



Norwegian Embassy  
Islamabad



# NATIONAL STRATEGY FOR GENDER MAINSTREAMING IN TVET IN PAKISTAN

1st Draft



Implemented by

**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH

**Published by**

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

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This strategy is produced by TVET Sector Support Programme, which is funded by the European Union, Federal Republic of Germany and the Royal Norwegian Embassy. The Programme has been commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and is being implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close collaboration with National Vocational and Technical Training Commission as well as provincial technical and vocational training authorities and private sector organizations.

**Islamabad Pakistan**  
**May 2021**

# About the Document

The present gender mainstreaming strategy for TVET sector in Pakistan builds on the National “Skills for All” Strategy - A Roadmap for Skill Development in Pakistan<sup>1</sup> and has been developed through a consultative process involving the staff and representation from the National Vocational and Technical Training Commission (NAVTTTC), all provincial and regional Technical Education and Vocational Training Authorities (TVETAs) and the Punjab Vocational Training Council (PVTC). The consultation and development of the strategy was supported by the TVET Sector Support Programme (TVET SSP) that assists the Government of Pakistan in the implementation of its TVET sector reforms.

The TVET Sector Support Programme is funded by the European Union, the Federal Republic of Germany and the Royal Norwegian Embassy. The Programme has been commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and is being implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close collaboration with the National Vocational and Technical Training Commission (NAVTTTC), provincial Technical Education and Vocational Training Authorities (TEVTAs) and large number of private sector organizations.

# Abbreviations

<b>BMZ</b>	German Federal Ministry for Economic Cooperation and Development
<b>EU</b>	European Union
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>HRD</b>	Human Resource Development
<b>ILO</b>	International Labour Organization
<b>IMC</b>	Institute Management Committee
<b>LFS</b>	Labour Force Survey
<b>MFIs</b>	Micro Finance Institutions
<b>MoU</b>	Memorandum of Understanding
<b>NAVTTTC</b>	National Vocational and Technical Training Commission
<b>OJT</b>	On Job Training
<b>PVTC</b>	Punjab Vocational Training Council
<b>QABs</b>	Qualification Awarding Bodies
<b>SDG</b>	Sustainable Development Goals
<b>SSP</b>	Sector Support Programme
<b>TEVTA</b>	Technical Education and Vocational Training Authority
<b>TOT</b>	Training of Trainers
<b>TSP</b>	Training Service Providers
<b>TVET</b>	Technical and Vocational Education and Training

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# Executive Summary

Gender equality is considered as a central plank for ending poverty, boosting development and shared prosperity in a sustainable way. Women's labour market participation holds transformative potential as an entry point to achieve gender equality. While over the years, the government of Pakistan has demonstrated a strong commitment to extend access and opportunities for all in education and economic participation, numerous challenges continue to hamper progress to achieving gender parity in various socio-economic dimensions.

Many factors contribute to the low labour force participation of women in Pakistan, varying from individual level limitations, to institutional and contextual level challenges. At the individual level, limited skill set, lack of confidence, absence of capital etc. can constrain women's employment potential. At the institutional level, lack of access to credit and business development services, limited access to information, market structure etc. may set women on a low productivity trajectory. Contextual factors limiting women's economic potential include social attitudes, cultural barriers and prevailing gender norms. Those who do succeed in joining the workforce are faced with another set of challenges including pay inequity, occupational segregation and gender-based discrimination.

One of the major challenges confronting gender inclusion in the TVET sector is limited institutional capacity to undertake gender responsive measures by the key stakeholder institutions sector. With limited women's representation in their own organizations, these institutions tend to be limited in their ability to respond to the diverse needs of their trainee population and support development of a diverse and inclusive workforce. Institutional challenges also include access issues such as inadequate TVET infrastructure and limited number of training institutes available for women.

The present policy and institutional framework governing the TVET sector in Pakistan provides the right impetus to initiate gender mainstreaming work in the sector. Currently, there is a robust push factor in the shape of a conducive policy environment set forth with the newly developed National Skills for All Strategy: A Roadmap for Skill Development in Pakistan, TVET Roadmap, buoyed further by SDGs driven policy discourse on inclusion, equality and mainstreaming in all domains including TVET.

The proposed gender strategy for the TVET sector aims to contribute in creating a gender-responsive TVET system that can reduce the gap in labor force participation by helping women acquire the skills and education necessary to transition from training into better paying jobs and income earning opportunities.

The strategy identifies three main priority areas: i) strengthen gender responsiveness of stakeholder Institutions, ii) develop cooperation partnerships to address gender gaps in the labour market and iii) strengthen measures to support women's economic participation<sup>1</sup>.

Successful operationalization of the strategy hinges on several key measures including:

- Enhancing gender diagnostics to develop a clear and common understanding of gender gaps in the skills sector and job market
- Building institutional capacity for designing gender responsive TVET programmes.
- Carrying out rigorous research and Impact assessment to see what works and identify good practices
- Collecting sex-disaggregated data that can be basis for a meaningful policy input on gender issues.
- Strengthening partnerships with industry to maximize labor market outcomes for women.

NAVTTTC and provincial TEVTAs are the key policy and implementation drivers of TVET in Pakistan and therefore, are proposed as institutions responsible to lead and operationalize the gender mainstreaming strategy for the sector. It is duly acknowledged that this work cannot be undertaken successfully without support and collaboration of other stakeholders in the sector including other relevant government departments (particularly Labour, Industries and Women Development), private sector organizations especially the employer led platforms and development partners like EU, GIZ and other organizations carrying out TVET related work. The success of this plan hinges on the political commitment and institutional support of the organizations involved, complemented by adequate funding and resources to follow through on the proposed actions points.

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<sup>1</sup> The priority areas have been identified in the consultation session, planned on 4<sup>th</sup> November, 2020 in Islamabad.



# Gender Gap in Economic Participation

Substantive equality between women and men in all dimensions of development is an indispensable tool for advancing socio-economic progress. Evidence from research clearly demonstrates that women's labour market participation holds transformative potential as an entry point to achieve gender equality. While over the years, the government of Pakistan has demonstrated a strong commitment to extend access and opportunities for all in education and economic participation, numerous challenges continue to hamper progress to achieving gender parity in various socio-economic dimensions. This section presents an overview of the current situation vis-à-vis women's economic participation in the country.

Current labour market statistics present a revealing picture of the gender gaps in economic participation. With an overall literacy rate of 58%, the gender gap is significant with female literacy at 48% against 70% for men<sup>2</sup>.

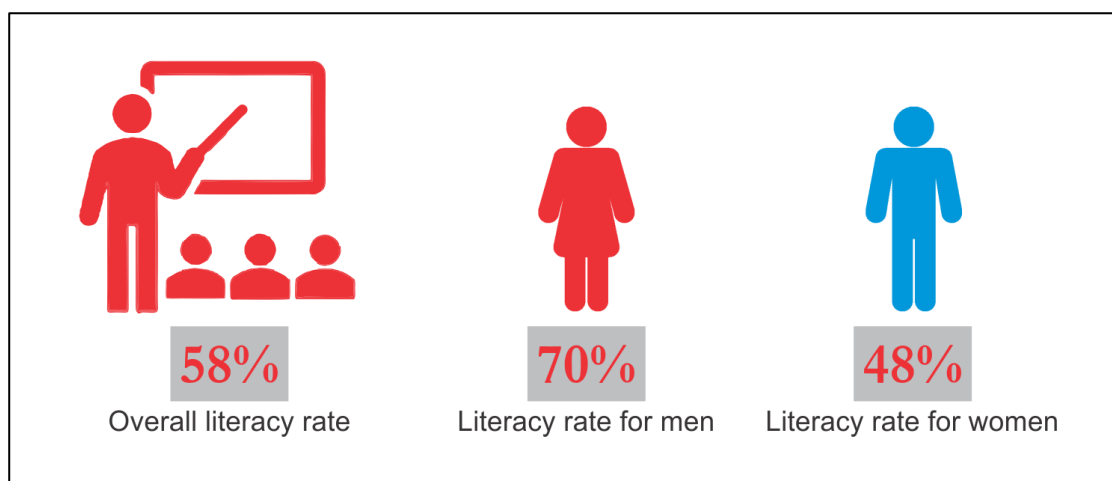


Figure 1: Literacy Rate - Pakistan Economic Survey 2017-18

<sup>2</sup> Pakistan Economic Survey 2017-18. Ministry of Finance. Government of Pakistan

As the chart below indicates, women and girls continue to fall behind men at all levels of education with the gap widening between the two after middle school.

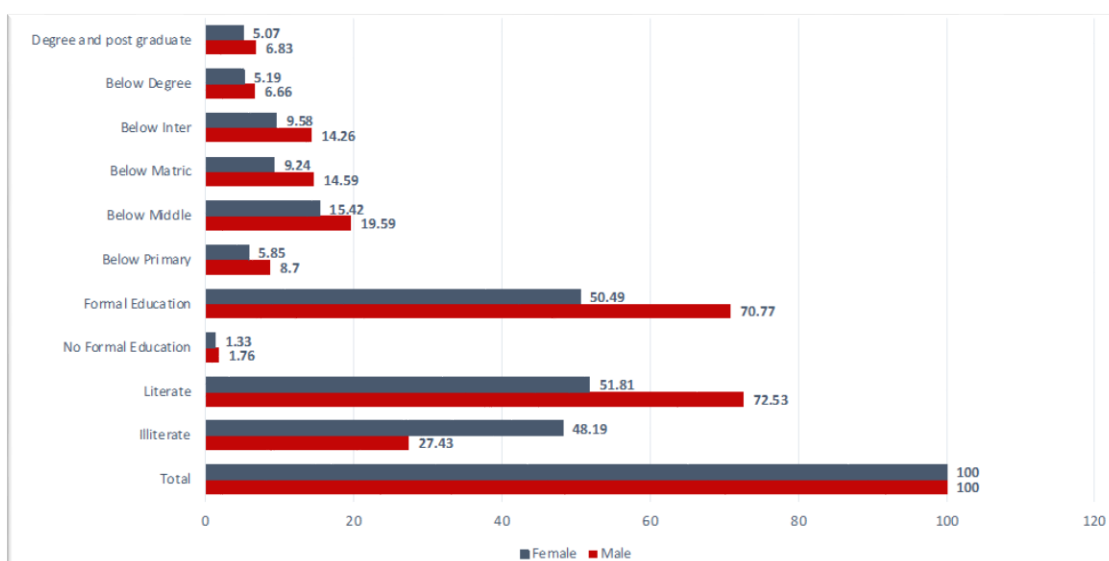


Figure 2: Percentage distribution of men and women by education level - LFS 2017-18

The education deficit continues to accrue and affect women’s economic participation. According to the Pakistan Economic Survey 2017-18, female labour force participation continues to be low, recorded at only 22.53% compared to 77.47% for men in the year 2017-18.

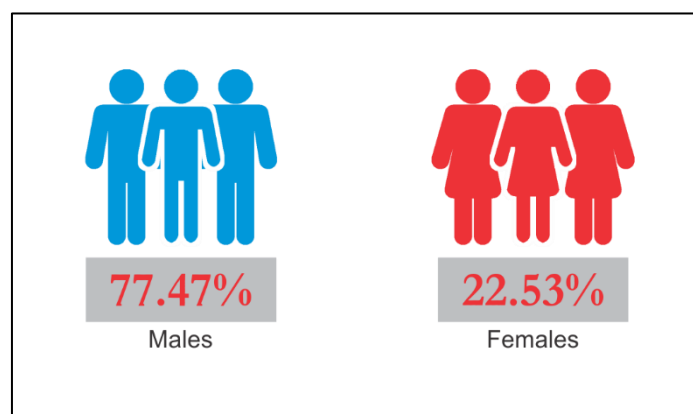


Figure 3: Percentage distribution of men and women in labour force - LFS 2017-18

Similarly, the labour force participation rates for women in the country are among the lowest in the region, with Pakistan ranking among the bottom six countries in an index developed by United Nations Economic and Social Commission for Asia and the Pacific to measure women’s economic participation, capturing female labour force participation, gender wage

equality and the presence of female professional workers in 145 economies<sup>3</sup>. The LFS 2017 – 18 records the labour force participation rate of women at a meagre 20.14% against 67.99% of men.

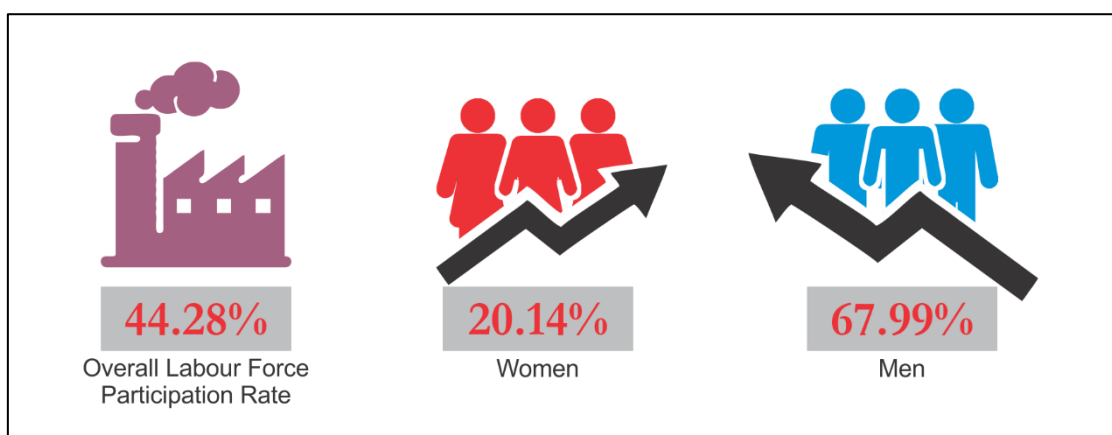


Figure 4: Labour force participation rates - LFS 2017-18

Women in Pakistan are disproportionately represented in agriculture and sectors that require low professional qualifications or fall in the informal economy. Examining the employment trends reveals that women comprise of a very small proportion in the formal sector, a meagre 2.03% compared to 15.2% of men. While participation in the non-agriculture wage employment is generally seen as an indicator of improved economic circumstances of women<sup>4</sup>, their negligible share in this sector (7.2%) as presented in the statistics here reflect a dismal picture.

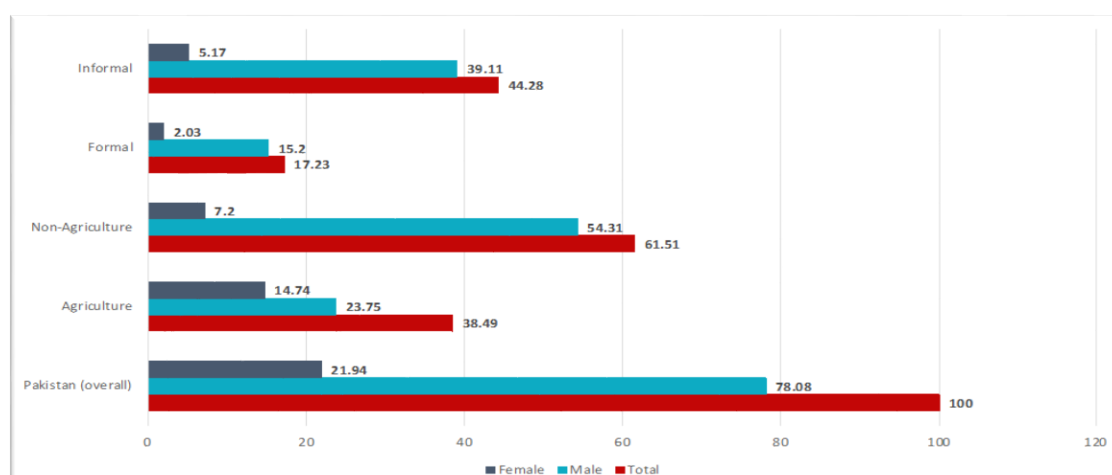


Figure 5: Percentage distribution of employed persons (10 years and above) by major employment sector and sex - LFS 2017-18

<sup>3</sup> Boosting women’s workforce participation in South and South-West Asia. MPFD Policy Briefs. United Nations ESCAP. 2016. <https://www.unescap.org/sites/default/files/MPFD%20Policy%20Brief-SSWA-Women%27s-participation.pdf>

<sup>4</sup> UN Women. (2016). Women’s Economic Participation and Empowerment in Pakistan.

The situation appears no different from the trends noted above when employment status by gender are examined. Out of the total employed workforce, majority of the women, 54.5%, are employed as contributing family workers compared to only 14.5% men. Only one fifth of the total employed women, 20.4%, are own account workers compared to 40.9% men. Both categories fall under vulnerable employment. It should also be noted that women working as contributing family workers on an enterprise operated by a member of their household or other related persons, do not receive pay in cash or in kind. Only about a quarter of women, 24.9%, work as employees compared to 42.9% of men while only 0.1% women and 1.7% men work as employers.

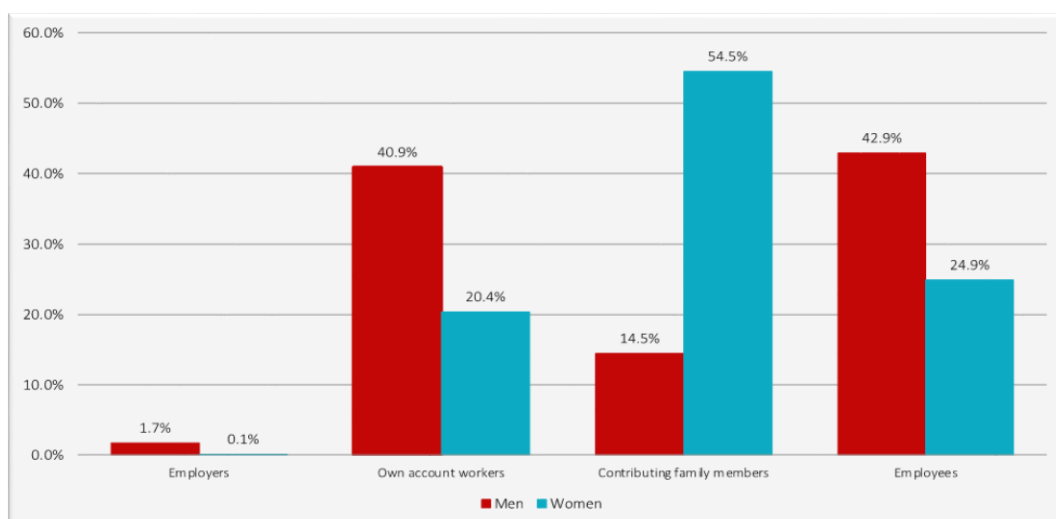


Figure 6: Employment Sector by Gender - LFS 2014-15

Earning differential between men and women is also significant. According to LFS 2017-18, the average monthly payment received by women is PKR 11,884, about 40% less than men who receive PKR 19,943 on average indicating that a majority of female workers are engaged in simple, vulnerable, and low-paying work, contributing to the wage gender gap.

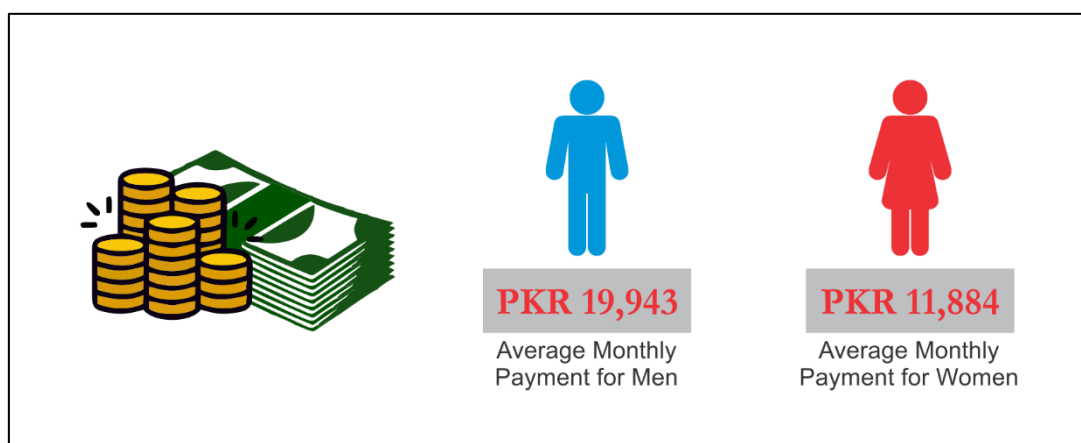


Figure 7: Average Monthly Payment by Sex - LFS 2017-18

The current situation in terms of the skills supply side is no different for women. One of the persistent challenges limiting women’s economic participation appears to be a deficient skills supply. Women tend to experience multiple constraints in accessing and participating in skills trainings. Statistics on enrollment and available training infrastructure for women present a telling tale.

Of the 3,740 institutes providing vocational education and technical trainings in the country, less than a third, only 1,123, cater to women<sup>5</sup>. While enrolment is generally low in TVET institutes, currently standing at 433,237, the uptake for women is even lesser at only 34% of the total enrollment.

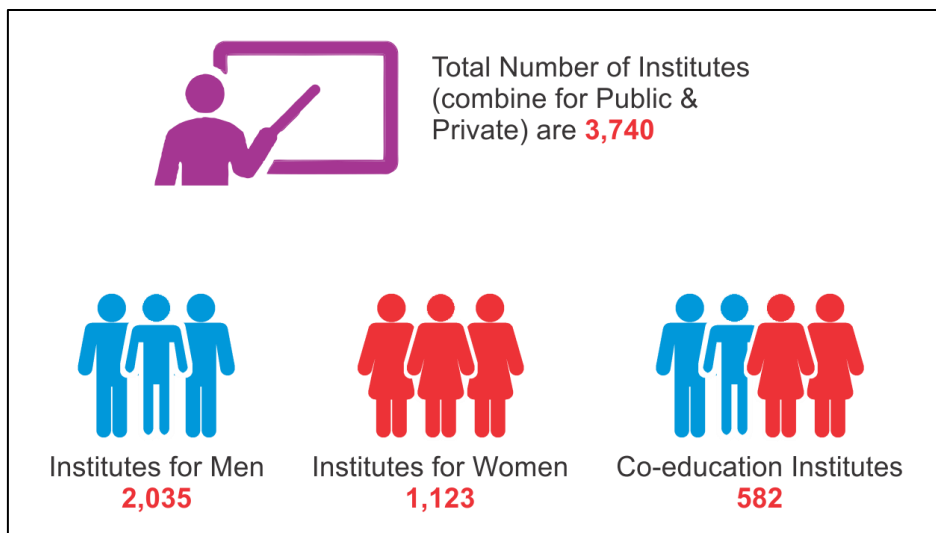


Figure 8: Number of TVET institutes - NAVTTC. 2018

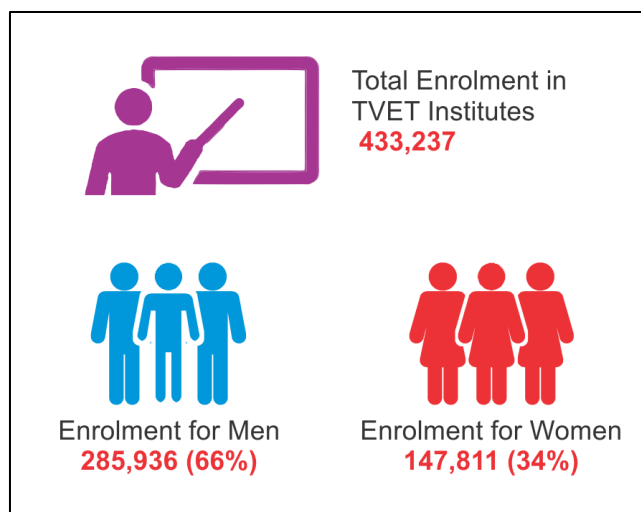


Figure 9: Enrollment in TVET institutes - NAVTTC. 2018

<sup>5</sup> National "Skills for All" Strategy: A Roadmap for Skill Development in Pakistan. National Vocational and Technical Training Commission (NAVTTC, Ministry of Federal Education and Professional Training Govt of Pakistan. 2018

Similarly, the number of women instructors is only 31% at 4,304 out of the total 18,207 TVET instructors in the country.

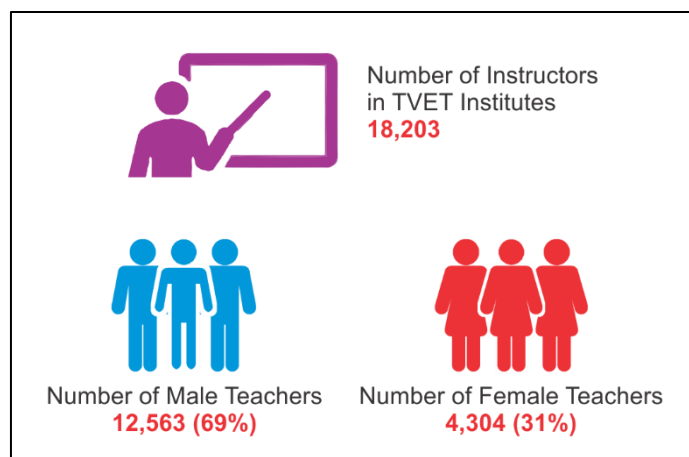


Figure 10: Number of Instructors in TVET institutes - NAVTTC. 2018

These numbers present a great challenge to achieving equal access to quality TVET education to girls and women in the country.

# Key Barriers to Women's Economic Participation

Many factors impact labour force participation of women in Pakistan. These vary from individual level limitations, to institutional and contextual level challenges. At the individual level, limited skill set, lack of confidence, absence of capital etc. can constrain women's employment potential. At the institutional level, lack of access to credit and business development services, limited access to information, market structure etc. may set women on a low productivity trajectory. Contextual factors limiting women's economic potential include social attitudes, cultural barriers and prevailing gender norms. Those who do succeed in joining the workforce are faced with another set of challenges including pay inequity, occupational segregation and gender-based discrimination.

Some of the key challenges limiting women's employment potential are listed below:

## Contextual Challenges

### Social and Cultural Norms

The nature and sphere of women's economic participation in Pakistan is largely determined by the prevailing gender norms and sociocultural values. Their occupational choices are limited due to social and cultural constraints. Training is available to women and girls in only a narrow, more conventional range of courses. Such courses either have poor linkages with the formal labour market or are associated with lower incomes and little potential for advancement. Vocational diplomas for girls in hand embroidery, knitting and similar skills represent a major proportion of female enrolment. There is over-emphasis on traditional courses for women to the neglect of other sectors. The same mindset determines education and skills acquisition decisions by young men and women and invariably leads to women self-selecting traditional occupations. Gender-based stereotypes regarding 'appropriate' occupations for women continue to affect employers' recruiting and promotion practices. Punjab Skills Development Sector Plan 2018 recognizes key barriers to women's economic participation as '*the shortage of local employment opportunities for women and an employer bias against employing them.*'

According to an ILO-Gallup poll on acceptability of females working outside homes to earn money, Pakistan revealed the most conservative attitudes. The table below shows “% in disagreement to the Gallop poll statement: It is perfectly acceptable for any woman in your family to have a paid job outside the home if she wants one”.

Country	Women	Men
Afghanistan	41	51
Bangladesh	35	57
India	26	25
Islamic Republic of Iran	21	38
Nepal	15	18
Pakistan	52	73

Source: ILO and Gallup Inc., 2017

Box 1: Acceptability of Women Working Outside Home

## Institutional Challenges

### Policy efficacy vis-à-vis gender responsiveness

While the policies governing the TVET sector, acknowledge the differential experiences, skills development opportunities and employment outcomes for women, most do not have explicit gender focused strategies to address the gaps. Where gender-responsive laws, policies, and strategies do exist, the challenge lies in their consistent implementation. The current policy<sup>6</sup> governing the TVET for example, underscores the need for extending access and participation of women in the sector and sets out a few gender specific targets. However, the key challenge lies in operationalizing the strategy as the policy drivers and stakeholder institutions lack the necessary knowledge and capacity to undertake the proposed initiatives.

### Institutional capacity issues

Key stakeholder institutions in the TVET sector, both the public and private sector institutions appear to lack the institutional capacity to undertake gender responsive measures as part of their work. A report<sup>7</sup> by TVET Sector Support Programme, GIZ on Participatory Gender Assessment of Provincial TEVTAs and NAVTTC notes that *none of the organizations (assessed) presently appear to have a gender policy or strategy of their own. Although generally supportive of the idea, the institutions have not been able to develop one owing mainly to lack of clarity on gender and particularly on the ‘how to’ of mainstreaming gender in the organization.*

<sup>6</sup> National "Skills for All" Strategy: A Roadmap for Skill Development in Pakistan. National Vocational and Technical Training Commission (NAVTTC, Ministry of Federal Education and Professional Training Govt of Pakistan. 2018.

<sup>7</sup> Ahmad, S., (2019). Participatory Gender Assessment of Provincial TEVTAs and NAVTTC. TVET Sector Support Programme. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH



The findings of the Gender Assessment of Provincial TEVTAs and NAVTTC note that presently gender mainstreaming is perceived in most policy documents and thinking as - and limited to - women-specific projects or sex balance in the organization. This reflects a pervasive lack of clarity about exactly what gender mainstreaming means and how it can be addressed. It also partially explains the policy inertia towards gender mainstreaming as it is mostly believed that the present policies adequately cover gender concerns.

Source: Participatory Gender Assessment of Provincial TEVTAs and NAVTTC. TVET Sector Support Programme. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. 2019

*Box 2: Problem with the Definition*

In many cases, limited understanding of gender dynamics results in programme designs that often do not take into account socio-cultural barriers like women's limited access to information, limited mobility which can affect their access and utilisation of services resulting in failure to break through the present gender inequality.

At the organizational level, most of these institutions including the NAVTTC and the provincial TEVTAs appear to have limited representation of women in the organizational hierarchy, especially in higher tiers, decision making positions and leadership roles. This tends to leave out experiences, insights and voices of women which in turn limits the organization's ability to respond to the diverse needs of their trainee population and support development of a diverse and inclusive workforce.

It is also important to note that women's induction in the organizational structure does not automatically lead to mainstreaming gender perspective into organizations. Representation of women alone does not guarantee gender-sensitive policies and actions. However, attaining a critical mass in terms of women representation should be considered a key element of gender mainstreaming.

Institutional challenges also include access issues such as inadequate TVET infrastructure and limited number of training institutes available for women. Women appear to experience a 'distance penalty' when it comes to access in terms of location and distance to training facilities.

According to the Punjab Growth Strategy 2018, course completion rates for women reduce by 6 percentage point for every kilometer increase in distance from the skills training center whereas locating the training center in the neighborhood of residence increases enrollment by 5 times, and providing secure transport to the training center increases women's enrollment by 3 times.

Source: Punjab Growth Strategy – 2018. Planning and Development Department. Govt. of Punjab.

*Box 3: Access to Training Institutes for Women: The Distance Penalty*

## Insufficient sex-disaggregated data

There is a dearth of sex-disaggregated data and information on women participation in the TVET sector both on the demand and supply side, thus making it difficult to establish trends and any shift in trends in terms of enrollment patterns, choice of trades for receiving trainings, and rate of transition to workforce. Without systematic collection and analysis of sex disaggregated data at the institutional, provincial, and national levels, it is difficult to clearly identify and address the gender barriers to entry, participation, retention, and employment.

## Labour Market Constraints

### Pay Inequity

Earning differential and pay inequity is one of the key manifestations of gender gaps in the labour market. As noted earlier, on an average, women in Pakistan earn 40% less than men (LFS 2017-18). Difference in labour earnings is often due to difference in education and skills, experience and discriminatory recruitment and promotion practices. Self-selection of women out of higher paying jobs due to mobility and household responsibilities also contributes to pay inequity.

### Occupational segregation

Gender differential in labour market is also manifested through occupational segregation, whereby women and men are generally employed in different sectors of the economy and in different occupations within the same sector. Women's access to full range of occupations is restricted by sex-stereotypes, discriminatory labour market practices such as biased recruitment policy and by socio-cultural factors that limit their labour market options to traditional occupations. Not only are women overrepresented in some occupations (and under-represented in others); segregation often also occurs within occupations, with men dominating the decision-making tiers in the organizations.

### Concentration in the informal sector

The informal economy of Pakistan is strongly gendered and a major source for women's labour participation more than men's. Even within the formal sector, women are concentrated in the informalized parts of the value chains. According to various estimates, 74% of women in the workforce are employed in informal economy where they either work as unpaid family members or have lower pays, longer work hours, irregular coverage of benefits, no job security and social protection. The majority of an estimated 8.5 million mostly unregulated domestic workers, are also women<sup>8</sup>.

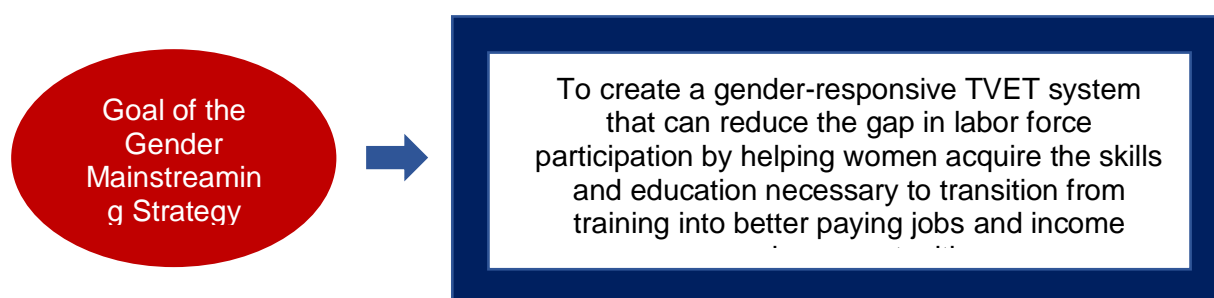
<sup>8</sup> Women in Pakistan's Urban Informal Economy Vulnerabilities, Opportunities and Policy Solutions. Oxfam GB. 2016

# Addressing the Challenge – Gender Mainstreaming in TVET sector

The present policy and institutional framework governing the TVET sector in Pakistan provides the right impetus to initiate gender mainstreaming work in the sector. Currently, there is a robust push factor in the shape of a conducive policy environment set forth with the newly developed National Skills for All Strategy: A Roadmap for Skill Development in Pakistan TVET Roadmap for the country, buoyed further by SDGs-driven policy discourse on inclusion, equality and mainstreaming in all domains including TVET. The opportunity to capture the available policy space, thus exists and requires a clear policy and institutional mechanism in the shape of a gender mainstreaming strategy to respond.

Advancing toward a more equitable and inclusive TVET system will also contribute to meeting the Government of Pakistan's commitments to Sustainable Development Goal 4, which includes indicators on (i) participation rates in technical-vocational programs (for ages 15–24) and (ii) percentage of youth and/or adults who have achieved at least a minimum level of proficiency in digital literacy skills.

This section outlines the goal, priority areas and key action points of gender mainstreaming strategy for TVET sector.



## Priority Area 1: Strengthen Gender Responsiveness of Stakeholder Institutions

### Key Actions

1. Review the organizational mission and objectives of stakeholder institutions including NAVTTC and provincial TEVTAs with a view to clearly articulating institutional commitment to gender mainstreaming and equality.
2. Fast track recruitment and placement of women across different organizational tiers in the hierarchy.
3. Build gender competence and understanding through gender sensitization trainings and mentorship programmes as part of the organizational HRD initiatives and monitor the change process.
4. Create adequately resourced organizational structures and supporting mechanisms to steer gender focused work in the shape of a gender section or unit with a dedicated focal point.
5. Make gender-based analysis an integral part for TVET planning.
6. Improve collection and reporting of labor market and TVET relevant data by sex. Institute procedures and practices for collecting sex-disaggregated data both for institutional planning as well as for designing training projects and programs.
7. Set out clear and specific targets and quotas for enhancing women's enrollment in TVET institutes in traditional and non-traditional trades.
8. Develop and use gender specific indicators for monitoring training programmes.

Institutions, governments, and the private sector around the world have been seeking to understand the barriers women face in participating in nontraditional trades. While in many instances, these barriers are rooted in gender-based stereotypes, there are instances where physical limitations related to accessing the programs—time of day, duration, location, and cost—are the key barriers. This literature offers some lessons learned for consideration in the Viet Nam context:

- Short vacation courses, work experience, introductory, and pre-apprenticeship courses for girls where they can try trades in a supportive environment
- Provision of incentives for training programs that meet or exceed their goals for training and placing women in nontraditional jobs
- Training in workplace survival skills such as dealing with sexual harassment; support groups and mentoring programs; and on-the-job support, including grievance response mechanisms

Source: No.126. January 2020 ADB Briefs.  
<https://www.adb.org/sites/default/files/publication/561246/adb-brief-126-gender-responsiveness-tvet-viet-nam.pdf>

*Box 4: International Best Practices: Improving Women's Participation in Nontraditional Trades*

## Priority Area 2: Develop cooperation partnerships to address gender gaps in the labour market

### Key Actions

1. Strengthen relationships with industry to promote better labor market outcomes for TVET female graduates through increasing industry attachments and opportunities for OJT and internships for women.
2. Develop awareness raising programmes in collaboration with employers and employer led organizations to dismantle gender bias in the work place.
3. Carry out a detailed gender analysis of priority sectors and value chains to identify potential and entry points for employment particularly suitable for women's entry in the labour market.
4. Expand entrepreneurship training to prepare and support women with starting their own businesses and expand them.
5. Collaborate and forge partnerships with financial institutions particularly MFIs to improve women's access to finance and business development services.
6. Strengthen inter-agency collaboration to support in developing and strengthening legislation and policy around wage equality, social protection etc.
7. Reach out and engage with private Training Service Providers (TSPs) for experience sharing and learning good practices vis-à-vis improving women's participation in TVET and enhancing their labour market outcomes.

Partnerships with the private sector are critical to advancing economic opportunities for women and including men in supporting gender equality in the workplace. One such partnership led by the IFC is *SheWorks*, a global private sector partnership to improve employment opportunities and working conditions for more than 360,000 women by 2016 through knowledge sharing and best practices.

In its first year, the partnership recruited 13 leading private sector companies (in nine countries and 20 sectors, including traditionally male-dominated industries such as financial services, real estate, telecommunications, construction, petrochemicals, energy, and information technology) that have pledged to implement a minimum of three measures to support women in the workplace: flexible work, effective anti-sexual-harassment mechanisms, and programs to accelerate women in leadership. The EDGE Certified Foundation, the International Labor Organization, and UN Global Compact provide knowledge support and facilitate implementation of best practices. Early results show increases in women's employment numbers. This model will be used to consolidate learning and best practices for replication by other companies, industries, and regions in the years to come.

Source:

<http://documents1.worldbank.org/curated/en/820851467992505410/pdf/102114-REVISED-PUBLIC-WBG-Gender-Strategy.pdf>

*Box 5: Best Practice example in Private Sector Partnership*

## Priority Area 3: Strengthen measures to support women's economic participation

### Key Actions

1. Develop and launch communication campaigns to influence social and cultural attitudes and awareness about women's economic participation directed at women and men, parents and other family members community members, decision makers in government as well as the private sector.
2. Develop messaging to challenge and dismantle gender-based stereotypes using champions, role models and mentors to create awareness.
3. Strengthen career counselling and guidance to provide career and employment information to women and girls so their training decisions and choices may be informed by labor market opportunities and trends rather than social and cultural norms and biases.
4. Provide support for job readiness and life skills geared to women's workplace needs including issues on occupational stereotyping, harassment at work place, self-confidence building and interpersonal skills.
5. Successful women to be portrayed as role models

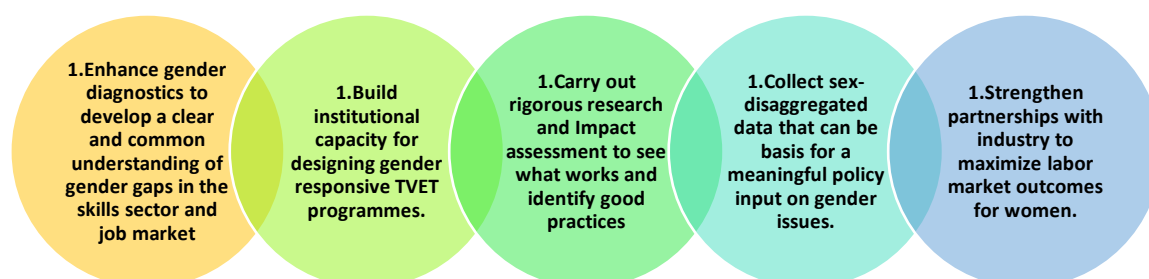


Figure 11. Key Pillars of the Gender Mainstreaming Strategy

# Action Plan for Gender Mainstreaming in TVET sector

This section presents the action plan for operationalizing the gender mainstreaming strategy for TVET sector. Like all other strategy and planning documents, this action plan also has to be owned and driven by an institution and the decision makers. NAVTTC and provincial TEVTAs are the key policy and implementation drivers of TVET in Pakistan and therefore, being proposed as institutions responsible to lead and operationalize the gender mainstreaming strategy for the sector. It is duly acknowledged that this work cannot be undertaken successfully without support and collaboration of other stakeholders in the sector including other relevant government departments (particularly Labour, Industries and Women Development), private sector organizations especially the employer-led platforms and development partners like EU, GIZ and other organizations carrying out TVET related work. The success of this plan hinges on the political commitment and institutional support of the organizations involved, complemented by adequate funding and resources to follow through on the proposed actions points.

Key Actions	Targets	Time frame: Within Short term – ST (0-6 months) Medium term - MT (6 months to 1 year), long term - LT(1 – 2 years)			Institution Responsible
<b>Priority Area 1: Strengthen gender responsiveness of stakeholder institutions</b>					
1.1 Enhance women’s representation in key stakeholder institutions including NAVTTC, the provincial TEVTAs and Qualification Awarding bodies (QABs) etc.	Clearly define and set a %age increase in recruitment across all tiers	ST			NAVTTC, provincial and regional TEVTAs and Qualification Awarding bodies (QABs)
1.2 Improved gender balance on different TVET forums like the IMCs, TVETA Boards, TVET	set a %age increase in women representation		MT		NAVTTC, provincial and regional TEVTAs

Key Actions	Targets	Time frame:			Institution Responsible
		Within Short term – ST (0-6 months)	Medium term - MT (6 months to 1 year),	long term - LT(1 – 2 years)	
Advisory bodies and technical working groups, Sector Skills Councils etc.					
1.3 Make gender sensitization training/ mentoring programs part of staff capacity building and HRD initiatives of the stakeholder institutions. The trainings should be all-inclusive and target administrative, management as well as academic staff	Develop gender sensitization and orientation packages/ modules contextualized for TVET sector as part of the staff development training	ST			NAVTTTC, the provincial and regional TEVTAs and Qualification Awarding bodies (QABs)
	Develop a roll out plan and conduct ToTs		MT		
	Conduct organizational-wide trainings and orientation		MT		
1.4 Make TVET planning and resource allocation gender responsive using sex-disaggregated data as evidence	Built staff capacity to collect sex-disaggregated data	ST			NAVTTTC, provincial and regional TEVTAs
	Institute an organizational system/ practice to use sex-disaggregated data for developing PC-1s		MT		
1.5 Continue investing in developing gender competence (developing understanding of gender issues and acquiring expertise in applying this understanding to their work and policy fields) at the organizational level	Set up adequately resourced organizational structure and supporting mechanism to steer gender focused work through constituting a gender section headed by a gender specialist	ST			NAVTTTC, provincial and regional TEVTAs
<b>Priority Area 2: Strengthen measures to support women’s economic participation</b>					
<b>Sub objective 2.1: Increase women’s participation and enrollment in TVET programmes</b>					
2.1.1 Improve outreach and messaging through targeted and gender inclusive communication campaign	Develop clear messaging to encourage female participation using champions and role models	ST			NAVTTTC, provincial and regional TEVTAs



Key Actions	Targets	Time frame: Within Short term – ST (0-6 months) Medium term - MT (6 months to 1 year), long term - LT(1 – 2 years)			Institution Responsible
		ST	MT	LT	
	Develop special messaging to challenge gender- based stereotypes and encourage participation in market driven non-traditional trades	ST			
2.1.2 Strengthen career counselling and guidance to women and girls	Sensitize vocational counselling/ Job Placement Officers on gender issues through training sessions		MT		NAVTTTC, provincial and regional TEVTAs
2.1.3 Introduce special schemes targeted to women and girls	Award scholarships and financial incentives to enroll in training courses particularly in ones identified as market relevant yet may be non-traditional		MT		NAVTTTC, provincial and regional TEVTAs
2.1.4 Design support activities to help women transition smoothly to labour market	Develop and conduct job readiness and life skills modules geared to women’s workplace needs including issues on occupational stereotyping, sexual harassment, self-confidence building and interpersonal skills etc.		MT		NAVTTTC, provincial and regional TEVTAs
2.1.5 Address access gaps through investing in TVET infrastructure in deficit areas	Carry out province-wise mapping to identify deficit areas	ST			NAVTTTC, provincial and regional TEVTAs
	Develop a phased plan to establish/ functionalize TVET institutes in deficit areas		MT		

**Sub objective 2.2. Improve employment outcomes for women**

Key Actions	Targets	Time frame: Within Short term – ST (0-6 months) Medium term - MT (6 months to 1 year), long term - LT(1 – 2 years)			Institution Responsible
		ST	MT	LT	
2.2.1 Ensure women and girls' participation in market driven courses and trades	Review already developed sector studies for each province /region to identify occupations with potential for women employment relevant to market demand OR commission studies to identify potential for women employment in priority sectors and value chains	ST			NAVTTTC, provincial and regional TEVTAs
	Expand the training portfolio to develop and include non-traditional courses suitable for women with good employment outcomes		MT		
2.2.2 Strengthen entrepreneurship development courses for women who choose self-employment	Develop a comprehensive entrepreneurship development programme which can be offered as a stand alone course or in combination with a trade/ vocation specific training		MT		NAVTTTC, provincial and regional TEVTAs
	Set up business incubation centers targeted for women in select institutes flagship initiatives			LT	
<b>Priority Area 3. Develop cooperation partnerships to address gender gaps in the labour market</b>					
3.1 Promote partnerships and collaboration with the private sector and other stakeholders	Develop MoUs with select industries that can offer OJT for female students		MT		NAVTTTC, provincial and regional TEVTAs
	Set a %age for OJT and internship for women trainees	ST			
	Support private sector companies and employer led organizations to carry out gender orientation			LT	

Key Actions	Targets	Time frame: Within Short term – ST (0-6 months) Medium term - MT (6 months to 1 year), long term - LT(1 – 2 years)			Institution Responsible
	sessions to sensitize employers				
	Liaise and collaborate with other government organizations and agencies like UN Women and ILO etc. to advocate for strengthening legislation and policies for wage equality, improved social protection etc. for women in the workforce.		MT		
	Engage with women chambers of commerce and women economic industry associations as potential allies for lobbying to improve labour market outcomes for women.		MT		
	Reach out and engage with PVTC and private sector TSPs to learn from their experience of carrying out initiatives to improve women’s TVET and labour force participation.	ST			