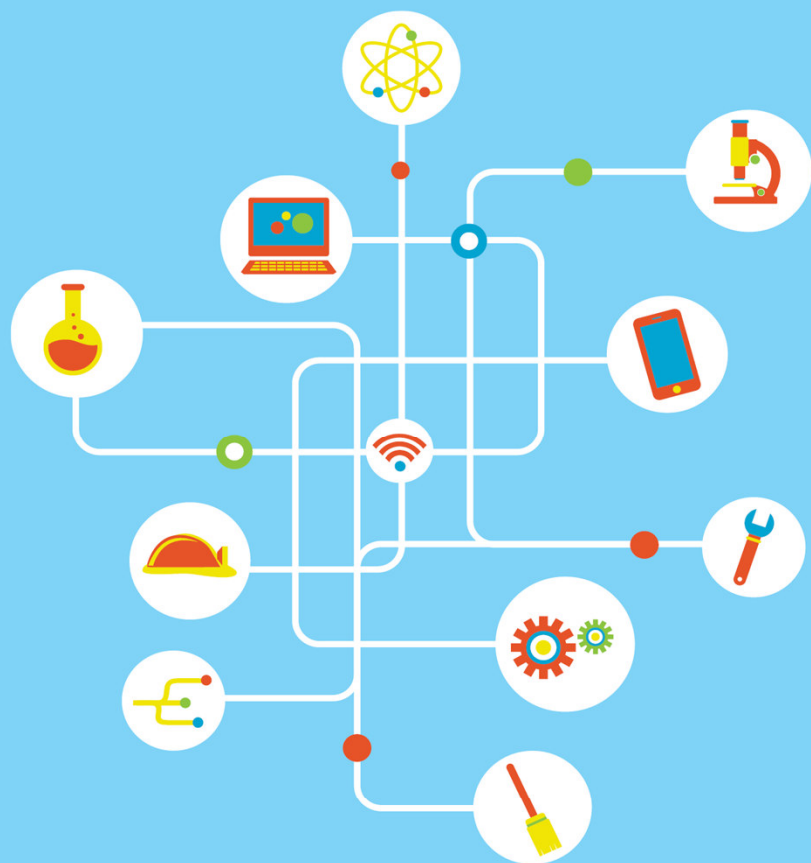


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Session 8: Gender in TVET Programs

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SDSG5 GENDER EQUALITY

Catalytic role in achieving other SDGs



Jobs for Women = Good for Growth



- Gender equality adding \$12 trillion (or 11% GDP) by 2025 (McKinsey 2016)
- Gender equality adding per capita income by 30% in 30 years/ 1 generation and 70% in 60 years/ 2 generations (ADB 2015)
- “Jobs for women not just a right thing but smart things” (C. Lagarde, IMF)
- “Poverty is sexist” (J. Trudeau)
- Garment Asia replaced by higher value added/technology industry



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Realities: Women in Education and Labor Market

- Young women still not completing school equally
- School to work transitions more fragile for females
- Labor force participation rate gaps (M: 81% and F:49% in developing Asia)
- Occupational and sector gender segregation
- Gender wage gaps (F 77% wage of M on average in developing Asia)
- Precarious labor standards/working conditions



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ADB's Gender Mainstreaming Efforts in TVET Programs

- Concerted efforts to encourage girls and narrow gender gaps in TVET through **Project Gender Action Plans**
- **Targets** set (TVET enrollment and completion; teacher training; student stipends and scholarships)
- **Women friendly TVET environment** (school facilities, dorms, more women teachers, harassment free environment)
- Financial incentives for **industry placements** (apprenticeships & internships)
- **Social marketing** of “modern and cool” images of TVET for girls, parents, and general public
- School **counseling** to encourage girls to TVET; and once in mentorship (both male and female)
- Supporting **girls in “non-traditional” sectors** in addition to overall support to girls in TVET



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Results of 5 TVETs in Non-Trad sectors

Country	NT success	Female Enrollment in NT	Likely Factors
Nepal (2012)	✓	Formal (short) <ul style="list-style-type: none"> • Engineering (24%) Nonformal (short) <ul style="list-style-type: none"> • Engineering (33%) 	<ul style="list-style-type: none"> • Short courses • Social mobilization • Strong govt support
Sri Lanka (2011)	x	Formal only (college) <ul style="list-style-type: none"> • Automobile (6%) • Electronics (13%) • ICT (51%) 	<ul style="list-style-type: none"> • No specific NT support
Indonesia (2014)	✓	Formal only <ul style="list-style-type: none"> • Construction, mechanics, auto (combined 21%, ↑ from 13%) • ICT (50%) 	<ul style="list-style-type: none"> • Drive for “modern” jobs (facilities) • Counseling
Cambodia (2015)	x	Formal (long) <ul style="list-style-type: none"> • Construction, mechanics (5%) • ICT (49%) Nonformal (short) not include NT	<ul style="list-style-type: none"> • Social marketing and counseling started late
Lao PDR (2016)	x	Formal only <ul style="list-style-type: none"> • Furniture (8%); construction (10%); mechanics (4%) 	<ul style="list-style-type: none"> • Social marketing and counseling started late

Findings from Non-Trad Support in 5 ADB Projects (1)

- Overall some improvements but change not fast enough
- Enrollments in NT sectors higher in shorter courses and in non-formal settings
- Influence of female teachers unclear but employer attitudes important
- Positive impact of strong career guidance & industry placement critical



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Findings from Non-Trad Support in 5 ADB Projects (2)

- Bringing Government and TVET institutions on board is challenging (infra examples are useful models)
- Data collection still a challenge – sex-disaggregated baseline data not readily available
- Evaluation needed on most effective methods of social marketing and attitudinal change



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New Study by ADB on Gender and TVET



- Phase 1: Global good practices
- Phase 2: ADB TVET project reviews
- Emerging global literature echoing empirical findings from ADB projects
- Future implications – “Garment Asia no longer sustainable”



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Thank You

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