decide to work if her husband wants her to stay at home?

Women's lives in public spaces

- Is she able to walk on the streets at any time of the day with out sexual harassment or threat of sexual harassment?

- Can women go to toilet on the sides of a busy road like men?
- Can parents sleep in the bus/train with out having apprehensions of their daughter being sexually harassed, if a man is sitting next to their teenaged daughters.
- Can women go to police stations alone, especially in the night with out being scared of sexual harassment ?

Ask them why the volunteers could not make it to the inner most circle and what does this tell us about women in our society. Elicit responses to lead a discussion on the realties in which women live. Help them see the kind of pressures and threats women face within and outside their families. Explain how gender operates in our society and how it impacts on women in various ways.

Discussion

- Women across class, caste and region are marginalized due to the gender discrimination meted out by patriarchy in our society
- Women face violence and have fewer opportunities as a result of gender discrimination.
- Arrive at the idea of unequal status of women.

Activity 2: Case Study

Tell the participants that we would now look at how gender operates in our institutions. Give them the case study of Gangamma. Ask them to answer the question given at the end of the case study.

Gangamma's story:

Gangamma is a 16 year old girl living in Doomthi village of Manvi taluk in Raichur District. Gangamma lives with her parents and two younger brothers. Her parents do farming on their land in their village. Gangamma has completed her SSLC and wants to continue her studies. Her parents are not too happy with this idea. Gangamma sits on a hunger strike to finally convince her parents to allow her to take up a vocational course at Raichur town. She finds out from her friends about the admission details and plans to go to apply for the course. When she goes to apply for the course with her father, she is unsure of which course she has to take and asks for help form one of the admin staff to help her. They suggest that she take up courses like tailoring as other courses are more for boys. It would involve operating machines which is not

suitable for women.

Gangamma applies for the machining course, which she feels she can do, she takes the exam, and gets selected. She is very happy that she has finally made it. She finds that there are only two girls in a class of 36. She is initially uncomfortable with so many boys around. But she makes friends with the other girl and feels good to have company.

In one of the practical classes the teacher asks for someone in the class to volunteer to switch on a machine, which has a ladder to be climbed to reach the switch. Gangamma volunteers quickly, but the teacher asks her to sit and asks one of the boys to do it. He scolds the boys asking how they can sit quiet and allow girls to do such risky jobs. Gangamma feels disappointed and insulted. She tries hard to study well and she being a bright girl scores good marks in the tests.

The practical classes of the course are usually in the afternoons and end at 5.30 in the evening. There are four buses between Gangamma's village and Raichur town. The last bus to her village is at 5.00 and she is unable to catch that bus to get back to her village as the practical classes end late in the evening. There are no hostels for girls attached to the institution or any other in the town. She is worried as to how to get permission to leave early. Her parents scold her for her decision she took. In this tussle Gangamma decides to discontinue her studies.

- Is there gender based discrimination here? Identify them
- What are the critical reasons you think which made Gangamma leave the course?

List the responses on the blackboard.

Categorize the responses into problems with the system of TTI such as

- Courses- Kind of courses prescribed for women and men.
- Infrastructure issues such as location of the institute, hostels, toilets etc
- Staff- their attitude, training etc.
- Policy of the State: what efforts has the State made to rope in more girls into vocational courses.

Explain each of the above points to show how the system of TTIs is often unfriendly for women. Quote from the study as to how one can see a certain pattern in way gender operates within various aspects of the institutions- such as issues of courses being offered and advised for women, infrastructure and lack of supportive structures for women such as hostels, toilets etc, attitude of the staff, location of the institution.

Discuss how gender discrimination seen outside the society is also reflected within TTIs.

Activity 3: Story of fox and crane

Divide the participants into small groups. Ask each group to come up with what is it that they can do within their role and limitation to address gender disparities that they have discussed in the previous exercise.

List them on the blackboard. Add your suggestions to it.

End with the Fox and Crane story (see below) to arrive at the concept of Substantive equality for women.

Fox and Crane story

A crane and a fox are invited for dinner. In the name of equality, both are given food in a plate. You can imagine what happens. The fox eats happily and his hunger is satisfied but the crane cannot eat off a plate as fast as the fox can. The fox finishes off the food and the crane gets none.

The hosts are very disturbed and the next time the fox and crane are invited for dinner, they serve the food in a long jar. This time the crane is able to eat, by putting her long beak down the neck of the jar. She finishes off the food. The fox on the other hand cannot eat from the jar, and doesn't get any food at all.

In both instances, the fox and the crane were given an equal opportunity to eat at the feast. In the name of equal opportunity, they were both treated exactly alike. But what was the impact?

The desired impact of the hosts was that both the fox and the crane could successfully eat the food.

Medium-term strategies

Module for gender sensitization of girls

Infrastructure: No additional infrastructure required
Preparation required: Possibly contact external agency to conduct sensitization. Consult NGO to set up a time and place for girls to gather.
Cost: Medium, if sensitization training is sourced to another agency, plus travel if sensitization takes place in community hall.
Materials needed: Photographs of women in various occupations, concept cards, chart paper, markers.
Time: 3 hours

Trainer's notes

Gender is a socially constructed identity. The social construction of gender is an important idea as it directly impacts on women's access to rights. Any person engaged in the process of empowering women is posed with questions like why women enjoy fewer rights, have access to or control over fewer resources, and work longer hours than men?

But by giving them the same treatment, the desired objective was not met. Because the fox and crane were different (being born different), the actual impact was that on both occasions, one or the other of the guest was unable to eat the food.

Finally the hosts invite the fox and the crane for a third time. This time, they serve some food in a jar, and some on a plate. Both the fox and the crane get to eat, and enjoy their meal together. The hosts are also very happy.

Contrast formal equality with substantive equality, explain how formal equality looks at only equal opportunities while substantive equality looks at addressing differences/inequalities.

List examples of different measures for different peoples that have been offered to various marginalized communities in various countries (including ours) to bring substantive equality. Talk about the importance of the need for special efforts that needs to go in to bring equality in their institutions. Highlight the responsibility they carry as an institute to promote equal participation of both boys and girls in courses and how it can benefit society at large.

Conclusion:

- There is gender discrimination in society at large.
- Similar pattern of gender discrimination/disparities can also be seen in institutions like theirs and there is a need to change it.
- Women can do jobs that are usually prescribed to for men.

Why do women have little say in public and private domains? Why is it hard for women to get justice when the constitution guarantees equal rights to all citizens and the judiciary is neutral?

Gender is the focus of the feminist movement and scholarship. It has provided feminism with a framework that gave a much needed paradigm shift from the problem focus being 'women' to the

problem focus being 'social relations of gender'. This shift changed perceptions of problems entirely. Problems of violence, poverty, health etc. are no longer seen as resulting from 'being a woman' or 'women's problems' (i.e. biological status), but rather, the onus is shifted to the gendered system that subjugates and oppresses women, and equally constrains men in gender straightjackets. This shift in approach made it possible to look beyond simply the 'condition of women', but rather at social relations between men and women and how these relations are socially constructed.

Gender discourses has also provided tools for analysing social experiences of men and women, in order to give them a different conception of themselves, their activities, beliefs, and the world around them. It has provided an understanding of how the gender difference between men and women constructs asymmetric power relations- relations involving domination and subordination. It has enabled analysis of the ways in which social and economic forces impact differently on men and women. It opened up possibilities to explore how gender difference shape and is shaped by a whole range of powerful institutions including history, religion, culture, science education, ideology, medicine, etc. And has put into question universal systems that are accepted as norm, in other words seen as 'common sense'.

Gender Stereotypes are widely held assumptions about male and female sex roles that are supported by the mainstream culture. Stereotypes are typically culturally inherited from generation to generation, where they become an unconscious, intrinsic part of society. Gender is defined as a socially constructed identity that is applied to a person based on one's biological sex. Gender stereotyping allows for compartmentalization of human characteristics, and creates positive or negative identification of social groups.

Gender stereotypes occur when you apply generic attributes, opinions or roles toward either gender. Gender stereotypes are apparent everywhere in our society, especially in the media. Companies display ads and commercials to gear toward the common belief of gender stereotypes. They portray women in housecleaning and child rearing roles to sell cleaners and baby products.

- Gender Stereotypes/Roles Associated with Women: Submissive, emotional, quiet, neat/clean, clumsy, housewife, child rearing
- Gender Stereotypes/Roles associated with Men: Aggressive, No Emotions, Loud Messy, Athletic, Math and Science Oriented, CEO, Money Maker

The problem with using gender stereotypes occurs when we find ourselves making assumptions about members of our own, or the opposite, sex. If a teacher believes in the gender stereotypes of boys not crying, she could become angry with a boy student becoming emotional during class. If a woman believes in the gender stereotypes that girls should not play sports, she would be upset at her friend for taking up sports. These situations can lead to the woman, herein a 'victim' of gender stereotyping becoming unsure and second guessing similar social reactions.

Girls who are eligible to get into technical courses often feel that they are not made to take up technical courses and it is meant for boys. Gender stereotypes, which are deeply entrenched in society, operate within the system of technical education, industry, and within the minds of the girls and boys who want to get into these institutions. Girls are under tremendous pressure from families to conform to cultural norms that are often regressive for women. Spending money on a girls education is often seen as unprofitable and marriage is seen as a viable, socially accepted option. Girls in the families are also conditioned to believe in similar options for themselves. Thus with lack of encouragement from families and absence of any other external support to look for newer options, girls often take up conventional roles and jobs. With sweeping changes in economy and rising prices it becomes imperative for families to send their daughters for work, but given the constraints girls end up in under paid or low paid jobs which are again conventionally prescribed for women such as domestic work, garment factory work, pickle and papad making etc. Jobs that could pay more and give them better life are left unexplored by many girls.

Activity 1: Concept cards game

Concept cards are cards having images of things like stove, tractor, black board etc.

Show the concept cards to the group and ask them to associate the images either with man or woman.

List the responses on the black board and address the stereotypes associated with specific work with women and men. Discuss how these stereotypes impact on women and men in society and how they are internalised. Tell them these notions of work are constructed and seldom reflect what reality is.

Activity 2: Challenging perceptions

Ask the group to list things that they feel are the work that only men can do and they as girls can not do. Write the responses on the black board

Possible responses will be:

- Lifting heavy things
- Working on machines
- Electrical work
- Climbing etc

Place the following on a table:

- Nut and bolt with the screw driver
- Rice sack/ a big pot of water which would weigh approx about 20kgs
- A bulb with a holder.

Ask for three volunteers from the group to choose to do/ fix any one of the things on the table. Help them by giving them an idea as to how to the task but do not take it from their hands to show how to do it.

Ask the three volunteers to share what they felt in the beginning when they came forward to do the task and what did they feel when they accomplished it.

Highlight their responses and lead a discussion.

Discuss in the group as to how the stereotypes of what women cannot do are internalised so deeply within one self that we may not even attempt to do it. Tell them that this conditioning is part of the gender discrimination that leaves women with less skills and opportunities. Explain that with an open mind and training, women can do things that are usually associated with men. Mention that the law under the factories act specifies that a worker is not supposed to lift anything that is more than 20 kgs of weight which we all know women can also lift. Thus conclude that there is a need to critically look at our own notions of what we can and cannot do.

Activity 3: Slide show

Show participants photos of women doing kinds of work in both urban and rural contexts (women working on machines, on a tractor, ploughing, riding a cart, selling things at market, bunding, etc) that are usually associated with men. Explain how things which earlier were purely seen as men's work has changed completely over the years.

Stress how women are doing many things successfully that men are supposed to be doing. Tell them how the dominant notions

that prevail in the society, which is male, shape our notions centered.

Give them concrete examples of the kind of courses that they can take up. Give them an idea of what kind of jobs and remuneration they may get for it. Contrast them with what the kind of jobs they may find girls of their age in their vicinity doing. Note that many of them fetch very less remuneration.

Talk about the advantages of having better financial source in betterment of their lives and the lives of their families.

Activity 4: Brainstorming on overcoming obstacles

Divide the participants to smaller groups and ask them to list

1. What are obstacles according to them to take up technical courses?
2. What can they do to overcome that obstacle?

List their responses on the black board.

Possible responses:

- Family
- Financial resources
- Mobility issues- lack of transport
- Safety issues- harassment at public spaces, lack of hostels etc

Addressing the ways to over come the obstacles, stress on the need for outside support like the collectives in communities fighting for betterment of various services and facilities for citizen's of this country. Discuss with the NGO activists how such obstacles can be addressed through collective action. Give them examples of success stories of women's groups.

Conclusion

- The impact of gender stereotypes is that it puts women in a more disadvantageous position
- Women do many jobs that are usually understood to be belonging to male domains.
- Vocational courses would help girls to build a better life for themselves and their families
- Through collective action many of the obstacles for women to access vocational training can be addressed.

Module for gender sensitization of families

Infrastructure: No additional infrastructure required
Preparation required: Possibly contact external agency to conduct sensitization. Contact NGO to set up a time and place for families to gather
Cost: Medium, if sensitization training is sourced to another agency, plus travel if sensitization takes place in community hall.
Materials needed: Chart paper, markers
Time: 3 hours

Trainer's notes

Gender stereotypes are widely held assumptions about male and female sex roles that are supported by the mainstream culture. Stereotypes are typically culturally inherited from generation to generation, where they become an unconscious, intrinsic part of society. *Gender is defined as a socially constructed identity that is applied to a person based on one's biological sex.* Gender stereotyping allows for compartmentalization of human characteristics, and creates positive or negative identification of social groups.

Gender stereotypes occur when you apply generic attributes, opinions or roles toward either gender. Gender stereotypes are apparent everywhere in our society, especially in the media. Companies display ads and commercials to gear toward the common belief of gender stereotypes. They portray women in housecleaning and child rearing roles to sell cleaners and baby products.

Gender Stereotypes/Roles Associated with Women: Submissive, emotional, quiet, neat/clean, clumsy, housewife, child rearing, weak

Gender Stereotypes/Roles associated with Men: Aggressive, No Emotions, Loud Messy, Athletic, Math and Science Oriented, CEO, Money Maker, can do difficult work like working on machines

The problem with using gender stereotypes occurs when we find ourselves making assumptions about members of our own, or the opposite, sex. If a teacher believes in the gender stereotypes of boys not crying, she could become angry with a boy student becoming emotional during class. If a woman believes in the gender stereotypes that girls should not play sports, she would be upset at her friend for taking up sports. These situations can lead to the woman, herein a 'victim' of gender stereotyping becoming unsure and second guessing similar social reactions.

We are told to buy dolls for boys and trucks for girls. We are asked to use non-gender terminology when speaking to children. Women need to show that they can discipline and be aggressive in various situations. Children learn by example and we need to be setting a good one!

Similarly there is stereotyping of educational courses and jobs suitable for women. When it comes to vocational training parents generally don't send daughters to vocational training institutes as it is perceived as incompatible with cultural norms which specify certain kinds of education, work roles, and skills that are for women. Even when women are sent for training, it is mostly courses like tailoring or food processing. Resources are allocated for the marriage of daughters and not for their education. Parents are skeptical about the outcome of opportunities that education can give for their daughters. Most educational institutions, especially institutions that provide marketable skills like TTIs, are located at district headquarters, making it inaccessible for girls. Such skills are expensive as it involves indirect costs like staying in hostels, transportation, fees, etc. Girls are instead utilized for household/ agricultural tasks and therefore receive lower remuneration. Women are not hired in factories and industries in non traditional roles because of stereotyping of work at workplaces. Therefore, social, cultural and economic prejudices act against the interest of girls.

Activity 1 Chandrika's story

First the facilitator needs to state the purpose of the meeting as "let us think what is good for our daughters" and start discussion with the following activity;

Ask the parents to think of what kind of life they want for their daughter after 5 years. Some of the responses will be; we want her to be married to a good family, have children, should not have any financial problems etc.

List all the responses on a chart and narrate story of Chandrika

Chandrika is a 19-year-old beautiful girl married for 2 years she has a 1-year-old child and lives with her Husband Ramesh, mother in law Shantamma and brother in law who is studying in 9th standard. Because she got a good proposal and the boy's family didn't demand for any dowry, Chandrika's family was happy and convinced her to marry Ramesh when she was in 10th standard.

Her life was beautiful; her mother in law is a good lady and has treated her like her own daughter. Ramesh is also a very good person, no bad habits, brings the entire money home. He is a supervisor in a garment factory and earns 4 to 5 thousand rupees. They have their own house so life is not very difficult for them.

Ramesh met with an accident and his right arm had to be amputated. The whole family is very sad, they were entirely dependent on Ramesh's income. Chandrika's brothers and parents pitched in to pay his medical bills, the company also gave him compensation, but he was not taken back to work.

The situation at home has suddenly changed and there is pressure on everyone at home to take up jobs and contribute to the family income.

What are the options for Chandrika now? Ask the group to come up with responses and list all of them.

The facilitator can draw picture of Chandrika in the middle and ask parents to think what would the options for her if she was living in their city.

Discussion

Facilitator can show how Chandrika has fewer options and is pressurized to take up high pressure and less paying jobs like working as a domestic help, or in a garment factory because she is not qualified with any skills.

Facilitator should then share about other situations and uncertainties that can come up in anybody's lives like increase in cost of living, negligence of husbands, harassment for dowry and other kind of violence.

Evidence in crime data (National Crime Record Bureau - 2004) reports the following facts on violent acts against women in India:

- One criminal offence against women every 7 minutes
- One woman killed every 75 minutes

- One rape every 29 minutes
- One molestation every 26 minutes
- One case of eve-teasing every 51 minutes
- One case of cruelty by husband/relatives every 9 minutes
- One dowry death every one hour 42 minutes
- One kidnapping/abduction every 43 minutes

The list doesn't include newer forms of violence like sex-selective abortion of female fetuses and acid attacks on women.

Then tell the group that the question in front of us as parents is how do we equip our daughters to face such difficult situations. And list all the responses.

The activity as a whole should take approximately one hour.

Activity 2: True or false?

Read the following statements to the group and ask whether it is true or false

- ✓ Women give birth to babies, men don't
- ✓ Girls are gentle and boys are tough
- ✓ Women should always earn less than men
- ✓ Men can't give food to children
- ✓ Men are decision makers
- ✓ Boys are more intelligent than girls
- ✓ Women are more patient than men
- ✓ Girls get married and leave but boys stay back and can take care of parents
- ✓ Women are concerned about their children's education
- ✓ Women don't go out at night because they are worried about their 'virtue'
- ✓ Men cannot cry
- ✓ Girls don't take care of parents or support brothers after marriage

Discussion

Discuss all statements and in particular notice where there were disagreements and ask them to substantiate their statements with suitable examples.

Activity 3 The story of the doctor

Read out the following story: One day a man goes to the circus with his son. On the way, whilst crossing the road, a car knocks down the boy. He has serious head injuries and needs to go to a hospital immediately. The man rushes the boy to the hospital and he lands up on the surgeon's table. The surgeon takes one look at the boy and cries out " I cannot operate on him! This is my son!"

Discussion

Ask the group to give their immediate responses to the story. It is very likely that quite a few people who haven't heard this story before will be not be able to arrive at the possibility of the surgeon being a women and therefore the boy's mother. After arriving at the same facilitate a discussion on:

- ✓ Why we never thought that the surgeon might be a woman. Is it that women really do not do such jobs?
- ✓ Is it true that women cannot be surgeons, train drivers, politicians etc.? Where do these stereotypes come from?

Conclusion

Define stereotypes (refer to trainer's notes) end with how stereotypes determine our attitude towards women, the roles we assign to them, duties expected of them and in determining what they are capable and not capable of.

If we accept gender roles as socially constructed:

1. We will be able to see women as equal in every way to men.

2. In seeing gender roles as not fixed we are able to visualise change within ourselves and in society. A woman is physically capable of driving a tractor, though men will be found doing this job because of notions of it being 'a man's job'. Equally men are capable of cleaning, cooking and looking after children but this is seen as 'women's work',

3. Further it is men's work that gets the higher wages, carries more status and is seen as the model.

4. In addition the general tendency is to attribute women's subordinate position to biological differences between women and men.

5. However **discrimination is based on gender construct** of men and women into particular roles, jobs, status, behaviours, and responsibilities, very little of which is related to biological capability alone.

Conclude by saying that it is important to equip our daughters with life skills education and employment.

- Well-employed girl can contribute to improving the quality of life, in this competitive world where it is difficult to have a comfortable life with one person earning.
- Financial security of mother will benefit children too; they can be given better education and quality of living.
- Because she is contributing to the family income substantially, she will have a say in important decisions.
- It will give them confident to face the problems.
- In situations where they find it difficult to continue to live in such unhappy marriages, they can make bold decisions of moving out of marriage and lead an independent life rather then being dependent on parents and siblings.

Vocational training is one such skill that will easily get good jobs for them. Compared to skills like tailoring, domestic help or a low paid teacher, skills that they gain during vocational training have more value and will open up better opportunities of employment in factories and companies, where there is better salary, working condition and benefits.

Module: Gender sensitization of HR personnel in industry

Infrastructure: No additional infrastructure required
Preparation required: Possibly contact external agency to conduct sensitization.
Cost: Medium, if sensitization training is sourced to another agency, plus travel.
Materials needed: Laptop, LCD projector, chart paper, markers.
Time: 1-2 hours

Trainer's notes

The way in which the word 'work' has been defined and commonly used has led to the endorsement of certain types of work and

workers, and undervaluing of others, namely that performed by women. In reality, rural women's labour accounts for over half of the food produced in the developing world. On average, women contribute to about one half of the family income.

In spite of this, women's contribution to the economy is by and large unrecognized.

The site of work is tantamount to the devaluing of women's work. The location of a certain activity of work might even disqualify it as being 'work'. For example, the home as a site of work is diminished in the universal remark "My wife doesn't work", (despite her cleaning, cooking and scrubbing the whole day long). Similarly the activity of 'jadoo poncha' at home is not considered 'work', as per definition, because it does not involve earning any money.

The home is defined as feminine space. Housework and child rearing is constructed as "women's work". Other types of work which women do are considered 'secondary' (to domestic work), 'light', supplementary, and 'supportive'. Work, which men do, is conversely constructed as 'heavy', 'primary', 'wage earning', and 'professional'. The gendering of work results in limiting women's access to capital, assets, opportunity and learning in the 'productive' world. The rationalization of work as gendered leads to overt and covert forms of discrimination manifesting in unequal pay, impeded access to minimum wages, affecting well being and sense of accomplishment in the workplace. Added to this, when a woman enters the domain of 'workplace', there may be additional discrimination of sexual harassment, sexism, and sexual exploitation to contend with.

Women contribute to 40% of the workforce but occupy only 2% of the leadership or decision-making positions. About 80% of women work in the unorganized sector. A study conducted by BPF reveals that there are not many women who are technically trained to work in industries and even lesser in non traditional roles in factories and Industries. Industries are not devoid of the gender biases largely present in the society and stereotyping of work roles. For example, women have been seen in supportive roles of a secretary, receptionist or in administrative or managerial positions and very rarely on shop floor, or in jobs operating machines, drilling, plumbing or painting.

In industries and factories that employ large number of women, they are assigned tasks that are repetitive, mundane, and require meticulous work and sitting in one place. As women flood into certain areas, the industries often lower the wages. Many companies also find that women don't unionize, are loyal, and the turnover is less. Another reason that industries say they don't hire women is that they need to take up responsibility of protecting women from sexual assaults in

workplace and provide crèche and transport facilities.

Activity 1 Story of the doctor

Read out the following story: One day a man goes to the circus with his son. On the way, whilst crossing the road, a car knocks down the boy. He has serious head injuries and needs to go to a hospital immediately. The man rushes the boy to the hospital and he lands up on the surgeon's table. The surgeon takes one look at the boy and cries out " I cannot operate on him! This is my son!"

Discussion

Ask the group to give their immediate responses to the story. It is very likely that quite a few people who haven't heard this story before will be not be able to arrive at the possibility of the surgeon being a women and therefore the boy's mother. After arriving at the same facilitate a discussion on:

- Why we never thought that the surgeon might be a woman. Is it that women really do not do such jobs?
- Is it true that women cannot be surgeons, train drivers, politicians etc.? Where do these stereotypes come from?

Activity 2 Power Point Presentation and Discussion

Start with a power point presentation on status of women employees in industries. Ask for their comments on the status and encourage them to talk about why there are few women in their industry? (refer to presentation for an example)

Lead this discussion, by asking them to put their opinion more systematically in the table below by identifying both challenges and benefits of having women as employees

Discussion

Separate fact and assumptions. For instance having to provide a crèche is a fact while 'can't work on heavy machines is an untested assumption. Discuss that the so called disadvantages of employing women are in fact not disadvantages while what they cite as additional costs are long term investments that any inclusive employer has to make in the course of running a business.

Conclusion

Ask the group to respond to the presentation and discuss as an important player in the society industries have a social responsibility in

empowering women towards social justice.

List the following things as what Industries can do to increase women workforce in the industry. Encourage participants to add other things to the list and also get them to commit for what they can do.

1. Evolve a gendered hiring and employment policy

2. Work closely with TTI s to design curriculum and conduct campus recruitment and give preferential treatment to women graduates.

3. Sponsor scholarships for women students.

4. Develop an industry wide gender rating that would give industries employing over a certain minimum of women a special certification.

Challenges for the industry if women are hired - disadvantages	Benefits for the industry if women are hired advantages
Women can't work in shifts	Loyal
Provide crèche	Turnover is less
Qualified women not available	Good rating for employing more women
Can't work on heavy machines	
Provide security from sexual assault in workplace	

Resource persons

1. Hengasara Hakkina Sangha
    Address: RFJ Manzil, 1024, 1st Floor
    25th Main, 38th Cross, 4T Block
    Bangalore, Karnataka, India
    Telephone: +91 80 2663 9884, 2664 0553
    Contact Person:
    Email: contact@hengasarahakkinasangha.org

2. Women's Centre
    Address: 104 B, Sunrise Apts;
    Nehru Road, Above Canara Bank
    Vakola, Santacruz (E), Mumbai 400055
    Telephone: +91 22 2668 0403
    Email: womcentr@bom7.vsnl.net.in

3. Akshara
    Address: Neelambari 501
    Road No. 86, Gokhale Road
    Dadar (W), Mumbai 400028
    Maharashtra, India
    Telephone: +91 22 24316082
    Contact person (Karmayogi):
    Ms. Nandita Gandhi
    email: aksharacentre@vsnl.com
    Profile:
    www.karmayog.com/ngos/akshara.htm
    website: www.aksharacentre.org ,
    www.differentindia.org/akshara.html

4. Swayam
    Helps victims of domestic violence.
    Address: 11 Balu Hakkak Lane,

Calcutta 70017
Telephone: +91 33-2803429, 2803688
Email: swayam@cal.vsnl.net.in

5. NEN
    Address: 267-A, Gulmohar Avenue,
    Jamia Nagar, New Delhi 110025, India
    Telephone: +91-11-26312355
    Fax: +91-11-22721744
    Email: delhi@northeastnetwork.org

6. Asmita
    Address: Resource Centre for Women
    Teacher's Colony, East Marredpally ,
    Secunderabd 500026,
    Andhra Pradesh, India
    Telephone : +91 40-27733251, 27733229,
    Fax : +91 40-27733745
    Email: asmitacollective@sancharnet.in

7. Sahiyar-Stree Sangthan
    Address: G-3, Shivanjali Flates,
    Near Navjeevan, Ajawa Road,
    Vadodara, Gujarat, India
    Telephone: +91 265-2513482
    Contact person Rita Chokci
    Email: sahiyar@gmail.com

8. Saharwaru
    Address: O 45-46, 4th floor,
    New York Trade Centre,
    Nr Thaltej Cross Road,
    Thaltej, Ahmedabad 380 054,

Gujarat, India
Telephone: +91-79-26858195
Contact person: Dr Sheba George
Email: sahrwaruad1@sancharnet.in

9. Sakhi resource center for women,
Address: SAKHI, Convent road,
Trivandrum- 695035,
Kerala, India.
Telephone: +91 471-2462251
Contact person: Aleyamma Vijayan
Email: sakhi@asianetindia.com;
sakhi@md2.vsnl.net.in

Resources

Women and Employment

Towards Equitable Outcomes

Poverty has a woman's face

The International Labour Organisation says that women represent

- 50% of the population
- 30% of the labour force
- Perform 60% of all working hours
- Receive 10% of the world's income
- Own less than 1% of the world's property

"Women just 6% of India's workforce"

Economic Times, Thursday, December 15, 2005
Rumu Banerjee

NEW DELHI: If you thought women were getting a better deal at the workplace, think again. Women make up only 6% of India's workforce and the numbers get more skewed as you go up the corporate ladder.

There are only 4% women at senior management levels and almost none in a leadership role.

North India leads the way in this discrimination 1% senior management posts are held by women and none at the top. These facts were revealed in the first-of-its-kind study by the Confederation of India Industry on women empowerment in the workplace.

What does India's potential really mean?

- Economists the world over predict that India will be the third largest economy in the world by 2050 due to its young population and large potential workforce.
- But how much more can India grow? Women are only 6% of the workforce, a tiny percentage o them are being utilized.

10. Olakh
Address: 24, Jalaram Park,
Opp. Lal Bahadur Shastri School
Harni Road, Vadodara.
Gujarat, India
Telephone: +91 265- 2486487, 2466037
Fax: 0265 - 2466037
Contact persons: Nimisha Desai
(coordinator), Mamta Baxi
Email: olakh@satyam.net.in

- Women are the key to India's future growth.

"Economic Growth is Driven by Women"

The Economist, April 12th, 2006

- "The increase in female employment in the rich world has been the main driving force of growth in the past couple of decades. Those women have contributed more to global GDP growth than have either technology or the new giants, China and India."
- "Women … are the world's most under-utilised resource; getting more of them into work is part of the solution to many economic woes, including shrinking populations and poverty."
- "In developing countries where girls are less likely to go to school than boys, investing in education would deliver huge economic and social returns. Not only will educated women be more productive, but they will also bring up better educated and healthier children."

Know now what rich countries have had to learn: Women are Important

Indian industry does not have to continue to learn the hard way that women are necessary to economic growth. They can see the vital role women have played in developed countries and include them now to reap benefits for themselves in the future.

Wage Gaps

According to a National Institute of Public Finances & Policy study on Gender Budgeting, the average female wage is almost 80% of the male average in urban areas but falls to 60% of the corresponding male rate in rural areas.
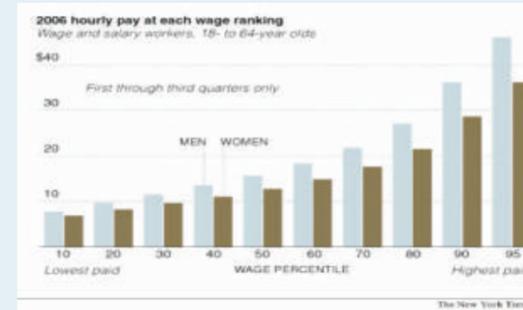
Source: New York Times

Wage Gap increases with higher paying jobs
(United States)

Gender Disparities are Everywhere

- Inequalities between men and women are no just an India problem, but a global problem.
- The highest paid women in the first world actually experience the greatest disparity in remuneration.
- The facts show that gender discrimination is universal; therefore everyone can take measures to address it.

Women are becoming Global Priority

- If any industry was to capitalise on the opportunities in foreign markets, a workforce that includes a substantial percentage of women.
- Industries such as Kone Elevators and any many others stated that their international clients demanded gender equity in their

C. Outreach for Women

Name: Enhance participation of women through effective outreach tools
Short description: One major strategy to increase enrollment of females is to use a variety of methods to make Vocational Education Training (VET) attractive to women and specifically target advertising to women.

Methodology:	Expected Outcome:
• Developing innovative outreach tools as an integral part of an overall strategy to get more women enrolled in vocational education and training institutions.(more)	• Better awareness of training opportunities for females • Higher number of female applicants • Higher number of female enrollment
Activities **Immediate implementation[1]** • Gender specific marketing • Open house for women, girls and families **Medium term strategies[2]** • Information desk • Presentations in schools • Networking with NGOs to access women **Long term strategies[3]** • (Individual) counseling for girls in schools • Bridge courses for girls • Setting up extension centres in areas with female target population	**Implementation tips :** • Combine face-to-face interactions, which yield the highest impact (such as information desks, open house etc.) with lower impact strategies (such as newspaper advertisements, posters, pamphlets radio advertisements) in order to achieve optimum results.
Critical Factors: Institutions with limited autonomy may have restrictions on outreach methods hence may need to use methods that can be implemented without additional resources.	**Resource People and Relevant Links**

Best Practice: Better outreach through cooperation with NGOs
Through an ILO funded project, CRISP has reached out to 1,000 youth over a one-year period. They trained NGO staff to in turn train rural people working in hazardous occupations, mostly women. Through this program, youth working with hazardous occupations were able to get skills that enabled them to earn five times more than what they were earning previously.

Description

Women typically think of Vocational Education and Training (VET) as a male domain because it has been instilled in them from a young age. Most of them are not aware of VET as an option. To begin with, females need to be made aware of the opportunities that exist and then be convinced that they have the power to avail of those opportunities and that by doing so their lives will improve.

A gender-specific outreach strategy can help to raise awareness among women and girls and eventually raise female participation rates.

Although most training institutes provide equal opportunity to women, the results of enrollment are far from equal. Therefore, better outreach measures designed to target women and girls should be developed as part of an overall gender strategy.

The outreach strategy includes different tools, which help reaching potential female students as well as their families, as they are often the primary impediment to female enrollment. These tools encompass both awareness-raising and sensitization (i.e. breaking down of gender stereotypes)

Methodology

An overall outreach strategy should consist of different tools / activities to reach women and girls in an effective manner. The strategy should be tailored according to the specific situation.

Some of the tools are easy and cheap to implement, but have a comparatively lower impact, while others require more resources (manpower and funding), but have a bigger impact. Some tools can be implemented immediately while others require long-term engagement.

We suggest to combine face-to-face interactions, which yield the highest impact (such as information desks, open house etc.) with lower impact strategies (such as newspaper advertisements, posters, pamphlets radio advertisements) in order to achieve optimum results.

Case Studies

Observations:

Most VET institutions are not able to attract a high number of women and girls. Their marketing is mainly limited to newspaper advertisement along with word of mouth. The low number of female applicants is rarely critically examined.

There are a few notable exceptions:

Case study 1

At the Indo-Danish Tool Room (IDTR) in Jamshedpur, efforts are being made to include more women by partnering with government programs. One staff member is deputed to

specifically work with the government to find possible areas of collaboration. As a result, IDTR has implemented a number of government sponsored training programs; this is significant to gender because certain government schemes require a 30% enrollment of women. Since the government funding allows women to attend courses for free cost being a major impediment to women's participation government sponsored schemes with reservations and subsidies should be looked at as an option.

Case study 2

Don Bosco Vocational Training Institute in Najafgarh, Delhi has set up extension centres in 15 villages to train poor, rural women. After surveying the village and deciding on the training most suited to the community's needs, the staff sets up training equipment in local community centres.   After training, the women receive a certificate from Don Bosco, but they also are eligible to study further and receive a certificate from the National Open University. Although the girls have to bring the thread and cloth for the course work, the girls can also make money by selling the clothes that they stitch during the course. For more information, refer to the tool on extension centres.

Case study 3

The ILO funded CRISP to create training curriculum that NGO staff working in remote rural areas could use to train communities. CRISP trained NGO staff and these staff in turn upgraded the skills of 1,000 youth, mostly women. This skill upgradation allowed participants to leave occupations that were hazardous and find safer employment. Not only did the skills lead to better employment for the participants, they also earned up to five times more in their new jobs.

→For more information on how to network with NGOs for increased outreach, refer to the activity "NGO Outreach."

For further information, please refer to "Resource Persons and Relevant Links."

Outreach Tools

Tools for Immediate Implementation
Gender-specific marketing

Infrastructure: No additional infrastructure required Preparation required: Low
Cost: Low, no additional resources required
Outreach: High exposure, but not targeted
Impact: Low
Responsibility: Marketing manager

Although most institutions' courses are open to men and women, women are usually not aware of that they assume that VET is for men. The marketing efforts of VET institutes (newspaper advertisements, brochures etc.) usually address both sexes. In order to attract females, it is important to highlight specific offers for example training programs that are suited for women and girls, facilities that are available (e.g. girls hostels, child care), and courses with flexible timings that are suitable for women who would otherwise not be able to attend (evenings, weekends).

Most training institutions already advertise through newspapers, therefore the only changes required is in the content of the advertisement to attract more women. Additional infrastructure, preparation, or changes to the existing system are not necessary.

Examples of gender-specific marketing:

Newspaper advertisements

Advertisements in print media may include

- Information on courses suitable for women and girls.
- Facilities for female participants (scholarships, hostel accommodations, transport, etc.)
- Information on placement of female participants (placement rate, industries, wages)

Posters

Posters should be visual so that even illiterate family members of potential students can also be made aware of the possibilities. **Posters should include pictures and photographs of *women* doing technical work in the institution or industry.**

- Posters should be pasted in high traffic areas frequented by women.
- Some key places to paste posters are high schools, colleges (especially girls colleges),markets, bus stands/ railway stations, cinema halls, coaching and testing centers, panchayat office, Government buildings.

Brochures

Beside information on course offers for women and girls and facilities, brochures may include case studies of women and girls who have successfully participated in training courses. Case studies should include:

- Name, address and picture of the student
- The level of education
- Training courses attended
- Special facilities that the student availed (scholarship, loan, transport, hostel, etc.)
- Placement and earnings

Radio Advertisements

Another way of reaching the potential target group is through radio advertisement.

- The radio message should be short and sharp and aired mainly during graduation time. In addition to the basic necessary information, the radio message should make explicit mention that courses are open to girls and that facilities are available.
- Also, explore the possibilities of incorporating the message of the VET institution in news items, radio plays, announcements, and other forms.
- In addition, a radio play could be prepared to present case studies of female students.

Open House for Women and Girls

Infrastructure required: Existing infrastructure

Preparation Required: Medium

Cost: Low (manpower for the organization and during the event, costs refreshments, information material and so on)

Outreach: Low numbers, but a targeted population of girls and women who are seriously considering enrolling.

Impact: High

Responsibility: Head of institution

In general, an open house is when an ordinarily limited-access organization, community, or household becomes open to the general public, often for a festive occasion.

For a VET institute, an Open House is an occasion when it is open for visiting and observation by the public. People can learn about what the institute has to offer, see the facilities, and talk with the staff and other students.

It is suggested to organize Open houses at least once a year before admissions begin and on a day that the target population is free. The event can be advertised

through print media and other means.

How to organize an Open House

Preferably, the Open House should be moderated by female staff.

A presentation should be given on the institution and the courses offered. It should highlight:

- Training courses suitable for women and girls
- The potential for girls to enhance their employability and income along with the financial security this can bring to their own family
- The experiences of female students who have completed the courses
- Scholarship and loan opportunities

Open House for Women and Girls

Infrastructure required: Desk and personnel to man the desk, space.

Preparation required: Medium

Cost: Low

Outreach: Medium

Impact: Medium

Responsibility: Head of institution

Face-to-face contact has a very high potential to impact potential students. Information desks are effective tools to interact with large numbers of the target audience.

Information desks should be set up at the right location at the right time, when it is frequented by the maximum number of the target audience (e.g. in schools several months before graduation, school fairs, at market places).

The information desk can be staffed by students of the institute (preferably female), staff, faculty, alumni and/or parents. It is essential that the people staffing the desk are knowledgeable about

- The costs for training should be presented in contrast to the earning capacity. Security measures, transport, or other facilities for women and girls (See support services for women).

Visitors should be given a tour of the institution itself. The machines at the institution should be presented and operated by female students, if possible. During the tour, facilities for women should be highlighted, such as hostels, separate women's toilets, etc.

Throughout the day, there should be room for interaction with staff and other students.

In addition to information material , visitors should be given the opportunity to register for courses on the spot.

the institute. The institute could require students and/or alumni to log a minimum number of hours in volunteering at the information desk. Staffing the desk may be difficult, so some nominal payment may be needed.

On the information desk, offers and facilities for women and girls should be emphasized as well as the experience of other females who have attended the institution and marketing material should be available. A contact list with visitors of the information desk should be created. This will provide a list of potential students who can receive newsletters, brochures, course

Awareness raising in schools

Only 50% of girls complete 10th standard[4], so they should be reached out to before they drop out of school. Presentations and counseling for female students should be organized at 8th, 9th, and 10th standards.

Presentations

Infrastructure required: Physical infrastructure, manpower (existing staff or hire new staff) to travel to schools that may be in remote areas

Preparation required: Medium

Cost: Medium

Outreach: Medium

Impact: Medium

Responsibility: Head of Institution

The presentation should focus on the tangible benefits that can be gained from attending vocational training courses (jobs, career opportunities, and wages) rather than the technical details. The wages may be linked to family well-being, emphasizing the ability to provide for family and contribute to family income. Also mention other social aspects, such as empowerment, independence, and intellectual benefits.

The presentation should be made interactive with involvement of the girls throughout the process. Encourage them to answer questions, ask them

specifically if they have questions of their own, make sure that they are sitting in the front, and use any other strategy to involve them. Use case studies and examples of female students who attended the training in the past so that the female students know that others have done the course before.

Invite all the female students to bring their parents to the next open house so their parents will also understand the importance of VET.

Distribute marketing materials and leave extra materials with the teachers.

Individual counseling

Infrastructure required: Space to set up a counseling desk

Preparation required: Low

Cost: Medium

Outreach: Medium

Impact: Low

Location of Responsibility: Head of institution

The counseling should be targeted at girls who are considering entering VET in the near future. Staff members, alumni, students, or other knowledgeable persons preferably female should be deputed to attend the desk counseling for girls

Girls should be encouraged to bring their families to a counseling session so that their questions/concerns can also be addressed. Information should be given on financing opportunities such as scholarships, loans, and stipends, possible government programs, job opportunities, etc.

Networking with NGOs

Infrastructure required: None

Preparation required: Medium

Cost: Low

Outreach: High

Impact: High

Responsibility: Head of Institution

Non-Governmental Organizations (NGOs) have direct access to huge numbers of women through their work with communities. Furthermore, many of them have developed the trust of households and can be a significant influence on household decision making. Therefore, through the collaboration with NGOs working with women and girls, the outreach to the female target group can be enhanced. Local NGOs may have contact with parents, who are the prime decision makers on whether to enroll their daughters into VET. They have the ability

to influence parents and are the best partner to break down the main barrier to female enrollment: family resistance.

The role of NGOs is to integrate the information on the opportunities of vocational training for women as part of their existing activities. For example, if the NGO is making its beneficiaries aware of various livelihood opportunities, they should also present the option of vocational training. In addition, further collaboration and efforts should be made to strengthen and deepen the relationship beyond this level.

The NGOs who are interested may be offered a gender sensitization training regarding VET (refer to Module: Gender Sensitization of NGOs).

The information given to the NGOs should include courses, fee structures, and facilities, with special emphasis on the following::

- Livelihoods
  - What are the job opportunities available to women who have completed the course?
  - What is the average wage of those who have completed the course?

- What percentage of those who have completed the course are placed? What is their average income?
- Empowerment of Women
  - Family well-being
  - Independence and self-reliance
  - Educational development
  - Exposure opportunities
  - Higher skills results in being assigned a higher value throughout life.
  - Higher earning means less vulnerability to exploitation.

Long Term Strategies

Individual Counseling for Girls in High Schools

Implementation: Long-Term

Infrastructure required: None

Preparation Required: High

Cost: Medium

Outreach: Medium

Impact: Very High

Timetable: First Quarter, Year Round

Location of Responsibility: Staff

Contact the high school or college principal to ask permission to set up a counseling desk on campus. If there is a free room available, that is ideal. The counseling should be targeted to girls who are considering entering VET in the near future. Find out the timings during the day when students would be most available to meet. Depute a staff person, alumni, student, or other knowledgeable person to attend the desk during this time.

If girls are receiving resistance from their families, encourage them to bring their families to a counseling session so their questions can be addressed. All information should be available on financing opportunities such as scholarships, loans, and stipends, possible government programs, job opportunities, etc.

Bridge Courses in VET for Girls

Infrastructure required: Yes (classrooms)

Preparation required: High

Cost: High (staff)

Outreach: Low

Impact: Very high

Location of Responsibility: Head of institution, staff

A major barrier to girls who want to enroll in VET is that they do not have any exposure to technical subjects and of the very few who apply, even fewer pass the entrance test. A bridge course is necessary for girls so they can be acquainted with the subject matter and perform better on entrance tests to enter into training.

Ask the principals of the schools and colleges if the necessary space can be made available on their campus to conduct the bridge course.

When a bridge course program has been set up, it is important to advertise it in all other outreach strategies to schools (presentations, counseling, posters, etc.).

Setting up extension centres in areas with female target population

Infrastructure required: Yes (community center)

Preparation required: High

Cost: High (staff)

Outreach: Medium

Impact: Very high

First go to the village and do a survey and meet all the families. Gain an understanding which trades would be suitable in that village for women. Then identify one woman who lives in the village or a village nearby who can take on the role of a trainer and of a animator. Once you have decided, in collaboration with the community, what training would be most applicable, bring the equipment necessary into the community centre (most villages will have a community centre of some kind). If there is no community centre, find a local home that would be willing to host the training and house the equipment. From entering the village to starting the training it takes about 3 months. The initial costs could be about 25,000, to use tailoring as an example to set up about 10 sewing machines.

Coordinate with other training centres so participants are eligible to continue their studies in an accredited institution, if they so choose. Charge fees according to cost and what is reasonable for the target population to pay. For example, a tailoring course in rural or semi-urban areas of Delhi will cost Rs. 100 as a joining fee and Rs. 60 every month. The girls have to bring the thread and cloth for the course work, but they can also make money by selling the clothes that

To assess the present level of knowledge, give the girls in attendance the entrance test from a previous year or use another diagnostic method. Prioritize the subjects to be focused on based on where the students performed poorest.

Based on the results of the diagnostic test, construct a curriculum, syllabus, and provide learning materials. The bridge course should be as long as necessary and/or possible. At the end of the course provide learning materials that the students can use to study until the actual entrance exam. Different curricula may be necessary for students who wish to take different courses if the entrance tests are different.

they stitch during the course.

After the course has been set up, the recurring costs include the salary of the animator, maintenance of the equipment, materials, and other extraneous costs.

Resource persons, relevant links

Contact information for

- CRISP, Bhopal (for information on outreach to girls through NGOs and extension services in rural areas)
  Contact Person: Mr. Srivastava
  Telephone: +91 755 2661984
- IDTR, Jamshedpur (for information on awareness raising in high schools)
  Telephone: +91 657 2408061/62, +91 657 6536161
  Contact Person: Mr. Kasi, General Manager, Email: jsr_idtr@sancharnet.in
- Jagori, B-114, Shivalik, Malviya Nagar, New Delhi 110017, India.
  Email: jagori@jagori.org
  Telephone: +91 11 26691219, 26691220
  Fax: +91 11 2669 1221
  Helpline: +91 11 2669 2700
- Vani, Voluntary Action Network India, BB-5,

First Floor, Greater Kailash Enclave-II
New Delhi - 110 048
Telephone: +91 11 29228127, 41435536
Fax:011-41435535
website: www.vaniindia.org

- Federation of Voluntary Organisations for Rural Development (Fevord), Karnataka
  Address Door No. 350, Tarikere, Kuvempu Road
  Chickmagalur 577228, Karnataka , India
  Contact Person: Mr. A. M. Varghees Cleatas
  Telephone +91 8261 22570 22500(R)
  Fax No. +91 80 22728
  Name of other key person Mr. N. S. Jayanna (Project Coordinator)

- New Entity for Social Action (NESA)
  93/2, Charles Campbell Road,
  Cox Town, Bangalore 560005
  Telephone: +91 80 25483642
  Fax: +91 80 25487654
  Contact Person: Mr. J. Vimalanathan
  Email: nesa@vsnl.com
- Development Support Initiative,
  No. 680, 15th main, 38th Cross
  4th T Block, Jayanagar, Bangalore 560041
  Telephone: +91 80 26635622
  Contact Person: M.K. Bhat,
  Email: dsiblr@bgl.vsnl.net.in

Endnotes
1. Can be implemented within the existing facilities and/or with existing resources with little preparation.

2. Requires some additional resources over a period of time (manpower, funding), and some degree of planning.

3. Requires extensive commitment of additional resources and over a period of time (manpower, funding) as well as significant long-term planning in order to implement.

4. Infochange education, http://www.infochangeindia.org/archives1.jsp?secno=5&monthname=September&year=2004&detail=T, accessed as on July 28th 2007

D. Support Services for Women

Name: Provision of support services for women.	
Short description: Women are often deterred from enrolling in vocational training because of concerns that do not directly relate to coursework. Women will be more likely to enroll if they know that these support services are available.	
Methodology - Various support services should be provided based on the specific needs of the female population served. Some of these support services need resources and are best implemented by partnering with international donors.	**Expected outcome:** higher enrollment and retention.
Activities **Immediate implementation** • Placement services • Counseling of women and committee for redressal of grievances • Security • Flexible timings and modular training Medium-term strategies • Transport services • Childcare services Long-term strategies • Hostels	**Larger impact** increased female workforce.
Best Practice: Extension services in rural areas for women Don Bosco has set up extension centers outside of Delhi to reach out to women who would otherwise not be able to avail training.	

Methodology

Women are often deterred from enrolling in vocational training because of concerns that do not directly relate to the coursework, namely a lack of transportation, lack of security, lack of hostels, etc. Women will be more likely to enroll if they know that these support services are available to ensure they are as safe and comfortable as possible. Different aspects have been explored in this section through step-wise instructions. It is probably not feasible for technical training institutions to provide all of these support services, but each TTI should prioritize strategies according to the needs identified in the gender needs assessment.

Good Practice

Don Bosco has set up extension centres in 15 villages outside of Delhi to train women. The fathers or the sisters first go to the village and do a survey and meet all the families. They understand which trades would be suitable in that village for women. They also identify one woman who lives in the village or a village nearby who can take on the role of a trainer and of an animator. In most of the villages they use the community centres to set up the training equipment. In one village the training has been set up in one room of the house the animator lives in because her father in law is broadminded and willing to give up the use of one room, even though they knew that many girls of different castes would be coming in and out of the house for training.

For the tailoring course, a certificate is given by Don Bosco after six months of training. If the students want to continue and get a certificate from the National Open University then they also do some theory classes and take an exam after one year. The animators help the women with the theory and also with filling in the forms for the exam and so on. The course fee is Rs 100 as a joining fee and Rs 60 every month. The girls have to bring the thread and cloth for the course work. But the girls can also make money by selling the clothes that they stitch during the course work. For Don Bosco this is an entry point to reaching the families towards bringing about social change.

From entering the village to starting the training it takes about 3 months. The initial costs could be about 25,000 to set up a training centre for tailoring with about 10 sewing machines. After that the recurring costs include the salary of the animator, maintenance of the machines, chalk, measuring tapes, scissors and so on. In the villages with smaller investments the impact is much more.

Activities

Immediate Implementation

Advertising female graduates and campus recruitment

Implementation: Immediate	
Infrastructure required: None	
Preparation Required: Medium	
Cost: Low	

1. The technical training institution should obtain a list of all the relevant companies that could be potential employers. Even if the company is not currently hiring, they should be made aware that the institution is a source of qualified personnel.

2. Profiles of the graduates should be sent to these companies with information on the institution, highlighting successful female participants.

3. The introductory information should include the following:
   a. Brief on the institution itself
   b. Courses
   c. Infrastructure, Hardware and Software
   d. All relevant expertise and experience gained by anyone who has completed each course.
   e. Quotes from other industries and company heads on institutions graduates, if any.
   f. List of all industries who have hired graduates

4. Profiles on each of the graduates. These should include:
   a. Photograph of each student (wherever possible)
   b. Name and contact information
   c. Age
   d. Level of education and degree, if any
   e. Course taken
   f. Marks
   g. Areas of expertise
   h. Relevant hands on experience
   i. Work experience, if any (possibly through internships or attached production facility)
   j. Relevant soft skills

5. Follow up with phone calls and/or visits to companies after the information has been sent and invite them for campus interviews.

6. The institutions should be accommodating and welcome companies to visit campus at any time that is convenient for them. The companies should be given any support necessary to conduct interviews. The students should also be informed of these visits well in advance. If industries are interested in specific students, the institutions should see facilitate interviews.

7. If industries approach institutions with a specific expertise requirement, institutions should prioritize positioning qualified female candidates.

Counseling and committee for redressal of grievances

Immediate Implementation

Implementation: Immediate

Infrastructure required: None

Preparation Required: Medium

Cost: Medium (staff time)

Female students face different pressures than their main counterparts and require support and guidance. Counseling services should help female students plan their career tracks five and ten years down the road. Female students should also receive guidance on how to balance careers with marriage and children if that is part of their plan.

Counseling services can be provided by current technical training staff if they undergo sensitization and training.

In addition to counseling services, women should have recourse to a committee for redressal of grievances whose members include female staff. Female students should use this committee to address issues they face relating to sexism, sexual harassment, or other issues that interfere with their course.

Security

Implementation: Immediate

Infrastructure required: None

Preparation Required: None

Cost: Medium and ongoing

Security should be reliable and legitimate. Security services should be offered whenever the facility is open. If there are hostel facilities on campus, 24 hour security is essential. Security services should

be advertised in all outreach activities because security is a primary concern of families. Security is especially important if the institute is located in the outskirts of the city or in an industrial area.

Flexible timings and modular training

Implementation: Immediate

Infrastructure required: None

Preparation Required: High

Cost: Low to medium

Women often face restrictions that they cannot control themselves. At the same time, every unfairly patriarchal restriction cannot be broken down by the training institution. However, the TTI can adapt to meet the unique needs of women and work around the restrictions to create timings that are convenient for women.

Classes should not be conducted too early in the morning or late into the evening because women typically have to attend to family responsibilities. In your outreach activities and gender needs assessments, find out what timings are most convenient for women and

try to set up classes for women accordingly.

Women also find it difficult to commit to long-term training. Therefore, as far as possible, the curriculum should be divided into modules that last a maximum of one month. Ideally each of these modules would be designed so that they can be applied immediately. Then the next module can be taken up when it is possible for the woman at a later date and she can go on upgrading her skills in this fashion. In this way, a 12 month course can be completed by a woman over several years, if that is what is convenient for her. Modular training may not be possible for all courses, but it should be attempted wherever possible.

Medium term strategies

Transport services

Implementation: Medium term

Infrastructure required: Buses may be necessary (but can be taken on rent or government services can be utilized)

Preparation Required: Medium

Cost: High

Oftentimes training institutions are in industrial areas that are on the outskirts of the city. Women have limited mobility and their families are frequently wary of sending daughters alone on public buses for those distances. Therefore if it is possible for a training institution to mobilize transport, it can be a key intervention toward recruiting and retaining women.

It's possible to approach a private bus company or even a government controlled bus service. Private bus companies may offer their buses on rent. Government-controlled bus companies may be willing to create routes to your training institution.

Each student's address will be part of the information they give upon enrollment. Find out where the female students live. In most cases it will not be possible for the bus to

come around and pick up every student, so the bus should depart from a central location that all the female students can reach (by private bus, being dropped off by family members, etc.). The route will have to be tailored to the needs of the female students as far as possible.

Female students should be given free bus passes for the duration of their course period. If there is room on the bus, other male students may be offered bus passes for a fee as well.

The bus service should be highlighted throughout the outreach and advertising (see outreach) as convenient and safe, because transportation and security are two major constraints preventing women from attending technical training.

Childcare services for female students and staff

Implementation: Medium-term

Infrastructure required: Crèche

Preparation Required: High

Cost: High

Most training institutions will be catering to younger girls who may not have children. However, if the institution wishes to reach out to an older audience that has children, they should provide crèche services.

The most important issue when it comes to child care is quality. If there is a critical mass of women, a quality child care facility can have toys, a staff person trained in childcare, and a clean, hygienic environment.

It has been found that if the crèche is not of a minimum quality, women will utilize the child care facility for their children, even if it is available.

If there is not a sufficient number of women, who have children to make a crèche feasible, the institution should offer women a childcare stipend that they can use at their own discretion so their children can be taken care of while they are in class.

Long term strategies
Hostels

Implementation: Long-term

Infrastructure required: Hostels, mess hall

Preparation Required: High

Cost: Very High

Women, especially those living in rural areas, are often unable to commute for training, and therefore they require hostel facilities and a canteen[1] if they are to attend an institution. Separate hostels should be provided for girls only. The hostel should be on campus with proper boarding arrangements. It is important that adequate security is provided with the hostel.

If scholarship packages are available, they should cover the cost of hostel stay for girls.

Implementation tip: Training institutions should attempt to leverage funds from relevant government departments to fund the infrastructure of the hostel.

Extension centers for women into remote and rural areas

Implementation: Long-term

Infrastructure required: Use NGO infrastructure, if possible

Preparation Required: High

Cost: Very High

Some of the most effective training programs for rural women deal head-on with the issue of mobility by bringing training into remote rural areas (see Best Practice Case Study: Don Bosco, Delhi). Therefore TTIs can collaborate with NGOs by training NGO staff to provide technical training and education to women.

Locate NGOs that have a strong grassroots base (a large number of community based groups they have mobilized), some technical capacity for training (staff with a minimum level of education), and preferably with some infrastructure in the villages (offices or other space where training can be held).

In collaboration with the NGOs, decide which courses would be the most useful and which courses trainees could best utilize for employment or business. TTIs may need to tailor courses to apply to the rural context.

Next, the TTI will have to conduct a training of trainers course. The course can be conducted in the TTI or staff from the TTI can travel to the NGOs to train their staff. If the TTI staff travels into the rural areas, it is significantly less cost than asking all the NGO staff to travel to the TTI. There may be issues relating to infrastructure needed to conduct the training, but this infrastructure will eventually need to be in place to train the communities. Therefore it may be better to plan for infrastructure at the time of the training of trainers itself. NGO staff who are trained must be women as far as possible. If the NGO does not have female staff, they should try to hire female staff. Communities will be far more open to sending their daughters to be trained by a woman rather than a man.

NGOs should be prepared to sensitize women and their families to allow the girls to come out for training. This may require door-to-

door face-to-face outreach on the part of the NGO. The TTI should provide the NGO sufficient information about the course and possible benefits from it, which the NGO can in turn use to convince women and families.

If the courses must be for extended hours, families may not be comfortable sending their daughters for such long periods of time initially. Therefore, a phased increase of hours over time could be implemented to gradually acclimate families to the idea.

Endnotes
1 Many coordinators of training programs have said that the provision of quality food is actually a major incentive for people to attend training programs.

E. Gender Monitoring

Name: Track progress related to gender through monitoring tools
Short description: When any strategy is put in place there needs to be constant monitoring to ensure that there is a positive impact of the strategy.

Methodology: Indicators need to be tracked for every gender-related strategy the institute implements.	**Expected outcomes** • Evaluation of level of impact of implementation of Gender strategies • Through periodic monitoring, the institute understands which of its strategies are working and any revisions they need to put in place. • The institute also understands if they have chosen the right indicators to measure progress.
Activities • Step 1 Identify indicators • Step 2 Baseline • Step 3 Data collection • Step 4 End of year evaluation • Step 5 Assessment of indicators	**Larger Impact** • Overall, gender monitoring helps institutes understand if they have made the impact they planned and if something is going wrong they are able to make changes immediately. • They will be able to assess the relative costs and benefits associated with different strategies.
Critical factors: Any strategy that is put in place has to be monitored to ensure that it is leading to the desired impact and that there is no waste of resources.	**Resources** • Possible indicators • Links to websites • Reference Material

Description

When any strategy is put in place there needs to be constant monitoring to ensure that there is a positive impact of the strategy. Sometime when a new strategy is put in place the momentum could fade or it could be stopped half way through for various reasons. Monitoring, in this case gender monitoring, ensures that there is constant feedback to understand the impact or the lack of impact.

Methodology

Indicators have to be created for each to measure the impact of the strategies implemented by the institute. Broadly the indicators should relate to measuring enrolment (in all courses especially traditionally male dominated courses), graduation, and employment of girls in relation to boys (including placement rates, type of job and salary).

Quantitative indicators draw on sex disaggregated data. These indicators normally have a goal target within them. For example, there should be 50 percent girls enrolled in each of the courses by the second year. Most of this data should be available from routinely collected data. Qualitative data is more based on perceptions. The institute may have managed to enroll more girls in their courses but quantitative data will not tell the institute how these girls feel in the institute. For any monitoring there has to be baseline data collected which the later data can be measured against. A definitive goal has to be set towards mainstreaming gender.

Activities

Step 1: For each of the strategies created, indicators will have to be identified to be able to monitor the effectiveness of the strategy. When data is being collected it has to be disaggregated by gender to get the impact.

   Step 1a: Identification of indicators: When indicators are chosen they have to be simple, easy to measure, sensitive, sustainable, and valid.

   Step 1 b: Indicators have to be identified to measure the impact of each if the strategies implemented. The actual indicators will be based on what the strategy each institute comes up with. A few sample indicators have been listed under resources.

Step 2: Once the indicators have been identified, the first round of data needs to be collected immediately to get a baseline. Later data can be compared to this to see how far the institute has gone towards implementing its policy and how much of an impact they have had.

Step 3: Once the indicators have been identified, it has to be decided who will collect the data, how often the data will be monitored, who will collate the data and who will do the analysis. If it is found that the strategy is not being very effective who will be the person who will be given this information and finally who will be the people who will make the decisions on changing the strategy.

   Step 3a: One person has to be assigned the job of monitoring. This person will be the the one who ensures that the data is collected at the appropriate time

   Step 3b: Data collection methodologies. There are many methods to collect data and the relevant method has to be decided upon based on the indicators. The indicators could either come from the budgets, from the enrolment data, placement data and so on.

There maybe some data that has to be collected and some data that can be extracted from existing data.

   Step 3c: A data entry format has to be created when one has identified the indicators to ensure that the data is all in one place for analysis.

   Step 3d: After the data is entered it has to be analyzed and this will then feed into review meetings. At this point if any changes are needed they can be made and at the same time appropriate indicators can be identified for the changes.

Step 4: At the end of every year an evaluation has to be conducted to assess the impact of the strategies put in place.

Step 5: After the first round of monitoring there also needs to be an assessment of the indicators themselves to see if they actually measure progress. If it is felt that the indicators are not correct then appropriate indicators need to be identified.

   Step 5a: Assessment of indicators: after one round of data collection there needs to be an assessment of the indicators to ensure that they are the right indicators. The following table can be used to check if the indicators are appropriate.

   Step 5b: Once the indicators are assessed they have to be either modified or new indicators have to be identified. The indicators have to be assessed every year to ensure that they reflect the policies and are the correct indicators.

Valid	Sensitive	Ease of measurement	Believable	Sustainable
Is indicator a valid indicator	Is the indicators sensitive enough to measure subtle changes or differences	Is the indicator easy to measure	Is the indicator believable	Can the indicator be used over a long time?

Resources

Possible Indicators:

• Ratio of boys and girls who apply for the entrance test by course

• Ratio of boys and girls who pass the entrance test by course

• Ratio of boys and girls who actually join the courses by course

• Ratio of boys and girls who finish the course by course

- Ratio of male and female staff
- Physical and practical needs such as issues like transport arrangements, working hours, travel commitments, toilets, childcare responsibilities

- Proportions of girls and boys who get placed.

Links to websites that give information on the above.

- web.worldbank.org
- www.dfid.gov.uk
- www.eldis.ids.ac.uk
- http://planningcommission.nic.in

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Annexure 2 - List of Abbreviations

BPF	Best Practices Foundation
BPL	Below Poverty Line
CETE	Centre for Electronics Test Engineering
CRISP	Centre for Research and Industrial Staff Performance
CVAT	T. S. Srinivasan Centre for Vocational and Advanced Training
GDP	Gross Domestic product
HR	Human Resources

IDTR	Indo Danish Tool Room
ISN	Industrial Services Network
ITI	Industrial Training Institute
NABARD	National Bank for Agriculture and Rural Development
NGO	Non Governmental Organisations
OBC	Other Backward Classes
PISE	Programme for Promotion of Industrial Services and Employment
SC	Scheduled Casts
SDC	Swiss Agency for Development and Cooperation
SIDBI	Small Industries Development Bank of India
ST	Scheduled Tribes
TTI	Technical Training Institutes
UNESCO	United Nations Educational Scientific & Cultural Organisation
VET	Vocational Education and Training
WCD	Department of Woman and Child Development

Annexure 3 - Policy Brief to the Planning Commission

Recommendations toward the Inclusion of Women and Other Excluded Groups in Vocational Training
Submitted to the Task Force
on Skill Development and Vocational Training
February 28, 2007

Context

India's economic boom has left behind the vast majority of Indians, especially women. No growth can be inclusive that does not include women and growth cannot reach its greatest heights if half of the nation's potential workforce is ignored. One bottleneck inhibiting both inclusiveness and growth is the low number of women being trained to enter the workforce. According to DGE&T, women occupy only 6.5% of seats in the ITIs, therefore it is not surprising that they have not enjoyed their fair share of benefits of the current economic boom. The Planning Commission has identified vocational training as a priority to capitalize on India's youth to feed the HR requirements of the growing economy. If it takes the further step of focusing the expansion of vocational training on women and other traditionally excluded populations, it can simultaneously bridge the economic divide.

Policy Statement

The 11th Plan could include a National Action Plan to Integrate Women & Marginal Groups in Skills Training. This Action Plan's aim would be to achieve gender parity of vocational training seats with the ultimate goal of achieving gender parity in industry, across sectors and vertically within sectors. The National Action Plan could set the target to achieve a *minimum* of 25% female enrollment by the end of the 11th Plan term. This Action Plan could simultaneously commit to the goal of inclusive growth for all, addressing the needs of all marginalized communities such as SC/STs, OBCs, minorities, and the disabled. All training would be imparted with the ultimate goal of employment, so training must be driven by the demands of industry. To prevent the ghettoization of women into low paid exploitative fields, simultaneously efforts to ensure upward mobility and open up new opportunities for women in traditionally male-dominated areas are necessary.

Recommendations

1. We recommend that the necessary resources be committed to ensure that any woman who wants to join technical training should be able to through scholarships or loans.
2. We recommend that outreach to women be an essential component of all vocational training programs.
3. We recommend that efforts are made to create an enabling environment to ensure attitudinal changes on all fronts, including families, industry, and training providers, so women are encouraged and supported to pursue training and employment. Gender sensitisation of various stakeholders is also recommended to address the root attitudes that manifest themselves in various forms of discrimination against women.
4. We recommend that the planned expansion of vocational training be women-centered and inclusive of all marginalized populations (SC/STs, OBCs, minorities, and the disabled).
5. We recommend that training toward self-employment be made a focal point because the formal sector is only a small percentage of the total economy.

Annexure 4 - Instruments used to conduct the gender needs assessment
Annexure 4a - Vocational Training Institutions, Head

Name of VTI:_____

Interviewee, name and position:_____

Date:_____

Industry Sending Women to be Trained

1. What is the total enrollment of students?   Men _____   Women _____
2. What is the total number of students sent directly from industry? Men _____   Women ____
3. What are the primary industries in your geographical area?
_____
4. What is the gender-wise enrollment in your different courses?

	Course 1		Course 2		Course 3		Course 4		Course 5	
	M	W	M	W	M	W	M	W	M	W
Enrolment										
Rate of Placement										

5. What is the percentage-wise breakdown of enrollment sent from your main clients over the last 5 years?

Company		Course 1		Course 2		Course 3		Course 4		Course 5	
		M	W	M	W	M	W	M	W	M	W
Company X	High Level Staff										
	Low Level Staff										
Company Y	High Level Staff										
	Low Level Staff										

6. If there are fewer women, what do you think is the reason?
_____
7. Which courses are least and most popular for women and why?
_____
8. Is there a difference between the most popular courses that industries sign their employees up for and the general public? Why?
_____
9. What do you perceive as the major obstacle that prevents women from enrolling?
_____
10. What strategies do you have in place to recruit students?
_____
a. Do you feel that they are effective?   Yes _____ No_____
b. If yes, how? If not, what could work better?

11. Do you have specific strategies for attracting women students?   Yes _____ No_____
a. If so, specify. If not, why not? What are new possibilities?
_____
12. Do you have special facilities for women?   Yes____ No _____
a. If yes, specify. If not, what would you recommend?
_____
13. Do you offer special services, such as counseling, to women?   Yes _____ No_____
14. Do you offer scholarships to women?   Yes _____ No_____
a. If so, specify. If not, why not?
_____
15. What are the retention rates for men and women?   Men _____Women _____
a. If different, why?
_____
16. Do you have any gender-specific strategies for retention? Yes _____ No_____
a. If so, specify. If not, what could be potential strategies?
_____

17. What is the male female ratio of your staff?   Men _____Women _____
a.   If there are less women, what is the reason?
_____
b.   Do you think having fewer women staff may result in lower female student enrollment or lower female retention?   Yes _____ No_____
18. Does your staff undergo any gender sensitisation training?   Yes _____ No_____
a.   If yes, describe. If not, why not? Do you think that gender sensitisation would be useful?
_____
19. What are the best practices of your training institution, especially w.r.t. women?
_____
20. What strategies could improve female placement?
_____
21. What kind of laws, institutional arrangements, or government policies can help TTIs increase women's participation in training?
_____
22. How do you acquire the equipment for your TTI?
_____
23. Is your equipment up to date with today's industry standards?   Yes ___ No____
24. Please describe the nature of your interaction with industry.
_____
25. Please describe the nature of your public-private partnerships, if any?
_____

Annexure 4b - Vocational Training Institutions, Staff
Name of TTI:_____
Interviewee, name and position:_____ Date:_____
1.   If there are fewer women in your TTI, what do you think is the reason?
_____
2.   What are their main obstacles for getting women into TTIs?
_____
3.   How can these obstacles be overcome to attract more women to the TTI?
_____
4.   What courses are most attractive to women? Why do they choose these courses?
_____
5.   What courses are most attractive to men? Why do men choose these courses?
_____
6.   What are the main obstacles to women enrolling in these non-traditional courses?
_____
7.   What can be done to overcome these obstacles?
_____
8.   What are the retention rates of women compared to men? Men _____ Women _____
a.   If there is a difference, why?
_____
9.   What can be done to increase retention of women and of students overall?
_____
10. Compare and contrast the classroom performance of male and female students.
_____
11. Compare and contrast the placement rates of male and female students.
_____

Annexure 4c - Women in Training Institutions Focus Group Discussion
Vocational Training Institution:_____ Date: _____
Course (s): _____ Length of course: _____
1.   How did you find out about this vocational training institution?
_____
2.   Why did you join this course?
_____
3.   Was there a minimum qualification to enroll?   Yes____ No _____
a.   If yes, what was it?
_____

4.   Is your course mostly men or women?   Men____ Women _____
a.   Why do you think this is the case?
_____
5.   Was your family supportive of your decision to get trained?   Yes____ No _____
a.   If yes, why?
_____
b.   If not, why not?
_____
c.   How did you overcome your family's concern?
_____
6.   Were there other problems you experienced in joining this course? Yes____ No _____
a.   If yes, what were they?
_____
b.   How did you overcome these problems?
_____
7.   Do you know any female colleagues (classmates, workmates, family members, neighbors, etc.) who were not able to attend training?   Yes____ No _____
a.   Reasons for not attending:
_____
8.   Have any female classmates dropped out of your course? Yes____ No _____
a.   If yes, what were their reasons?
_____
9.   Are you facing any difficulties doing or completing this course?   Yes____ No _____
a.   Specify
_____
10. Is your course good enough to meet industry standards? Yes____ No ____
a.   Why or why not?
_____
b.   If no, how could the course be improved?
_____
11. What benefits do you expect from this training?
_____
12. Will your VTI help you get placed?   Yes____ No ____
a.   If yes, what support will it give you? _____
b.   If not do you think this is necessary?   Yes____ No ____
13. What kind of job would you like in the future?
_____
14. Is the course you are taking now sufficient to get this job?   Yes____ No ____
15. What type of additional training do you need to get this job?
_____
16. Where will you get this additional training?
_____
a.   How much will this training cost?
_____
b.   How long will this take?
_____
17. What support will you need to reach these goals? (further training, loans, opportunities for advancement)

Type of Support	Where will this support come from?

1.   In the future, would you like to start your own business? Yes____ No ____
a.   If yes, what kind of business?
_____
b.   What support would you need to start your own business?
_____
c.   If not, why not?
_____
2.   What would you recommend to increase female enrollment, retention and hiring?
_____

Annexure 4d – Men in Training Institutions Focus Group Discussion

Vocational Training Institution:_____ Date: _____

Course (s): _____ Duration of Course: _____

1. How did you find out about this vocational training institution?
_____

2. Why did you join this course?
_____

3. Was there a minimum qualification to enroll?   Yes____ No _____
a. If yes, what was it?   _____
4. Is your course mostly men or women?   Men___ Women _____
b. Why do you think this is the case?
_____

5. Do you know any women (colleagues, classmates, family members, neighbors, etc.) who were not able to attend training?   Yes____ No _____
c. Reasons for not attending:
_____

6. Have any female classmates dropped out of your course? Yes____ No _____
d. If yes, what were their reasons?
_____

7. Was your family supportive of your decision to get trained?   Yes___ No _____
e. If yes, why?
_____
f. If not, why not?
_____

8. What benefits do you expect from this training?
_____

9. Is your course good enough for your career?   Yes___ No ____
g. Why or why not?
_____
h. If no, how could the course be better?
_____

10. Will your VTI help you get placed?   Yes___ No ____
i. If yes, what support will it give you? _____
j. If not do you think this is necessary?   Yes___ No ____
11. What kind of job would you like in the future?
_____

12. What type of training do you need to get this job?
_____

13. What is stopping you from getting this training now?
_____

14. What support will you need to reach these goals? (further training, loans, opportunities for advancement)

	Type of Support
Training Institution	
Company	
Government	
Family	

1. In the future, would you like to start your own business? Yes___ No ____
a. If yes, what kind of business?
_____
b. What support would you need to start your own business?
_____
c. If not, why not?
_____
2. What would you recommend to improve the training institution as a whole?
_____

Annexure 4e – Documentation of the Best Practice in the TTI

Title of the Institution_____ Date: _____

Title of the practice_____ Interviewee (name and title) _____

1. Provide a brief description of the practice
_____

2. What is the main objective of the practice?
_____

3. How did this practice evolve?
_____

4. What are the conditions necessary to replicate the practice?
_____

5. How long would this practice take to implement in another location?
_____

6. What are the primary benefits of the practice?
_____

7. Who is the target population?
_____

8. What is the area of operation? (village, block, district, city wide)
_____

9. Where does the training take place? _____
10. Is it residential?   Yes____ No _____
11. What is the impact of the practice on women
_____

12. What budget is needed over time and for what budget heads?

	Cost of the Practice Over Time				
Budget Head	2005 – 2006	04 – 05	03 – 04	02 – 03	01 – 02

Annexure 4f – Industry Questionnaire

Company Name: _____

Interviewee: _____ Position: _____

1. What is your total workforce?   Men_____ Women _____
2. Do you have strategies for recruiting staff?   Yes___ No _____
3. Are there special strategies for recruiting women?   Yes___ No _____
a. If yes, specify. If not, what would you recommend?
_____
4. Do you have special facilities for women?   Yes___ No _____
a. If yes, specify. If not, what would you recommend?
_____
5. What jobs do you typically hire women for?
_____
6. What jobs are perceived as "men only?"
_____
a. Why are they perceived this way?
_____
b. Can women be hired for any job that is seen as "men only"? Yes___ No _____
c. If yes, what will these new women's jobs be? If not, why not?
_____
d. What kind of support will women need to take on these non-traditional jobs?
_____
7. What are your training needs for your staff?
_____
8. Do you have any kind of gender sensitisation training for your staff?
Yes___ No _____
a. If yes, describe. If not, why not?
_____
9. Are there any vocational training institutes in your vicinity?
Yes___ No _____
a. What types of training do they offer?
_____
b. Is their training of use to your company?   Yes___ No _____
    i. If yes, how. If not, what types of training would be of more use to your company?
_____

10. How do you select employees for further training?
_____
11. How many employees were given the opportunity for further training?   Men _____Women _____
12. Of those selected, how many employees actually underwent further training?   Men _____Women _____
13. If there are less women sent for training, why is that the case?
_____
14. If women did not take up opportunities for training, why not?
_____
15. What strategies have you used to address these obstacles?
_____
16. What types of training have you sent employees for? List

Type of Training	Men	Women

17. Number of men and women trained at different levels

	Men	Women
Management		
Supervisors		
Workers		

18. Are there unique difficulties in sending women to be trained? Is it easier to send men? Why or why not?
_____
19. What changes would result in sending more women for further training?
_____
20. What incentives or disincentives would be effective in encouraging industry to send more female employees for training and skill upgradation?

Incentives   Disincentives

_____   _____
_____   _____
_____   _____
_____   _____

21. Which training institutions do you send your employees for training and why?
_____
22. Which training institutions do you feel are more accommodating to women? How?
_____
23. Are there currently laws, policies or programs in place to encourage companies to train more women?
Yes _____ No_____
a. Specify
_____
24. Are there currently laws, policies or programs in place to encourage companies to hire more women?
Yes _____ No_____
a. Specify
_____
25. What recommendations do you have for policies that would result in the hiring of more women in industry?
_____
26. What is the benefit for training?
_____

Annexure 4g - Women in Industry

Interviewee Name:_____   Date: _____
Company Name: _____   Type of Industry:_____
1. Does your employer send employees for training?   Yes____ No _____
2. How does one get selected to take further training?
a. Mandatory   _____
b. Voluntary   _____
c. Other (specify)   _____

3. How many of you have been sent for training by the company?
a. If sent for training, which course(s) have you been sent for?
b. How have you benefited?

Training Course	Type of Benefit

4. If you have attended a vocational training course, did you complete it?   Yes____ No _____
a. If not, why not?
_____
5. If not sent for training, why not?
_____
6. Where did you attend this training?   _____
7. How would you rate the training institution and why?
a. Good   b. Average   c. Poor

8. Before this job, did you go for any training?   Yes _____   No _____
a. If sent for training, which course(s) have you been sent for?
b. How did you benefit?

Training Course	Type of Benefit

9. Do you feel the training helped you get your current job?   Yes____ No _____
a. Why or why not?
_____
10. If not sent earlier why not?
_____
11. Do you feel men have more opportunities for training?   Yes____ No _____
a. Why or why not?
_____
12. Can men use training opportunities more easily than women? Yes____ No _____
a. Why or why not?
_____
13. Was your family supportive of you entering the workforce?   Yes____ No _____
14. Was your family supportive of getting trained?   Yes____ No _____
a. If not, why not? Which members of your families offered support or resistance?
_____
15. To encourage women to get more training what kind of support is required?

	Type of Support
Training Institution	
Company	
Government	
Family	

16. What else can be done to make your workplace more accommodating to women workers?
_____
17. What kind of job would you like in the future: _____
18. What type of training do you need to get this job: _____
19. What is stopping you from getting this training now?
_____
20. What solutions can you recommend to overcome these barriers?
_____
21. Are mostly men or mostly women employed in your current position?   Men___ Women _____
a. Why do you think this is?
_____
22. Are there opportunities for advancement within your company? Yes_____ No_____
23. If you are trained would it help you advance in your company? Yes_____ No_____

Annexure 4h - Men in Industry

Interviewee name: _____   Date: _____

Company Name:_____   Type of Industry: _____

24. Does your employer send employees for training?   Yes____ No _____

25. How does one get selected to take further training?

a. Mandatory   _____

b. Voluntary   _____

c. Other (specify)   _____

_____

26. Have you been sent for training?   Yes____ No _____

a. If sent for training, which course(s) have you been sent for?

b. How have you benefited from each course

Training Course	Type of Benefit

27. If you have attended a vocational training course, did you complete it?   Yes____ No _____

a. If not, why not?

_____

28. If not sent for training, why not?

_____

29. Where did you attend this training?   _____

30. How would you rate the training institution and why?

a. Good   b. Average   c. Poor

_____

30. Before this job, did you go for any training? If yes how did it benefit you?

Training Course	Type of Benefit

31. Do you feel the training helped you get your current job?   Yes____ No _____

a. Why or why not?

_____

32. If not sent for training earlier why not?

33. Do you feel that your female colleagues have more opportunities for training?   Yes____ No _____

a. Why or why not?

_____

34. Can men use training opportunities more easily than women? Yes____ No _____

a. Why or why not?

_____

35. To encourage people to get more training what kind of support is required?

	Type of Support
Training Institution	
Company	
Government	
Family	

36. What else can be done to make your workplace more accommodating to workers?

_____

37. What kind of job would you like in the future: _____

38. What type of training do you need to get this job: _____

39. What is stopping you from getting this training now?

_____

40. What solutions can you recommend to overcome these barriers?

_____

41. Are mostly men or mostly women employed in your current position?   Men____ Women _____

a. Why do you think this is?

_____

42. Are there opportunities for advancement within your company? Yes_____ No_____

43. If you are trained would it help you advance in your company? Yes_____ No_____

Annexure 4i - Questions for Government

1. What programs do you have for training?

2. What are the budget outlays for these trainings?

a. Are any of these outlays earmarked for women?

b. Are these funds utilized, or does a portion get sent back?

3. What are the difficulties you face in promoting vocational training and employment for women?

4. What recommendations do you have?