



STEP Manual Series

- No. 2 -

**GENDER RESPONSIVE AND INCLUSIVE
TEVET TRAINING COURSE**

STEP Manual Series

- No. 2 -

GENDER RESPONSIVE AND INCLUSIVE TEVET TRAINING COURSE

INSTRUCTORS' HANDBOOK

Gender Responsive and Inclusive TEVET Training Course



This publication is available in Open Access under the Attribution-Share Alike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>).

By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

HAR/2019/STEP/4

Table of Contents

Abbreviations.....	iv
Acknowledgement	v
Preface	vi
Introduction to the Handbook	1
Module 1: Gender Equality Concepts and Gender Equality Issues in Malawi	3
Module 1: Unit 1 Understanding gender and its concepts.....	4
Module 1: Unit 2 Gender equality issues in technical and vocational education and training.....	12
Module 2: Gender Responsive Pedagogy.....	19
Module 2: Unit 1 Creating Gender Responsive Colleges.....	20
Module 2: Unit 2 Using Gender Responsive Pedagogy in your classroom/workshop	27
Module 3: Approaches to addressing Gender Based Violence and Sexual and Reproductive Health in TEVET	35
Module 3: Unit 1 Sexual and reproductive health.....	36
Module 3: Unit 2 Zero tolerance to gender based violence	44
Conclusion	51
References.....	52

Abbreviations

EU	:	European Union
GBV	:	Gender Based Violence
GEA	:	Gender Equality Act
GRP	:	Gender Responsive Pedagogy
HIV	:	Human Immunodeficiency Virus
ILO	:	International Labour Organisation
SRH	:	Sexual and Reproductive Health
SRHR	:	Sexual and Reproductive Health Rights
STEP	:	Skills and Technical Education Programme
STIs	:	Sexually Transmitted Infections
TEVET	:	Technical, Entrepreneurial and Vocational Education and Training
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNESCO-ROSA	:	United Nations Educational, Scientific and Cultural Organisation - Regional Office for Southern Africa
VCT	:	Voluntary Counselling and Testing
WHO	:	World Health Organisation

Acknowledgement

This handbook is based on the findings of the Gender Equality and Inclusion Analysis of the TEVET System for the Skills and Technical Education Programme (STEP) Malawi. The book was drafted by Lilian Sankhulani, Rabson Mgawi, Stella Namalima, Dorah Jana, Lusungu Chitsulo, MacDonald Mnelemba, Emmanuel Molande, and Elizabeth Molloy. We are grateful to the UNESCO Malawi team for the unwavering support rendered during the period for the development of the handbook. Special thanks to Jean Munro for the critical and helpful comments on the draft handbooks and Rhodia Chadzunda and Doris Mtemang'ombe for playing various roles in the roll out of this project. You have been an inspiration, and your support has immense value.

Preface

The Gender Responsive and Inclusive TEVET Training Course comes against the background of the Gender Equality and Inclusion Analysis of the TEVET System for the Skills and Technical Education Programme (STEP) Malawi. The study revealed the existence of gender disparities in TEVET institutions in Malawi. The poor attitude of instructors, cultural and stereotypical traditional roles and instructors' lack of pedagogical skills are of major concern. The study also revealed lack of knowledge of gender-responsive or inclusive education.

This handbook is, therefore, a direct response to these findings of the study. The Gender Responsive and Inclusive TEVET Training Curriculum: Instructors' Handbook is designed to help you understand gender concepts; appreciate the gender equality situation at present in Malawi and the role of TEVET in improving the gender situation in Malawi. Further, the handbook aims at equipping you with knowledge and skills in gender-responsive pedagogy which you will use to improve the quality of learning for men and women alike. It is expected that after going through the handbook, you will create classroom and school environments that accommodate men and women and provide them with conditions that promote equal opportunities for learning.

Introduction to the Handbook

A study by UNESCO (2018) indicates that women are outnumbered by men in technical fields both as trainees and instructors. Men dominate trades associated with higher status skills and higher paying jobs. Worsening the situation is the fact that gender imbalances exist within TEVET management and technical instruction staff, further discouraging parity among trainees. Unconscious bias and deeply ingrained gendered beliefs and attitudes among instructors' results in curriculum delivery that perpetuates harmful societal beliefs that limit women's participation and access to opportunities. TEVET institution management equally lack skills to tackle gender issues affecting female participation in TEVET, including issues of gender-based violence (GBV) or harassment.

The European Union funded "The Skills and Technical Education Programme - STEP" aims at empowering the technical, entrepreneurial and vocational education and training (TEVET) sector and its capacity to satisfy the economy's need for professionals through improvement of equitable and gender-balanced TEVET. In order to achieve this, the programme seeks to increase female participation in what are considered male dominated technical fields.

The Gender Responsive and Inclusive Pedagogy course contributes to this aim by ensuring that TEVET instructors possess the knowledge, skills and attitudes required to create gender inclusive classrooms and environments, making instructors agents in making technical programmes accessible to women. The goal of this course is to provide instructors in technical colleges with an understanding of gender equality and equity issues in TEVET and equip them with practical skills to create gender responsive and inclusive learning environments that will promote a zero tolerance for gender based violence and sexual harassment.

This handbook supports the gender responsive pedagogy course, providing key background information and learning points to support a change in how instructors and other players view female participation in the male dominated technical trades, as well as provide instructors with the skills to help them address gender inequalities in TEVET institutions.

By the end of this course, instructors will be expected to:

1. Demonstrate an understanding of gender and its concepts
2. Identify gender equality and equity issues in TEVET
3. Analyze the role of TEVET in achieving gender equality
4. Employ gender responsive pedagogy and practices in their classrooms, laboratories and workshops
5. Create gender responsive and inclusive classrooms, laboratories and workshops
6. Demonstrate a culture of zero-tolerance to gender based violence and sexual harassment.

MODULE 1

Gender Equality Concepts and Gender Equality Issues in Malawi

Gender and its related concepts shape the roles that men and women play in our communities. While TEVET institutions cultures can either impede gender equality and equity or can provide agency for change towards inclusiveness. Given their position as seats of learning, and incubators of the future workforce, TEVET institutions provide a space in which harmful and limiting gender practices and attitudes can either be reproduced, or can be addressed, transforming our society and improving our economy. You, as instructors can have an important role as agents for positive change.

Module 1: Unit 1

Understanding gender and its concepts

1.1.1. Introduction

This unit will clarify concepts related to sex and gender, describe basic gender concepts and terminologies, examine the social construction of gender and identify gender stereotypes. The content will enable you to understand better some of the gender issues that influence teaching and learning, and how TEVET institutions can positively influence the construction of more equal and balanced gendered societies.

In order to understand this unit, you will be guided by the following questions;

1. What is the difference between gender and sex?
2. What are some of the key gender terms?
3. How are ideas about what it means to be a man or a woman constructed?

1.1.2. Sex and gender

Activity 1.1.1: Read the following statements and tick whether you think that they relate to sex or to gender.

	Sex	Gender
Women give birth to babies, men don't.		
Little girls are gentle, boys are tough.		
Women can breastfeed babies, men can bottlefeed babies.		
Maize mills in Malawi are usually operated by men while women patronise the maize mills as customers		
In Ancient Egypt, men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.		
Men's voices break at puberty, women's do not.		
In Malawi, Doctors are usually men while most nurses are women.		
In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the house building.		
According to the UN, women do 67% of the world's work, yet their earnings for it amount to only 10% of the world's income		

Before turning the page to find out the answers, look at each of these statements and ask yourself;

- Are any of the above statements surprising?
- Are any of the above statements different to my experience? Why might this be?

Answers to Activity 1.1.1:

Statements relating to SEX ¹	Statements relating to GENDER
Women give birth to babies, men don't.	Little girls are gentle, boys are tough.
Women can breastfeed babies, men can bottlefeed babies.	Maize mills in Malawi are usually operated by men while women patronise the maize mills as customer
Men's voices break at puberty, women's do not.	In Ancient Egypt, men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.
	In Malawi, Doctors are usually men while most nurses are women.
	In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the house building.
	According to the UN, women do 67% of the world's work, yet their earnings for it amount to only 10% of the world's income

 Ask yourself:

- What do you notice about the statements relating to sex? What do they have in common? Do all of these statements relate to my experience, or do some of them differ?
- What do you notice about the statements relating to gender? What do they have in common? Do all of these statements relate to my experience, or do some of them differ?

Read:

The above activity shows us that sex refers to the biological differences between women and men. One's sex is generally permanent except with medical treatment. For example, only women can give birth. The biological characteristics of one's sex include genetics, anatomy, and physiology. These aspects define humans as female or male (EKVILIB, 2017).

However, society assigns different roles and responsibilities to each sex. The assigning of roles and responsibilities to each sex is what we call gender. Therefore, we define gender as the social construction² of roles and responsibilities to women and men in a given culture. In the above statement we can see that the roles assigned to each sex can differ in different societies. Look at how the roles of men and women in Ancient Egypt differ from the roles assigned to men and women in Malawi today.

1 Statements in this activity are adapted from: The Oxfam Gender Training Manual (1993) – Activity 16

2 "Socially constructed" means that the characteristics are not 'natural', i.e. a person is not born with that characteristic, but rather is trained to act in such a way by the way that society praises them if they demonstrate the characteristic, and shuns or ridicules them if they don't e.g. a young boy is not born hating to sweep, but will be 'trained' that sweeping is a traditionally female task by being mocked or teased by his friends if he does it.

Concepts of femininity and masculinity are rooted in the social influences (gender) rather than biological influences (sex). Society often dictates what being a male or a female means. For example, in Malawi housebuilding is seen as the role of a man, but as we have seen above, in a study of 226 cultures, women did the housebuilding in 36 of them. This shows us that this gender specific role is not 'natural', but rather is based on the society that you live in; it is 'socially constructed'. These attributes are not connected to one's sex but to one's gender, and may be different in different cultures. The important message to understand is that gender is socially constructed and can change.

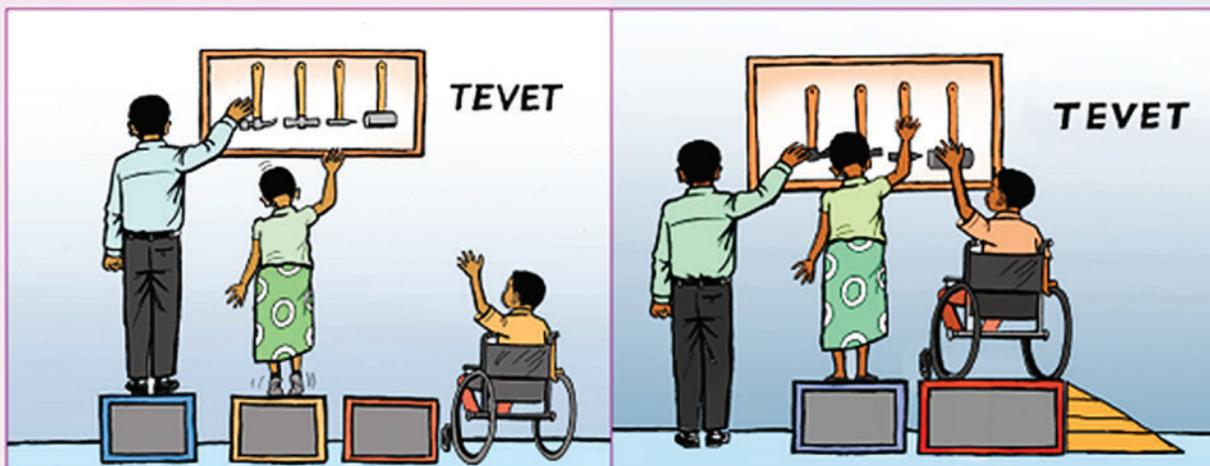
1.1.3. Gender terminologies

Term	Definition	Example
Gender discrimination	Denying opportunities and rights to individuals on the basis of their sex.	Denying or discouraging applicant from entering a course for a male-dominated profession, because it is not considered "women's work".
Gender Parity	Having equal numbers of men and women	Enrolment figures in TEVET colleges show us that there are a lot more male trainees than female trainees. Therefore, there is a gender disparity . A gender disparity can also be referred to as a gender gap .
Gender Equality	The equal allocation of resources, opportunities, support and encouragement without any discrimination between men and women.	Ensuring that female TEVET trainees have equal access to TEVET courses as their male counterparts, and that learning materials are distributed equally.
Gender Equity	Recognising that people experience barriers to resources, opportunities, and support due to their gender and providing what each gender needs to ensure they can equal access to those resources and opportunities. Sometimes equity means that we must give one group more, to ensure they can access resources and opportunities equally. While equality can refer to 'sameness', equity can be seen as 'fairness'. (See the image on page 15)	Providing breastfeeding women with additional breaks during the work day to allow them to breastfeed will mean that women are not prevented from returning to work even when they are fulfilling a maternal (biological) role.
Gender Norms	Ideas about how women and men should be and act. Gender norms define what society believes to be 'male' and 'female' behaviour.	In Malawi it is often believed that men should be aggressive and active, and should be the head of the household, while women should be passive and quiet. This is a gender norm.
Gender Roles	Gender norms lead to the formation of gender roles; the roles that men and women are expected to take on in society. In some cultures, such as Malawi, these roles can strictly define the tasks and activities that men and women are supposed to do.	Based on the gender norm above, men traditionally have taken on the role of breadwinner in Malawian society, while women have taken on the role of caring for the household and family.

Term	Definition	Example
Gender Stereotypes	<p>A rigid and over-simplified definition of a group of people in which all members of that group are labelled with similar characteristics.</p> <p>Can produce behaviour patterns that conform to expectations.</p>	<p>A stereotype exists in Malawi that men waste money on alcohol while women use money for the family. This harmful oversimplification can label all men as drunkards even when many men are not.</p> <p>Some men may become disheartened by the stereotype and think "If they are calling me a drunkard, then let me just behave as one". In this case, the stereotype has produced behaviour patterns that conform to that stereotype.</p>

HOW TO REACH EQUALITY

WHICH SCENARIO IS FAIR?



**ALWAYS GIVING
EVERYBODY THE SAME**

OR

**GIVING EVERYBODY
WHAT THEY NEED TO
ACHIEVE THE SAME**

Sometimes giving more to one person

than another is necessary to be fair.

Respect diversity, recognise different people's needs

& help achieve equality at your college!

Activity 1.1.2: Fill in the necessary information for your institution in the table below and answer questions that follow:

Description	No. of Male	No. of Female
Trainee enrolment		
Teaching staff		
Management and administrative posts		

? Ask yourself:

1. Compare the number between the male and female in the three categories. Is there **gender parity** or is there **gender disparity**?
2. What do you think contributes to the differences in the numbers between male and female in the three categories?
3. What barriers are faced by women in enrolling in TEVET courses, and in accessing resources, and opportunities when they are enrolled?
4. Discuss whether the barriers faced by women are due to **gender discrimination, gender norms** or socialised roles assigned to women and men, or **gender stereotypes**?
5. What strategies/activities already exist in your institution to try and contribute to **gender equality**? (Giving everyone the same)
6. What strategies/activities already exist in your institution to try and contribute to **gender equity**? (Giving one group more in order to give them a fair chance)

1.1.4 . The social construction of gender

Gender roles are constructed through socialisation processes that begins early in life. When you were a young boy or a young girl, you had already begun to internalise what behaviours and characteristics were expected of you as a girl or boy. Gender socialisation is the process by which society's values and norms, including those related to gender roles and responsibilities, are taught and learned. It is a lifelong process and often unconscious process where expectations are reinforced with rewards, punishments and often violence and intimidation. Both girls and boys experience messages to conform to "gender appropriate behaviour".

? Ask yourself:

- If you are a man, was there ever a situation in your childhood when you were told to "Act like a man"? Who told you? What were you doing when they told you that? How did it make you feel? How did it influence your future behaviour?
- If you are a woman, was there ever a situation when you were told "Act like a woman", or "Behave like a lady"? Who told you? What were you doing when they told you that? How did it make you feel? How did it influence your future behaviour?

The sites for socialisation include families, schools, community as well as the media. The interaction of a child with his/her parents; relatives, peers, teachers, and religious leaders create and reinforce the construction of gender identity. Among the institutions that maintain gender roles and perpetuate unequal gender relations in society are family, school, language, religion and mass media.

1.1.4.1. Family

Throughout childhood and adolescence, parents orient their children, both consciously and subconsciously to certain gender roles, behaviours and practices. Parents also reinforce gender stereotypes by having expectations that are different for boys and girls such as girls doing housework and boys working outside

the home. Telling children what they are and what is expected of them is a strong socialising factor. All these processes cause children to believe and internalise the prescribed behaviours develop the gender identity that society believes to be “appropriate”.

Observing how family members are treated significantly impacts on one’s socialization. For example, if a boy sees his father hitting his mother, the boy learns that this is normal, expected and acceptable behaviour between spouses.

? Ask yourself:

- *In what ways have your family upbringing influenced the way that you think about how you should behave as a man or woman?*
- *How was your behaviour modified by your parents/grandparents/brothers and sisters to ensure you followed the expected societal ‘rules’ of being a boy or a girl?*
- *If you have children, how do you respond to their behaviours which influences how they act as a girl or a boy? If you have girl and boy children, do you respond to the same behaviour from a girl and a boy in different ways? (e.g. encouraging sons to climb trees, but chastising your daughter from doing the same). Does this have a positive or negative influence on them?*

1.1.4.2. School

Schools are major sites of learning for children, and they learn as much from the implicit or unconscious behaviours and environment around them, as they do from the explicit curriculum. For example, a teacher who only uses male examples, or only teaches history from a male perspective, may be subconsciously telling girl students that they are less important than their male counterparts. Or teachers who assign certain tasks to girls e.g. sweeping, and others to boys e.g. digging, are further deepening traditional gender norms and roles. Schools can be also be sites of change and transformation, if educators are aware of the gendered messages they pass on to children through their own attitudes and actions as well as through the curriculum.

? Ask yourself:

- *When you were in school, can you think of any ways in which teachers or the school environment reinforced traditional gender norms and roles? What was the result of this on boys, on girls, and on you personally?*
- *Can you think of any educator you had who challenged traditional gender norms and roles? What did they do? What was the impact of this?*

1.1.4.3. Religion

Religious teachings often reinforce the belief that “women’s place is at home”, and women’s primary obligation is to be good mothers, housewives and to obey their husbands. Men, in contrast, receive messages about being leaders. Such perceptions limit women’s ability to shape their destiny and give unequal levels of power to men. Religion can also be used to deliver positive messages about transforming gender roles.

? Ask yourself:

- *Can you think of any messages you received through religious teaching about how men and women should be?*
- *Can you think of any ways that religious institutions could help to transform traditional views of gender that limit gender equality?*

1.1.4.4. Media

Social media and mass media is influential in shaping the minds of people. Media has been an effective socialising agent because it goes about its function in a subtle and often subconscious way. Advertisements often reinforce existing beliefs. Typically, women are identified as housewives whose purpose it is to have children, loving mothers and wives who serve their husbands and children, or sex objects whose purpose is to be desirable. While typically, men are identified as primary wage earners, natural leaders, successful businesspeople, or violent and aggressive. These stereotypical representations of men and women become internalised by men and women limiting their beliefs about what options are open to them.

Ask yourself:

- *In what ways might some of the recent images of men and women you have seen in the media reinforce or transform traditional gender norms and roles?*
- *Can you think of a positive example of a male or female character in the media who is transforming traditional gender roles?*

Ask yourself:

- *What other aspects of society or institutions reinforce gender norms?*



Key messages from Module 1 Unit 1

- Sex relates to the biological differences between men and women
- Gender relates to the socially constructed roles and responsibilities given to women and men in a given culture
- Sex is generally fixed and unchanging, while gender is changeable and dependent on culture.
- Key gender terms include gender discrimination, gender parity, gender equality, gender equity, gender norms and roles, gender stereotypes
- Gendered beliefs and attitudes are influenced by society through the family, through schooling, through religion and through the mass media.

Module 1: Unit 2

Gender equality issues in technical and vocational education and training

1.2.1. Introduction

The aim of this unit is to raise awareness of gender equality issues in technical and vocational education and training (TEVET) in Malawi. Specifically, the unit will draw your attention to the different experiences of men and women in the TEVET system. These differences of experiences stem from gender stereotypes and lead to women experiencing barriers which impede their achievement and success in TEVET. Further, the unit will discuss the negative impacts of such gender related experiences and barriers in TEVET on the socio-economic growth of Malawi at different levels of society.

In order to understand the content of this unit, you shall be guided by the following questions:

1. How do women and men experience TEVET differently?
2. What is the impact on Malawi of few women enrolling and successfully completing TEVET programmes?
3. What is the impact on Malawi of having technical training programmes that reinforce negative gender norms and perpetrate stereotypical roles of men and women?

1.2.2. Gender related experiences of men and women in the TEVET system

In many countries, gender differentiation is evident in multiple sectors of the economy and the TEVET sector in Malawi is no different. TEVET skills are regarded by the government of Malawi as a vehicle to promote and improve socio-economic status of the youth. However, provision of and access to TEVET is problematic for marginalized groups in society such as women and those with disabilities. So many factors and barriers are responsible for this trend.

Ask yourself:

Imagine one morning a carpenter, a plumber, a welder, a bricklayer and an electrician walk into a building site to start work. Visualise them walking through the gate wearing their safety gear and carrying their tools...

Did you imagine five men walking through that gate? You would not be alone in making that gendered assumption. Many people in Malawi, mistakenly hold the gendered belief that many technical and vocational occupations are fields that only men should venture into.

Men and women have different experiences navigating through the TEVET system in Malawi. Women face a lot of barriers that range from the point of identifying a career. To start with, women and girls may be coming from communities or families whose beliefs undermine the potential role they can play to contribute to sustainable and productive livelihoods.

If having navigated these initial barriers and entered the TEVET system, women and girls still face myriad issues that prevent them from performing to the best of their abilities as they navigate the TEVET system; both within colleges, on attachment, and through to graduation and subsequent employment.

Activity 1.2.1: Barriers to female participation in TEVET

In the following table, reflect on how men and women experience different processes within the TEVET cycle. You can base your responses on your own experiences:

	What do male trainees experience?	What do female trainees experience?
Learning about TEVET options		
Application and enrolment		
Access to subsidies, bursaries, and scholarships		
Attitudes of instructors and fellow trainees		
Teaching and learning in classrooms and workshops		

	What do male trainees experience?	What do female trainees experience?
Accommodation		
Access to attachments and work-based learning		
Graduation		
Accessing employment after graduation		

1.2.2.1. Learning about TEVET options

Career guidance on TEVET almost non-existent in secondary schools, leaving many school leavers unaware of the available career options in TEVET institutions. This is particularly true for female school leavers, many of whom will never be encouraged to apply for TEVET courses simply because they are mistakenly believed to be for men. When career guidance is provided, it usually focusses only options available in university (of Malawi). This places TEVET as a fall back plan for men and women should they not get into university. Further, the mode of advertising of TEVET programmes by TEVETA is done using the more traditional methods of newspapers which the target trainees do not get their hands on. Many prospective trainees nowadays obtain information regarding career options from friends through phones (UNESCO, 2017).



Ask Yourself:

- *When you were in school, how did you hear about possible careers? Were there certain careers that boys were encouraged to apply for, and certain careers that girls were encourage to apply for? What was the impact of this?*

1.2.2.2. Application and enrolment

Costs pertaining to different activities from application for entry all through to tuition fees and other programme costs also pose a challenge to making a decision to enrol in TVCs for all trainees, be they male or female

(UNESCO, 2017). Due to gender biases that exist within families, families are more likely support male children who want to apply to the TEVET systems than female children, as many families believe that men will become breadwinners, and women will become homemakers. Married women are also limited in applying for further education as often their husbands or families object to them being away from home.

Regarding tuition fees, trainees pay more in private TVCs than any other type of college. Tuition fees per semester average at k15,000.00 with the lowest pegged at k3000 and the highest at K155, 000. However, female students were reported to have paid more tuition fees than males in three of the private TVCs sampled due to the likelihood that they will enrol in programmes considered more compatible with traditional female gender roles such as Textiles and Design, which require extra costs for special materials.

With regard to enrolment, there have been increases in the number of both male and female students overall in TEVET institutions over the last few years. However, the number of female trainees enrolled is still significantly lower than that of males especially in the areas traditionally deemed to be 'masculine'. The proportion of female trainees hovers at around a third of all enrolment with 35.3% of entrants being female in the 2015/2016 academic year, and 32% being female in the 2016/2017 academic year (UNESCO, 2017). Of the 32% female trainees enrolled, enrolment tended to occur along gendered lines with female trainees mostly enrolling in textiles, fashion and design, and commercial studies (accounting, secretarial studies, ICT etc.), while their male counterparts tend to enrol in construction programmes. It is important to note that occupations that follow from the courses in which women are more likely to enrol tend to be less profitable than those that men tend to enrol in. For female trainees who do enrol in male-dominated areas, a lack of induction into the programme can leave them with a lot of anxiety regarding what to expect. This further applies to both males and females enrolled in programmes that they were redirected to (UNESCO, 2017).

Ask Yourself:

- *What are some of the factors you have heard about that influence female enrolment in TEVET?*

1.2.2.3. Access to subsidies, bursaries, and scholarships

Bursaries and scholarships are available for students in TEVET institutions. The majority of bursaries are awarded to male trainees compared to female students (TEVETA Annual Report 2015/2016). The identification process for the bursary beneficiaries can be subjective as it requires instructors to identify needy students in their respective classrooms. The subjectivity of the whole process may put female trainees at a disadvantage in applying for and receiving bursaries or financial aid. Limited access to funding streams may contribute to cases of GBV as female trainees who lack financial resources may be forced into transactional relationships, or be coerced into exchanging sex for bursary/scholarship recommendations.

Ask Yourself:

- *How can trainees learn about bursaries or financial assistance in your institution? How are bursaries awarded? What might be some of the barriers faced by female trainees in accessing bursaries?*

1.2.2.4. Teaching and Learning in Classrooms and Workshops

UNESCO (2017) reports that female trainees are exposed to negative attitudes and remarks by instructors. Male trainees are provided with more opportunities for practical work than the females. In instances where the instructor requires assistants to do work for small pay, they opt for male trainees over female trainees citing reasons such as inability of the female trainees to do tasks such as climbing buildings.

Different forms of gender-based violence (GBV) are also evident in TVCs. Gender-based violence (GBV) is any harmful act that is done to someone because of their gender. It can include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful

traditional practices such as Kusasa fumbi or kapita kufa; and land grabbing and widow inheritance³. UNESCO (2018) reports that female trainees have experienced sexual and emotional violence and even forced sex in TVCs at the hands of male trainees and instructors. Some experienced physical violence in their homes. Respondents indicated a lack of knowledge about GBV among trainees and instructors. Further, there is poor planning, coordination, implementation, and monitoring and evaluation (M&E) of GBV interventions for TVCs at national and district levels, and minimal consultation by stakeholders with TVCs to inform programming and strengthen coordination, including priority actions to enhance their capacity to effectively implement appropriate responses (UNESCO, 2018). GBV therefore presents negative implications for the trainees which may affect trainees' studies and ultimately the rate of completion of studies for the female trainees. More on GBV is presented in module 3 unit 2 of this handbook.

Gender disparity of instructors also contributes to poor role modelling in TEVET. There are few female instructors in the TEVET system. These few instructors teach in areas that are stereotypically considered 'feminine' with even fewer female instructors in the male-dominated trades. UNESCO (2017) reported that there were only 4 female instructors in bricklaying and electrical installation, 3 in plumbing and 1 each in carpentry and joinery, automobile mechanics. Further, there were completely no female instructors in male-dominated fields such as welding and fabrication, solar photo-voltaic, vehicle body repair, refrigeration and woodwork and machining among others. Further, the female instructors are mistakenly perceived to be less knowledgeable and skilful compared to their male counterparts. They are perceived to be more helpful in other social issues but not academic issues.

Ask Yourself:

- *Have you ever witnessed any of the issues above? What are the different experiences faced by male trainees and by female trainees in your institution?*

1.2.2.5. Accommodation

Availability of infrastructure especially boarding facilities is a factor that influences a prospective trainee's decision to apply for TEVET courses. Female trainees face the problem of poor and inadequate infrastructure facilities. According to UNESCO (2017), a lack of beds and poorly maintained hostels act as barriers to female candidates enrolling in the colleges. Many female candidates report finding self-boarding to be expensive and unsafe. This contributes to the low number of female trainees enrolled in the TVCs.

Ask Yourself:

- *What sort of conditions exist at the accommodation at your institution? Is the accommodation hygienic and secure?*

1.2.2.6. Attachments and work-based learning

Female students face additional barriers both in securing attachments or work placements and during them. Employers may be biased towards hiring male trainees for attachments mistakenly believing the stereotype that some vocational skills are more suited to men. Once in attachments, female trainees risk gender-based violence with reports of female trainees being discriminated against for refusing to have sex with supervisors.

Ask Yourself:

- *What sort of challenges do trainees face when they go on attachment from your institution? Do male trainees face different challenges to female trainees?*

³ Definition adapted from <https://trainingcentre.unwomen.org>, accessed on 1st November 2018

1.2.2.7. Accessing employment after graduation

After they manage to complete their studies, women in TEVET also face problems in getting employment and are less likely to become self-employed (entrepreneurship). A tracer study conducted by TEVETA (2016) revealed that more female graduates than male graduates remain unemployed after completion of their studies. This is likely due to the discriminatory belief by some employers that women cannot be as competent as men in the male-dominated trades despite having the qualifications. The same study further found out that only 12% of the female graduates went in to self-employment. The rest indicated lack of capital and inadequate skills and experience as barriers to entrepreneurship feeling that instructors emphasise the necessary skills more to male trainees than female trainees in practical sessions.

Ask Yourself:

- *Of the graduates who have been successful in finding employment after leaving your institution, how many were male and how many were female?*
- *If there were more successful male trainees, why do you think this is?*

1.2.3. Impact of gender inequality in TEVET on socio-economic development

Low female enrolments in the TEVET system result in few female graduates and continued gender inequality in TEVET industry. This has implications for the socio-economic growth and development of Malawi. By excluding women from vocational industries, Malawi is not only limiting strides towards gender equality, but also stunting opportunities for economic growth.

At the individual level, a lack of technical skills for women means that they cannot earn a living and hence are dependent on men and are under their authority. Gender inequality in this regard may lead to continued suffering of gender-based violence as women are entirely dependent on men, forcing them to remain in violent marriages, or to engage in transactional sex⁴. Further, women have little control over decision making in households which has a negative bearing on the well-being of children in terms of poor health and educational attainment, as gender inequality is also associated with high child mortality rates.

At the community level, gender inequality in TEVET leads to perpetuation of gender inequality because there are few role models for girls in the community to look up to and inspire them. This contributes to girls dropping out of school, often entering into early marriages. This will increase fertility levels hence an increase in the population growth putting further pressure on Malawi's natural resources, leading to environmental degradation, and water, fuel and land shortages, as well as increased pressure on social services such as education and health facilities.

At the national level, gender inequality in TEVET contributes to poverty and poor economic growth. Gender inequality in TEVET means low female participation, productivity and earnings in the labour market. Continued discrimination against the few women that are actually working in the TEVET sector means that their earnings are low compared to their male counterparts leading to a vicious cycle where women may leave the sector, thus exacerbating the gender disparity in the sector.

Ask yourself:

- In what ways could increase female participation in TEVET improve economic growth in Malawi?
- In what ways could increased female participation in TEVET contribute to increased gender equality in the country as a whole?

4 Transactional sex is when a woman is forced to exchange sex for something that she needs, such as money, food, or work.



Key Messages from Module 1 Unit 2

- Male and female trainees have different experiences of the TEVET system based on their gender.
- Women face barriers to enrolment, including negative attitudes towards women entering male-dominated trades, financial barriers, and physical barriers such as a lack of appropriate accommodation.
- Women also face attitudinal barriers within colleges and after graduation based on instructor biases, a lack of female role model, and gendered beliefs of employers.
- Female candidates experience significant levels of gender-based violence from instructors and fellow trainees including harassment, unwanted touch and assault or forced or coerced sex.
- Increasing gender parity and equality in the TEVET system can have positive impacts on the Malawi's socio-economic growth, by increasing the workforce and human capital in the country, and by increasing women's empowerment, thus reducing the birth rate and improving women's decision-making powers.

MODULE 2

Gender Responsive Pedagogy

The way in which a curriculum is delivered is as important as the content of the curriculum. Instructors do not passively impart information, but rather communicate their own values, attitudes and beliefs as they teach. Trainees learn not only what an instructor explicitly says, but also absorb much from observing the ways in which an instructor conducts him/herself and interacts with others. According to a 2015 UNESCO report, many TEVET educators use teaching methods that do not promote equal learning opportunities for males and females to participate in the learning process. A 2018 UNESCO study revealed significant gender disparities in how male and female trainees experience TEVET institutions in Malawi. The adoption of gender-responsive pedagogy is perceived as the best way to address these challenges. Unit One of this module describes ways to make TEVET institutions promote gender equality and equity for all trainees at an institutional level. Unit Two focusses on classrooms and workshops within TEVET institutions and aims at helping you acquire skills in gender-responsive pedagogy to help you become better instructors who are able to reach out to all trainees, male and female alike.

Module 2: Unit 1

Creating Gender Responsive Colleges

2.1.1. Introduction

This unit outlines approaches that institutions may adopt to create gender responsive TEVET. It acknowledges that successful implementation of gender responsive TEVET can be made possible when instructors and institutions at large are geared towards the same goal of creating a conducive environment that enable women to actively participate in TEVET. The unit addresses institutional practices that would hinder promotion of a gender responsive TEVET.

In order to understand the content of this unit, you shall be guided by the following questions:

1. What does gender-responsiveness mean in a TEVET Institution?
2. What can TEVET institutions do to become more gender-responsive?

2.1.2. What is gender responsiveness?

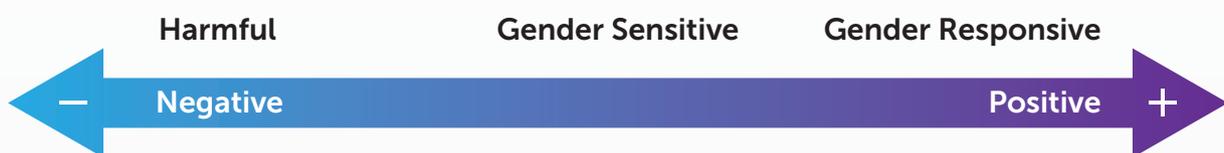
In Module 1 Unit 1, we learned about the difference between equality and equity; or about the difference between 'sameness' and 'fairness'. While it may seem right to give everybody the exact same, what we actually need to do is to provide every person with the means to achieve the same. This sometimes means treating people differently based on their different needs. Gender Responsiveness is about recognising that men and women have different needs and experiences due to the gender norms that control their behaviour and the traditional gender roles that they hold. Gender responsiveness is also about taking action to ensure that these gender norms and roles do not limit men or women's opportunities or access to resources.

Activities in a college can be gender negative (harmful), gender blind, gender sensitive or gender responsive and/or gender transformative.

Term	Definition	Example
Gender Negative (Harmful)	Gender inequalities are reinforced. Harmful and traditional gender norms and roles are encouraged and perpetuated, and stereotypes are built upon. This can be done explicitly through policy, or more covertly through mocking, ridicule, or refusal to offer support.	A female TEVET trainee is discouraged from entering a construction course by being ridiculed for 'trying to be like a man'.
Gender Blind	The failure to recognize that the roles and responsibilities of men/boys and women/girls are assigned to them in specific social, cultural, economic, and political contexts and backgrounds. Projects, programs, policies and attitudes which are gender blind do not take into account these different roles and diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations.	Expecting a female trainee who is pregnant to be able to do exactly the same activities that a male trainee can do.

Term	Definition	Example
Gender sensitive	Recognising that men and women have different experiences and ability to access resources and opportunities due to traditional gender norms and gender roles.	Recognising that female trainees who are pregnant may not be able to handle certain chemicals.
Gender Positive	Addressing barriers and challenges that lead to a disparity in men and women's access to resources or opportunities.	Recognising that pregnancy can be a barrier to female trainees completing their studies, and responding to this barrier by a) ensuring female and male trainees can access contraception and b) putting in place pregnancy support plans that allows a female trainee who does become pregnant to continue her studies in a way that prioritises her needs and the needs of her child.
Gender Transformative	Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment	Through gender responsive colleges which increase women's participation in the workforce, and place more women in non-traditional roles, TEVET can contribute to gender transformation at the national level.

Activities that are Gender Positive or Gender Transformative are said to be Gender Responsive; they recognise and address the different needs that men and women have based on their societal roles and also support men and women to step beyond their traditional roles, transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment. The above terms exist on a continuum, moving from negative (harmful or blind) to positive (sensitive or responsive).



What is Gender-Responsive Pedagogy?

Pedagogy is the art or science of teaching. It deals with theories and practice of teaching and learning and is concerned with the process of delivering content that takes into consideration learning strategies that promote use of cognitive processes. In simple terms, we consider pedagogy as the creation and delivery of an effective classroom instruction.

Gender-responsive pedagogy (GRP) is the educational practice aiming at promoting equality between women and men and ensuring that all men and women can meet their potential. Gender inequalities are harmful to men as well as women e.g. men have reported dropping out of courses considered ‘feminine’ because of ridicule (UNECOSO, 2017). Therefore, transforming harmful traditional gender norms about what a man or a woman can be or do, through GRP, opens opportunities to both men and women.

GRP levels the playing field between women and men offering meaningful and equal classroom opportunities to all trainees through implementing gender-sensitive educational practices, such as instructional delivery, classroom management and performance evaluation processes. GRP empowers instructors to incorporate positive teaching and learning approaches, content and learning activities (knowledge, skills, values and competencies) that pay attention to specific needs of women and men supporting access for equal opportunity.

To summarise, Gender Responsive Pedagogy is educational practice that addresses barriers and challenges that lead to a disparity in men and women’s achievement in TEVET.

2.1.3. Strategies to make TEVET Institutions more gender responsive

This section will explore some of the strategies that colleges can employ to make their institutions more gender responsive. These include; having comprehensive trainee induction programmes; mainstreaming gender throughout the institution’s policies and procedures; providing gender responsive career guidance, and appropriate SRH and GBV services; and ensuring that infrastructure and facilities are appropriate and safe.

2.1.3.1. Trainee induction programme: Setting the tone for a positive learning experience

Starting a new learning experience can cause anxiety for trainee. While it is exciting for new trainees to envision the year, it can also be overwhelming. They will need to learn to navigate a new environment with different modes of behaviour, ways to interact with instructors and their peers, new systems and processes, and engage with new information and differing perspectives. Developing and delivering a solid trainee induction programme can ease the transition for new trainees, giving them the time, support, and relationships they need to succeed. Induction goes beyond understanding instructors, classes and curriculum. It can also reduce the attrition rate of the new female trainees who are struggling to decide whether to remain in what are considered male dominated trades or to quit. Information about the systems and processes that guide the workplace, as well as college norms, are integral for trainees to settle in and feel confident.

Induction aims at integrating new trainees into the institution and help them understand the systems and procedures that the institution follows. It helps the trainees to settle down quickly in the new environment. The trainees are empowered and develop a sense of belonging to the institution.

Systematic trainee induction aims to create a positive environment that supports the needs of both male and female trainees, clarify expectations and address new trainees’ concerns and questions, increase new trainees’ knowledge of key college policies, procedures and programmes, and increase new trainees’ comfort levels and instil a sense of belonging.

Ask yourself

- *Think of a time when you entered a new environment. It may have been a new school, college, or workplace. How did you prepare for your first day? Did you gather your materials together in advance? Iron your new clothes? Plan how you would travel to get there on time?*
- *How did you feel the night before your first day? Were you anxious? Excited? Keen to start?*
- *What information did you receive as soon as you entered this new environment? What was the most useful and practical information that you received? What was the best advice that anyone gave you?*
- *What were the things that took you longer to learn? What were the things that no-one explicitly told you but that you had to learn for yourself?*

- *Did you experience any difficult/embarrassing situations due to your lack of knowledge at the beginning?*
- *What do you wish you had learned earlier in your time in this new environment?*
- *After you had been in this new place for some time, and felt comfortable there, did you experience anyone new arriving? What advice did you give them? What did you think were the most important things that they should know?*
- *Based on these experiences, what do you think might be the advantages of having a trainee induction programme?*

Through a thorough and gender responsive induction and orientation new trainees receive a warm welcome to the college and are made to feel respected and valued. The trainees are made aware of what is expected of them makes them more comfortable and motivated in the institution. A well planned and delivered induction programme provides the trainees with information on how to conduct themselves at the institutions, and what behaviour they can expect from their trainers and fellow trainees. The trainees are made explicitly aware of the college's policies and procedures, and informs them to whom they may report in case they experience violence or harassment. The trainees will also be provided with alternative ways of reporting in case person about whom they are making the report is the one to whom they were supposed to report.

? Ask yourself:

- *What are the most important things that you feel new trainees should be made aware of when they enter the college?*
- *What would be the best way to make new trainees aware of the behaviour that is expected of them in the college?*
- *How can you ensure that the needs of groups such as female trainees, or trainees with disabilities are addressed through the trainee induction?*

New trainee induction is the ideal time to introduce new trainees to the values and behaviours that are expected of them through the Code of Conduct. The Code of Conduct tackles sexual abuse, sexual exploitation, sexual harassment, discrimination and indecent conduct. In addition, it outlines the core values and key principles that a TEVET trainee should embody in their professional and personal dealings at TEVET institutions.

The values stated in the Code of Conduct are:

1. Integrity: Trainees should exemplify honesty, honour and respect for the truth in all of their activities.
2. Respect: Trainees should uphold human dignity and respect for equality and diversity, especially gender equality and respect for fellow trainees with disabilities.
3. Responsibility: Trainees should accept a high level of responsibility for their actions on and off-campus, including their conduct and performance as trainees and their ability to finance their course, to identify and complete meaningful attachments and get TEVET certified.

TEVET CODE OF CONDUCT FOR TRAINEES



WE PROMISE TO UPHOLD THE CORE VALUES OF:

INTEGRITY:	RESPECT:	RESPONSIBILITY:
<p>HONESTY HONOUR RESPECT FOR THE TRUTH</p> 	<p>EQUALITY DIVERSITY HUMAN DIGNITY</p> 	<p>FOR OUR ACTIONS FOR OUR PERFORMANCE FOR OUR FUTURE</p> 

WE PROMISE TO:

<p>ATTEND CLASS & BE ON TIME</p> 	<p>DRESS PROFESSIONALLY, PRACTICALLY & APPROPRIATELY</p> 
<p>ACT WITH HONESTY & INTEGRITY</p> 	<p>ACT WITH RESPECT, CARE & CONSIDERATION</p> 

WE PROMISE TO ACT PROFESSIONALLY & BECOME PROFESSIONALS



The Code of Conduct stipulates that trainees should regularly attend class and be on time; dress professionally, practically and appropriately; act with honesty, integrity, respect, care and consideration.

UNESCO STEP has developed a detailed Orientation Programme Guide that should be used with new and returning entrants to TEVET colleges. The Guide provides a set of obligatory guidelines and optional suggestions to TEVET college administrations on how to organize the orientation process for new and returning trainees at their colleges. See the “TEVET Trainee Orientation Programme Guide for Training Centre Administrators” (UNESCO STEP, 2018) for a detailed description of how an orientation should be conducted.

2.1.3.2. Mainstreaming Gender throughout all policies and procedures

Gender mainstreaming is an institutional strategy that has developed to advance equality for women. It is a process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a way to make women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. Very simply, it means that gender must be considered in all aspects of college life; in official structures, policies and procedures and in all activities that take place in the college, as well as in unofficial areas such as the college culture and the ways that people interact with each other.

Gender mainstreaming should be considered when examining all college policies and procedures. The following questions can help to ensure that gender is being mainstreamed;

- What are the different needs of men and women that may influence how this policy or procedure is implemented?
- Are there any factors that might act as a barrier to men or women from fulfilling what is laid out by this policy/procedure?
- What additional procedures or considerations can we put in place to ensure that both men and women can get what is required from this policy/procedure?

2.1.3.3. Gender responsive career guidance within colleges

Policies relating to attachments and career guidance should encourage and motivate female trainees to take advantage of the opportunities available, and should not reinforce stereotypes by subtly or overtly encouraging female trainees towards careers that are traditionally considered feminine. Colleges should also work to advocate for prospective employers to take on female trainees for attachments and female graduates for employment.

2.1.3.4. Provision of appropriate Sexual and Reproductive Health (SRH) and Gender -based Violence (GBV) and GBV services

UNESCO (2017) report that students in TEVET institutions lack adequate SRH information, and lack access to family planning services and SRH services. Colleges should address the needs of male and female trainees for appropriate sexual and reproductive health services, including access to contraceptives and access to STI and HIV testing and counselling, as well as responsive services for trainees who experience gender-based violence such as health services, counselling services, and support in obtaining justice through college discipline committees and police Victim Support Units (VSUs). Module 3 deals with both of these issues in detail.

2.1.3.5. Secure and hygienic infrastructure and facilities

A UNESCO (2017) study found that 43% of TEVET trainees found their campuses to be unsafe and unsanitary, describing “a lack of sufficient and functioning toilets, no sanitary bins, and poor security in toilets and hostels, especially a lack of door locks and missing windows, screens or bars”. In this way, accommodation facilities are not meeting female trainees’ physical needs e.g. for clean toilets and sanitary facilities, particularly important during menstruation, as well as their security needs to protect them from possible instances of GBV. Improving the accommodation options of female trainees, making them more secure and appropriate would not only reduce the rate of female drop out, but would also reduce the likelihood of GBV.

Ask yourself:

- *What examples of hygiene or security rules and regulations that address the needs of male or female trainees already exist at your institution?*
- *How could your institution better meet the hygiene or security needs of male or female trainees?*



Key Messages from Module 2 Unit 1

- College activities can be gender blind, or they can be gender sensitive/ responsive.
- Gender responsive pedagogy (GRP) in TEVET is educational practice that addresses barriers and challenges that lead to a disparity in men and women’s achievement in TEVET.
- Strategies that will make your institution more gender responsive include having comprehensive trainee induction programmes, mainstreaming gender throughout policies and procedures, providing gender responsive career guidance, and appropriate SRH and GBV services, and ensuring that college infrastructure and facilities are appropriate and safe.

Module 2: Unit 2

Using Gender Responsive Pedagogy in your classroom/workshop

2.2.1. Introduction

Gender biases can be seen in most classrooms and workshops in Malawi. This is evident in instructors' selection and use of teaching and learning materials; the instructors' choice of instructional language, instructor and trainee behaviours; and the interactions in the classrooms and workshops, which can all contribute to and perpetuate negative gender stereotypes. This unit serves to raise awareness and equip you with the knowledge, skills, values and competencies in gender-responsive pedagogy (GRP) to enable you to address these concerns and biases to establish non-discriminatory classrooms that empower both women and men, ensuring that fewer female drop-outs and higher successful completion rates of both women and men.

In order to understand the content of this unit, you shall be guided by the following questions:

- What classroom practices reinforce harmful gender norms or stereotypes?
- What practices transform traditional gender norms positively and contribute to gender equality?
- How can you as an instructor be an agent for positive change by implementing gender responsive pedagogy?

2.2.2. Harmful/Gender-blind instructor practices versus gender sensitive/responsive/transformative instructor practices

Activity 2.2.1:

Read the following list of practices that an Instructor might use in a classroom of workshop. Think about each practice, and ask yourself if the practice is harmful (gender negative), gender blind, gender sensitive, gender responsive (positive and/or transformative). Do not worry too much about the difference between gender sensitive and responsive, or between gender negative (harmful) or gender blind, rather think about whether the practice promotes gender equality (sensitive, responsive or transformative), or ignores issues of gender or even reinforces harmful gender stereotypes (harmful, negative or blind).

Practice	Harmful	Gender Sensitive / Responsive
Choosing men only to answer questions in class		
Drawing attention and laughing when a female trainee makes a mistake		
Putting women in leadership roles in group work		
Promoting women to do demonstration of certain activities in class		
Having segregating seating plans		
Ensuring that both men and women receive necessary materials		
Unequal application of class rules e.g. accepting answers given out of turn from male trainees but not from female trainees		

Practice	Harmful	Gender Sensitive / Responsive
Asking women to sweep up any dust or dirt after class		
Putting men and women in non-traditional roles		
Giving more attention to men in class as you believe they are the ones more likely to succeed		
Ensuring all group members have a chance to contribute during group work		
Openly challenging and reprimanding a male trainee who makes a negative remark against female trainees		

Answers to Activity 2.2.2:

Harmful or Gender Blind Classroom practices	Gender sensitive/ responsive/ transformative practices
Choosing men only to answer questions in class	Putting women in leadership roles in group work
Drawing attention and laughing when a female trainee makes a mistake	Promoting women to do demonstration of certain activities in class
Having segregating seating plans	Ensuring that both men and women receive necessary materials
Unequal application of class rules e.g. accepting answers given out of turn from male trainees but not from female trainees	Putting men and women in non-traditional roles
Asking women to sweep up any dust or dirt after class	Ensuring all group members have a chance to contribute during group work
Giving more attention to men in class as you believe they are the ones more likely to succeed	Openly challenging and reprimanding a male trainee who makes a negative remark against female trainees

In the answers table above, you can see that gender-blind classroom/workshop practices reinforce harmful traditional stereotypes about women; that they should be the ones to sweep, that they are less able than their male counterparts, while gender sensitive and responsive classroom practices promote women's participation and create a more positive and inclusive learning environment for all trainees.

A gender responsive and inclusive classroom is a setting where all trainees, regardless of gender differences, can actively participate and learn without any difficulties. It involves creating a setting, classroom or workshop, where female and male trainees freely attend lessons. Gender-responsive classrooms support the inclusion of all trainees, be it male or female, without any forms of segregation.

A gender-responsive and inclusive classroom climate is, therefore, an environment where all trainees feel supported intellectually and academically and are extended a sense of belonging in the classroom regardless of identity or learning preferences. Hence, the gender-responsive classroom supports the creation of a college environment that accommodates and supports both women and men, removing gender barriers to education.

? Ask yourself:

- *How do you include gender issues when planning for lessons?*
- *How do the female trainees relate to you in and outside class/workshop?*
- *Being honest with yourself, do you use any practices which reinforce negative gender norms or stereotypes?*
- *If so, how can you try to change them to be more gender responsive?*

2.2.3. Creating gender-responsive classrooms

You as an instructor can ensure that your classroom or workshop is gender-responsive and inclusive by establishing clear and consistent classroom rules, by making sure that women and men participate equally in your lessons, by interrogating your own biases and those of your trainees, by personally connecting with your trainees, by being aware of the ways in which gender norms shape men and women's experiences and abilities and making allowances, by addressing offensive, discriminatory and/or insensitive remarks, by using a variety of teaching methods, by making sure that your classroom/workshop environment is gender-responsive, and by ensuring that you use appropriate gender responsive language.

2.2.3.1. Establish clear and consistent classroom rules

You should establish clear classroom expectations for appropriate behaviour from the first day of college. This can be done in conjunction with your trainees, as rules developed and agreed upon together are more likely to be respected and followed. It is very important to include rules that deal with respecting instructors, respecting the trainees and participating in class. You should model respectful behaviour at all times to encourage such behaviour from the trainees. Rules must be enforced fairly and impartially without favouritism, in line with the Staff Code of Conduct.

? Ask yourself:

- *What are the rules by which you manage your classroom/workshop?*
- *Do you apply these rules fairly to all trainees, or are there some trainees who are given leeway? If so, who are these trainees, and why do you allow them to display some behaviours which others cannot?*

2.2.3.2. Ensure balanced participation of women and men in your classroom/workshop

You can work together with trainees to decide and lay ground rules for equal women/men participation in class and ensure this applies to every lesson. For each activity, you can endeavor to involve both women and men through: speaking, presenting, demonstrating, role-playing, answering and asking questions, writing and leading in group activities. Ensure that learning materials are available and distributed equally among male and female learners when in short supply.

- How can you make sure that male trainees and female trainees participate equally during your lessons?

2.2.3.3. Interrogate your own biases and those of others

Take time to think about some of the gendered beliefs that you have about men and women and how that influences your classroom/workshop practice. Your family background and/or experience of education may have ingrained certain beliefs in you. For example, if your family had only male breadwinners, and your female relatives stayed at home, that might influence your views on what careers are suitable for men and for women. Or if most of your successful students in the past were male, it may mistakenly lead you to believe that female trainees are not as capable. Think about your experiences and how they have shaped your beliefs.

You can also help others to think about how their own beliefs have developed by asking trainees who express stereotyped beliefs, why they think that, and offering them alternative perspectives.

You should always try as much as possible not only to correct stereotyped beliefs but to challenge them as well. For instance, if a trainee says girls do not wear safety toe shoes in a workshop, you could not only say “of course girls can also wear such shoes”, but also be able to question why such beliefs are made. Hence there is a need for you to give a chance for trainees to think through why they hold certain beliefs and be encouraged to question their thinking. Such issues when earlier exposed to them, the easier it is to address such prejudices before it becomes entrenched.

Ask Yourself:

- *How have my beliefs about what men and women should do and be been formed?*
- *Are any of my beliefs based on stereotypes, or outdated norms?*
- *How can I ensure that I examine my own biases and gendered beliefs?*

2.2.3.4. Personally connect with trainees

In order to encourage openness and honesty among instructors and trainees, it is encouraged that there should be a cordial professional relationship between the instructors and the trainees. This does not mean that you should be socialising with your students outside of class, as it is appropriate to maintain a professional distance, but rather that trainees feel comfortable to approach you to discuss personal learning experiences and challenges they are facing. You are encouraged to engage in one-on-one discussion with individual trainees to discuss their progress during a term. It is important however, to avoid any impression to observers of impropriety on your part, especially in the case, for example, of a male instructor holding a one-on-one meeting with a female trainee. In this case, you would do well to hold such a meeting in a room with windows and an open door, to model transparent, moral and impartial interactions with all students.

Ask yourself:

- *How can I ensure that trainees feel comfortable to approach me with issues they are facing?*
- *How can I make sure that my relationships with trainees remain professional and in line with the Staff Code of Conduct?*

2.2.3.5. Be aware of the ways that gender norms shape men and women’s experiences

As you plan for classroom interactions, you should consider the norms that have shaped the male and female trainees and how that might play out in the classroom. For example, young boys are encouraged to play and climb trees while young girls are discouraged from climbing trees and have little experience being at high heights. Therefore, if an activity is given for trainees to work at high heights, it may be the first time for a female trainee to work at a high level and she may express and experience fear or a lack of confidence. In contrast, the male trainees may be comfortable at the height because they have had previous experience climbing. If one was not gender aware, one could conclude that women are “naturally” fearful of heights, not able to effectively complete a task, and are not confident. However, now that you understand that these gender roles and responsibilities are socially constructed from a young age, your role is to construct your lesson in a manner that takes these previous experiences into consideration. In this current case, you may need to provide extra support, opportunities or guidance for any trainees who have had no experience working at heights.

Ask Yourself:

- *Have you ever made an assumption about a trainee’s capacity that turned out to be misinformed? If so, what happened?*
- *Have you ever discovered information after an event that gave you a different perspective on what*

happened? If so, what happened?

- *How can you ensure that you consider your trainees perspectives and experience when they face challenges?*

2.2.3.6. Address offensive, discriminatory and insensitive comments

Trainee negative behaviour including bullying, intimidation, and sexual abuse and harassment is prohibited by the Trainee Code of Conduct. It is your role as the instructor to prevent such behaviour. If this is observed, it is your responsibility to stop the trainee from behaving this way and possibly removing the trainee from the classroom or workshop. When such behaviours are seen, this is a teachable moment. By swiftly reprimanding the trainee, explicitly stating that the behaviour is not allowed, and openly standing up for the trainee(s) who were victims, you teach the whole class about appropriate behaviour. By taking this swift action, you are acting as a role model for the trainees.

The negative consequences of taking no action, joking about the incident, or even encouraging the behaviour are profound. Firstly, you have broken the Instructor Code of Conduct by not adhering to professional conduct. Secondly, you have taught the perpetrator of the misconduct that his/her behaviour is acceptable. Thirdly, you have taught the whole class that the behaviour is acceptable and they can assume that you support it, practice it and that it can be practiced in the college and work setting.

Similarly, if an instructor notices the negative behaviour and requests the perpetrator to meet after the class, this misses out on teaching the trainees how to openly stop the negative behaviour. It is preferable if the class is stopped, and the negative behaviour addressed immediately, openly, and transparently.

In order to model positive behavior, instructors are to represent themselves, their experiences, professional position and qualifications honestly. Hence, they are reminded to refrain from demonstrating negative behaviour of harshness, arrogance, lateness and drunkenness. In other words, you are a role model to your trainees and must show appropriate conduct.



Ask yourself:

- *Have you ever had a situation in a classroom where you have witnessed sexist or bullying behaviour from a trainee against another trainee?*
- *What did you do? In hindsight, was this the best way to respond?*
- *What action could you take and what words could you use when you observe or suspect intimidation and bullying behaviours used in your class?*
- *What action could you take and what words could you use when you observe violence experienced by one of your trainees?*

2.2.3.7. Use a variety of participatory teaching methods including small groups

Participatory methodologies promote gender inclusiveness and add variety and interest in learning. They also facilitate the acquisition of knowledge, skill, values, attitudes and competencies by trainees. Varying teaching methods keeps the interest of trainees and caters for a greater range of trainees' preferred methods of learning.

Using group work can be gender-responsive if there is a scenario where there are some trainees (often male) who dominate and some (often female) are more quiet and hesitant. In such cases, it is advisable to divide the class into very small groups so that each trainee has a chance to participate freely, without having to speak in front of a large group. Although gender segregation is not generally encouraged, in case where there are a small number of quiet female trainees in your classroom/workshop who tend to be dominated by louder male classmates, it can be advisable to allow female trainees to form their own group where they can speak freely without interference from male counterparts.

- *What are your most commonly used teaching methods? Do you use group activities, lecture-style lessons, teacher demonstrations, practical exercises, use of examples, other strategies?*
- *Which of these encourage equal participation among male and female trainees?*

2.2.3.8. Use gender-responsive language

The language that you use in your classroom/workshop can influence the ways that men and women participate in your lessons. Language is a tool of communication that reveals a lot about what we think and believe so it must be used carefully. Language can often reinforce gender differences and inequalities. Only using male examples or frequent use of the exclusive pronoun 'he' can be gender biased as it excludes women.

Non-verbal language can be demeaning also, e.g. a shrug of the shoulders or rolling of the eyes may suggest that the trainee is foolish or bothersome to warrant attention. Use of harsh, abusive, demotivating and threatening language creates fear and hinders open communication and participation. Instructors also need to be vigilant in monitoring trainees' language in classroom/workshop interactions to encourage participation and increase learning opportunities.

Ask Yourself:

- *Give an example of language you use when encouraging men to reach their full potential and not conform to negative stereotypes*
- *Give an example of language you use when encouraging women to reach their full potential and not conform to negative stereotypes*

2.2.3.9. Ensuring your physical environment is gender responsive

A gender-responsive classroom or workshop set up is one where the physical environment encourages and enhances active participation and student-centred learning, in addition to providing adequate resources and comfort.

Ask yourself:

- *How can your classroom /workshop be arranged to enhance participation by all trainees?*

The inventory form on the next page can help you to assess how gender-responsive your classroom is. Once you have assessed the different aspects of your physical environment, you can begin to work to improve the weak areas of your classroom or workshop.

A Gender-responsive Inventory Form for Classroom/workshop Set Ups (Physical Environment)

Instructions:

1. This evaluation tool will assist instructors to assess their classroom/workshop from a gender lens
2. Each element has a five - point score range of 1 to 5 (1 lowest and 5 as highest) and the following is the key or interpretation:

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

3. Tick against the value that best represents the level of gender responsiveness for your classrooms/ workshops:

S/No.	Gender Responsive Classroom / Workshop Elements	1	2	3	4	5
1	The chairs/desks/benches are enough for every learner.					
2	The walls have illustrations/pictures/ fixtures that send positive images of both women and men and do not perpetuate negative stereotypical gender roles					
4	Desks and groups are arranged to increase participation of both female and male trainees.					
5	The furniture's shape, size, height and weight is suitable for female and male learners.					
6	The heights of shelves in workshops and library are suitable for both male and female trainees					
7	How the instructor's positioned considers social distance with learners					
8	Furniture arrangement plan encourages equal participation by all learners.					
9	There are enough tools and resources for all students					
10	There are posters or painting that indicate appropriate and expected behaviour of trainees and instructors					



Key Messages from Module 2 Unit 2

- Gender-blind classroom/workshop practices can reinforce harmful traditional stereotypes about women, while gender sensitive and responsive classroom practices promote women's participation and create a more positive and inclusive learning environment for all trainees.
- You as an instructor can ensure that your classroom or workshop is gender-responsive and inclusive by establishing clear and consistent classroom rules, by making sure that women and men participate equally in your lessons, by personally connecting with your trainees, by addressing offensive, discriminatory and/or insensitive remarks, by using a variety of teaching methods, by making sure that your classroom/workshop environment is gender-responsive, and by ensuring that you use appropriate gender responsive language.
- You as an instructor should also interrogate your own biases and those of your trainees, be aware of the ways in which gender norms shape men and women's experiences and abilities and making allowances.

MODULE 3

Approaches to addressing Gender Based Violence and Sexual and Reproductive Health in TEVET

The situational analysis conducted by UNESCO have found Sexual and Reproductive Health and Gender-based Violence to be major issues that negatively impact trainees experience of TEVET. TEVET trainees risk unplanned pregnancies, STI and/or HIV infection, and sexual violence, all of which disproportionately affect female trainees, further limiting their access and opportunities within TEVET and leading to poor learning outcomes and drop out. These two issues must be prioritized if the quality of TEVET is to be improved, and gender inequality is to be tackled. You, as instructors can have a key role in improving trainees' access to information and services on sexual and reproductive health and gender-based violence.

Module 3: Unit 1

Sexual and reproductive health

3.1.1. Introduction

Sexual and reproductive health (SRH) is an important factor in shaping how men and women develop and maintain meaningful interpersonal relationships, appreciate their bodies, interact with others, express affection, love, and intimacy and by choice, bear children. SRH knowledge is of particular importance in tertiary institutions such as Technical and Vocational Colleges where both the instructors and trainees can be at risk of unplanned pregnancies, Sexually Transmitted Infections (STIs), Human Immunodeficiency Virus (HIV), and unsafe abortions. This results in trainee's dropping out and not completing their education. This unit, will explore why it is important to address SRH in TEVET institutions, what role you as an instructor can play, and what the key messages are that trainees need to be made aware of.

In order to understand the content of this unit, you shall be guided by the following questions:

1. Why is it important to address sexual and reproductive health (SRH) in TEVET institutions?
2. What can you as an instructor do to ensure that trainees can access adequate and accurate SRH information and services?
3. What are the key messages that a SRH provider should deliver to TEVET trainees?

3.1.2. Why is it important to address SRH in TEVET?

The 2017 UNESCO study on the status of SRH and GBV in TEVET Colleges in Malawi reported some disappointing findings. It found that both male and female trainees engage in casual, unprotected and transactional sex, with 73% of female trainees, and 97% of male trainees reporting being sexually active. It found that trainees lack access to family planning education and SRH services, and that they lack basic SRH information. This lack of access to basic SRH information and services has extremely dangerous consequences with 40% of female students and 20% of male students reporting not using contraceptives, putting them at risk of unplanned pregnancies or STIs or HIV.

The Government of Malawi is committed to providing comprehensive and integrated SRH services to its citizens as stipulated in the National Sexual and Reproductive and Rights Policy of 2009 which is in line with the recommendations from the International Conference on Population and Development (ICPD) held in Cairo, Egypt in 1994. Sexual and reproductive health rights (SRHR) refer to the right to have control over and decide freely and responsibly on matters related to sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.

Sexual rights involve the right to negotiate for safe sex and choose to participate in consensual sexual relations with whomever you choose and in any orientation desirable without any discrimination or violence. Sexual rights is **NOT** the right to have sex with a person whenever you want. Sex must be consensual or else it is violence. Reproductive rights involve having the power to decide on whether one wants to have children or not, how many, and in what manner of spacing.

Sexual and reproductive rights are human rights and, as such, are closely linked with other internationally recognised human rights such as the right to privacy, the right to education and information, the right to equality, and freedom from violence and all forms of discrimination. These rights are expounded in the constitution of the Republic of Malawi under human rights.

Everyone is entitled to their sexual and reproductive rights. Knowledge of one's rights is empowering in itself because it provides confidence that goes a long way to prevent being abused, cheated, and discriminated against in pursuit of SRH services. There is a need to sensitise trainees on what their sexual and reproductive rights are. Instructors have a crucial role to play in this regard. You can do this by encouraging trainees to go to reputable SRH providers to access accurate information and contraceptives, inviting nurses from a local clinic into the college, or partnering with the right stakeholders and arrange to have them come to the college periodically and sensitize trainees on SRH and SRHR.

? Ask yourself:

- *Is sexual and reproductive health an easy topic to discuss openly in Malawi? Why/Why not?*
- *What are some of the cultural factors that influence people's ability to discuss sexual and reproductive health issues?*
- *What are some of the cultural factors that influence people's ability to have good sexual and reproductive health?*
- *What are some of the misconceptions about sexual and reproductive health that are traditionally held in Malawi?*
- *What is your own experience of learning about sexual and reproductive health? How did you learn about it? What do you wish that you had known earlier?*
- *Why might it be important for trainees to have access to information about SRH*

There are societal/cultural factors that affect how people in Malawi conduct and express yourself as far as SRH is concerned. Many young people learn about sexual and reproductive health through parents, peers, their aunts or uncles, or through initiation ceremonies. However, not all of the information that young people receive on SRH is accurate, and some of it can even be dangerous if it advocates for practices that put young people at risk of early pregnancy or sexually transmitted diseases or HIV. Some examples of untrue and wrong information that young people might receive about sex include; "Contraceptives cause infertility", "You only use contraception if you don't love the person" "If one showers immediately after unprotected sex, you can avoid HIV, STIs and pregnancy", "You cannot get pregnant if it is your first time having sex or if she has sex while standing up", "If someone uses contraception, it means they are cheating", or "Masturbation is harmful as it can stop you from having babies in future".

Some people shy away from giving young people information about sex, mistakenly believing that having information will somehow 'encourage' them to have sex. Research shows that this is not true, as the more information that young people have about sex and sexual reproductive health, the more likely they are to delay starting to have sex, and to practice safe sex when they do. As Instructors, you can support your trainees by ensuring that you have accurate information so that you can challenge any dangerous misconceptions they might hold.

? Ask yourself:

- *What might be the consequences if a young person mistakenly believes any of the above described statements to be true?*
- *What are some of the other traditional beliefs that you have heard about SRH that may be inaccurate or dangerous?*
- *How might you, as an instructor, challenge an incorrect belief that you hear from a trainee about sex or SRH?*
- *What are some of the traditional practices that you have come across that may put people at risk of*

unwanted pregnancy or sexually transmitted diseases and HIV?

- *How have some of these practices changed over time?*
- *When you were growing up, what strategies did you use to try and distinguish between accurate and inaccurate information on SRH?*
- *Where do trainees receive information about SRH? Is that information likely to be reliable/accurate? Why is it important to ensure they receive reliable and accurate SRH information?*

3.1.3. What role can you play in supporting trainees' access to SRH information and services?

There is a need for TEVET colleges to offer a comprehensive SRH package that caters for the needs of trainees. The UNESCO study on SRH and GBV in TEVET institutions indicates that trainees particularly want services that are affordable, timely and confidential (UNESCO, 2017). In general, core services and support should include:

1. Information, counselling and services for contraception, post-abortion care, STIs, nutrition education and menstrual hygiene.
2. Information, education and counselling for HIV, access to condoms, voluntary counselling and testing (VCT), STI diagnosis and treatment and anti-retroviral therapy.
3. Gender-based violence counselling and management.

As an instructor you can advocate in your colleges for the following services to be provided:

Peer education: Peer education involves individuals learning from their peers. Trainees may feel more comfortable talking about SRH issues with their peers, than with instructors or outside agencies. Some trainees may be trained as peer educators by qualified SRH personnel. The peer educators will in turn share information and provide counselling to their friends in school. Where there is a need, the peer educators can provide referral advice so the trainees can get further help from outside the colleges in health centres, Banja la Mtsogolo (Marie Stopes) as well as private and general hospitals.

SRH education: To ensure that trainees receive reproductive and sexual health education, nurses and health providers can be called to come to the colleges and meet with them at regular intervals throughout the academic year. There are also One Stop Centres that provide health and legal services to victims of sexual violence. It would be beneficial if officials from these centres are invited to the college to raise awareness among the trainees of the services and of violence prevention measures. Further, instructors should be empowered with SRH information which they can provide to the trainees if need be.

The trainee orientation programme delivered at the beginning of each year is an excellent opportunity for local service providers to deliver a training session for all trainees on SRH.

Pregnancy support policy: The newly published Code of Conduct for trainees provides provision for support to pregnant trainees in the wake of promoting SRH in TEVET institutions. Specifically, the policy outlines that 'once the trainee has disclosed her pregnancy status, her matron or the Vice Principal will meet with her to draw up a Trainee Pregnancy Support Plan. The Trainee Pregnancy Support Plan will detail any special arrangements required during the trainee's pregnancy and the agreed timescale for her return to study. Any postponement of studies, assessment or attachment will be clearly outlined and agreed on.' (Government of Malawi, 2018).

However, much as the TEVET institutions are ready to offer support to pregnant trainees, it is important that trainees understand that pregnancy may affect their studies in negative ways such as delayed completion or withdrawal altogether. In this regard, the policy provides a provision for safer sex as a way to prevent unplanned pregnancies in the first place. The policy outlines that, "TEVET colleges will provide advice and guidance to trainees on family planning, stressing the significant implications that pregnancy and childbirth are likely to have on education completion" (Government of Malawi, 2018).

Some of the steps that you, as an instructor, can take to support the provision of SRH services in your college include:

- Campaigning for on-campus integrated SRH services where trainees can access services in one location, making them convenient and minimising costs of travel
- Create communication channels between you, trainees, and parents/guardians
- Create relationships with trainees that promote confidentiality and respect
- Help distribute free/very cheap contraceptives to trainees
- Get trained in SRH education and provide the SRH education as well as guidance and counselling to trainees.

Ask yourself:

- Would I feel comfortable if a trainee came to me with a question about SRH?
- Would I know where to send a trainee to get contraceptives or to be tested for an STI?
- How could I as an instructor support a female trainee who wants to continue her studies while pregnant?

3.1.4. What are the key messages that an SRH provider should deliver to trainees in a TEVET college?

Some of the key messages that you should encourage SRH providers to deliver in your college include messages on safe and unsafe sex, reducing SRH risks and on consent.

3.1.4.1. Safe and Unsafe Sex

Safe sex is sexual activity in which the people involved take precautions to protect themselves against unwanted pregnancy and against sexually transmitted infections including HIV. Sexual activities can range from sexual acts which pose no risk to those involved, to acts that pose a very high risk of sexually transmitted infections and unwanted pregnancy.

Below is an outline of the different ranges of safe sex:

<p>No Risk</p> <ul style="list-style-type: none"> • Hugging, • Holding hands, • Massaging, • Rubbing against each other with clothes on, • Sharing fantasies, and • Self-masturbation • Mutual masturbation 	<p>Medium Risk</p> <ul style="list-style-type: none"> • Introducing an injured finger into the vagina or anus or • Sharing sexual toys (rubber penis, vibrators) without cleaning them. • Oral sex without a latex barrier is risky in terms of HIV, although it carries less risk than unprotected anal or vaginal intercourse.
<p>Low Risk</p> <p>Masturbating together as long as males do not ejaculate near any opening or broken skin on their partners; using a latex condom/barrier for every act of sexual intercourse (penis in vagina/anus/mouth)</p>	<p>High Risk</p> <p>This involves having unprotected anal or vaginal intercourse and qualifies to be risky sexual behaviour.</p>

Risky sexual behaviour is behaviour that increases the likelihood of adverse sexual and reproductive health consequences. Research indicates that trainees in TEVET institutions are engaging in risky behaviours which pose a great threat to their lives, for example 40% of female students and 20% of male students did not use any contraceptives (UNESCO, 2017). These health consequences include unwanted and unplanned pregnancy, unsafe abortion, HIV/AIDS and STIs. Examples of such risky behaviours include unprotected sexual intercourse, commercial sex/survival sex/transactional sex at an early age, having multiple sexual partners and sexual activity under the influence of substances (alcohol and drugs). Below are some of the problems related to risky sexual behaviour:

Sexual violence

Sexual violence can include sexual harassment, sexual exploitation, and forced sex. Knowledge about SRH as well as SRHR can give individuals the ability to make informed decisions regarding sex. UNESCO (2018) revealed that trainees and other individuals in TVCs have inadequate SRH knowledge. The lack of a well-structured comprehensive SRH program in TVCs puts individuals at risk becoming vulnerable to coercion, intimidation and bullying. The UNESCO (2017) report cites power imbalances between boys and girls in sexual relationships to be a contributing factor to incidences of risky sexual behaviour.

Early and unwanted pregnancy

Young women who engage in unprotected sex may get pregnant. Young women may have limited support and may have difficulties coping with the financial, physical and emotional burden of raising a child. Although female trainees are encouraged to return to the college after giving birth, it can be challenging to arrange child care and stressful to complete studies while raising a child. Young fathers may have difficulty in providing for the child which may result in them dropping out of school to get a job or balancing school with a job which ultimately affects their performance in school.

Unsafe abortions

Because many women and men have inadequate knowledge about pregnancy prevention and due to high rates of sexual violence perpetrated against women, women have unplanned and unwanted pregnancies. In cases where the woman has been raped or she feels unprepared to be a mother, she may feel pressured to terminate the pregnancy. With no support from family and no knowledge of SRH knowledge and services, they may induce the abortion on their own or seek services from an unqualified practitioner which may result in unsafe abortion. 7% of female survey respondents in TEVET had terminated a pregnancy (UNESCO, 2017). Unsafe abortions pose a great threat to life and there are many recorded cases of women in Malawi dying from unsafe abortions. Moreover, women may develop complications and infections which may damage their reproductive organs and lead to infertility. Aside from this, the trauma experienced may lead to psychological problems such as depression for these women.

Sexually transmitted infections, HIV/AIDS

Men and women may get infected with HIV and STIs as a result of having unprotected sex with an infected partner. Likelihood of infection increases if an individual has multiple sexual partners or through sex work. Prevalence rate for HIV in Malawi is one of the highest in the world. As of 2016, 9.2 percent of adults between 15-49 years are living with HIV. Further, HIV disproportionately affects women in Malawi with a prevalence rate of 12.8% compared to men with a rate of 8.2% for the 15-64 year-old bracket. Women are at a higher risk of becoming infected with HIV due to their reduced ability to negotiate condom use, their vulnerability to gender-based violence, as well as biological factors that make them more likely than men to contract HIV from having unprotected sex with a HIV positive partner. This disparity is more prominent among 25-29 year-olds with HIV prevalence three times higher for women than men (14.1% vs 4.8%) (Ministry of Health, 2016).



Ask yourself:

- *What are some of the factors that influence people in TEVET institutions to engage in risky sexual behaviours?*
- *What role can you as an instructor play in mitigating some of the factors?*

3.1.4.2. Reducing SRH Risks in TEVET Colleges

There are various factors which may cause people in TEVET institutions to indulge in risky sexual behaviours, such as peer pressure from friends, drug or alcohol misuse, a lack of accurate information about contraception, or power imbalances between men and women. Weak life skills, such as the ability to be assertive or to negotiate may also limit a person's ability to insist on safe sex. In addition to this, female trainees who have been forced into transactional sex or coercive relationships due to financial need may not be in a position to be able to insist on condom use. There are a number of strategies that should be promoted within TEVET colleges to reduce sexual and reproductive health risks among trainees and staff.

1. Promoting safe sex techniques

STI/HIV infection or unplanned pregnancies can be avoided by practising safe sex. Safe sex is anything that can be done to lower the risk of STIs and pregnancy. Practising safe sex works at reducing the risks of infection and pregnancy without necessarily reducing sexual pleasure. Safe sex, however, presents options that people may choose from involving specific sexual acts which come with varying degrees of risk. TEVET students require comprehensive education in SRH issues including safe sex techniques, so that they can make informed choices about their relationships.

2. Promoting life skills to develop positive sexual behaviours

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1994). In general, core life skills include the ability to:

1. Make decisions, solve problems, and think critically and creatively,
2. Clarify and analyse values,
3. Communicate, including listen, build empathy, be assertive, and negotiate,
4. Cope with emotions and stress,
5. Feel empathy with others and be self-aware.

With regard to SRH, life skills provide competencies that promote positive and informed decision-making that lead to a healthy sexual and reproductive life. The following life skills support instructors and trainees to practice healthy sexual behaviours as well as help them recognize and avoid risky sexual situations and behaviours:

- a) **Assertiveness** - refers to the ability to express one's feelings need or desires openly and directly but in a respectful manner e.g. "Yes, I love you, but you shouldn't ask me to prove it by having unprotected sex"
- b) **Effective communication** - Effective communication is the ability to express oneself clearly and effectively during interactions with other people in any given circumstances e.g. "No, I don't want to have intercourse with you, but I would like to try some lower risk sexual activities"
- c) **Self-esteem** - Self-esteem, the basis of all life skills is the way an individual feels about her/ himself and how they believe others feel about them. It has been described as an awareness of one's worth as a unique and special person endowed with various attributes and great potential.
- d) **Peer resistance** - Peer resistance is the ability to consciously resist the desire "to go along with the crowd".
- e) **Decision making** - Decision-making is the ability to utilise all available information to assess a situation, analyse the advantages and disadvantages, and make an informed and personal choice
- f) **Self-awareness** - Self-awareness is an individual's ability to appreciate the strong and weak points of one's character.

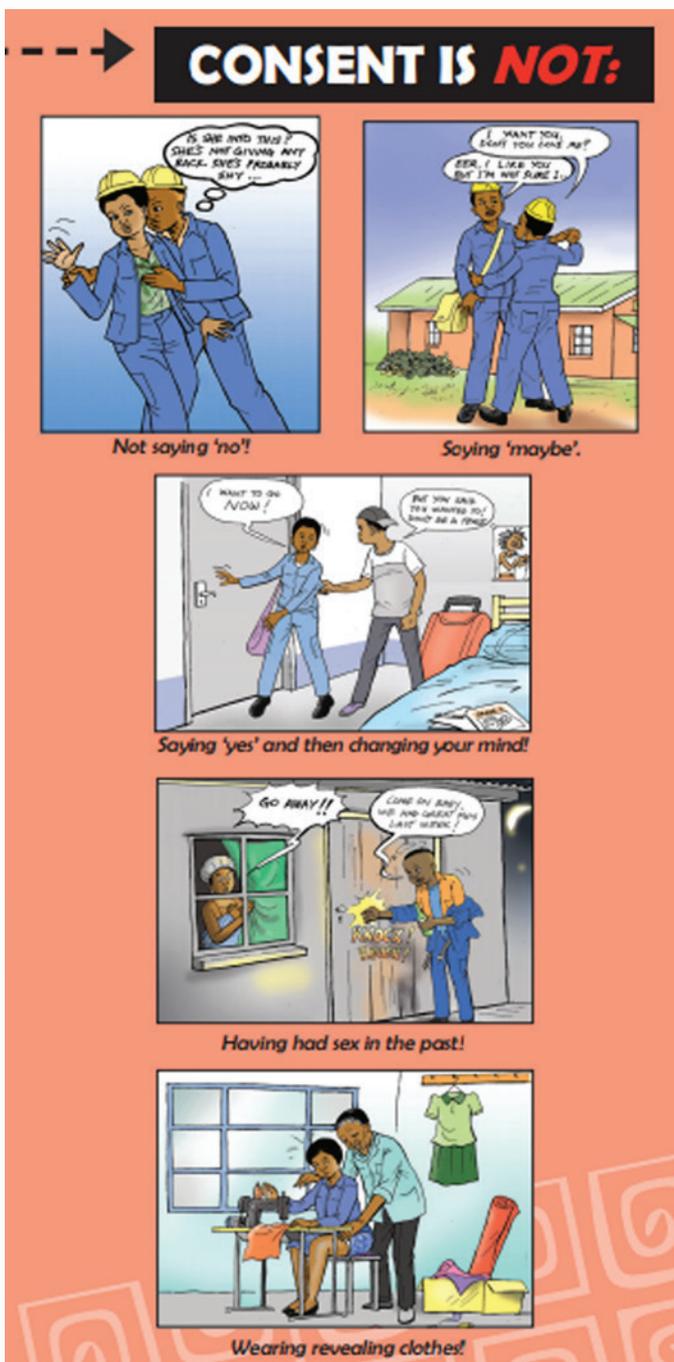
Developing these skills will allow trainees to make informed and conscious decisions about their sexual health, and prevent them from being coerced into sexual activities.

3.1.4.3. Consent

Teaching trainees about what “Consent” is will allow male and female trainees to engage in safe, consensual relationships free from coercion or violence, and to insist on contraceptive use when they do decide to engage in sexual relations. It will also better enable trainees to say “No” to sex when they don’t want it, and to have those wishes respected.

Consent is when there is complete agreement and someone clearly says ‘Yes’ to sexual activity.

Messages that trainees must be aware of about consent include;



- Just because a person didn't say 'No', does not mean they have given consent
- Saying 'maybe' is not consent
- If someone changes their mind about wanting sex when they had previously said yes, that means there is no consent.
- Just because you have had sex with them in the past, does not mean they consent to have sex again whenever you want.
- Wearing revealing clothing like a short skirt does not mean that the person has 'asked for it' or given 'consent'.

Trainees should be made aware that the only way to give consent to sex is to explicitly and without coercion say 'Yes' to sex.

Consent is when there is complete agreement and someone clearly says 'Yes' to sexual activity.

Messages that trainees must be aware of about consent include;

- Just because a person didn't say 'No', does not mean they have given consent
- Saying 'maybe' is not consent
- If someone changes their mind about wanting sex when they had previously said yes, that means there is no consent.
- Just because you have had sex with them in the past, does not mean they consent to have sex again whenever you want.
- Wearing revealing clothing like a short skirt does not mean that the person has 'asked for it' or given 'consent'.

Trainees should be made aware that the only way to give consent to sex is to explicitly and without coercion say 'Yes' to sex.



Key messages from Module 3 Unit 1

- Both men and women have the right to be informed about and have access to affordable, safe, adequate and effective SRH support and services of their choice.
- Sexual and reproductive health rights refer to the right to have control over and decide freely and responsibly on matters related to sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.
- Safe sex is sexual activity in which the people involved take precautions to protect themselves against unwanted pregnancy and against sexually transmitted infections including HIV
- Trainees who engage in risky sexual behaviours are at risk of unwanted pregnancies, sexually transmitted infections, unsafe abortions and sexual violence. Access to contraceptives, the development of life skills and understanding of safe sex may help to minimise the risk of sexual activity
- Colleges should provide trainees with SRH services which as services that are affordable, timely and confidential. These services can include access to contraceptives, peer education, and partnerships with SRH agencies.
- Trainees should be aware that sexual relations must have consent. Consent is when there is complete agreement and someone clearly says 'yes' to sexual activity.
- Instructors can play a role in supporting trainees in exercising their sexual and reproductive rights.

Module 3: Unit 2

Zero tolerance to gender based violence

3.2.1. Introduction

Gender-based violence (GBV) and sexual violence are prevalent in both TEVET institutions (UNESCO, 2017) with female instructors and trainees experiencing different forms of GBV and sexual violence perpetrated by instructors or male trainees. In order to end GBV and sexual violence in TEVET institutions and workplaces, different stakeholders have proposed a policy of zero tolerance to GBV. To this end, this unit will introduce you to the concept of zero tolerance to GBV and how different forms of GBV and sexual violence can be recognised and dealt with. The unit will also explore the reporting and response mechanisms in place within TEVET institutions and the national laws and policies that prohibit GBV and sexual violence. Lastly, the unit will cover the code of conduct for TEVET instructors and administrators, and their roles in ensuring zero tolerance to GBV and sexual violence in TEVET institutions.

In order to understand the content of this unit, you shall be guided by the following questions:

1. What are the forms of GBV and sexual violence?
2. What are some of the GBV/Sexual violence that has been witnessed in TEVET institutions or the society?
3. What can the Code of Conduct for Staff and Trainees help to reduce GBV in TEVET Colleges?
4. What is the role of TEVET instructors in ensuring zero tolerance of GBV?

3.2.2. What is gender-based violence?

Gender-based violence is any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples from Malawi include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as *Kusasa fumbi* or *kapita kufa*; and land grabbing and widow inheritance⁵. The terms 'Gender-based violence' and 'violence against women' are sometimes used interchangeably as the vast majority of gender-based violence is inflicted by men on women and girls. However, it is important to retain the 'gender-based' aspect of the concept as this highlights the fact that violence against women is an expression of power inequalities between women and men.

TEVET institutions have adopted a zero-tolerance policy to gender-based violence. A zero-tolerance policy is a strict application and enforcement of rules and prohibitions against unwanted violent behaviours. The policy is geared towards setting expectations with respect to how individuals in institutions and workplaces conduct themselves with regards to sex of others. In this instance instructors, management and trainees must conduct themselves in a professional way. With zero tolerance towards gender-based violence, harassment, bullying, discrimination (whether direct or indirect) are not tolerated.

Sexual Violence is a form of gender-based violence. According to WHO, sexual violence is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against the person's sexuality using coercion by any person regardless of their relationship to the victim, in any setting, including but not limited to work or home. This means that sexual violence can happen even in TEVET institutions, homes and workplaces.

⁵ Definition adapted from <https://trainingcentre.unwomen.org> , accessed on 1st November 2018

Sexual Violence includes; Sexual exploitation, sexual abuse and sexual harassment.

Sexual exploitation is demanding sex in exchange for something e.g. Asking for sex for arranging piecework, asking for sex in return for a favour, offering female trainees good grades in exchange for sex.

Sexual abuse is any physical contact without consent. Consent is when there is complete agreement and someone is clearly saying 'yes' to sexual activity. Sexual abuse can include rape, forced sex, unwanted attempted sex, and unwanted touching.

Sexual harassment is any unwanted sexual comment or gesture e.g. unwanted and repeated requests for sex; unwanted sexual texts, messages, emails, pictures, videos, comments, notes and letters; unwanted sexually suggestive gestures, facial expressions, catcalls and mimed sex acts.

WHAT IS SEXUAL ABUSE?



Unwanted touching.



Unwanted attempted sex.

Sexual abuse is any physical sexual contact without consent. Consent is when there is complete agreement and someone clearly says 'yes' to sexual activity.



Unwanted sexual intercourse.

WHAT IS SEXUAL EXPLOITATION?

Sexual exploitation is demanding sex in exchange for something.



Asking for sex for arranging piecework.



Asking for sex in return for a favour.

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is any unwanted sexual comment or gesture.



Unwanted and repeated requests for sex.



Unwanted sexual texts, messages, emails, pictures, videos, comments, notes and letters.



Unwanted sexually suggestive gestures, facial expressions, catcalls and mimed sex acts.



Ask yourself:

- *Have you ever witnessed or heard reports any incidences of sexual violence in your institution?*
- *What happened? What was the impact of this on the victim? On the perpetrator? On the other trainees? On the college as a whole?*

3.2.3. Sexual and gender-based violence in the TEVET System

3.2.3.1. Sexual and gender-based violence in TEVET institutions

Research on the situational analysis on the status of sexual and reproductive health of students and gender-based violence in technical and vocational colleges in Malawi has revealed that TEVET trainees suffer different forms of violence from their instructors and fellow trainees in their respective colleges and at workplace during their internships from their co-workers and superiors (UNESCO, 2017).

There are incidences of sexual exploitation and sexual violence in TEVET institutions such as trainees involved in sexual activities for good grades, instructors involved in consensual intimate sexual relationships with trainees, male trainees demanding sex from female trainees in order to help them with assignments, etc.

The UNESCO (2017) report details incidences of sexual violence including female students being forced to have sex, unwanted touching, sexual exploitation (including being offered transport in exchange for sex by motor bike taxis and minibus operators) as well as verbal abuse from both instructors and trainees. Shockingly, 66% of female trainees report having been forced to have sex (as well as 10.6% of male trainees). Physical violence also occurs with 12% of female trainees and 6.5% of male trainees reporting that they had been hit by their sexual partner.

The report also reveals that some instructors abuse their power to obtain sex from female trainees with 7% of female trainees reporting that they had been asked for sex by an instructor at their current college and 11% having been asked for sex by their instructor at a previous college. This is a form of gender based violence, as the power imbalances between trainees and instructors mean that a trainee may feel forced into having sex with an instructor or may risk failing the course. Sex between an instructor and a trainee is always violence, because the trainees have less power than the instructors and so cannot freely give consent to sex.

3.2.3.2. Sexual violence that trainees face during attachments

Research suggests that female trainees who are on attachments in Malawi experience different forms of sexual violence at their workplace, where they are staying and when they are travelling to and from work (UNESCO, 2017). Some of the sexual violence include but not limited to the following:

- 1) Supervisors demanding sexual favours for additional pay;
- 2) Being denied attachments for refusing to have sex with the person responsible for hiring
- 3) Facing emotional or work-related torture for refusal to have sex with the supervisor
- 4) Being verbally abused
- 5) Being given tough work or subjected to tough working conditions for refusing sexual advances from their supervisors.

3.2.4. Reporting and responses to GBV

TEVET Colleges have two channels through which victims of sexual violence can report; by making an informal report or by making a formal report. Victims can also report violence to the police or the VSU (Victim Support Unit). A victim of sexual violence does not need to report within to the college before reporting to the police.

WHAT TO DO IF YOU EXPERIENCE SEXUAL VIOLENCE: SAY NO, SPEAK OUT, REPORT!

SAY NO: Tell the person to stop what they are doing. Be confident.

SPEAK OUT: Talk to a friend or a person you trust. It can help.

REPORT: The college has two open reporting procedures for sexual violence. You can make an informal or a formal complaint, and you can remain anonymous if you prefer. You will be supported and your dignity will be respected.

INFORMAL REPORT

STEP 1 Talk or write to someone you trust who is a member of staff or a student representative.

STEP 2 The member of staff or student representative will inform the accused of the accusation.

STEP 3 The member of staff or student representative will find a resolution of the issue and inform you and the accused of the outcome.

STEP 4 The member of staff or student representative will write a report of the incident and submit to the Disciplinary Committee (DC). The report will be kept on file.

You can always turn an informal report into a formal report!

FORMAL REPORT

STEP 1 Talk or write to any member of the Disciplinary Committee (DC).

STEP 2 The member of the DC will write-up your complaint and forward it to the DC.

You will be invited to a hearing. You will not be asked to be in the same room at the same time as the person who has hurt you. You can bring a friend and you are not required to answer repeated questions on the incident.

STEP 4 The DC will investigate the case and vote on a resolution.

STEP 5 You will be told what the resolution is 1 week after it has been reached at the latest.



You can report the incident to the police Victim Support Unit at any time.

You can also call these numbers FREE OF CHARGE for support:

● PSI: 4422 Airtel/4400 TNM

● YONECO: 5600

● Village Reach: 54747

Or you can download the **Tithandizane Helpline App** on any android device.

Each TEVET institution is supposed to have internal disciplinary procedures to stop all forms of sexual violence. This includes having a disciplinary committee who will respond to formal and informal reports of violence. A victim of sexual violence is free to call for criminal prosecution and/or civil proceedings against the perpetrator without necessarily exhausting internal procedures. Even if someone are not an employee or trainee of the institution where the violence has taken place, if the institution receives a report about one of their employees or trainees committing sexual violence, the institution is obliged to institute a hearing for the case.

Malawian law criminalizes sexual violence in order to protect integrity of women and girls. Among the laws that criminalize GBV and sexual violence are Domestic violence act of 2006, Gender Equality Act (GEA) of

2013 and the Penal Code. According to GEA, the law is aimed at promoting gender equality, equal integration, influence, empowerment, dignity and opportunities, for men and women in all functions of society, to prohibit and provide redress for sex discrimination, harmful practices and sexual harassment. However, penalties and criminal procedure for other forms of sexual violence such as rape, indecent assault, defilement, sexual abuse and insulting modesty of a woman are covered in the penal code. In the penal code, penalties for different forms of sexual violence range from five years of imprisonment to life imprisonment or death in cases of rape

Section 7 (1) of the GEA calls for Government to take active measures in ensuring that employers have developed and are implementing appropriate policy and procedures aimed at eliminating sexual harassment in workplaces so that appropriate disciplinary action shall be taken against perpetrators as fast as possible. This includes TEVET institutions. It is important to remember that according to GEA section 7 (2), exhaustion of internal disciplinary procedure is not required. This means that a victim of sexual harassment and any form of sexual violence can proceed with criminal or civil proceedings in a court of law even if the case is still pursued before the disciplinary committee of any institution.

3.2.5. GBV and the Code of Conduct for Instructors

In line with the Gender Equality Act of 2013, the Malawi Government through the Ministry of Labour, Youth, Sports, And Manpower Development formulated separate codes of conduct for TEVET instructors/administrators and trainees (2018). The Code of Conduct provides guidelines on the conduct of TEVET staff which are supposed to be ethical, respectful and professional. The code of conduct for instructors is underpinned by five core values: respect, integrity, care, trust and impartiality. The trainees' code of conduct is underpinned by three core values of integrity, respect and responsibility.

The code of conduct prohibits all forms of violence. In addressing issues of sexual violence, the code prohibits any personal or intimate relationships between instructors and trainees whilst in school and out of school. Furthermore, instructors are prohibited from engaging in improper physical contact, inappropriate communication via any form of media, or relationships with trainees that are personal or intimate in nature. Even if the relationship between an instructor and a trainee is consensual, it is still prohibited as it is regarded as exploitative because of the power imbalance between an instructor and a trainee. The trainees is in a vulnerable position, and so is not able to truly consent to a sexual relationship with an instructor.

Ask yourself:

- *Why are all forms of intimate relationships between instructor and trainees prohibited even when consensual?*
- *Can you think of situations where a relationship between an instructor and trainee might appear consensual, but actually be exploitative?*

The code of conduct for TEVET instructors and administrators calls for the commitment of instructors in safeguarding the interests and well-being of trainees. Furthermore, the code requires the instructors to create a safe and conducive college environment which is free from bullying and from physical or psychological abuse. Instructors are required to ensure that the privileged relationship between instructor/administrator and trainees is not exploited in any way.

TEVET CODE OF CONDUCT FOR COLLEGE STAFF

WE PROMISE TO UPHOLD THE CORE VALUES OF:

RESPECT:			INTEGRITY:	
EQUALITY 	DIVERSITY 	HUMAN DIGNITY 	HONESTY 	MORALITY 
CARE:		TRUST:	IMPARTIALITY:	
 TO LOOK AFTER OUR TRAINEES & COLLEAGUES		 BEHAVING WITH FAIRNESS, ACCOUNTABILITY AND HONESTY	 TO ACT WITH NEUTRALITY NOT FAVORITISM	

WE PROMISE TO ALWAYS BE PROFESSIONAL:

 To have PROFESSIONAL RELATIONSHIPS with all staff and students	 To act with PROFESSIONAL INTEGRITY at all times	 To CONDUCT ourselves PROFESSIONALLY	 To keep our PROFESSIONAL PRACTICE to a high standard
--	---	--	--

WE PROMISE TO BE ROLE MODELS





Key Messages from Module 3 Unit 2

- Gender-based violence is any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. Sexual Violence is a form of gender-based violence.
- Sexual Violence includes sexual exploitation, sexual abuse and sexual harassment.
- Sexual exploitation is demanding sex in exchange for something e.g. Asking for sex for arranging piecework, asking for sex in return for a favour, offering female trainees good grades in exchange for sex.
- Sexual abuse is any physical contact without consent. Consent is when there is complete agreement and someone is clearly saying 'yes' to sexual activity. Sexual abuse can include rape, forced sex, unwanted attempted sex, and unwanted touching.
- Sexual harassment is any unwanted sexual comment or gesture e.g. unwanted and repeated requests for sex; unwanted sexual texts, messages, emails, pictures, videos, comments, notes and letters; unwanted sexually suggestive gestures, facial expressions, catcalls and mimed sex acts.
- TEVET Trainees experience sexual and gender-based violence both in TEVET colleges, and while on attachment.
- Each TEVET institution is supposed to have internal disciplinary procedures to stop all forms of sexual violence. This includes having a disciplinary committee who will respond to formal and informal reports of violence.
- A victim of sexual violence is free to call for criminal prosecution through the police or victim support unit (VSU) and/or civil proceedings against the perpetrator at any time without necessarily exhausting internal procedures in the TEVET institution.
- The TEVET Staff Code of Conduct provides guidelines on the conduct of TEVET staff which are supposed to be ethical, respectful and professional. The code of conduct for instructors is underpinned by five core values: respect, integrity, care, trust and impartiality.
- The code of conduct prohibits all forms of violence. In addressing issues of sexual violence, the code prohibits any personal or intimate relationships between instructors and trainees whilst in school and out of school.

Conclusion

The Gender Responsive Pedagogy Course and Handbook have demonstrated the ways in which our gendered beliefs, stereotypes and traditional gender norms and roles influence the different experiences of men and women in the TEVET system and lead to women experiencing barriers which impede their achievement and success in TEVET.

The course and handbook have explored the term gender and its related concepts and gender inequality within the TEVET sector, as well as how this impacts Malawi's socio-economic development. The course and handbook have outlined approaches that institutions may adopt to create gender responsive TEVET, and also raised awareness and equipped you with the knowledge, skills, values and competencies in gender-responsive pedagogy (GRP) to enable you to address gender inequality and gender biases to establish non-discriminatory classrooms that empower both women and men. The course and handbook then went on to explore why it is important to address Sexual and Reproductive Health (SRH) in TEVET institutions, what role you as an instructor can play, and what the key messages are that trainees need to be made aware of. Finally, the course and handbook covered issues relating to Gender-based Violence (GBV) in TEVET institutions, the code of conduct for TEVET instructors and administrators, and your role as instructors in ensuring zero tolerance to GBV and sexual violence in TEVET institutions.

Given their position as seats of learning, and incubators of the future workforce, TEVET institutions provide a space in which harmful and limiting gender practices and attitudes can either be reproduced and entrenched, or can be addressed, positively transforming our society and improving our economy. You, as instructors have an important role as agents for positive change. Gender Responsive Pedagogy is the tool that will help you to do this.

References

- Association of African Universities (2006). *A toolkit for mainstreaming gender in higher education in Africa*. Accra: Association of African Universities
- Bisika, T. (2008). Cultural factors that affect sexual and reproductive health in Malawi. *Journal of Family Planning Reproductive Health Care*; 34(2), 79-80
- CEDPA (1996). *Gender and development: The CEDPA training manual series, Volume 1*. Washington, D.C.: The Centre for Development and Population Activities
- Dierking (2017). How to identify gender inequality on teaching materials. VOA Learning English: retrieved from <https://learningenglish.voanews.com/a/how-to-identify-gender-inequality-in-teaching-materials/3996027.html> on 15 September, 2018
- EKVILIB (2017). Module 1: Gender, gender concepts and definitions. Retrieved from www.ekvilib.org/wp-content/uploads/2017/06/01_Gender_Concepts.pdf
- European Commission (2013). *Justice Glossary*. Retrieved June 24, 2018 from https://defineterm.com/gender_awareness
- FAWE (2005). *Gender responsive pedagogy: A teacher's Handbook*. Forum for African Women Educationalists (FAWE)
- German foundation for world population (2006). *Sexual and reproductive health training manual for young people. Ethiopia*
- Government of Malawi (2010). *Constitution of the republic of Malawi*. Government Print: Zomba, Malawi
- Government of Malawi, Penal Code CAP 7: 02, government print
- Government of Malawi, Gender equality Act 2013.
- Guler, T. (2015). *OECD Forum*. Retrieved June 25, 2018 from <http://www1.ucegypt.edu/src/engendering/definitions.html>
- ILO (2012). *Technical and vocational education and training (TVET) reform in Bangladesh*. Dakar, Bangladesh: ILO Evaluation Unit.
- ILO International Training Center (2008). *Module on gender, poverty and employment*. Retrieved on June 24, 2018 from www.glopp.ch/A5/en/multimedia/A5_1_1pdf2.pdf on
- Malawi Institute of Education (MIE) (2004). *Participatory Teaching and Learning: A Guide to Methods and Techniques*, MIE: Zomba.
- UNESCO (2018). *Gender equality and inclusion analysis of the TEVET system in Malawi* Ministry of Labour, Youth, Sports, and Manpower Development (Undated). TEVET administrator and instructor code of conduct, MoLYSMD
- Scotland-Malawi Partnership (2013). *The Malawi gender equality act-A teaching guide*. Scotland: Open University.
- Shrewsbury C. M. (1987). *Women's Studies Quarterly*, The Feminist Press, CUNY
- STEP-Malawi (n.d.). *Guidelines for inclusive and gender responsive training delivery in technical and vocational training colleges*. Lilongwe, Malawi: Unpublished.

UNESCO (2017) STEP research series 2, *Situational analysis on the status of sexual and reproductive health of students and gender-based violence in technical and vocational colleges in Malawi*

UNIFEM (2018). *Engendering economic governance*. Retrieved from www.oecd.org/social/quotas-gender-equality.htm

What is gender-based violence? Retrieved from <http://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>

Funded by the European Union and partially implemented by UNESCO in collaboration with the Government of Malawi, the Skills and Technical Education programme (STEP) is dedicating to reinforcing Technical, Entrepreneurial and Vocational Education and Training (TEVET) in Malawi. The programme will run from 2016-2020 and aims to improve TEVET at post-secondary level with focus on equal access to enrolment, with particular focus on female learners; improving quality in the sector; and establishment of clear governance structures.

The Gender Responsive and Inclusive Pedagogy course ensures that TEVET instructors possess the knowledge, skills and attitudes required to create gender inclusive classrooms and environments, making instructors agents in making technical programmes accessible to women. The goal of this course is to provide instructors in technical colleges with an understanding of gender equality and equity issues in TEVET and equip them with practical skills to create gender responsive and inclusive learning environments that will promote a zero tolerance for gender based violence and sexual harassment.

This handbook supports the gender responsive pedagogy course, providing key background information and learning points to support a change in how instructors and other players view female participation in the male dominated technical trades, as well as provide instructors with the skills to help them address gender inequalities in TEVET institutions.

Skills and Technical Education Programme
Second Floor - Room 160
Ministry of Labour, Skills, and Innovation
Capital Hill
Private Bag 344, Lilongwe 3

T: +265 1 773 277
C: +265 993 232 007

www.stepmw.com

