Participatory

Gender Assessment

of Provincial TEVTAs and NAVTTC

(Final Report)

Participatory

Gender Assessment

of Provincial TEVTAs and NAVTTC

(Final Report)

Table of Contents

Executive Summary

Commissioned by the TVET Sector Support Programme, the purpose of the present study is to establish a baseline regarding the extent to which gender is mainstreamed in the policies, programmes, procedures and structures of the provincial Technical and Vocational Education and Training Authority (TEVTA) in the four provinces as well as National Vocational and Technical Training Commission (NAVTTC) at the Federal level.

Assessing gender mainstreaming at the policy level, none of the organizations 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.

Assessing the level of representation of women in the organization, it appeared to be limited in the organizational hierarchy, especially in higher tiers. They also appeared to be concentrated mainly in the lower management tiers across all five organizations. The same trend was noted when examining the governing boards of the organizations.

The findings note that institutional support for gender issues in the organizations and the impetus (or lack of it) for gender mainstreaming remains individual-driven. The findings also note that where personal initiative by the senior management has been involved, efforts towards inclusion and gender mainstreaming have taken off well.

The organizational culture as observed by the consultant and shared by the respondents during the in-depth interviews appeared to be largely conducive for both men and women. Both men and women interviewed said that they found the organizational environment safe and sensitive to their needs.

In assessing the existing gender competence in the five organizations, the study findings note that presently there is no gender expert in the organizations. However, in all cases, there appeared to be a high demand to acquire gender expertise and set up a gender unit as an institutional mechanism for this purpose.

The assessment findings note that there could not be a better time than the present one to initiate gender mainstreaming work in the organizations under review. Currently, there is a robust push factor in the shape of a conducive policy environment set forth with the newly developed 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 to respond. As autonomous bodies, governed by a Board and own set of service rules, they are well positioned to undertake substantive measures for gender integration as self-propelled policy initiatives.

Introduction

The Gender Assessment Exercise: Purpose and Objectives

Commissioned by the TVET Sector Support Programme, the purpose of the present study is to establish a baseline regarding the extent to which gender is mainstreamed in the policies, programmes, procedures and structures of the provincial Technical and Vocational Education and Training Authority (TEVTA) in the 4 provinces as well as National Vocational and Technical Training Commission (NAVTTC) at the Federal level. The assessment exercise had the following specific objectives:

- Assess the extent of gender mainstreaming in policies, projects and organizational procedures, practices and culture
- Identify current gaps and challenges towards gender mainstreaming across the five organizations
- Recommend pragmatic strategies to improve gender mainstreaming across the organizations

Design and Methodology

This assessment exercise is designed as a participatory gender assessment. Based on a detailed research framework, the assessment focused on assessing the level of gender mainstreaming in the organizational factors encompassing policy; processes, procedures and personnel as well as projects and programming. The framework employed for the study is included as Annexure A.

The data for the gender assessment was collected through:

- An extensive documentation review which included policy documents, Service Rules, organograms and organizational structure of the five organizations
- One-on-one interviews with the staff in all provinces and at the federal level. The interviews were held with the senior and middle management. 2 – 3 interviews were conducted in each TEVTA in all the provinces. For NAVTTC, an interview with the senior management was organized at the federal level.
- In addition, FGDs with staff were also organized in Punjab and KP.

Figure 1 Key Assessment Milestones

Key Assessment Findings

This section captures the key findings of the assessment exercise with a combined analysis for all TEVTAs and NAVTTC. The analysis however, takes note of common trends and similarities as well as variance in practice and approach across the organizations. Where such differences exist, they have been specially noted and recorded.

Policy

The study examines the policy component of gender assessment from three angles:

- *The internal policy environment* comprising of internal policies and guiding principles including the vision and mission of the organizations, their mandate and functions and any other self-propelled gender specific policy initiatives if they exist.
- Service rules governing the general functions and human resource and personnel in the organization.
- *The larger policy context* particularly policy covering the TVET sector.
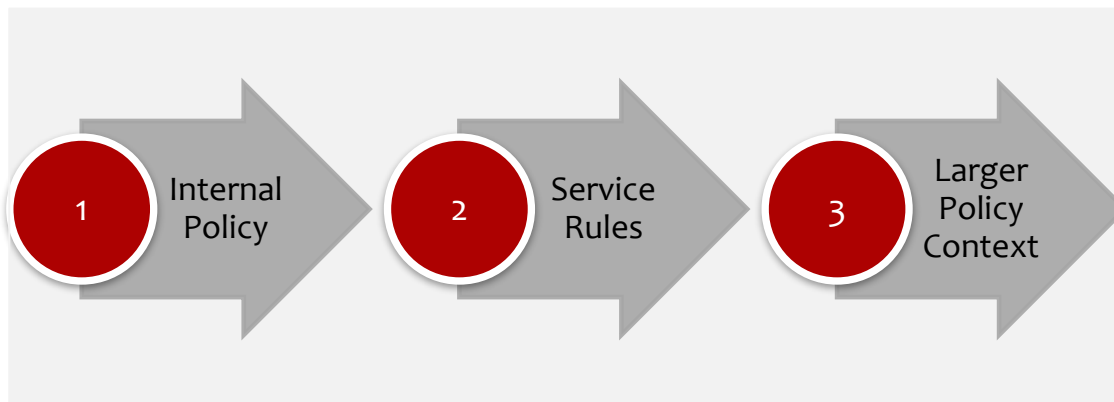
Internal Policies and Governing Principles:

In general, organizational mission and vision statements are an affirmation of an organizational/ institutional commitment to an issue or approach. As tangible elements like organizational structure, policies and programs, and intangible ones including culture and work environment all flow from the organizational vision, it becomes a key parameter for review from a gender perspective. In reviewing the overall vision guiding the organizations under review, the assessment findings note that vision statements for all four provincial TEVTAs are gender neutral lacking in gender-specific terminology. The language uses generic terms like

'human resource', 'workforce' or 'youth' and does not make any reference to men or women in their mission or goals. The vision statement of NAVTTC, on the other hand, mentions inclusion and specially states 'Skills for All' as its goal.

Organization	Vision	Mission
NAVTTC	Skills for Employability, Skills for All	To provide direction, support and an enabling environment to the public and private sectors to implement training for skills development in order to enhance social and economic profile.
P-TEVTA	To enhance global competitiveness in Punjab, through a quality and productive workforce by developing demand driven, standardized, dynamic and integrated technical education and vocational training service	-
S-TEVTA	To develop qualitative of workforce meeting local and international labor market needs by ensuring excellence in training through research & development, effective management and regulation of TEVT setup in the Province.	-
KP-TEVTA	Prosperous and economically stable Khyber Pakhtunkhwa through competitive skilled work force for meeting domestic and global market demand.	Youth engagement in demand driven skillful training in sync with the market-based technology for improved employability and meaningful contribution to the socioeconomic development of Khyber Pakhtunkhwa
B -TEVTA	To build strong technical/ vocational human resource in the Province to address poverty, unemployment and meet the requirement of national and international labour markets.	-

As part of internal policies, none of the organizations presently have a gender policy of their own. Although generally supportive of the idea, most appear hesitant in actively pursuing the development of one. There is also some scepticism in terms of how useful such a policy

initiative can be in real terms. A key reason for this hesitation appears to be a lack of clarity on gender and particularly on the 'how to' of mainstreaming gender in the organization.

> ## Problem with the definition: Equating Gender with Women
>
> *The findings 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.*

Service Rules

Each organization (except B-TEVTA) has its own set of Services Rules for human resource and personnel management. The findings note that the invisibility of gender in the vision and mandate is also reflected in the internal policy documents, particularly the service rules, which except in the case of Punjab, appear only to refer to and assume men as the human resources/ personnel in the organization.

A review of these policies reveals that with the exception of P-TEVTA's Service Rules, all others are gender neutral in both their language and content. The policies, in general, fail to acknowledge the existence of gender differences and how they impact men and women differently. For example, none of the leave policies (except in P-TEVTA's Service Rules) mentions maternity or Iddat leave. By not being explicitly gender sensitive in their language, there is a risk of policies becoming open to individual interpretation. While the policy intention may not be exclusionary, but lack of clarity in terms of gender may impact the ensuing practices which can become discriminatory.

An examination of the services rules indicates that currently organizations do not undertake any proactive measures to promote appointment, recruitment and hiring of women. While the stated policy is either merit-based recruitment or following a quota, none of the rules indicate any special measures to improve the gender diversity in the organization.

In general, the language and official text in government policies tends to be sex-specific and potentially discriminatory. For example, official text in the Service Rules (except P-TEVTA's) refers to a government employee as only 'he'.

In the overall analysis, a comprehensive effort to gender sensitize existing policies/ guidelines governing HR and personnel is largely needed both in terms of language and content. Having said that, the provincial TVETAs in the recent years have demonstrated affirmative action by undertaking small but significant steps. Small but significant measures aimed at encouraging women's recruitment include provision for separate toilet facilities and prayer space at the work place. In P-TVETA's secretariat crèche (day care for children) had been set up and was

being utilized by women staff members with young children. In S-TEVTA, while there was no crèche at the secretariat level, one was recently set up in one of the institutes in Buffer Zone. In KP-TEVTA, it was notified recently to set up day care centers at the institute level. However, currently there was none at the secretariat level.

In order to promote safe and conducive work environment, the organizations had notified and formed Committees to address issues of sexual harassment at workplace. In KP-TEVTA, a different mechanism was being followed. As the Committee was yet to be formed at the secretariat level, the current arrangement tasked chief coordinators (all women staff) to look into sexual harassment cases at the institute level.

Organization	Sexual Harassment Committee	Day Care Center	Separate Toilet and Prayer Facility
NAVTTC	Notified	None	Present
P-TEVTA	Notified with 1 women member	Operational	Present
S-TEVTA	Notified but not Functional	At the institute level - buffer zone only	Present
KP-TEVTA	Not Formed yet Chief coordinators at the institute level to look into such issues	Notification to set up day care centers at the institute level. None so far at the Secretariat	Present
B-TEVTA	-	-	-

The External Policy Context

The external policy environment is mapped against the larger context which has a direct impact on TVET sector in the country. Currently, the policy context is buoyed by both national policies as well Pakistan's commitment to the Global Goals. Among the SDGs which provide the overall direction to the local policy relevant to TVET sector, SDGs 4.3, 4.4, 4.5 focus on equal access and quality of technical and vocational education for all. Goal 5 focuses exclusively on gender equality and empowering all women and girls. The national policy context in TVET is driven by the National Skills Strategy, Vision 2020 for Pakistan as well as the more recent TVET Roadmap for Skill Development in Pakistan. All of these strategies highlight mainstreaming gender as a way forward in ensuring equality for sustainable human resource development in the country and thus provide the impetus and the 'push factor' for taking gender mainstreaming initiatives.

At present, an equally effective 'pull factor' exists in the shape of institutional autonomy that all the five organizations possess. Each organization is headed by an independent Board with powers to set the strategic direction of the organization. Compared to government departments, this institutional arrangement allows these organizations more administrative space and independence to take initiatives. However, the first steps to utilize the available policy space for gender mainstreaming initiatives would include strengthening the institutional mechanism to steer such efforts. Some recommendations to this end have been provided by the consultant in the last section of this report.

Management Practices and Processes

Representation

For assessing the level of representation of women in the organization, the consultant examined the organizational structure and hierarchy and organograms. In general, there appeared to be limited representation of women in the organizational hierarchy, especially in higher tiers. Not only were the overall number of women was much less compared to men, they also appeared to be concentrated mainly in the lower management tiers across all five organizations. Very few women were noted to be in decision making positions. The same trend was noted when examining the governing boards of the organizations. In most cases, the board membership was exclusively men with KP TEVTA as the only exception. In most cases, women's representation is by default if they happen to be a secretary of a Department or an elected member of the provincial assembly. Only in KP, representatives of women's.

Chamber of Commerce and Industry and Women's Commission were included as members. There also appeared to be no precedence for cooping women members in the governing Boards. Limited or no representation of women in strategic forums like the Board tends to leave out important perspectives and possibly gender considerations which can enrich and inform organizational development, programming priorities etc.

Having said that, caution needs to be exercised so as to not confuse or equate women's induction in the organizational structure with 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.

Organization	Total Strength at the Secretariat/ HQ level (Management positions)	No. of Women		%age
NAVTTC	53	7		13%
		Director	2	
		Deputy Director	2	

		Assistant Director	3	
P-TEVTA	255 (BS 14 – 21)	23		9%
		BS - 14	6	
		BS - 15	0	
		BS - 16	0	
		BS - 17	10	
		BS - 18	5	
		BS - 19	1	
		BS - 20	1	
		BS - 21	0	
		19		
		BS - 02	1	
		BS - 11	3	
		BS - 14	10	
S-TEVTA	Total Posts - 275 Vacant - 103 Filled - 172	BS - 16	1	11%
		BS - 17	2	
		BS - 18	1	
		BS - 19	1	
KP-TEVTA	46	8		17%
		Assistant Director	2	
		Chief Coordinator (Women)	2	
		Monitoring officer	2	
		Officers in academic and P&D section	2	
B-TEVTA	Organizational structure not in place yet	-		-

Access to Decision making

As noted in the section above, very few women hold positions in the senior management of the organizations under review. It is noted that the access to decision-making forums for the women staff in these organizations is based on informal arrangements for seeking feedback and input and is dependent on individual personalities and how much they approach/engage women staff on their own initiative. In general, there was very little or no representation of women in the recruitment panels indicating a risk for gender bias in the recruitment process which, in turn, could potentially result in hiring less or no women staff.

It is to be noted, however, that a mere increase in number of women will not be sufficient basis for gender mainstreaming. It is equally important to complement this process with knowledge building, and skills on gender integration through trainings and putting in place organizational protocols to make women's representation and participation in decision making forums meaningful.

Information and Knowledge Management:

The assessment findings note that there is no established practice of collection or use of sex-disaggregated data in any area of the organizational work including training program designing as well as in staffing and organizational matters. Similarly, no evidence was noted for collection of sex-disaggregated statistics and labor-market information. There appears to be no 'push' or institutional obligation to use sex-disaggregated data in either institutional or project planning and development. The key planning document in the public sector, the PC - 1, does not require project analysis using sex-disaggregated data nor does the M&E reporting ask for separate impact analysis for men and women beneficiaries.

Organizational Culture and Practices

From a gender perspective, some degree of dichotomy existed between policy and practice in the organizations under review. This is partially attributable to the present gender-neutral policies which fail to make a distinction between different needs and circumstances of men and women and thus are open to individual interpretations. For example, while the recruitment policy does not explicitly bar women from applying, the recruitment process itself tends to become exclusionary when there is no representation of women in the recruitment committees and when it assumes that women and men will have the same level of access to information and mobility or when it assumes that women and men will have equal level of opportunity when hired on 'merit' basis.

The findings note that institutional support for gender issues in the organizations under review is presently dependent on who is at the top. In other words, the impetus (or lack of it) for gender mainstreaming remains individual-driven. The findings note that where personal initiative by the senior management has been involved, efforts towards inclusion and gender mainstreaming have taken off well. For example, in KP-TVETA, the effort to recruit more women at the head quarters' level has been recent and largely owing to personal initiative of the senior management.

The findings note that in terms of articulating support for gender mainstreaming, the senior management in all the organizations appeared forthcoming, however, there was some variance in terms of their understanding of what it actually entailed. For example, most of them were not able to cite specific interventions that they would consider undertaking in order to roll out gender mainstreaming within their organizations. However, it is understandable that they may not be best equipped with the requisite technical expertise in gender to comment on it.

Considering that the institutional buy-in for gender mainstreaming flows from top down and that it can be strengthened by enhanced knowledge building, makes this a critical area to address for creating and sustaining momentum for change.

The organizational culture as observed by the consultant and shared by the respondents during the in-depth interviews appeared to be largely conducive for both men and women. Both men and women interviewed said that they found the organizational environment safe and sensitive to their needs.

Women respondents both in KP and Punjab TEVTA shared that their management was particularly concerned about working hours and ensured that women staff was excluded for late hours. Similarly, office transport was provided to women staff members in case of late departure.

Existing Gender Expertise and Competence

In assessing the existing gender competence in the five organizations, the study findings note that currently it is not yet uniformly present across the TVETAs and NAVTTC. In general, there is uneven knowledge and understanding of core gender concepts among the staff. Some of the study respondents, especially in NAVTTC and Punjab demonstrated better conceptual clarity of gender issues particularly in terms of awareness of issues faced by working women compared to others.

Presently there is no gender expert or focal point with gender expertise in the organizations. None of the respondents were part of or were aware of any staff trainings on gender sensitization organized for the staff. Some staff members of P-TEVTA reported to have attended sessions on sexual harassment at work place and prior to setting up the committee.

However, in all cases, there appeared to be a high demand to acquire gender expertise and set up a gender unit as an institutional mechanism for this purpose.

Programming and Functions

The assessment findings indicate that a gender analysis has not been carried out at any level, institutional and/ or programming, in any of the organizations under review. Neither has there been a previous practice of developing indicators/ benchmarks to track their work and programs for gender mainstreaming or responsiveness.

All projects developed by the organization have to follow the public sector project life cycle beginning with the development of PC-1, the main project document for designing public sector projects and completing with the submission of PC-5 which documents post-completion project evaluation. The assessment findings note that since the prescribed formats followed by the organizations do not include gender analysis or develop gender indicators as part of the proposal requirement, it is regarded as an 'extra' and readily disregarded by those developing the projects. In general, there is a lack of sex -disaggregated information on the target group in appraisal documents and of analysis of gender.

In general, data collection, particularly for impact analysis, is mostly not sex-disaggregated and the present monitoring mechanism does not incorporate sex-disaggregated data nor provides gender impact indicators. Currently, there is little expertise in participatory methods and tools for identifying gender issues in the training/ employment context available within the organizations.

Assessing the programming approach for gender mainstreaming, the findings note that the just the number of institutes for men and women are currently skewed with fewer for women compared to men. A comparative analysis of total number of institutes for men and women across the four provinces, ICT and regions reveals that among the public sector institutes, there is some disparity in the numbers with less institutes for women. The drop-in numbers is particularly sharp in the case of Sindh, KP and Balochistan. Only in GB and ICT are the number of institutes for men and women almost equal.

Province	Type	Institutes											
		Public				Private				Total			
		Male	Female	Co-Ed	**Total**	Male	Female	Co Ed	Total	**Male**	Female	Co-Ed	**Total**
Punjab	Vocational	245	215	25	**485**	275	166	80	521	**520**	381	105	**1006**
	Technical	240	125	17	**382**	17	11	153	181	**360**	136	170	**666**
	Total	485	340	42	**867**	292	177	233	702	**880**	517	275	**1672**
Sindh	Vocational	107	71	3	**181**	117	42	76	235	**224**	113	79	**416**
	Technical	88	22	5	**115**	47	29	110	186	**135**	51	115	**301**
	Total	195	93	8	**296**	164	71	186	421	**359**	164	194	**717**
KPK	Vocational	76	41	0	**117**	347	156	39	542	**423**	197	39	**659**
	Technical	18	4	0	**22**	12	2	2	16	**30**	6	2	**38**
	Total	94	45	0	**139**	359	158	41	558	**453**	203	41	**697**
Baluchistan	Vocational	36	19	0	**55**	47	20	15	82	**83**	39	15	**137**
	Technical	8	2	0	**10**	4	0	0	4	**12**	2	0	**14**
	Total	44	21	0	**65**	51	20	15	86	**95**	41	15	**151**

Gilgit Baltistan	Vocational	14	18	0	**32**	35	75	23	133	**49**	93	23	**165**
	Technical	3	0	0	**3**	2	0	4	6	**5**	0	4	**9**
	Total	17	18	0	**35**	37	75	27	139	**54**	93	27	**174**
AJK	Vocational	28	19	2	**49**	32	25	10	67	**60**	44	12	**116**
	Technical	5	2	0	**7**	6	1	5	12	**11**	3	5	**19**
	Total	33	21	2	**56**	38	26	15	79	**71**	47	17	**135**
FATA	Vocational	16	18	0	**34**	31	1	0	32	**47**	19	0	**66**
	Technical	7	1	0	**8**	2	0	0	2	**9**	1	0	**10**
	Total	23	19	0	**42**	33	1	0	34	**56**	20	0	**76**
ICT	Vocational	6	10	0	**16**	50	24	8	82	**56**	34	8	**98**
	Technical	5	3	0	**8**	6	1	5	12	**11**	4	5	**20**
	Total	11	13	0	**24**	56	25	13	94	**67**	38	13	**118**
G. Total		902	570	52	**1524**	1030	553	530	2113	**2035**	1123	582	**3740**

The numbers continue to be skewed as enrollments of men and women in public sector institutes are examined across provinces. With the exception of GB, the enrollment of women is less than half compared to men in all provinces and regions. The private sector institutes boost better enrollment rates for women in ratio to men as compared to public sector ones.

Province	Type	Enrolment								
		Public			Private			Grand Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Grand Total
Punjab	Vocational	94,013	59,279	153,292	35,768	9,735	45,503	129,781	69,014	198,795
	Technical	19,530	4,322	23,852	3,397	2,780	6,177	22,927	7,102	30,029
	Sub-Total	113,543	63,601	177,144	39,165	12,515	51,680	152,708	76,116	228,824
Sindh	Vocational	29,620	10,122	39,742	18,121	7,626	25,747	47,741	17,748	65,489
	Technical	18,323	1,081	19,404	971	330	1,301	19,294	1,411	20,705
	Sub-Total	47,943	11,203	59,146	19,092	7,956	27,048	67,035	19,159	86,194
KPK	Vocational	3,133	1,867	5,000	15,922	21,447	37,369	19,055	23,314	42,369
	Technical	15,727	1,203	16,930	2,156	400	2,556	17,883	1,603	19,486
	Sub-Total	18,860	3,070	21,930	18,078	21,847	39,925	36,938	24,917	61,855

Balochistan	Vocational	2,873	822	3,695	6,612	6,020	12,632	9,485	6,842	16,327
	Technical	824	125	949	450	121	571	1,274	246	1,520
	Sub-Total	3,697	947	4,644	7,062	6,141	13,203	10,759	7,088	17,847
Gilgit Baltistan	Vocational	1,897	1,101	2,998	2,055	8,032	10,087	3,952	9,133	13,085
	Technical	97	10	107	-	23	23	97	33	130
	Sub-Total	1,994	1,111	3,105	2,055	8,055	10,110	4,049	9,166	13,215
AJK	Vocational	1,866	1,218	3,084	2,134	2,810	4,944	4,000	4,028	8,028
	Technical	1,768	18	1,786	566	95	661	2,334	113	2,447
	Sub-Total	3,634	1,236	4,870	2,700	2,905	5,605	6,334	4,141	10,475
FATA	Vocational	2,650	750	3,400	1,017	3,900	4,917	3,667	4,650	8,317
	Technical	600	-	600	-	-	-	600	-	600
	Sub-Total	3,250	750	4,000	1,017	3,900	4,917	4,267	4,650	8,917
ICT	Vocational	1,066	477	1,543	1,524	1,882	3,406	2,590	2,359	4,949
	Technical	605	139	744	141	76	217	746	215	961
	Sub-Total	1,671	616	2,287	1,665	1,958	3,623	3,336	2,574	5,910
Grand Total		194,592	82,534	277,126	90,834	65,277	156,111	285,426	147,811	433,237

Source: NAVTTC

Examining the gender ratio of teachers currently employed in the TVET sector (combined for private and public sector, it is noted that out of the 18,207 teachers, only 4,304 are women teachers, a percentage of 31% only.

These abysmal numbers present a great challenge to achieving equal access to quality TVET education to girls and women in the country. Focusing on increasing the TVET provision for girls and women can be a starting point for gender mainstreaming in programming for the organizations under review.

Projected Image

In assessing the projected image of the five organizations, the consultant reviewed the publications, external communication tools, websites etc.

Most documents produced by the organizations, including departmental briefs, website write-ups and publications are gender-neutral, in the use of both language and visual images. In some cases, few of the images projected strengthen existing gender stereotypes. For example, some website images only show men as factory workers and women trainees are shown attending tailoring classes. In some websites, only male trainees were shown giving the impression that the TVET courses catered only to men. Only on S-TEVTA's website, women trainees were shown enrolled in non-traditional courses.

Good Practices vis-a-vis Gender Mainstreaming

The assessment findings note that while gender mainstreaming as an organizational approach has yet to be adopted by the organizations under review, there is generally a consensus and willingness to work towards it among the senior management.

In case of NAVTTC, a comparatively better ratio of women in the organizational hierarch was noted. As the implementing agency for the Prime Minister's Youth Skills Development Program, NAVTTC targeted a minimum of 30 - 35% women for enrollment. The male/ female ratio for the first phase (2014-15) of the program turned out to be 66:34 while for the second phase it surged for women to 61:39.

Some of the good practices in P-TEVTA included making training nominations based on relevance thereby allowing both women and women staff members an equal opportunity to participate in courses. In case of women trainees, provisions were also made to allow attendants to accompany the children. Sharing an example of postings based on merit rather than gender, the respondents in P-TEVTA shared that the GCTI – Boys in Raiwand, Lahore was currently being headed by a woman Principal.

In S-TEVTA, the consultant observed willingness for introducing unconventional trades for women to enhance their employment outcomes. The respondents also shared that out of the CBT implementation institutes, the share of women institutes was 60%. In a first, a production unit was also set up in one of the women's institutes in Karachi.

In case of KP-TVETA, there was a recent effort to improve gender balance in the organization. The induction of women in the secretariat was a recent trend welcomed by all in the organization. The respondents shared that the overall work environment had improved because of more gender balance in the organization.

Recommendations for Gender Mainstreaming

The assessment findings note that there could not be a better time than the present one to initiate gender mainstreaming work in the organizations under review. Currently, there is a robust push factor in the shape of a conducive policy environment set forth with the newly developed TVET Roadmap for the country. Supporting the overall policy environment is the SDGs driven policy discourse on inclusion, equality and mainstreaming in all domains including TVET. The policy context is further buoyed by a thrust for mainstreaming gender as a priority sector in donor-funded projects

The opportunity to capture the available policy space, thus exists and requires a clear policy and institutional mechanism to respond. As autonomous bodies, governed by a Board and own set of service rules, they are well positioned to undertake substantive measures for gender integration as self-propelled policy initiatives. This can begin with clearly articulating a commitment to gender equality as part of their mandate.

In order to develop and institutionalize gender mainstreaming in the organizations, the assessment results suggest the following recommendations.

Policy Level Measures

1   As a starting point, the organizations may consider reviewing the organizational vision and mission with a purpose to develop a vision statement articulating institutional commitment to gender mainstreaming and equality. This process has to be top down and communicated across functional units making it a shared responsibility.

2   This can be followed by the development of a coordinated and sequenced action plan indicating the organizational priorities and strategies to carry out the gender mainstreaming agenda. The TSSP may consider providing support to the organizations in developing a gender strategy for the organization and identify priority areas for action e.g strategy for increasing number of women in the organization, capacity building on gender issues for staff, reviewing recruitment process from a gender perspective etc.

> **Potential Actions for Consideration**
>
> *Fast track recruitment and placement of women across different organizational tiers.*
>
> *Gender focused Training/ mentoring programs should complement the induction process to ensure that understanding of gender issues/ enhanced capacity for gender mainstreaming is also simultaneously being built.*
>
> *Provide orientation and trainings for staff on the collection and use of sex-disaggregated data collection*

Setting up an Institutional Mechanism for Gender Mainstreaming: The Gender Unit

Experience in the area of mainstreaming gender at the institutional level indicates that it is worthwhile to create organizational structures and supporting mechanisms to steer this work. A gender section or unit can be set up by the organizations under review as a first step staffed with a dedicated focal point.

In order to secure institutional footing to pursue gender mainstreaming in the organization, these units need to have clear ToRs, administrative and budgetary support as well as backing by the senior management. The terms of reference for the units can include responsibilities ranging from mainstreaming gender in the organizations' projects, programs and budgets, to developing plans and proposals with a gender lens to ensure that gender dimensions of employment are adequately addressed, to developing a monitoring framework and indicators to track the organization's progress in gender mainstreaming.

There should be sufficient amount of funding available to these units for them to initiate training or research related projects relevant to their mandate. Initially, the units may require additional external support, both technical and financial for their own capacity development. This can be supported by the TSSP through providing technical support and temporary attachment of gender specialist with the units.

Measures for Institutional Capacity Building

1   In order to fully implement a gender strategy, the organizations will require substantial support in terms of capacity building. The TSSP can provide technical and financial support to the organizations to undertake TNAs for different levels/ across

organizational tiers and develop a multi-generational staff training plan with a focus on gender. In the initial phase, the project may consider, developing and carrying out awareness raising and gender sensitization trainings for all staff followed by ToTs.

2   To make organizational planning processes gender responsive, the organizations may consider instituting procedures and practices for collecting sex-disaggregated data both for its institutional planning as well as for its projects and programs. The TSSP can thus, support in providing orientation and trainings for staff on the collection and use of sex-disaggregated data collection.

3   The content and language of the present publications, websites, external communication materials, visual images etc. should be reviewed with a view to make them gender sensitive. The TSSP can support in developing guidelines for gender appropriate language and images and provide orientation to staff on its use.

ANNEXURE

Participatory Gender Assessment Framework

Sr.	Lens for analysis	Organizational Factors	Indicative Questions
1.	Policy	Gender equality/ Mainstreaming Policy	1. What is the vision and mission/ guiding principles of the organization? 2. How are gender aspects reflected in the vision and mission? 3. Organization's policy work – policies that contribute to gender equality? Gender policy in place? Was there an effort in the policy development process to mainstream gender? Sexual harassment policy, (Does the organization has its own sexual harassment policy/ gender policy?)
		Personnel/ HR policy proactively promoting gender balance	1. To what extent do governance and personnel policies and practices (pro-actively) promote the appointment, recruitment and hiring of women? 2. To what extent are personnel/ HR policies and the working environment supportive and friendly for women? For men? (leave policy, flexi hours, transportation, travel), equal opportunity for training and professional development etc) support to trainees with dependents? 3. Other policies and government service rules: Medical, transfer allowances etc
2.	Procedures	Decision-making processes	1. What is the extent of women's involvement in planning and decision-making processes, and in any committees? 2. How are decisions taken in organization: to what degree are people left out or included, partially- or fully-informed, informed in a timely manner or not? 3. Do men and women participate equally in decision-making? What processes are used to involve women staff in planning and decision-making? 4. Who is involved in developing the gender policy for the organization? Where does the impetus come from?

		Information and knowledge management	1. Are sex-disaggregated data used in all areas of work, including staffing and organizational matters? 2. Is there an overview of existing documentation on gender equality, and is this widely accessible? 3. Is there an overview of available gender training modules/tools? 4. Is there a well-stocked, operational documentation centre with a collection of documents and audio/visual materials on gender issues? 5. Are these materials catalogued and easy to find? Are policy documents on gender available and actively disseminated to the staff and partner organizations?
3.	Practice	Women, men and family-friendly work environment	1. To what extent do women / men feel comfortable raising issues about working conditions and the work environment? 2. To what extent does the organization support the family roles of women and men staff? 3. Existing Support mechanisms, their usage and frequency of use
		Organizational culture and infrastructure	1. Who exerts most influence in the organization when it comes to whether or not gender issues are seriously taken up or neglected? 2. Is attention given to gender-sensitive language and images in all documents produced? 3. Are staff members aware if there are persons appointed to handle confidential issues? Are complaint procedures in place? 4. How are staff members rewarded for or discouraged from engaging in gender equality issues? 5. Separate toilet facility, transport, crèche?
4.	Personnel	Gender balance of the department in general, management, staff	1. How many women/men are staff members? 2. How many women/men are in management and decision-making positions? 3. How many women/men are in other staff positions? How many are in administrative and support positions? How many are in program-related positions? 4. What is the composition of Staff in terms of contractual v/s regular- detailed staffing Analysis.

	Existing gender expertise and strategy for building gender competence	1. Is there a common understanding among the staff of gender and gender mainstreaming on which dialogue and performance indicators can be based? 2. Are there specific posts and resources for gender specialists/advisory staff in the unit? 3. What are the perceived and real levels of expertise regarding gender: knowledge, skills and attitude? 4. How is this expertise dispersed or available in the organization? 5. How is gender competence distributed between male and female staff, gender focal points and others working in the field? 6. How much time do gender focal points spend on gender-related tasks? 7. Do the gender focal points have clear ToRs and JDs? 8. How much training and follow-up have staff received and at what levels (basic, awareness raising, planning, training-of-trainers, etc.)? 9. What initiatives have been taken by the organization's management to promote capacity building on gender? 10. How much has been allocated and spent on each staff member's gender expertise, competence and capacity building? 11. What percentage of each staff member's time is spent on gender-related activities? 12. What is the level of awareness and commitment to gender equality and women's advancement of the and key decision-makers, management and staff of the organization?(Analysis separate for three tiers)
	Knowledge, technical capacity and resources to address gender equality issues	1. What is the extent and nature of gender-related training received by any management and other staff members? 2. What is the level of knowledge of management staff of gender equality issues in the country and community, particularly relating to the work/mandate of the organization? 3. What level of gender analysis has been done? What is the nature of any resources the organization has been able to use to assist with gender related work?

5.	Programme/ Project	Organization's mainstreamed strategy on gender equality as reflected in audited unit's objectives, programme and budget	1. Is gender equality integrated into the organization programme objectives, and, if so, how? 2. Do the policies and strategic objectives show that gender is understood as concerning women only or as concerning both sexes and the relations between them? 3. Are gender equality objectives formulated and translated into performance indicators and targets at the level of the programme and budget? 4. Are financial resources available to carry out activities promoting gender equality issues (gender-specific and mainstreamed)? Are these adequate? 5. Are gender equality objectives incorporated into the organization's work plans? 6. Are these choices based on gender analyses, stakeholder analyses or market analyses? 7. Has a plan to prioritize gender issues in the sector/region been formulated? 8. If so, how have these choices come about: through analysis, strategic alliances, historical links, partner organizations' interests, etc.? 9. Do the gender-related choices influence the general objectives of the programmes, or is the reverse true? 10. How the responsibilities for gender mainstreaming are shared at different levels in the organization?
		M & E systems	1. What are the opportunities and limitations of the existing M and E systems and instruments for mainstreaming gender equality? 2. Are sex-disaggregated data collected and used systematically in planning and reporting? Are effective financial and administrative mechanisms in place allowing for the tracking of planned and spent resources and planned and completed activities on gender mainstreaming?
		Mainstreaming of gender equality in the implementation of programmes and technical cooperation activities	(Analysis of training programs) 1. What activities are specifically geared towards gender equality? What proportion of the total activities do they represent? How have these activities come about? Have they been identified by gender analysis,

personnel in the unit, partner organizations or by others?

2. What are the modalities for implementing technical cooperation projects: explicit integration of gender equality, separate programmes, separate project components, separate budget allocations for women and gender mainstreaming?

3. Are efforts made to ensure that all technical cooperation projects implemented by the organization include a gender mainstreaming strategy?

4. Is adequate expertise available to technical cooperation projects (project coordinators, consultants) to ensure that the gender mainstreaming strategies can be implemented?

Are staff members encouraged to earmark funds for gender mainstreaming in technical cooperation projects?

Resource availability and mobilization for gender programming	1. What is the present allocation of organizational budget for gender focused projects? What is the rationale for this allocation (or the lack of it)? 2. Are there any challenges in funding/ mobilizing resources for gender specific/ responsive programs/ initiatives?
Awareness and responsiveness to current national/ international gender issues and debate	1. What is the awareness level of the management/ staff on current gender policy issues? 2. How does the organization relate/ link their work with the gender policy issues? 3. What level of gender analysis has been done?
Linkages and collaboration with gender equality / women-focused organizations and activists	1. To what extent has the organization formed linkages or collaborated with gender-equality or women-focused organizations in the province? 2. What is the level of awareness about such organizations and activists? 3. International influencers (Donors/others and how they impact the organization's work)
Institutional Mechanism	1. Is there a Gender Unit, its mandate, staffing and linkage with other functions?

Overarching issues	Constraints, opportunities and strategies	1. What is the extent and nature of concern or resistance to addressing gender equality issues within the structure and programming of the organization? 2. What constraints does the organization face to becoming more gender equitable? 3. What opportunities exist and what strategies can be adopted to begin to overcome these constraints? 4. Perception of their own Strengths and Weaknesses (Gender related)
	Support Needed	1. What support would be useful in assisting the organization to increase or enhance the gender equality of its structures, practices and programming? 2. How could this support be provided most effectively?
	Projection of Image	1. Review of communication material/Tools and their dissemination strategy

This framework has been adapted from: **ILO's general Audit Manual**
CENACT Guidelines for Organizational Gender Equality Assessment
http://www.egyptpsu.com/Cida/UserFiles/Image/PDF/Gender/Methodology%20and%20framework/CENACT%20Guidelines%20for%20Organizational%20GE%20Assessment.pdf

TVET Sector Support Programme

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
House 23, Street 55, F-7/4, Islamabad. ✆ +92 (51) 111 449 376 ✉ communication@tvetreform.org.pk

www.tvetreform.org.pk /Pakistan.TVETRSP/ @TVETRSP TVETRSP