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# **Addressing Gender Equality and Social Inclusion (GESI) in the TVET reform process: SDC's support in Nepal**

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## Overview

- GESI concept and approach
- SDC in the TVET sector reform
- GESI as a key reform element
- GESI mainstreaming vs targeting
- Perspectives for future



Dual VET-Apprentice in Hotel Management Nirshal Chaudhary as kitchen helper during her industry-based learning at Park Safari Resort, Chitwan

Photo Credit: Moon Pradhan, ENSSURE



## Gender Equality and Social Inclusion (GESI): Concept & Approach

### As a concept:

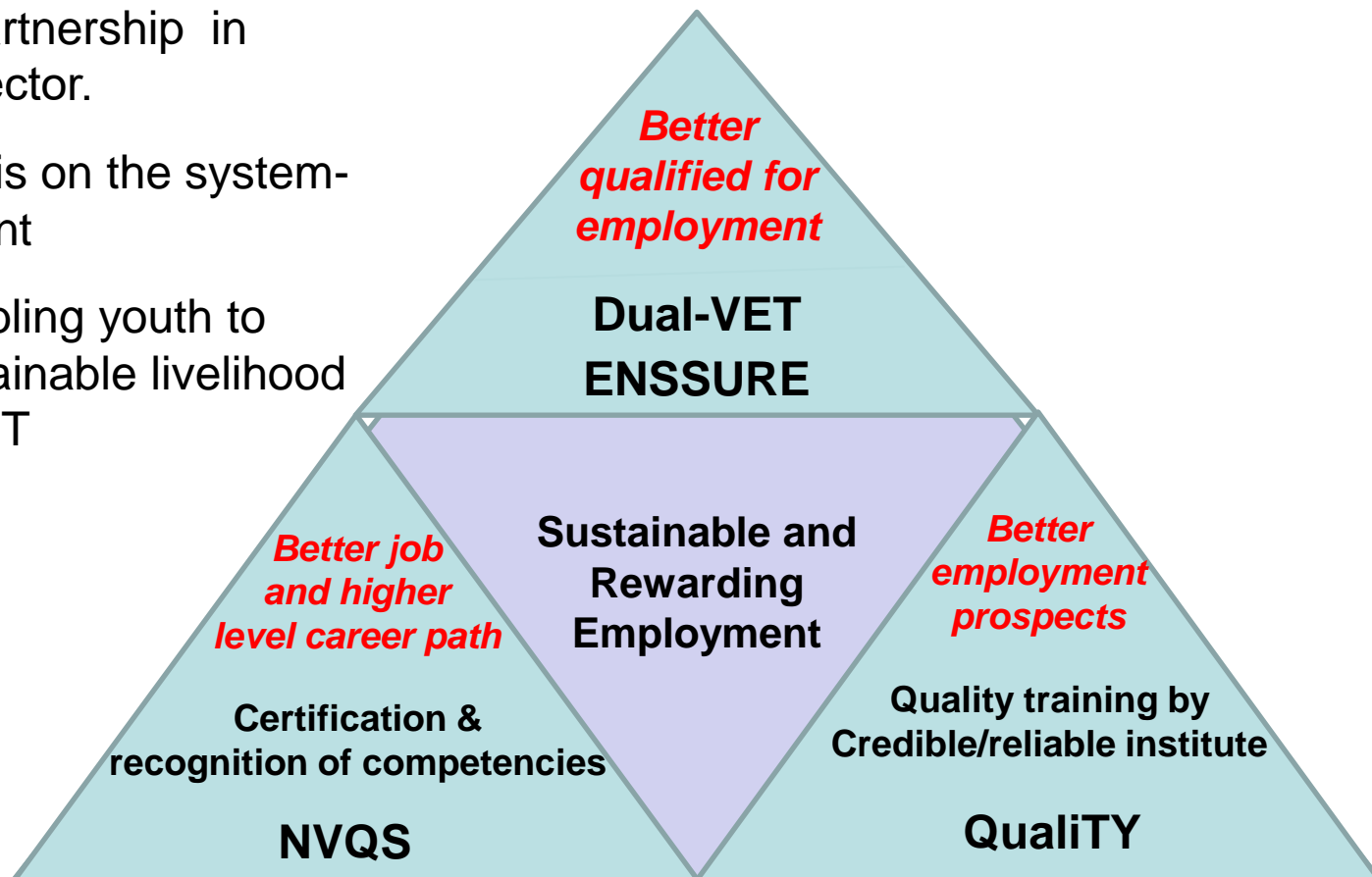
- A two intertwined *concepts* that recognise differences between women and men, and between persons with different gender identity, ethnicity or caste;
- The differences are due to socially constructed norms, which determines the access (or no access) to decision-making processes, economic resources or social recognition.

### As an approach:

- GESI is an *approach* that challenges prevalent power relations and promotes inclusive policies to rebalance them and reduce disparities between individuals and groups of individuals;
- It aims at ensuring that everybody is granted equitable opportunities, and that services and resources are available to all people.

## SDC in the TVET sector reform

- 60 years long partnership in Nepal's TVET sector.
- Current support is on the system-wide development
- Focus is on enabling youth to obtain their sustainable livelihood through Dual-VET





## Challenges

- A certain population face discrimination and are deprived of equal access to resources
- Low enrolment rates of women in TVET courses and programs
- Drop out in Dual-VET (mainly women)
- Lack of trust by industries as they consider women as low performer as compare to men: this mind-set led to non-assurance of safer workplace too
- No role model yet that encourage girls and women to choose TVET career

## Major cause

- **Patriarchy:**
  - ✓ the basis of people's mind-set and thinking;
  - ✓ Inability of women and marginalized people to challenge the mindsets of subordination; low self-esteem;
  - ✓ Societal preference of sons and their progress despite the constitutional provision of equality;
  - ✓ Prevalent of caste system along with religious taboos and practices;
  - ✓ Male dominance (politics, media, bureaucracy, the private sector and education)
- Intersectionality for women and marginalized groups tend to further limit their access to resources and opportunities. *E.g , people with disabilities face discrimination and violence in their homes leading to low level of confidence and self-esteem among females and marginalized group*

## GESI as a key reform element in TVET sector reform

### *GESI targeting vs GESI mainstreaming:*

- Both are equally important to assure systemic reform in the TVET sector.
- GESI was the priority of SDC TVET programs since the history. It came out more explicitly when it supported GON to develop TVET policy framework in 2005/06; this has been further advanced in the TVET policy 2012 and National Education Policy in 2019, which was approved after the promulgation of new constitution in 2015.



## GESI as a key reform element: 3Ps (Political, Policy & Programmatic) approach

### At political level

**Major issue:** no uniform understanding; sporadic and ad hoc activities.

**SDC's approach:** engage with the political leaders/ministers to highlight the political importance of GESI mainstreaming in the TVET sector reform

### At policy level:

**Major issue:** absence of GESI visioning in the existing TVET policies and guidelines

**SDC's approach:** Support to improve/develop policies, procedures, guidelines. E.g. TVET policy, act, guidelines, national TVET strategic planning.....

### At program level:

**Major issues:** Lack of models, evidences, success cases.

### SDC's approach:

- Assure GESI through existing interventions
- Generate evidences and best practices
- Expansion of best practices (through leveraging).

# GESI mainstreaming in the TVET reform process: how 3 projects contribute

**At institutional level:** identify and remove barriers for access: differential entry criteria & quota to girls and disadvantaged groups; communication strategy to deliver right message; gender-friendly non-traditional courses; safe and harassment-free workplaces.

**At individual level:** special support to the girls to increase their access and retained at the courses, use private sector champions to lobby.

**ENSURE**

**GESI  
mainstreaming**

**At institutional level:** 10 additional points to women led skill assessment centres accreditation; women participation is must in sector skills committees.

**At individual level:** 50% cost waiver for regular skill testing and 100% free for recognition of prior learning to the women, dalit, ethnic group and disabled

**At institutional level:** clear scholarship criteria & guidelines from Provincial and Local governments as well as from TVET schools; communication to potential youth about the courses by TVET schools.

**NVQS**

**Quality**





## **GESI mainstreaming: achievements and progress**

At policy/institution level:

- National Education policy along with TVET policy and TVET act highlight GESI as a cross cutting issue. These have guaranteed a provision of GESI assurance through several means such as differential entry criteria & quota to girls and disadvantaged groups; gender-friendly non-traditional courses; safe and harassment-free workplaces.
- Mandatory provision of GESI responsive budget for TVET programs

At project level:

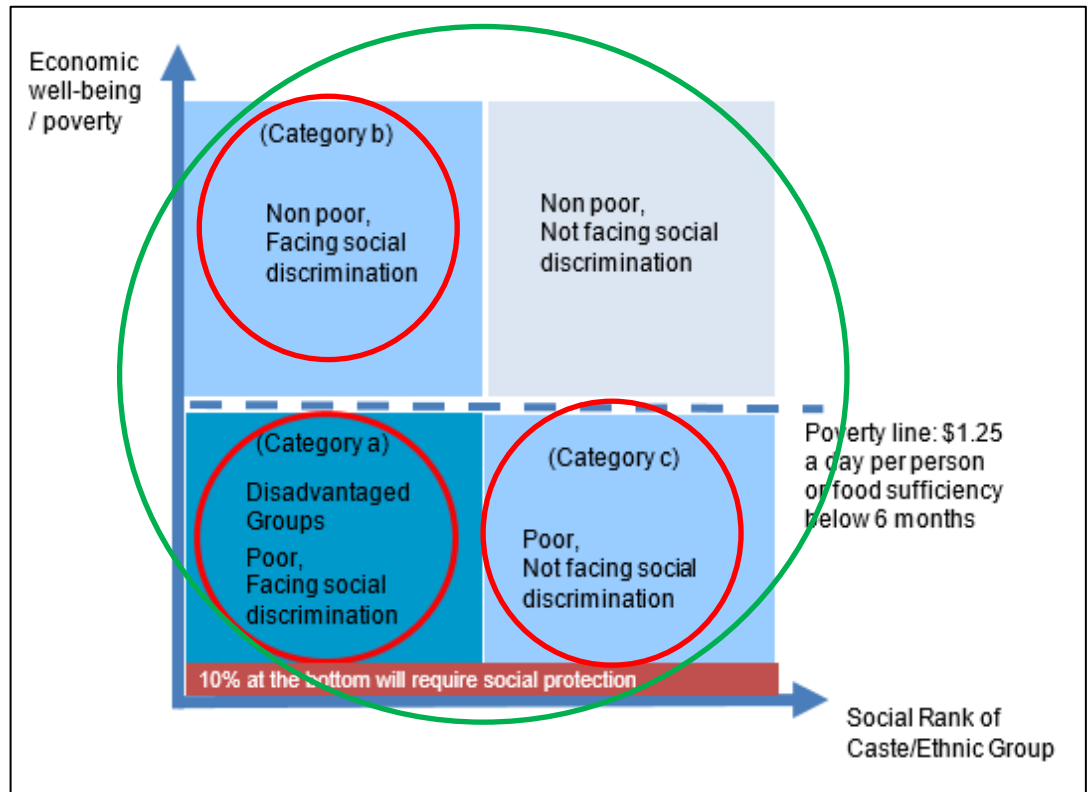
- Dual VET apprenticeship guidelines highlights a mandatory inclusion of women and discriminated group



# GESI targeting approach in the TVET reform process



The interventions should reach everyone, but concentrated efforts should be made to de-stigmatize vocational occupations so as to benefit members from Disadvantaged groups (DAGs) and discriminated groups.





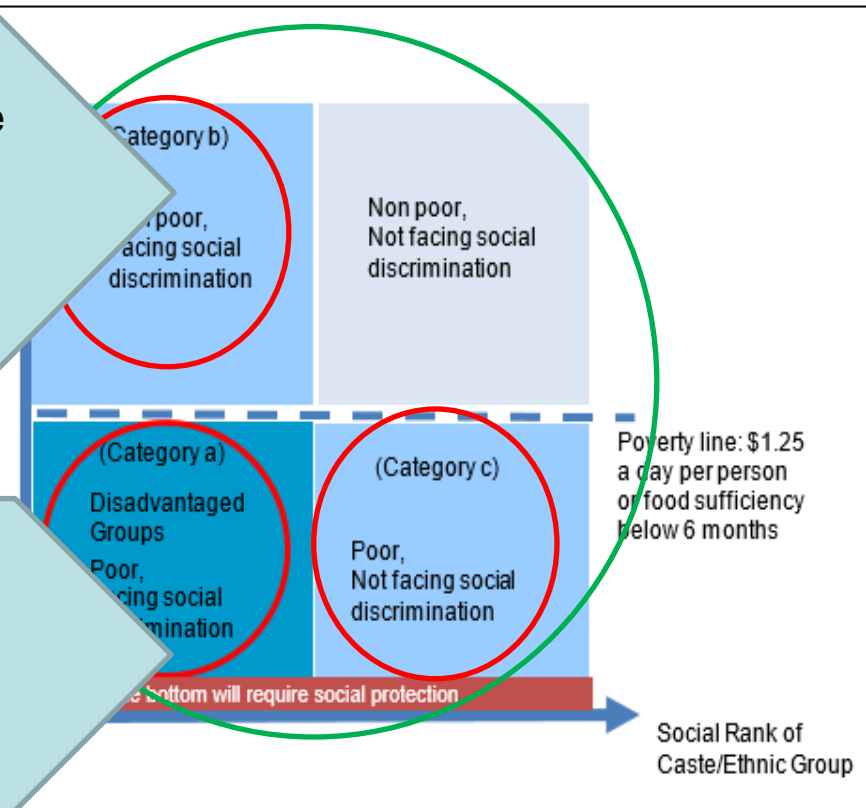
# GESI targeting approach in TVET reform process in Nepal

## Category b:

**Increase intake of discriminated groups:** ensure Occupational Health and Safety (OHS) and harassment free workplace; encourage women to join training in all occupations and sector. e.g. no stereotype training

## Category a & c:

**Multi-pronged approach:** geographical targeting, advocate and support local and provincial governments to implement GESI guidelines for planning, budgeting and implementing TVET programs.



## GESI Targeting: achievements and progress

At policy/institution level:

- Supported for development and implementation of OHS guidelines in the industries
- Support to develop and implement GESI guidelines for planning, budgeting and implementing TVET programs by local and provincial governments (ongoing)

At project level:

- Use of differential selection criteria led to encourage more women and discriminated groups to apply and be retained. E.g.
  - ✓ At present, out of the 1,706 youth in Dual-VET, 67.74% are from socially discriminated groups, while 19.07% are women (in the first year enrolment in 2017/18 the percentage of women was only 5%);
  - ✓ Number of women in mechanical, electrical and automobile engineering was gradually increased.
- Geographical targeting led to more applicants from rural part of Nepal



## Perspectives for future

- ***A systemic approach:*** the change is possible only when working at the level of individual, family, society, institutions and policy/political
- ***Focus on transformative change:***
  - In-depth interventions rather than superficial
  - Intervene at whole training cycle (need assessment to evaluation) for more equal opportunities, not only at training stage.
  - work closely at political and policy level to promote GESI responsive policies and budgets in TVET programs and provisions
  - Create stories, disseminate among and through the women and marginalized considering them as an actor of change not only the beneficiaries.



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**Thanks!!!**