

Gender Equality and Social Inclusion Framework

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Skills Sector Development Program (2014–2020)

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ABBREVIATIONS

ADB	– Asian Development Bank
CEDAW	– Convention on the Elimination of All Forms of Discrimination Against Women
GAD	– gender and development
GDI	– gender development index
GEI	– gender inequality index
HDI	– human development index
ICT	– information and communication technology
MSDVT	– Ministry of Skills Development and Vocational Training
NVQ	– National Vocational Qualification
SSDP	– Skills Sector Development Program
TVEC	– Tertiary and Vocational Education Commission
TVET	– technical and vocational education and training

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GENDER EQUALITY AND SOCIAL INCLUSION FRAMEWORK

I. INTRODUCTION

1. To ensure the inclusive and gender equitable provision of technical and vocational education and training (TVET), the Ministry of Skills Development and Vocational Training (MSDVT) and the institutions under it adopt this gender equality and social inclusion framework (GESIF) for the TVET sector as a guide. This complements the results framework of the Skills Sector Development Program (SSDP), 2014–2020 which is a sector-wide, medium-term development program. The overall objective of the SSDP is to build an efficient skills development system to meet youth aspirations and skills needs of the country; and its specific objectives are three-fold: (i) improving the access quality and relevance in the TVET sector, (ii) introducing supportive policies and reforms, and (iii) strengthening social marketing and career guidance. The SSDP contains strategies, proposed actions, target outputs, and performance indicators for five policy areas: (i) policy, systems, and structure; (ii) quality of skills and development training programs; (iii) relevance of skills development training system to industry needs; (iv) increasing the participation rate by expanding access; and (v) social and environment, which aims to, among others provide targeted support for women and disadvantaged groups.

2. To present this GESIF, this paper is divided into four parts. The first part presents the general gender and social situation in Sri Lanka; and the second part zooms in on the gender situation in the TVET sector. These first two parts explain the rationale of, specifically the issues and challenges to be addressed by the GESIF. The third part is an overview of the GESIF, which includes key conceptual definitions and principles, and its overall objectives. The fourth part presents its detailed components in a four-year master plan (2017–2020) matrix. The target outcome and outputs of the GESIF plan are aligned with the program results framework of the SSDP.

II. GENDER EQUALITY AND SOCIAL INCLUSION OUTLOOK IN SRI LANKA

A. Performance in Key Social Indicators

3. Since 2008, Sri Lanka has achieved the Millennium Development Goal target of halving poverty rates, well before the 2015 deadline;¹ and its overall performance in key social indicators is the best among the developing member countries (DMCs) of Asian Development Bank (ADB)² in South Asia. In the United Nations Development Programme Human Development Report 2016, Sri Lanka ranked 73rd (of 188 countries) with a high human development index (HDI) of 0.766 in 2015, and was way ahead of the next South Asian DMC in the list, Maldives, which was ranked 105th with a high HDI of 0.701; all other South Asian DMCs had medium HDIs.³ Life expectancy at birth in Sri Lanka in 2015 was 75.0 years (South Asia average was 68.7); expected years of schooling was 14.0 (South Asia average was 11.3); mean years of schooling was 10.9 (South Asia average was 6.2); literacy rate among adults, ages 15 and older, was 92.6 (South Asia average was 70.3); maternal mortality ratio was 30 (South Asia average was 175); and gross national income per capita was \$10,789 (South Asia average was \$5,799).⁴ With a gross

¹ United Nations. 2015. *Millennium Development Goals Country Report 2014*. Colombo. p.36.

² This framework was prepared with the support of ADB under a project entitled, Skills Sector Enhancement Program, which supports the SSDP of the Government of Sri Lanka.

³ United Nations Development Programme. 2016. *Human Development Report 2016: Human Development for Everyone*. New York.

⁴ Footnote 3, pp. 198-201, pp. 214-217, pp. 231-233.

development product per capita of \$3,924 in 2015, Sri Lanka is approaching upper middle-income-country status.⁵

4. However, the gender development index (GDI) and gender inequality index (GEI) of Sri Lanka in 2015 suggest that women and men in the country do not equally enjoy the benefits of this progress.⁶ In 2015, Sri Lanka, with a GDI of .934, slightly lagged behind Maldives, which had a GDI of .937.⁷ Both countries, together with Bangladesh, were classified under Group 3 countries with medium equity in HDI achievements between women and men—other South Asian DMCs were in Group 5 comprising of countries with low gender equity in HDI achievements. This is mirrored in the GEI performance, where Sri Lanka with a GEI of 0.386 was ranked 87th (of 188 countries), way below Maldives, which was ranked 64th with a GEI of 0.312.⁸

5. Gender inequality in Sri Lanka manifests mainly in labor force participation (35.9% of women of working age versus 74.7% of men of working age) and in political participation (only 4.9% of seats in the parliament were occupied by women, which was the lowest among the six DMCs in South Asia). This means that parity in secondary education—with 80.2% of women (ages 25 and older) and 80.6% of men (same age range) in 2015—is not mirrored in labor market participation. According to the United Nations Committee reviewing Sri Lanka's progress in implementing the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), a major problem is in equitably preparing girls and boys for the needs and challenges of the labor market.⁹

B. Gender Facet of the Labor Market

6. Women are more likely than men to be unemployed, underemployed, or out of the labor force. Women's unemployment rate in 2015 was more than double that of men—7.6% for women compared to 3% for men; and while unemployment rates have come down for both women and men in recent years, rate for women has consistently been double that of men.¹⁰ Female labor force participation rate was also lower in 2015—35.9% compared to 74.7% of men.¹¹

7. Gender discrimination has also been generally observed in the workplace, where women and men with same skills are treated differently. Men are paid more, and women with higher cognitive skills are not correspondingly rewarded – suggesting that skill acquisition is not enough to increase female labor force participation in Sri Lanka.¹² The way working young women have imbibed this gender inequity appears to manifest in their lower salary expectations. For instance, a study found 29% of women respondents versus 55% of men respondents to aspire for a salary

⁵ Central Bank of Sri Lanka. 2016. *Sri Lanka Socio-Economic Data 2016*. Colombo.

⁶ GDI is a measure of the differences (in ratio) between females and males in three HDI values: health (life expectancy at birth), education (expected and mean years of schooling), and economic (gross national income per capita); and the GEI is a measure of the inequality between women and men in three dimensions: reproductive health, empowerment, and the labor market. GDI that is equal to 1 and GEI that is equal to 0 imply the presence of full equality between females and males in the said dimensions.

⁷ Footnote 3, pp. 211-213.

⁸ Footnote 3, pp. 215-217.

⁹ Committee on the Elimination of Discrimination Against Women. 2011. Concluding Comments, Sri Lanka. CEDAW/C/LKA/CO/7.para.32. (Cited in ADB. 2016. *Sri Lanka Gender Equality Diagnostic of Selected Sectors*. Manila.)

¹⁰ Footnote 5, p. 44.

¹¹ Footnote 5, p. 42.

¹² D. Gunewardena. 2015. *Why aren't Sri Lankan women translating their educational gains into workforce advantages?* Washington, DC: Center for Universal Education at the Brookings Institution.

above LKR30,000.¹³ The same study found 44% of working young women—compared to 22% young men—earning less than LKR10,000. Similarly, a World Bank study on wage disparities of youth aged 18–29 considering factors such as years of secondary education and occupational experience found that in all sectors and ethnic groups, women received lower wages than men did. This study pointed to the need to address wage disparities to promote work equal opportunities for young women and men.¹⁴

8. The 2014 Annual Report of the Central Bank of Sri Lanka emphasized the need to address this gender gap in labor force participation and in occupational choices by highlighting the results of a study that found Sri Lanka's total per capita income loss due to gender gap in labor force participation at 20% (higher than the world average of 8.5%), and due to gender gap in occupational choices at 6% (higher than the world average of 5%).¹⁵

9. Gender gap in labor force participation and employment has been attributed to various factors, foremost to sociocultural norms, specifically gender stereotypes in occupations. There is a widespread perception that equal opportunities have been achieved—that whatever path a woman chooses is open to her. However, gender stereotyped roles of women in the family, workplace, and public sphere seem deeply entrenched and thus limit their occupational choices. For instance, the topmost reason for women's economic inactivity in 2013 (62.1% of women who were out of labor force) was their engagement in household work.¹⁶ Moreover, being married and having young children reduce the probability of women being in paid employment, and conversely, for men, being married increases the probability of paid employment.¹⁷ Marriage and motherhood also dampen the willingness of women to travel outside of their districts for work; and this unwillingness increases with age—28% of young women of aged 19–20; 33% of women of aged 21–25; and 42% of women of aged 26–30.¹⁸ With the increase in the aging population of Sri Lanka, women's expected caregiving roles could further limit their employment if gender stereotyping of occupations is not addressed.

10. Pervasive gender stereotyping and its impacts were highlighted as a continuing problem by the UN Committee reviewing Sri Lanka's report on its implementation of the CEDAW.

The Committee is concerned about the persistence of stereotypes regarding the roles, responsibilities and identities of women and men among the general public and the media. The Committee is concerned that gender role stereotyping perpetuates discrimination against women and girls and is reflected in their disadvantageous and unequal status in many areas, such as employment, decision-making, land ownership, education including sexual and

¹³ Verité Research. 2016. Youth Employment and Vocational Training Survey: Construction, Automotive, IT and Tourism Sectors. Canada: World University Service Canada.

¹⁴ D. Gunewardena, 2010. An Analysis of Gender and Ethnic Wage Differentials Among Youth in Sri Lanka. In R. Gunatileka et al. World Bank. 2010. *The challenge of youth employment in Sri Lanka*. Washington, DC.

¹⁵ M. Teignier, and D. Cuberes. 2014. *Aggregate Costs of Gender Gaps in the Labor Market: A Quantitative Estimate*. UB Economics Working Papers E14/308. Using the span-of-control (occupational choice) model as the theoretical framework and most recent available labor market data of the International Labor Organization (ILO) for 126 countries, Teigner and Cuberes (2014) quantified the effects of gender gaps in the labor market on aggregate productivity and income per capita. They based their analysis of Sri Lanka on the 2009 country labor market data of the International Labour Organization.

¹⁶ Central Bank of Sri Lanka. 2015. *Annual Report 2014* (p. 96). Colombo.

¹⁷ Footnote 12, p. 33.

¹⁸ Footnote 13, p. 50.

reproductive education, sexual harassment and other forms of violence against women, including violence in family relations.¹⁹

11. Moreover, the Minister of Finance indicated that there may be a link between dependable public transport systems and women's labor force participation, suggesting that the need for improved transport was one of the factors (along with child care) that must be addressed to support gender equitable economic development.²⁰

C. Gender Facet in Education

12. Sri Lanka's net enrollment rates in education circle (grades 1–11) in 2015 were 96.3% for girls, and 96.2% for boys,²¹ indicating the achievement of Millennium Development Goal 3 Target 4—elimination of gender disparities at primary and secondary education levels. While these achievements are impressive, the quality of education is not. Hence, the achievement of Sustainable Development Goal 4 (ensure inclusive and quality education for all and promote lifelong learning) remains a challenge. As assessed in the ADB Sri Lanka Gender Equality Diagnostic for Selected Sectors (GE/D/SS), gender stereotyping in education, which begins at the preschool level and continues at higher levels, continues and contributes to gendered subject collection.²² As also quoted in GE/D/SS, leading education researchers assessed that

...progress has been exceedingly slow in eliminating gender role stereotypes in the curriculum and text books. No efforts have been made to incorporate content to empower girls to challenge negative gendered norms and social practices that stymie their personal development, distort their career choices and reinforce unequal gender relations that trigger violence against girls and women.²³

13. Moreover, disparity in the distribution of educational resources among districts and between sectors (urban, rural, and state) and the acute shortage and uneven distribution of secondary schools with an advanced science stream, are among the other areas for intervention. Teachers for key subjects—science, mathematics, and English—are also in short supply.²⁴ Students tend to leave the general education system either upon completion of the ordinary levels (i.e., grade 11) or upon completion of the advanced level (i.e., grade 13). Those who leave the educational systems can either enter the workforce or take TVET or higher education (upon completion of the advanced level).

D. Gender Equality Commitments of the Government of Sri Lanka

14. One of the fundamental rights set out in Sri Lanka's Constitution is the right to equality, including guarantees of equal treatment and protection, and prohibition against discrimination on grounds of sex. At the same time, the constitution allows special provisions for the advancement of women.

¹⁹ Footnote 9, para.22.

²⁰ Government of Sri Lanka, Ministry of Finance. 2015. *Budget Speech 2016 (para. 97)*. Colombo.

²¹ Government of Sri Lanka, Ministry of Education. 2016. *Annual Performance Report – 2015*. Isurupaya, Battaramulla. Sri Lanka. These are percentages of students from primary to secondary first stage (grades 1–11) in the government schools, private schools, and pirivenas out of the population within the compulsory education age group of 5–16.

²² ADB. 2016. *Sri Lanka Gender Equality Diagnostic of Selected Sectors*. Manila.

²³ S. Jayaweera and C. Gunawardene. 2015. Education and Training for Women. In Centre for Women's Research (CENWOR). *Review of the Implementation of Beijing Platform for Action – Sri Lanka 1995-2014*. Colombo, p. 80.

²⁴ United Nations, Sri Lanka. 2015. *Millennium Development Goals Country Report 2014*. Colombo. pp. 69-70.

15. The Women's Charter adopted in 1993 is a key policy document that outlines rights in a range of areas and the commitments of the state to secure those rights. In addition to political and civil rights, the charter addresses rights to education and training economic activity and benefits, health care and nutrition, protection from social and discrimination, and protection against gender-based violence. A National Plan of Action to give effect to Women's Charter was developed with the participation of government and nongovernment organizations. However, as this plan was never formally approved and posted as an official document, it has not been enforced, supported by funds, or implemented.

16. The National Action Plan for the Protection and Promotion of Human Rights, 2011–2016 included a section on the rights of women and the concerns include economic participation and earnings, employment and working conditions, violence against women, political representation, elimination of discriminatory laws, and the effective reintegration of women affected by conflict.

17. The Government of Sri Lanka has shown interest in gender equality issues and addressing challenges, such as encouraging banks to support women entrepreneurs. The government has also reiterated its intention to develop measures to increase women's participation in elected institution to 25%.²⁵

18. The Women's Bureau of Sri Lanka, established in 1978, has a network of women's development officers in all districts and divisional secretariats. An important role of the women's development officer is to work with women's action societies organized at the village level and registered with the Bureau. These groups function as self-help groups and facilitate government outreach to women at the village level. The outreach programs of the Women's Bureau focus on economic empowerment through livelihood options and skills training. The bureau is also involved in the prevention of violence against women and in the improvement of the situation of widows and female-headed households. Sri Lanka also has many active women's organizations that pursue a variety of advocacy, research and social service activities.

III. GENDER EQUALITY AND SOCIAL INCLUSION IN THE TVET SECTOR

19. Over 2012–2014, female and male enrollees in TVET appeared to be in almost equal proportions—with an average of 49.8% for males and 50.2% for females.²⁶ The general trend in the proportion of male enrollees was however decreasing with 50.6% in 2012, 49.9% in 2013, and 48.9% in 2014; while that of females was increasing—49.4% in 2012, 50.1% in 2013, and 51.1% in 2014. The situation was however reversed in MSDVT institutions where the proportion of male enrollees was in upward trend (49.4% in 2012, 53.8% in 2013, and 55.7% in 2014), while that of female enrollees was in the opposite decreasing direction (50.6% in 2012, 46.2% in 2013, and 44.3% in 2014).

20. In the Labour Market Information System of the Tertiary and Vocational Education Commission (TVEC), data on the number of recruited students in TVEC-registered public and private training institutions from 2012–2015 show a moderate gender gap in the proportion of students—56.1% males and 43.9% females—with more male students throughout the 4 years.²⁷

²⁵ Government of Sri Lanka, Ministry of Finance. 2015. *Budget Speech, 2016* (paras. 97, 260, 452). Colombo.

²⁶ Government of Sri Lanka, Tertiary and Vocational Education Commission. 2015. *Baseline Survey of the Technical and Vocational Education and Training Sector*. Colombo. Table 3-51, p. 86.

²⁷ Government of Sri Lanka, Tertiary and Vocational Education Commission. 2015. Table 1.1 Training Performance of TVEC Registered Training Institutions. In Labour Market Information System: Supply of Labour. http://www.tvec.gov.lk/lmi/labour_market_vocational_training.php (accessed 27 March 2017).

Male students consistently dominated public training institutions, while female students dominated the private institutions in 2012 and 2013. Of the total 656,140 students recruited in public and private institutions in 2012–2015, 458,446 or 69.9% completed their fields of studies—69.8% of 368,124 recruited male students and 70.2% of 288,016 recruited female students. Of the 458,446 graduates, 56.0% were males and 44.0% were females. Of the 96,020 graduates who received National Vocational Qualification certificates (NVQ), 61.3% were males and 38.7% were females. These figures suggest less number of women (than men) enrolling, graduating, and being NVQ-certified in public and private TVET institutions.

21. While many male (over 50%) and female (over 40%) students mentioned their interest in technical studies as their top reason for selecting TVET, and more female students (over 35%) than male students (over 30%) mentioned greater employment opportunities as their top reason for selecting a specific TVET course,²⁸ the high concentration of female students in courses traditionally assigned to them refutes this seeming objective selection and reflects gender stereotypes in career selection. Except for the course in information communication and multimedia technology, which is a common choice for young women and men, the other consistently top choices from 2012–2015 of young women were personnel and community development, textile and garments, and language; while those of young men were automobile repair and maintenance, building and construction, and electrical, electronics, and telecommunication (footnote 27). The implications of these career choices manifest in their employment rates, in that, in 2016, employment rate of male graduates was 68%, while that of female graduates was 41%. According to TVEC officials, graduates of language, tailoring, and information and communication technology (ICT) courses – which were top choices of female students -- have low employment rates. Moreover, with the high number of graduates of ICT courses, finding job in this field has become more competitive leading to high rate of unemployment especially among female ICT graduates.²⁹ It appears that the basis of TVET institutions for accepting students is more on student demand, which is influenced by gender stereotypes, rather than employability. This suggests that the TVET system in Sri Lanka does not sufficiently guide students in selecting careers and honing skills that are relevant to the job market.

22. In addition to job scarcity as a reason for unemployment, other reasons mentioned by female graduates were family responsibilities and lack of resources for self-employment.²⁹ This is consistent with the Annual Report, 2014 of the Central Bank of Sri Lanka and a study of Gunewardena, 2015, which found household work, being married, and having children as reasons for women's unemployment or underemployment. This situation points to the need to develop support mechanisms that will allow women to be employed. Through this, the challenge of the increasing dependency ratio could be addressed by providing more opportunities for women to be trained and employed.³⁰

23. While access to education is an important first step, gender equality in education goes beyond parity in enrollment and includes the extent to which boys and girls are treated equally, and teaching materials and methods are free of gender stereotypes and gender bias. There are many ways in which gender inequalities may be recreated or reinforced through the school systems. This includes gender-stereotyped images in textbooks and other materials that influence the ideas of both girls and boys about what is possible and appropriate for women and men.

²⁸ Center for Poverty Analysis. 2017. Tracer Study for TVET Graduates' Employment in Sri Lanka: A Final Report to ADB, MSDVT, and TVEC. Colombo. (unpublished)

²⁹ Footnote 28, pp. 35-38.

²⁹ Footnote 28, p. 54.

³⁰ World Bank and Australian Aid. 2013. *Getting in and Staying in: Increasing Women's Labour Force Participation in Sri Lanka*. Colombo.

Where curriculum and textbooks take gender inequalities for granted, opportunities are missed to raise awareness of how such attitudes constrain both girls and boys. Where teacher attitudes discourage girls from scientific or technical subject, or encourage the selection of vocational courses according to what is considered feminine or masculine, boys and girls may end up with ‘gendered’ sets of skills, thus reinforcing gender inequality in life beyond school and the training environment. The presence of more women teachers and trainers in courses associated with men can encourage young women to expand their choices of TVET courses. Data from the TVEC Baseline Survey Final Report on the proportion of women teachers, especially in institutions under MSDVT and private institutions,³¹ suggest that this is an area of concern (Table below).

Table 1: Total Number of TVET Teachers by Institutions and Sex

Type of Institution	Women		Men		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Institutions under MSDVT	942	34%	1,797	66%	2,739	30%
Other government institutions	1,045	56%	809	44%	1,854	21%
Private	1,710	39%	2,698	61%	4,408	49%
Total	3,697	41%	5,304	59%	9,001	100%

MSDVT = Ministry of Skills Development and Vocational Training.

Source: Census of TVET Sector, 2014.

IV. GENDER EQUALITY AND SOCIAL INCLUSION FRAMEWORK FOR THE TVET SECTOR

A. Conceptual Definitions and Principles

24. The GESIF for the TVET sector is guided by the following social inclusion concepts:

- (i) Gender refers to socially (and personally) constructed differences between women and men, girls and boys in characteristics, capabilities, roles, and entitlements. In general, women and girls are depicted to be weak; less capable; primarily responsible for, and therefore are expected to prioritize, household chores and reproductive tasks; and with limited entitlements compared to men and boys, who are considered as strong; more capable; primarily responsible for productive tasks; and with greater entitlements (e.g., access to and control over resources, decision-making power, etc.). Being socially constructed, this gender divide and inequality can be and should be—as it disrespects the equal dignity, worth, and potentials of women and men, girls and boys as human beings; and limits the ability of families, communities, and nations to optimize the potentials of its human resources for development—challenged and changed.
- (ii) Gender and development (GAD) is a development framework, which looks at the marginalization and underdevelopment of women as caused by gender inequality, where men dominate women or where women are considered as subordinates of or only second to men, and which posits that the development of women—and of society in general—can only be achieved through unleashing and optimizing the potentials of both women and men, providing equal opportunities to access and control resources and services (including TVET), and transforming their relations where they consider themselves as equal partners in all spheres of life. This is achieved by addressing the practical (immediate, short-term) gender needs and strategic (long-term) gender interests of women, and driving men to support this. Providing stipend to poor girls and constructing separate toilets for girls and boys

³¹ Footnote 26, p. 124.

- at TVET centers are examples of practical gender needs. Reforming the TVET system to ensure equal access of boys and girls, and women and men to quality TVET and employment is a strategic gender interest of girls and women.
- (iii) GAD is contrasted from women in development, which looks at the marginalization and underdevelopment of women as caused by their lack of participation in development, and which, therefore, solely focuses on women—without transforming their unequal relations with men—through the introduction of mainly income generating projects and other women-focused projects.
 - (iv) Gender mainstreaming or GAD mainstreaming is a strategy to achieve gender equality by making gender equality issues and goals part of the core agenda of an organization or a program or project. This is done through mainly four means: (i) integrating the pursuit of gender equality in rules, policies, and guidelines; (ii) developing the capabilities of managers/officers/leaders and staff/members in GAD; (iii) developing gender responsive programs and projects; and (iv) installing enabling mechanisms, such as, gender responsive planning-implementation-monitoring and evaluation systems; sex-disaggregated database; a GAD budget; and the designation of gender focal persons or teams. The idea of gender mainstreaming was introduced at the World Conference on Women in Beijing (1995) and was later incorporated in the Beijing Platform of Action and subsequently accepted within the United Nations.
 - (v) Gender affirmative actions are actions aimed at empowering the marginalized, or long-time excluded sex (in general, women) and considered as a critical step to achieve gender equality.
 - (vi) Social equity means providing to all, especially the poor, marginalized, and vulnerable groups, what is due them as human beings and members of a society with human rights as stipulated in the United Nations Declaration of Human Rights. It encompasses the promotion of the rights and welfare of persons with disabilities and other vulnerable groups to have equitable access to TVET resources, among others.

B. Gender Equality and Social Inclusion Goals in the TVET Sector

25. Guided by the GAD framework, the MSDVT and TVEC will pursue the following gender equality goals in the TVET sector:

- (i) Provide girls and boys, women and men with equal opportunities to enroll in any TVET programs and courses—of their own choices, based on interest rather than gender stereotypes—and with needed support to enter and complete their selected TVET programs/courses, and find employment;
- (ii) Design TVET programs, courses, and materials in gender neutral manner;
- (iii) Ensure the presence and training of gender sensitive women- and men-teachers, industry trainers, assessors, and managers;
- (iv) Construct TVET centers sensitive to the distinct needs of girls/women and boys/men, and in consideration of the special needs of persons with disabilities; and
- (v) Raise the awareness of families, school managers and educators, and employers on the ill-effects of gender inequality, and different forms of discrimination, in education and employment on human, family, and national development.

C. Gender Equality and Social Inclusion Strategies

26. The GESIF strategies are aligned with the SSDP, and are aimed at achieving the abovementioned gender equality goals in the TVET sector. Being aligned with SSDP, the GESIF integrates gender equality and social equity considerations in the pursuit of the three specific objectives of SSDP and provides further guidance—with additional approaches, target outputs, and performance indicators—in implementing and monitoring the results of the strategy of inclusive and equitable TVET provision of its fifth policy area, social and environment. The GESIF makes salient the gender and social equity aspects of the SSDP.

27. The social inclusion strategy for the target outcome and each of the five outputs of the program results framework of SSEP are the following:

- (i) **Outcome: An efficient skills education system to meet the local and foreign labor market by 2020**
Overall Strategy: Align the five outputs of the SSDP with GAD principles and the gender and social equity goals of SSDP.
- (ii) **Output 1: Improved quality of the TVET sector**
Strategy 1: Make the TVET program delivery sensitive to the distinct conditions and needs of male and female students, and to the special needs of vulnerable groups (including people with disabilities).
- (iii) **Output 2: Improved relevance of the TVET sector**
Strategy 2: Enable young women and men—by addressing sociocultural barriers and gender stereotypes in occupational choices and providing needed career guidance and skills—to respond to the demands of the labor market and significantly contribute to the economic development of their families, communities, and country.
- (iv) **Output 3: Improved access to TVET Sector**
Strategy 3: Adopt measures—including providing needed support to poor young women and other vulnerable groups and waging social campaigns to seek the support of their families and society especially men—to ensure equal access of girls and boys, women and men, and persons with disabilities to TVET programs, and to bring poor and disadvantaged young women and men (including school dropouts) to the TVET sector.
- (v) **Output 4: Improved recognition for vocational training**
Strategy 4: Mobilize multisectoral (government, private, and nongovernment organizations) and people’s support for gender equality and social inclusion initiatives and accomplishments of the TVET sector.
- (vi) **Output 5: Improved supportive policies, systems and structures**
Strategy 5: Install key enabling mechanisms for mainstreaming gender and social equity in the TVET sector and recognizing the efforts of TVET centers, trainers, teachers, and employers in integrating GESIF in their programs.

D. Action Plan for Enhancing Social Inclusiveness in the TVET Sector

Table 2: Action Plan

Strategy	Performance Targets / Results Indicators (By 2020)	Proposed Actions
Overall Objective (Outcome): An efficient skills education system to meet the local and foreign labor market by 2020		
Align the five outputs of SSDP with GESI principles and goals	<ul style="list-style-type: none"> • At least 80% of enrolled male and female students graduate (2012 Baseline: male: 70.8%; female: 71.9%). • At least 62% of NVQ graduates (50% of female graduates) are employed within 6 months after course completion (2015 baseline: female: 47%; male: 64%). • TVET for students with disability are mainstreamed by implementation of the existing policy. 	Annually monitor and evaluate the progress of achievement of the performance targets of all five outputs, and the extent to which the achievement of these outputs lead to the performance targets of the envisaged outcome.
Output 1: Improved quality of the TVET sector		
Make TVET program delivery sensitive to the distinct conditions and needs of male and female students, and to the special needs of vulnerable groups (including PWDs)	<ul style="list-style-type: none"> (i) Assessment system for public and private training providers registered with TVEC includes gender and social equity indicators, specifically (a) sex-disaggregated database on enrollees, graduates, teachers, industry trainers, assessors, and managers; (b) equal or almost equal proportion (within 60–40 range, not more than 60% or less than 40% of either female or male) of female to male students and teachers/trainers, and managers; (c) lack of gender bias in training materials; (d) presence of facilities to support the special needs of students with disabilities; (e) number of teachers and trainers trained in gender sensitive and PWD-responsive TVET delivery; and (f) presence of gender and socially responsive guidance and counseling program (including tutors/coaches). (ii) Comprehensive HRD plan adopted and implemented includes GESI mainstreaming training program for teachers, industry 	<ul style="list-style-type: none"> (i) Integrate GESI indicators in the assessment framework and system for public and private training providers. (ii) Develop a GESI mainstreaming competency standard,³² and corresponding training program (including training manuals) for TVET teachers, industry trainers, assessors, and managers; and integrate the standard and training program in the comprehensive HRD plan. (iii) Enjoin TVET training institutions to recruit more women teachers especially for courses traditionally

³² Competency standard refers to the minimum required stock of knowledge, skills, and attitudes for effective performance of a job or task. The listing of core competencies is based on a functional analysis of a job position. A functional analysis is a process of identifying the major functions and sub-functions of a job position.

Strategy	Performance Targets / Results Indicators (By 2020)	Proposed Actions
	<p>trainers, assessors, and managers (Target: 100% trained in GESI mainstreaming).</p> <p>(iii) At least 30% of trained TVET teachers and trainers are women. Proportion of male and female graduates who obtained NVQ certificates.</p>	<p>associated with men by identifying and training outstanding female students.</p> <p>(iv) Train TVET teachers, industry trainers, assessors, and managers on gender sensitivity and gender mainstreaming in TVET.</p> <p>(v) Review the existing policy on disability inclusion and establish a special unit for training teachers to deliver TVET to students with disabilities.</p>
Output 2: Improved relevance of the TVET sector		
<p>Enable young women and men—by addressing sociocultural barriers and gender stereotypes in occupational choices and providing needed career guidance and skills—to respond to the demands of the labor market and significantly contribute to the economic development of their families, communities, and country</p>	<p>(i) Number of TVET courses developed and offered based on an analysis of the distinct skills gaps and interests of male and female students, and students with disabilities, and in consideration of local and foreign labor market demand.</p> <p>(ii) Presence of a motivational plan and career guidance efforts to entice female students to enroll in training courses traditionally associated with men (e.g., automotive repair, welding, etc.) or emerging job areas where female workers can earn higher wage.</p> <p>(iii) Presence of trained women teachers and trainers in each of the training courses traditionally associated with men.</p> <p>(iv) TVET centers trained in career guidance and counseling for female and male students, and students with disabilities.</p>	<p>(i) Ensure that sex-disaggregated data are collected and analyzed when conducting skills gaps analysis of enrolled and prospective students.</p> <p>(ii) Take stock of female-friendly, technically oriented jobs and new, emerging job areas where female workers can earn higher wage, with TVET training.</p> <p>(iii) Prepare and implement a motivational plan (e.g., information, education, and communication campaign; modeling; awards ceremony; symposia and conferences, etc.) to attract female students to enroll in training courses traditionally associated with men or emerging job areas.</p> <p>(iv) Ensure that the career guidance and counseling approaches are sensitive to the distinct interests and concerns</p>

Strategy	Performance Targets / Results Indicators (By 2020)	Proposed Actions
		<p>of female and male students and students from vulnerable groups.</p> <p>(v) Identify industry needs (in consultation with chambers and industries) and design appropriate courses for female students and students with disability.</p>
Output 3. Improved access to TVET Sector		
<p>Adopt measures—including providing financial assistance and waging social campaigns to seek the support of families and society especially men—to ensure equal access of girls and boys, women and men, and PWDs to TVET programs</p>	<p>(i) At least 48% of enrollees in quality-assured public and private TVET centers/institutes are females (2015 Baseline: 42.4%).</p> <p>(ii) Increased number of TVET centers in districts and areas with greater number of BPL households and persons with disabilities.</p> <p>(iii) Scholarship fund for TVET students from BPL households established (at least 50% of recipients are females).</p> <p>(iv) Presence of TVET program awareness raising program targeting school drop-outs.</p> <p>(v) At least 50% of stipend recipients are females from poor disadvantaged groups.</p> <p>(vi) Physical design of public and private TVET centers are sensitive to the security needs of girls/women (e.g., adequate lighting, separate toilets for males and females, etc.), and to the special needs of students with disabilities (PWDs).</p> <p>(vii) Availability of TVET programs, instruction and learning materials in Sinhala, Tamil, and English.</p> <p>(viii) Proportion of female in-service workers assessed and certified through recognition of prior learning.</p>	<p>Develop and implement mechanisms to assist prospective TVET students from BPL households and vulnerable groups to access TVET programs:</p> <p>(i) Improved national geographic spread of TVET centers;</p> <p>(ii) Scholarship fund and stipend;</p> <p>(iii) Quota system for poor female students and students with disabilities;</p> <p>(iv) TVET facilities that sensitive to the security needs of girls/women and PWDs;</p> <p>(v) TVET programs, instruction and learning materials in local languages;</p> <p>(vi) GESI sensitive student service centers; and</p> <p>(vii) Awareness raising program for families on ill-effects of gender stereotyping in education, TVET, and career and job choices</p>

Strategy	Performance Targets / Results Indicators (By 2020)	Proposed Actions
	<ul style="list-style-type: none"> (ix) Number of business development and student service centers trained in gender sensitivity. (x) Presence of public information, education, communication program on the ill-effects of gender inequality or discrimination (in education and employment) on human, family, and national development. 	
Output 4. Improved recognition for vocational training		
Mobilize multisectoral (government, private, and NGOs) and people's support for GESI initiatives and accomplishments of the TVET sector	<ul style="list-style-type: none"> (i) Percentage of employers satisfied with male and female TVET graduates. (ii) Annual awards and incentives given to TVET centers with highest number of employed female graduates and persons with disabilities, and most gender sensitive training programs (based on the results of the assessment of public and private training providers. (iii) Annual awards given to employers with highest number of TVET-trained female and PWD employees. (iv) Presence of public support (expressed in social media) from different stakeholder groups and communities to GESI initiatives and accomplishments of the TVET sector. 	<ul style="list-style-type: none"> (i) Develop a performance rewards and recognition system/program for TVET centers and employers with exemplary GESI-related practices and achievements. (ii) Conduct multi-sectoral conferences and symposia and wage social media campaign to promote the GESIF of MSDVT, and the GESI initiatives and accomplishments of public and private TVET institutions. (iii) Study industry and chamber perception of the TVET graduates/employees and implement activities to increase recognition of vocation training.
Output 5. Improved supportive policies, systems and structures		
Install key enabling mechanisms for mainstreaming GAD and social equity in the TVET sector	<ul style="list-style-type: none"> (i) Presence of a policy mandating all TVET public and private institutions to support the implementation of this GESIF. (ii) Presence of gender focal persons or teams to spearhead the implementation and monitoring of the progress and results of the operationalization of the GESIF. (iii) Adequate budget allocated for the achievement of the target results of this GESIF. 	<ul style="list-style-type: none"> (i) Formulate a policy requiring TVET institutions to develop gender and social equality mainstreaming plan based on the GESIF for TVET sector of MSDVT, allocate budget for its implementation, and submit progress reports.

Strategy	Performance Targets / Results Indicators (By 2020)	Proposed Actions
	<ul style="list-style-type: none"> (iv) Installation of MIS with sex- disaggregated data. (v) Official websites of MSDVT regularly updated and made capable of responding to requests and queries. (vi) Number of TVET centers with special facilities for trainers/teachers who are pregnant, lactating, and with small children. (vii) Gender and social analysis integrated in M&E systems and regular analytical report (e.g., annual sector performance reports) to inform policy and planning 	<ul style="list-style-type: none"> (ii) Allocate a sufficient budget for the implementation, and M&E of this GESIF. (iii) Designate a gender specialist in SSDP and gender focal persons at institution levels to spearhead the implementation and M&E of this GESIF. (iv) Ensure that the MIS of TVET institutions can provide sex-disaggregated data on students, graduates, teachers, industry trainers, assessors, and managers; and data on students with disabilities.

BPL = below poverty line, GAD = gender and development, GESI = gender equality and social inclusion, GESIF = gender equality and social inclusion framework, HRD = human and resource development, M&E = monitoring and evaluation, MSDVT = Ministry of Skills Development and Vocational Training, NGO = nongovernment organization, NVQ = National Vocational Qualification, PWD = person with disability, SSDP = Skills Sector Development Program, TVEC = Tertiary and Vocational Education Commission, TVET = technical and vocational education and training.