

Pathways: moving women forward

Women and pathways to work

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Different pathways

- This presentation discusses different pathways for women to successfully engage in formal TVET, decent work and expand their learning opportunities. These include:
 - Recognition of Prior Learning
 - Prevocational pathways
 - Bridging courses
 - TVET as a non-traditional job

Recognition of Prior Learning

- RPL is the formal acknowledgement of a person's current skills and knowledge no matter how, when or where the learning occurred
- Important assessment pathway for people who are considering doing study
- In countries where qualifications are **valued** by employers RPL can assist securing better working conditions
- RPL is bound by the same principles and rules of evidence and quality assurance strategies as other assessments

RPL con't.

- Language associated with the RPL process discourages people from taking advantage of it - input from clients on language*
- Assessors used in RPL must have
 - high-level interpersonal skills
 - be strongly supportive of the recognition pathway, and
 - have high credibility in their field.
- Cannot be seen as an 'easy' option
- The process of reflecting on their learning significantly improves confidence and contributes to successful future learning

RPL policy considerations

- qualifications should be outcomes based
- flexibility in elective choices or combinations of modules offer the widest range of relevance to the workplace and easiest for full recognition
- industry buy-in for RPL is very important, the qualifications will be recognised as equally valid as those obtained through formal TVET training
- RPL is recognised as a powerful and empowering tool that has a key role to play in supporting lifelong learning
- Not a cheap option, needs to be funded often similar to course cost

Factors encouraging women's access to RPL

- clear communication
- simplified processes
- tailored support
- information on RPL should be conveyed to students as early as possible, preferably before they leave school
- focus on the way individual lives can be transformed through participation in the process of recognition
- Support from the institution and the workplace, significantly assist the success of RPL processes

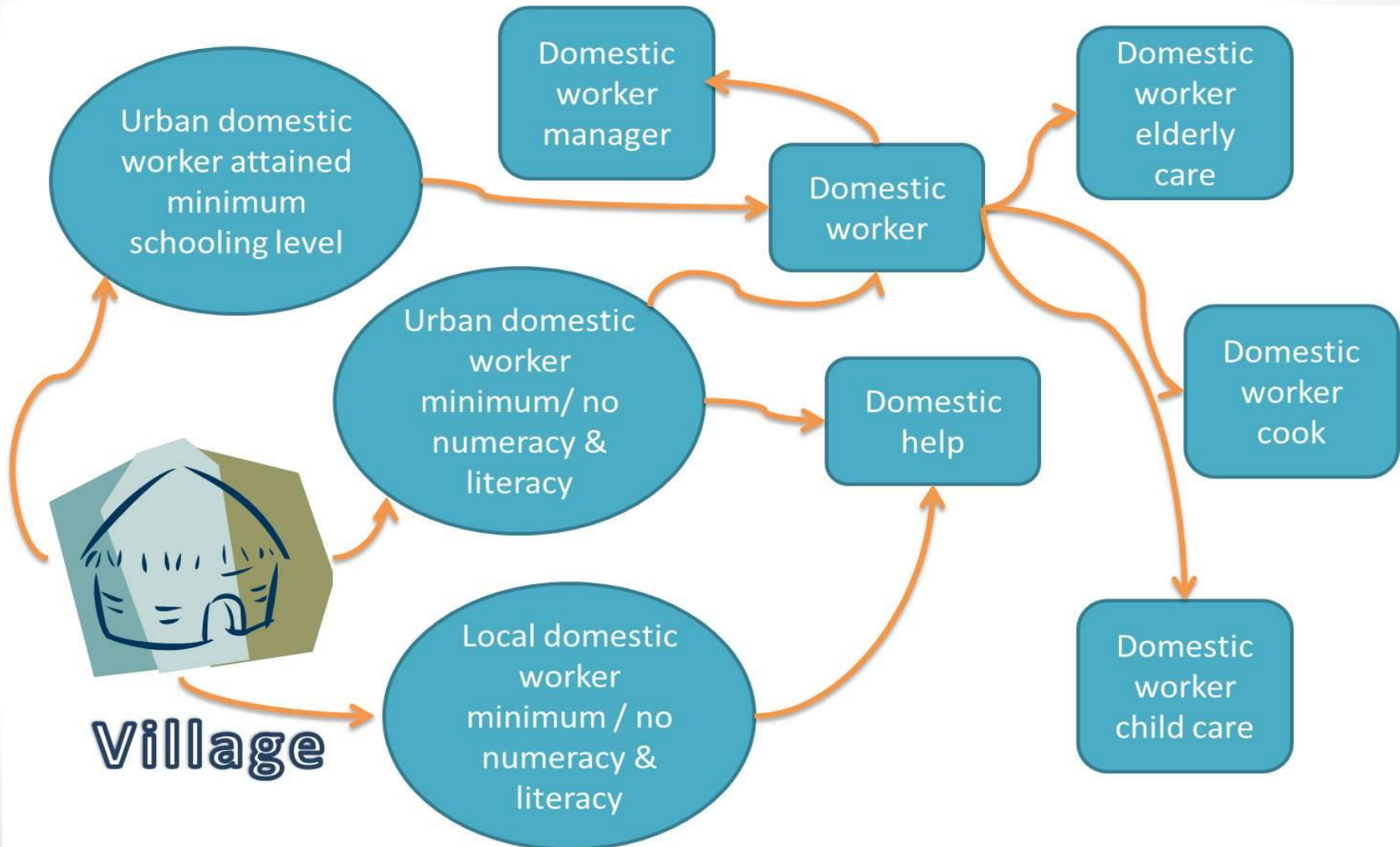
Factors impeding uptake of RPL

- lack of awareness – employer – community - students
- the complexity of the process
- the language associated with RPL
- devalue their own experiential learning
- Successful access to RPL linked to adequate literacy and communication skills*
- Training institutions often do not like it, students at different levels, gaps in underpinning knowledge
- Inadequate assessor training

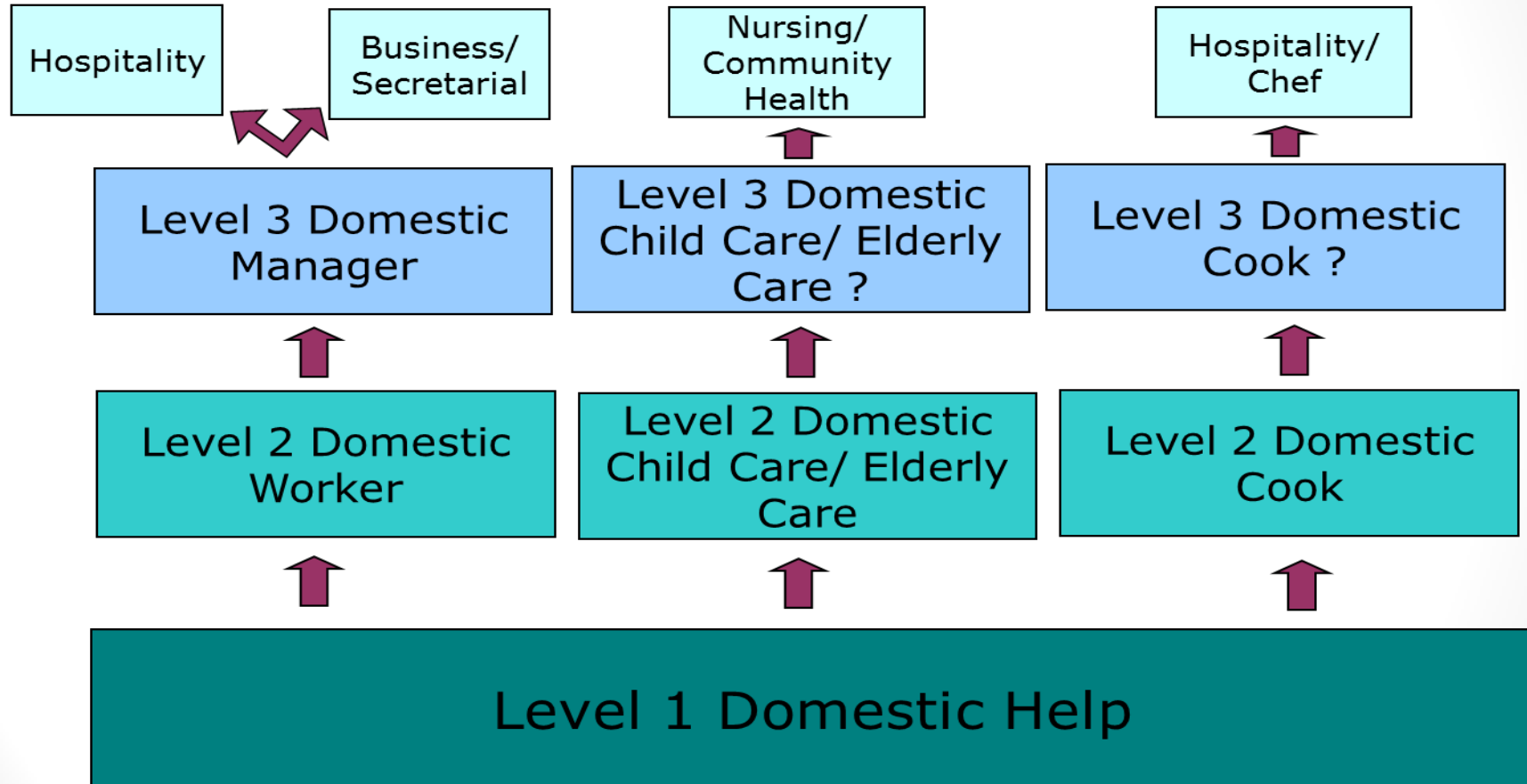
Pre-vocational foundation skills

- Skills needed to help prepare an individual for the workplace and formal TVET training
- Recognition of pre-vocational skills training provides QA protection most Qualifications Frameworks do not include prevocational levels
- Women often have to leave school early to help support the family
- It can be a big jump to get into formal TVET training programs and the village domestic help might need some prevocational skills first
- Don't engage with school – teaching style, the perceived relevance
- Foundation skills – literacy, numeracy, workplace communication – functional literacy – adult learning styles
- Contextualised to the workplace – different learning experiences
- Flexible delivery – versus school hours

Career progression



Domestic worker qualifications pathways – vertical pathways



TVET non traditional work

- An elusive challenge
- British research suggested a female trainer on every recruit training course; clustering female students; equity and diversity training for both trainers and all new recruits; and training*
- Part-time apprenticeships, higher level apprenticeships/ cadetships
- Many teachers in the region are past graduates with no industry experience
- Training groups of women with the view to make them trade teachers – provides the role models and mentors identified in much of the research
- Women Board members, teachers and support staff builds a local support network – time given to meet
- Policy makers monitor progress

Issues of isolation

- Group Training Companies – employ the apprentices and rotate them with different MSME so that they have an opportunity to gain a broad range of skills
- This offers women apprentices a network of other young women going through the same thing at the same time
- Industry female inspection officers have been very successful role models*
- Developing mentor networks for women in industry associations
- Female teachers are good role model for both male and female students - Seeing women as competent tradespeople working alongside male teachers able to work well together*
- Linking female teachers and students across trades
- Providing time and space to meet

Non traditional pathways

TVET cannot counter social and cultural barriers to women entering non-traditional work independent of other policies and strategies but support networks help

The support and strategies which apply to attracting and retaining women students are often the same for gaining and retaining women teachers

As change agents these women need recognition of this to be built into their job roles to ensure that activities related to encouraging women's participation in TVET is officially recognised

Thank you

for listening