

Gender Equity in TVET

Promoting Gender Equality in TVET – The Jamaican Experience



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Jamaican Perspective: Gender Equity



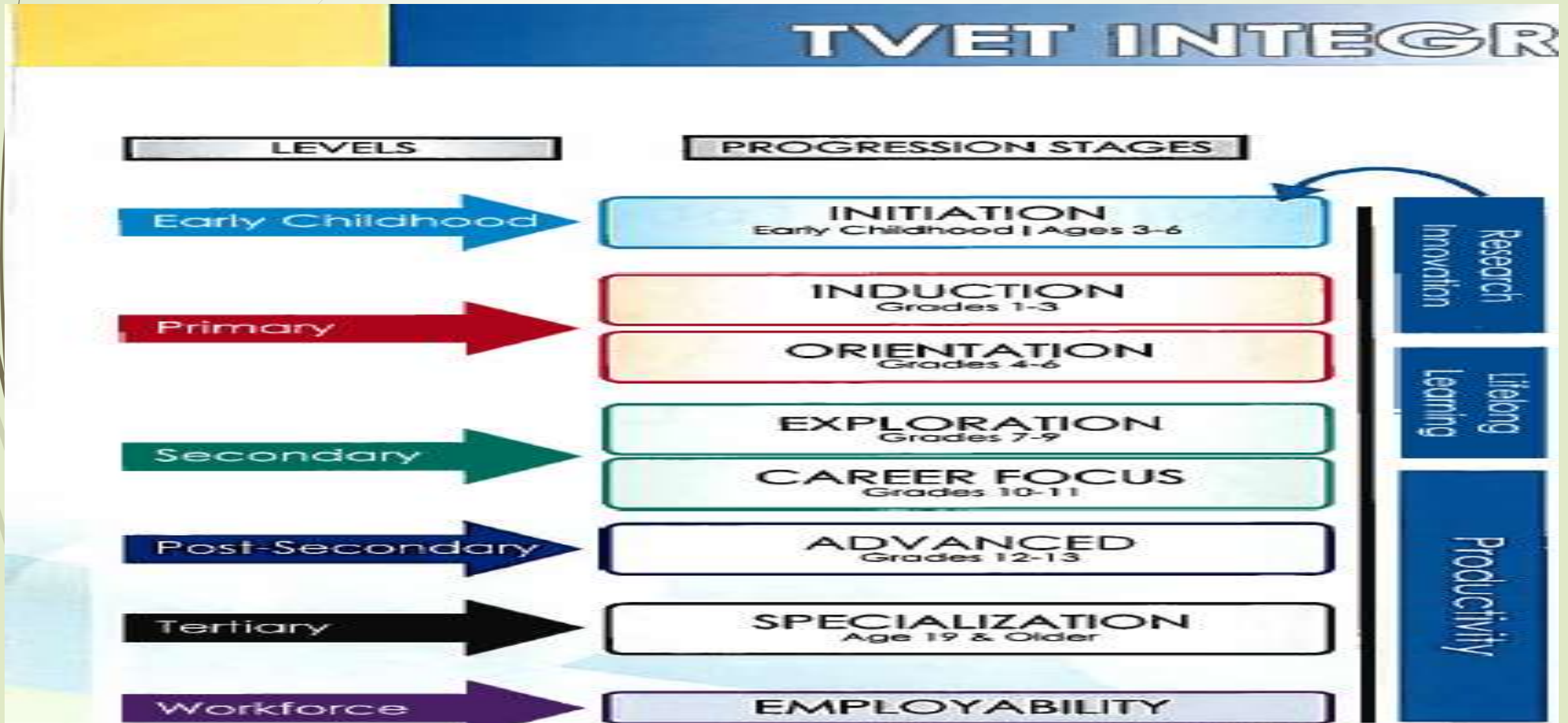
- According to the *UNESCO Priority Gender Equality Action Plan – 2014–2021*, Division for Gender Equality, Office of the Director-General, UNESCO:
 - **Gender Equality:** Women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.

Jamaica: Experiences and practices in promoting gender equality in TVET.

- ▶ The Jamaican Government through the MoE, last year launched a TVET integration Model. The model looked at TVET at six (6) levels. 1) Early childhood, 2) primary, 3) secondary, 4) post-secondary, 5) tertiary, and 6) the workforce levels. The model seeks to provide equitable gender access to TVET from primary level to the workforce. **See graphical representation**

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Graphical Representation- TVET Integration Model, Jamaica – Equal Access



Jamaica's Experience – Promising Practice – Gender Equity

- **Regional Project:** Sponsored by the British and Canadian Governments for Youth Skills Development. It is the CARICOM Education for Employment (CEFE) - Pre-technology programme (Personal Development, Academic strengthening, Exposure to skills, work study) – Aims to prepare at-risk youths (17 to 29) for entry into the TVET programmes.

Results

- ➔ **For the first cohort:** Areas of focus for TVET were Animation, Construction, Agriculture, Information Technology – enrollment was 154 (males 97, females 57).
- ➔ **In the Second Cohort:** Deliberate attempts were made to improve the gender equity. Hence we focussed on Hospitality and Cosmetology – The results was a Gender distribution was 150 (76 males, 74 females).
- ➔ Notice here that deliberate strategies in programming can assist in gender equity.

Jamaica's Experience – Promising Practice – Gender Equity in Programme Re-Design

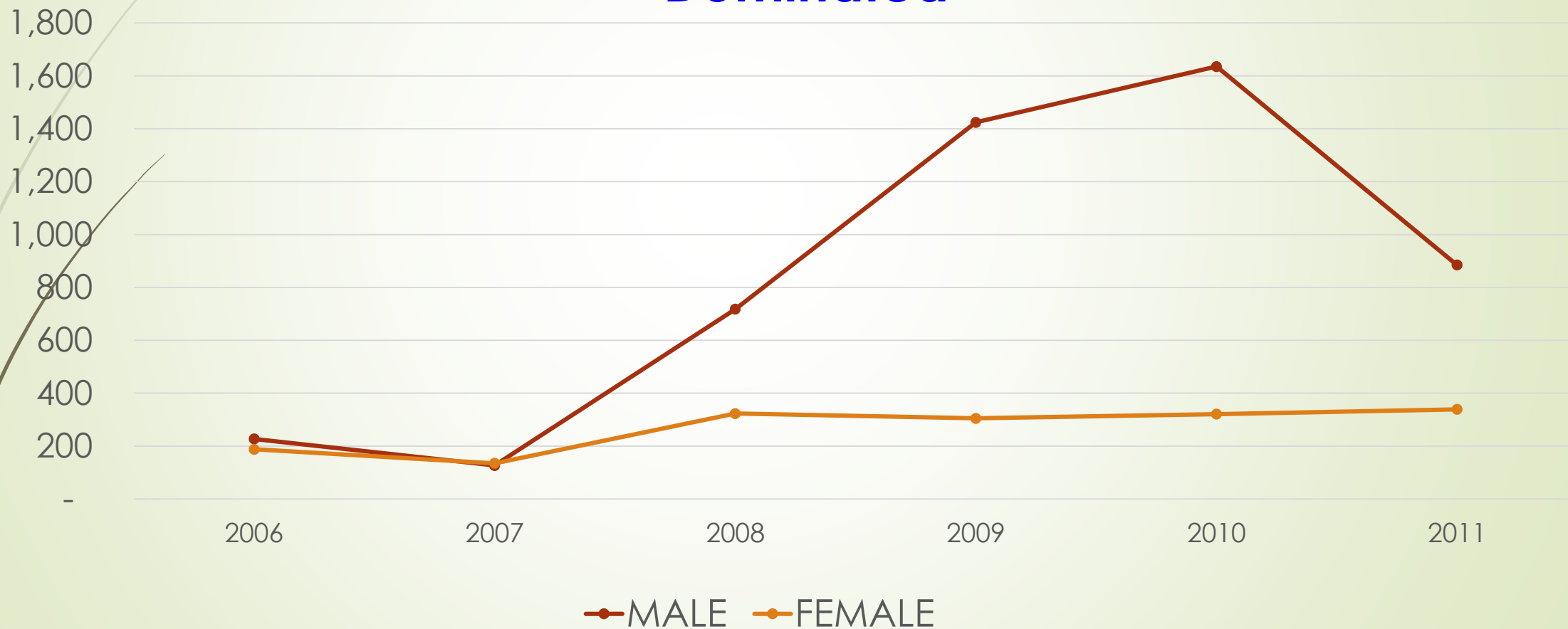
- 1) flexibility in programme delivery
- 2) Gender equality and cultural diversity
- 3) Sustainable development/Greening in TVET
- 4) Special Education Needs awareness

- 5) Foreign Language
- 6) STEM integration
- 7) Entrepreneurship, employability Skills,
- 8) Work/Industry Exposure, etc

➔ This redesigned helped to remove the stereotyping for TVET jobs and also sought to address some of the structures, facilities and more gender neutral programme content. Thus giving women greater access.

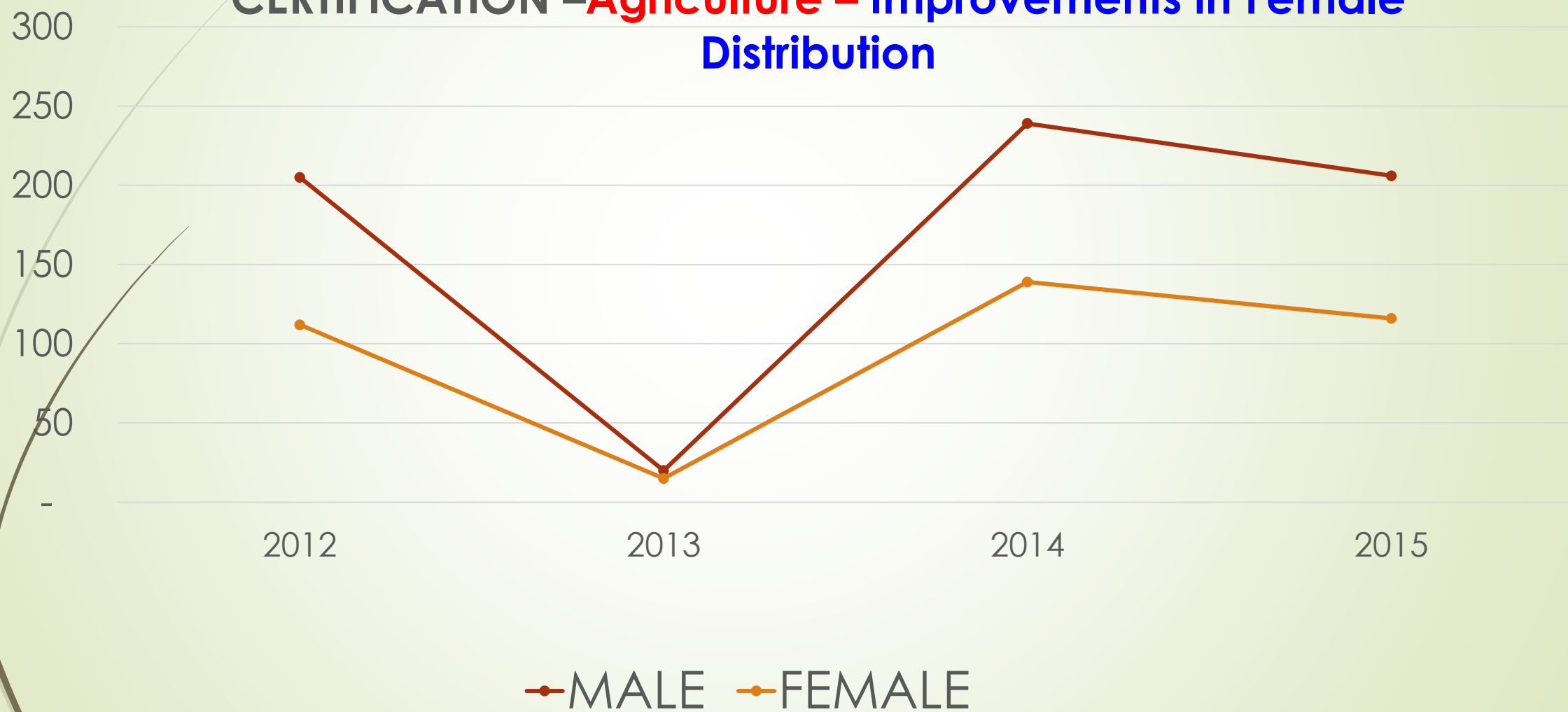
TVET Gender - Statistics for selected TVET programmes for the past 10 years in Jamaica.

ENROLLMENT – **Agriculture – Traditionally Male Dominated**



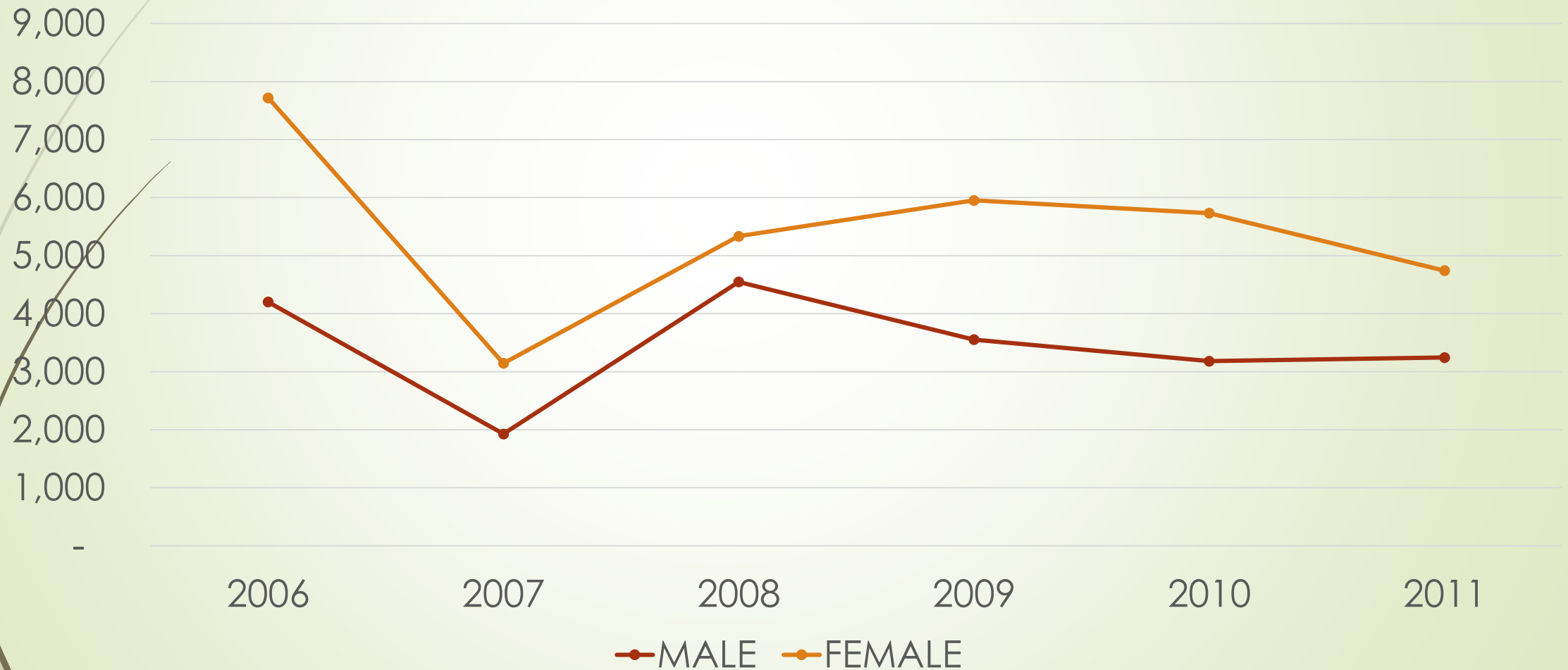
TVET Gender - Statistics for selected TVET programmes for the past 10 years in Jamaica.

CERTIFICATION – Agriculture – Improvements in Female Distribution



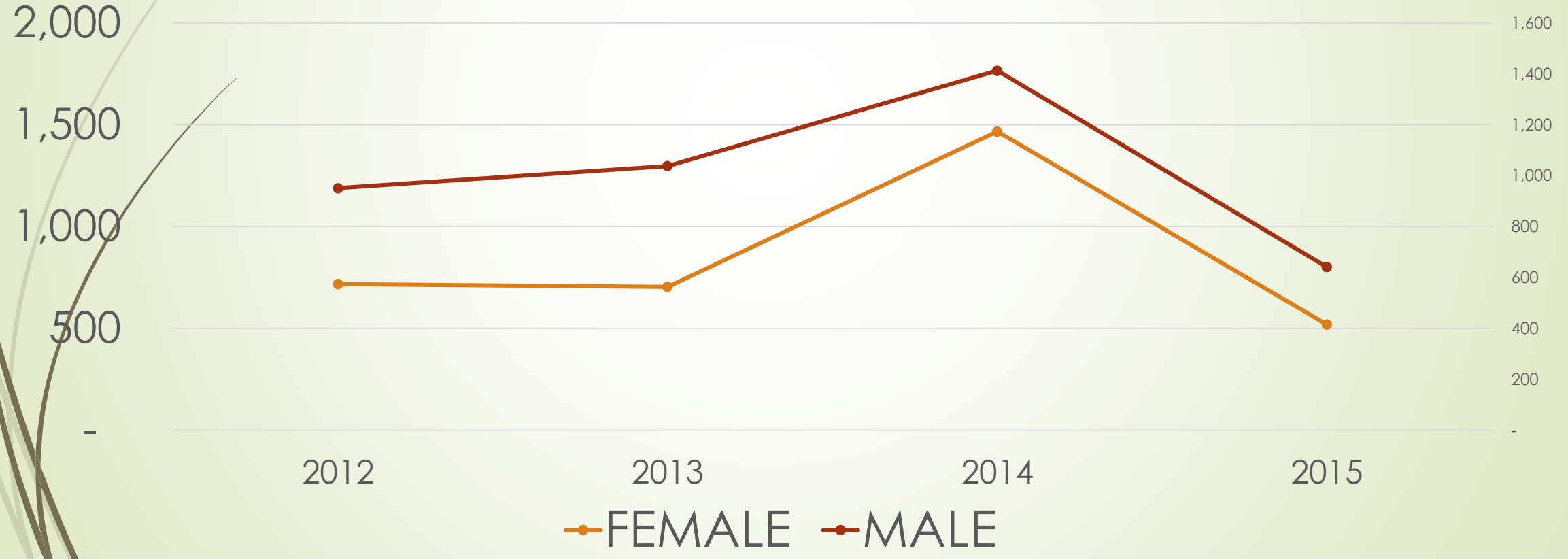
TVET Gender - Statistics for selected TVET programmes for the past 10 years in Jamaica.

ENROLLMENT- ICT Females lead in sector



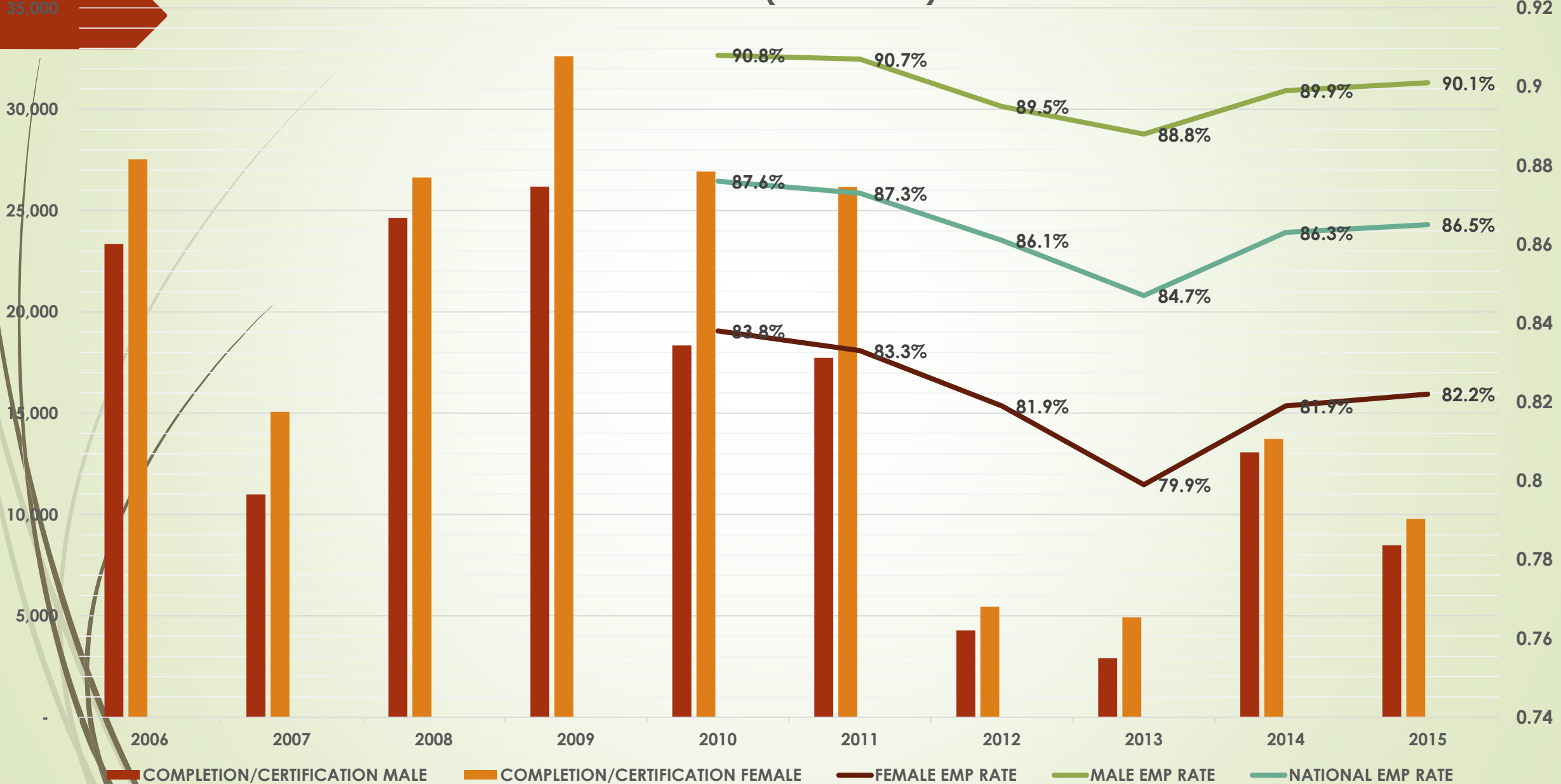
TVET Gender - Statistics for selected TVET programmes for the past 10 years in Jamaica.

CERTIFICATION – ICT – Males lead for certification



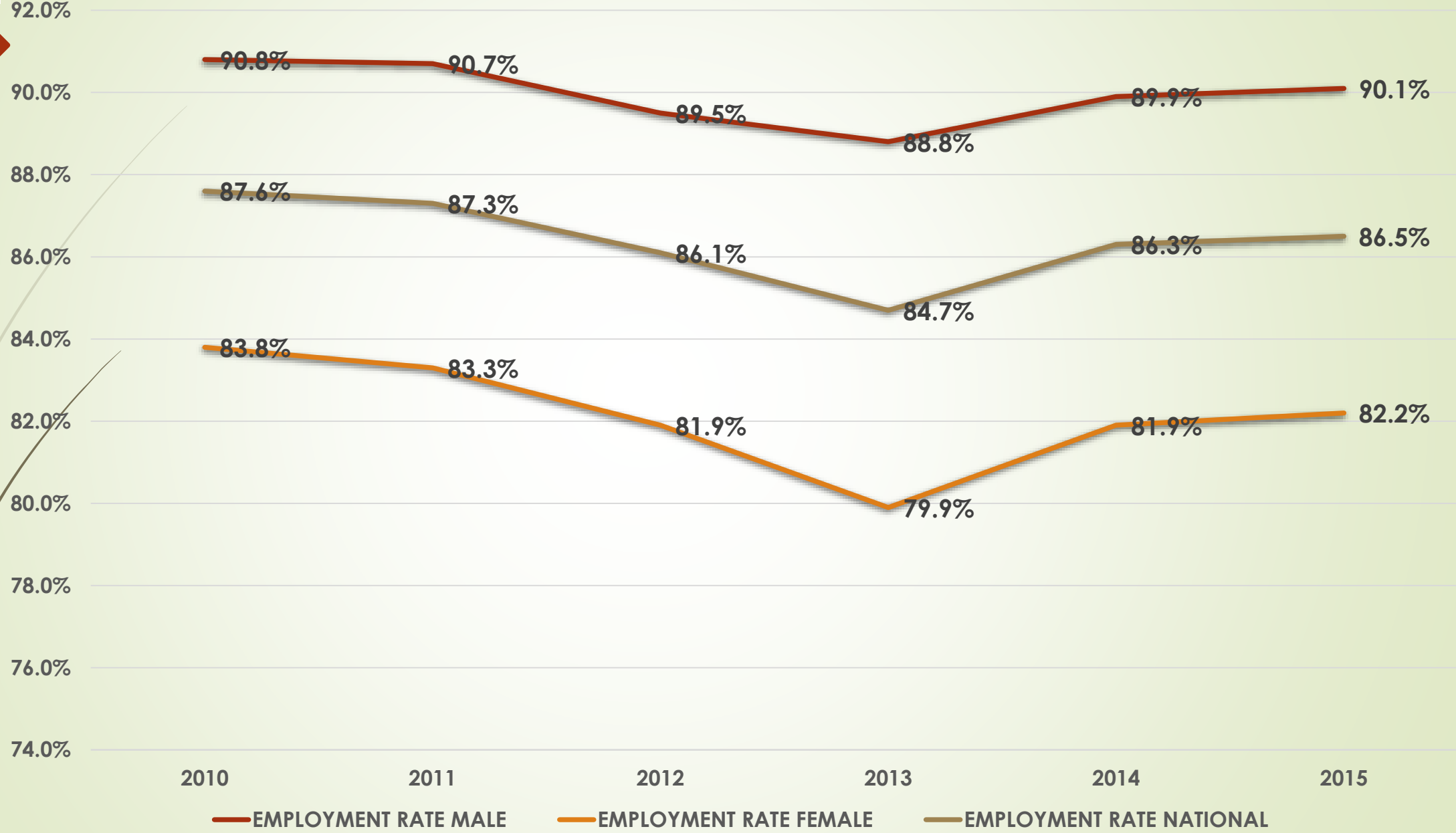
COMPLETION/CERTIFICATION BY GENDER DISTRIBUTION (2006-2015) WITH EMPLOYMENT RATES (2010-2016)

35,000



■ COMPLETION/CERTIFICATION MALE
 ■ COMPLETION/CERTIFICATION FEMALE
 — FEMALE EMP RATE
 — MALE EMP RATE
 — NATIONAL EMP RATE

EMPLOYMENT RATE



Key challenges in Jamaica, inhibiting Gender Equality

- Inadequate resources for TVET training in some institutions.

Designing of TVET facilities to support both males and females has been less than adequate. Business have not been provided with incentives to sponsor TVET programmes, hence the lack of strengthening the needed resources for training.

Key challenges in Jamaica, inhibiting Gender Equality

- Lack of adequate parental acceptance for TVET programmes: Many parents have not yet seen TVET programmes as wholesome education path for their children. The Jamaican Ministry of Education has commenced the mainstreaming of TVET in the formal education system to address this challenge.

Key challenges in Jamaica, inhibiting Gender Equality

- Lack of a coordinated national efforts to integrate key stakeholders in using TVET as a vehicle for advancing productivity. For national and sustainable development, governments should lead in providing a framework for private sector to drive TVET and support Apprenticeship.



Questions?