



WUSC  EUMC

# **Making inroads: Advancing women in the workforce**

Advancing Specialized Skills for  
Economic Transformation

December 2018

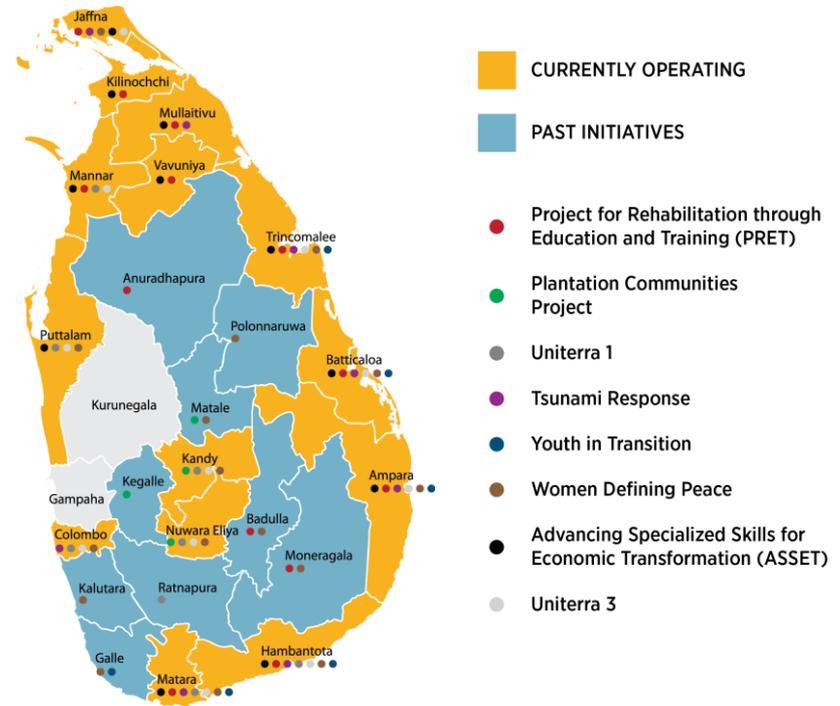
ASSET is a five-year project implemented by WUSC and funded by Global Affairs Canada (GAC). The project aims to increase the income potential through enhanced skills and national recognition of the value of the trades and technologies sector and respect for the technical skills of tradespeople (male and female).

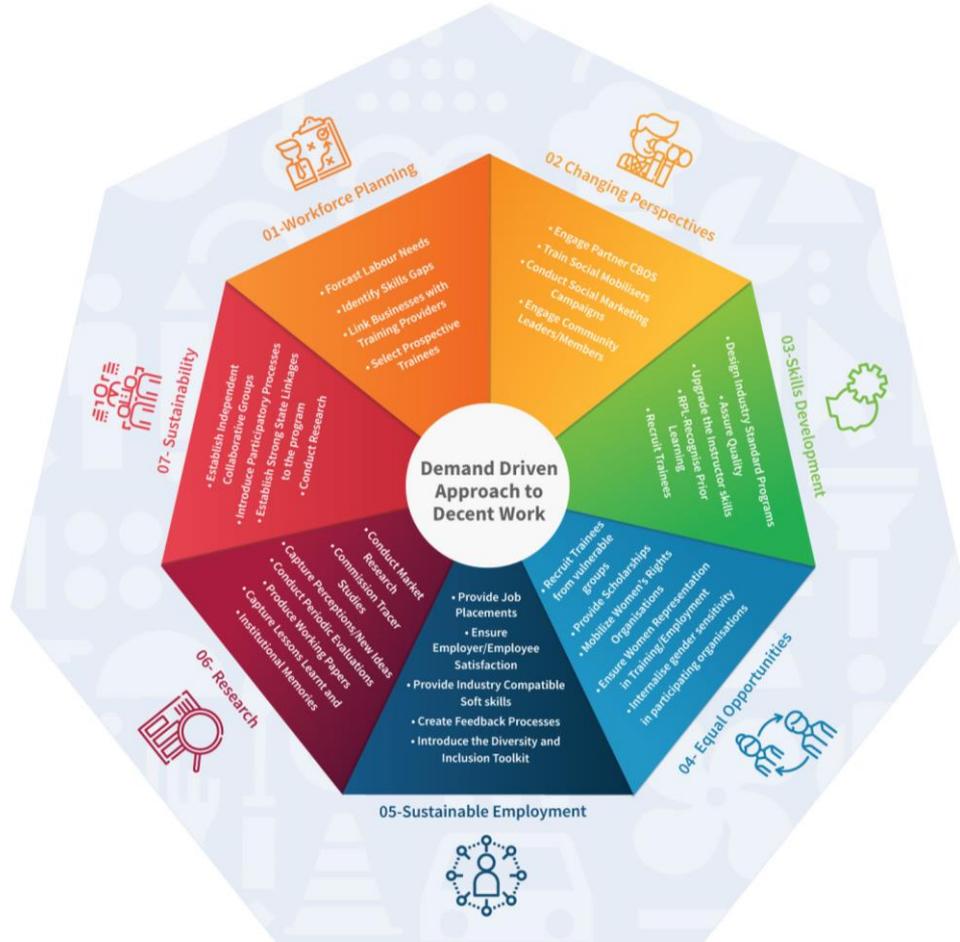


# ADVANCING SPECIALIZED SKILLS FOR ECONOMIC TRANSFORMATION (ASSET)

## Project Snapshot:

- Donor: Funded by GAC
- Duration: June 2014-March 31, 2019
- Target:
  - 6 Regional level Forums, 16 districts level forums
  - 3,600 Youth employed + 900 RPLs
- 8.4 million people reached via social marketing messages
- 5,200 applications received for skill training
- GESI: 40% female employment
- 370 (PWDs, Ex-combatant, resettled youth)
- Sectors: four ( AM, ICT, CONS, H&T )





## Challenges:

- **National policy**
  - recognition that women are a vital component of growing the economy but few resources to advance women's LFP
  - TVEC corporate plan does not have an explicit policy for women
  - Women can earn 30-36% less than their male counterparts for doing the identical job in private sector
- **Institutional**
  - Gender stereotyping still prevalent in the recruitment and registration of trainees & in the curriculum.
  - Lack of access to decent work in the formal workforce (54.9% of women surveyed in 2011 who had completed training in the technical trades remained unemployed)
- **Individuals**
  - women's exposure to opportunities in the labour market and support for participation varies (age, location, and other identity factors)
  - Women prefer to work in fields where they feel comfortable, safe, socially accepted
  - gender roles and social norms reinforce gender role stereotypes
  - two-thirds of the female labor force are in the informal sector and unprotected by law

## Research Methodology

- Desk review
- Primary research through meetings with national and local stakeholders
- Interviews with key public and private sector officials (national and district)
- Focus group discussions with trainees, partner organizations, VT providers, parents and community members, BSFs
- One on one discussions
- Draft research paper developed for review by technical advisors





# **ASSET'S Lessons Learned Supporting Female Labour Force Participation (FLFP)**

# ASSET Lessons Learned



## Changing perceptions for women in TVET

- BCC: using community mobilizers to raise awareness about the opportunities and potential
- Social marketing: address stereotypes; base campaign on actual women so messages resonate with audience
- Exposure visits for trainees and families
- Role models and mentors

# ASSET Lessons Learned

## Access to Skills Training

- Upgrading of instructors skills including gender awareness
- Soft skills for female trainees: confidence building, leadership, communications, time management, team work
- ESL training improving opportunities in H&T and ICT
- Ensure technical training meets industry standards to facilitate work placement
- NVQ standards to allow for mobility and career advancement
- RPL for women in the workforce who are underemployed and lacking certification

## Female Labour Force Participation

- Demand driven leading to guaranteed jobs
- Diversity and Inclusion Tool Kit
- Decent work – monitoring employment placements to ensure fair and legal treatment of women
- Business Stakeholder Forums: setting policy and procedures, including support for female employees especially in sectors with a lack of skilled labour
- Multi-skill for sectors with season employment
- Linking with organizations able to support women with issues such as transportation, accommodation, etc.

# Recommendations

National issues	Recommendation
Reform of political-economic framework	Policy shift to support an enabling legal and institutional framework
Equal remuneration for equal work applies to public sector only	This should be extended to private sector, formal and informal sector
Shift in overall TVET policy focus to overturn the persistence of gender inequalities in the system	Formalize partnerships to ensure women receive necessary and relevant training TVET policies and strategies at the Provincial, District and Divisional levels should include a focus on women workers
Revise NVQ curricula to ensure it is gender sensitive and meets industry standards	Train instructors on gender-responsive pedagogy
	Ensure labour standards, employer-employee relations and workers rights and responsibilities are including in training



# Recommendations



Institutional	Recommendations
Understand specific needs of women in training	Adopt gender-sensitive policies and practices for women to access and succeed in training
Address organizational culture across VT institutions	Find innovative ways to overcome barriers in VT training delivery at public, private and community
Address gender norms in family/community	Develop a strategy for engaging families and communities to support women's labour force participation
Soft skills training and pre-course training for women	Develop and delivery training programs that raise the confidence of women entering courses, prepare them for technical training and support to succeed
Monitor, evaluate and respond	Identify reasons behind women's success and failures in training, modify approach to integrate best practices and understand reasons behind drop out and lack of academic success

# Sustainability and Moving Forward



## National Policy:

- Prioritize women's active and meaningful participation in the labour force to meet GoSL's Commitments to the SDG's and the focus on "Decent Work"
- Extending equal remuneration convention to the public sector

## Institutional:

- Using technical and vocational training to support women to take on leadership roles in their workplace and community and rise to decision-making positions
- Challenging the assumptions and stereotypes around the abilities of women and developing policies, programs and support mechanisms to ensure women are not relegated to educational streams that only lead to low-growth, low-status and low-paying employment.

## Individual:

- Tackling the root causes of women's economic marginalization & exclusion from the labour force, including the triple burden
- Engaging with families and communities on social norm change around perceptions around women's work and role



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