

TRAINING

a) Training

Gender Division of Labour

Training often cannot be accessed by women because of time constraints imposed by a multiplicity of productive, reproductive, household and community service and management roles. Timings and locations for training activities may simply not be flexible enough to suit the other responsibilities of women, nor geared to accommodate women's role-related needs. For example, attendance may be curtailed by lack of childcare facilities and by being held in a location difficult to reach. Other, possibly seasonal, responsibilities may take precedence for women if training is extended over weeks or months.

Access and Control of Resources and Benefits

Training offered may not be designed and delivered to target women's specific needs and therefore may not be useful for them. Women may give training a low priority if there is a significant cost to attendance, such as foregoing productive or marketing activities. Access to safe transportation for women to attend training may be limited. If there are costs attached to training, these may be prohibitive. Women may be restricted from attending such activities by social constraints including male control over female mobility, and the belief that training is not necessary or even undesirable for women. Women's low literacy levels may prohibit them from attending many courses or from participating fully in them. Social constraints on the public demeanour of women may inhibit them from speaking up in mixed classes. The environment of training, if unfamiliar to women, may seem threatening and inhibit their participation. In addition to this, women may not be targeted for training opportunities, or even be aware that they are being offered.

Factors and Trends

Cultural, religious and social factors may influence women's access to training opportunities. Training may not be specifically designed to meet the needs of a particular group of women, or the value of training for

women may not be recognised. There may even be considerable antipathy if training increases awareness of their relative lack of power and influence in their communities or is in any way politicised. In short, the increased independence that training may provide through understanding or new skills may be problematic for other family members who are advantaged by the current status, roles and obligations of women in their culture. Related to this, there is also a tendency to stereotype training opportunities by providing them in areas which do not reflect the real livelihoods of women (for example, agriculture and fisheries) but reflect possibly introduced beliefs about "appropriate roles" for women (for example, domestic tasks). In addition, attendance may be daunting because of lack of provision for women (for example, safety and privacy of facilities), particularly if the training is away from their homes.

Implementing a Gender and Development Policy

Since project-related training occurs across sectors, all gender and development policy objectives are relevant to the programming of training inputs:

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| Goal: | <ul style="list-style-type: none"> to promote equal opportunities for women and men as participants and beneficiaries of development. |
| Objectives: | <ul style="list-style-type: none"> to improve women's access to education and health care to improve women's access to economic resources; to promote women's participation and leadership in decision making at all levels; to promote the human rights of women and assist efforts to eliminate discrimination against women; to incorporate a gender perspective in aid activities. |

Guiding Questions for the Identification and Preparation of Policies and Activities

- *These questions are to be used as a guide only. It is not expected that every question will be relevant to all activities.*
- *The questions are designed to assist activity managers with their assessment and appraisal of development activities.*
- *The questions are also designed to assist contractors to incorporate gender perspectives into activity preparation and design.*

Key Areas of Concern	Guiding Questions
<i>Project Objectives and Target Group</i>	<ul style="list-style-type: none"> • Do training objectives refer explicitly to both women and men? • Has sex disaggregated data been collected on women's and men's education levels, such as literacy rates? • Do proposed training activities acknowledge that men and women may have different training needs?

<i>The Gender Division of Labour</i>	<ul style="list-style-type: none"> • Have women been consulted about their training needs in relation to their responsibilities and workloads? • Will the training assist women to carry out their household management and productive tasks? (<i>e.g., business training, finance management</i>) • How can training be scheduled to help women fit in their other tasks? • Would the availability of child care facilities encourage women's participation?
<i>Access and Control of Resources</i>	<ul style="list-style-type: none"> • Would the provision of safe transport encourage the participation of women? • Is there a decision-maker in the household regarding who should attend training? • Do women have access to communication networks so that they can be informed about training opportunities? • Have women previously had access to literacy, education and training classes? (<i>i.e., is their level of education sufficient to participate in training opportunities offered by the project</i>) • Is the training to be conducted in a language they are fluent in, and if not can adequate translation be obtained?
<i>Access and Control of the Benefits and Project Impacts</i>	<ul style="list-style-type: none"> • Can men and women see the value in women attending training courses? • Have women been consulted on their needs? • Do curricula and training materials use gender-based stereotypes? • Are case material and examples used in the training drawn from the target group's experience, and transferable to their lives? • Will training enhance opportunities for employment in the formal sector? • Are there opportunities for women to apply their new skills? • Is follow-up needed to maximise or sustain the benefits from training, and what provision is there for this?
<i>Social, Cultural, Religious and Economic Factors and Trends</i>	<ul style="list-style-type: none"> • Has consideration been given to cultural, religious and social attitudes towards the value of women's training? • Do families believe that training will improve employment prospects for women? • Would female teachers encourage participation? • Are the facilities culturally appropriate? (<i>e.g., separate toilet facilities for women and men</i>) • Where appropriate, will advocacy for women and girl's training be undertaken with men and community groups, to increase understanding of its purpose and value to the community?
<i>Participation and Consultation Strategies</i>	<ul style="list-style-type: none"> • Have strategies to address women's and men's constraints to participation in training activities been identified? • Will separate training activities be necessary for women to ensure that they participate and benefit equally? • Are project communication channels about training opportunities equally accessible to men and women? • Have local women's groups and networks been consulted about training needs?
<i>Women's Social Status and Role as Decision Makers</i>	<ul style="list-style-type: none"> • Will training improve economic prospects for women? • How will training meet women's practical needs and strategic interests? • Are women and men involved in project planning and decision making? • Have changes to women's status been interpreted negatively by their communities, and resulted in any negative outcomes for women? (<i>e.g., increased violence</i>)
<i>Counterpart Agency Capacity</i>	<ul style="list-style-type: none"> • Does the counterpart agency have a policy or statement promoting the importance of training for girls and women? • Has a sex disaggregated employment profile of the counterpart agency been undertaken? • Has an affirmative action plan been developed to train, support and resource female staff? • How does the project plan to increase counterpart capacity for gender-sensitive environmental planning and implementation?
<i>Project Monitoring</i>	<ul style="list-style-type: none"> • Will drop-out, absenteeism and achievement rates be monitored for women and men? • Have targets been set for men's and women's participation and benefits? • Have gender-sensitive indicators been identified? • Will all data collected be disaggregated by sex? • Will there be on-going consultation with community groups? • Will there be follow up of trainees to assess the impact of training?
<i>Project Resources</i>	<ul style="list-style-type: none"> • Are project resources adequate to ensure that both men and women participate in and benefit from the project? • Is gender expertise utilised throughout the project?