
Model Gender Mainstreaming Policy for the Technical and Vocational Education and Training (TVET) Sector (With Elements of Inclusion)

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This model policy framework should be read together with the Sessional Paper No. 02 of 2019 on National Policy on Gender and Development (2019), National Policy for Prevention and Response to Gender Based Violence Policy (2014), The Employment (Amendment) Act, No. 15 (2022), the Education and Training Gender Policy of (2015) and the Constitution of Kenya (2010). All TVET institutions are encouraged to domesticate the model policy to their specific and contextual needs and mandates to intentionally, and collectively mainstream gender across policy decisions, systems, operations, infrastructure, curriculum and training, and job placements.

Foreword

To be written later by NGECE

Pointers

- i. Adopt explicit institutional-level gender mainstreaming policy frameworks.
- ii. Invest in programming, budget and accountability procedures for the promotion of gender equality across the institution's rank and file.
- iii. Train staff and hold them accountable.
- iv. Set targets for staff including recruitment and promotion.
- v. Allocate sufficient human and financial resources to finance the promotion of equality.
- vi. Undertake to generate gender-disaggregated data.

Acknowledgment

To be written later by NGEC

Acronyms and Abbreviations

AU	African Union
BPFA	The Beijing Platform for Action
CEDAW	Convention on Elimination of all Forms of Violence Against Women
CESA	Continental Education Strategy for Africa
CoG	Council of Governors
CRC	The Convention on the Rights of the Child
EFA	Education for All
GBV	Gender Based Violence
GIZ	Deutsche Gesellschaft Für Internationale Zusammenarbeit (GIZ)
GoK	Government of Kenya
ILO	International Labour Organization
KATTI	Kenya Association of Technical Training Institutions
KENAPCO	Kenya National Association of Private Colleges
KEPSA	Kenya Private Sector Alliance
KISE	Kenya Institute of Special Education
KUCCPS	Kenya Universities and Colleges Central Placement Service
MoE	Ministry of Education
NGEC	National Gender and Equality Commission
NITA	National Industrial Training Authority
NPs	National Polytechnics
NYS	National Youth Service
SDGs	Sustainable Development Goals
SDfGA	State Department for Gender and Affirmative Action
SIGs	Special Interest Groups
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
STISA	Science, Technology, Innovation Strategy for Africa
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
TVC	Technical and Vocational Colleges
UIS	UNESCO Institute for Statistics
VTC	Vocational Training Centers

Chapter 1

Background and Policy Context

1.1. Introduction

Gender equality is a fundamental human right and a necessary foundation for a peaceful, prosperous and sustainable world. Mainstreaming gender into development is one of the central features of advancing gender equality. Gender mainstreaming is an essential element of good governance to ensure that institutions' policies and programs respond to the needs, concerns and interests of all stakeholders and distribute benefits equitably between women and men. The key provisions for gender equality in global and continental normative frameworks are prominently stated in Kenya Vision 2030.

The Government of Kenya (GOK) acknowledges the importance of gender equality in development. The Constitution of Kenya 2010 guarantees equality between female and male and supports their full participation and representation in social, economic, cultural, and political spheres. The government's commitments to the integration of gender issues into national development is reflected in Kenya's signing and ratifying various instruments¹ including regional and international treaties and conventions. At the national level, the case for gender equality has been strengthened over the years by national discourse, policy, and legal and regulatory reforms. Articles 2(5) and 2(6) of the Constitution of Kenya affirms the position of international law as part of Kenyan law.

Kenya is progressively making strides towards gender equality by developing policies and institutional mechanisms to implement gender mainstreaming. Pertinent to this agenda is the long-term development blueprint, Kenya Vision 2030, in which gender inequality is viewed as a key developmental challenge facing the country. Further, the development of Sessional Paper No. 02 of 2019 on National Policy on Gender and Development (2019), seeks to guarantee the integration of gender equality and women empowerment in consideration to intersectionality and social inclusion into sectoral and institutional-based policies, planning, and programs.

Substantive gender equality between women and men in all dimensions of development is an indispensable tool for advancing socioeconomic progress and the elimination of poverty. Over the past two decades, the Government of Kenya has demonstrated a strong commitment to achieving gender parity in primary, secondary, and tertiary education through policy reform and program development. This is to enhance job creation and employability through a well-trained and skilled workforce. As a result, the Government of Kenya has embarked on a program to promote Technical and Vocational Training Institutions for the significant role they play in the

¹ The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979), Nairobi Forward Looking Strategies for the Advancement of Women (NFLS); the Convention on the Rights of the Child (CRC) 1989; the United Nations Declaration on Violence against Women (1993); Declaration on Gender Equality in Africa made during the African Union Summit (July 2004) on employment creation and poverty alleviation; the African Plan of Action on Gender Policy (2006), African Charter on Human Rights and People's Rights (ACHPR) Protocol on the Rights of Women in Africa, the Dakar Framework of Action on Education for All

socioeconomic development of the country. These institutions, however, require support and investments in setting up and strengthening their systems and programs. This is to improve the status of gender equality and inclusion in the TVET sector and further contribute to closing gender gaps in training and employment.

Concerns about gender equality, equity, and inclusion dominate most discussions related to education and training. While enrolment in Technical and Vocational Education and Training (TVET) has increased, there still exists gender disparities between female and male students and staff including those from vulnerable groups. These barriers are attitudinal/social mindset, financial constraints, unfriendly training environment, information and knowledge gaps, low prospects of decent work, and low confidence and self-esteem. The foregoing barriers and many others could be tackled by the stakeholders in the TVET sector by developing responsive and fit-for-purpose gender mainstreaming policies and frameworks. This calls for an inclusive environment that allows for gender equity and equality to thrive.

To this end, this Model Gender Mainstreaming Policy for TVET institutions will provide a uniform approach towards mainstreaming gender in the institutions including among others:

- a) A framework for action in inculcating gender sensitivity in the TVET institutions' mandate and intentionally address underlying barriers such as gender stereotyping, gender discrimination, and gender influence on career choices.
- b) A Gender-friendly environment for both public and private TVET institutions with appropriate support systems and incentives.
- c) Improved TVET institutional capacity on gender competence at all levels through a range of measures relevant and applicable to each institution.
- d) Interconnectivity of the social, economic, institutional, and systemic gender transformational measures across the TVET ecosystem
- e) A guide for statutory requirements on the gender-responsive workforce.
- f) Gender-focused capacity building and knowledge management for TVET institutions.

This model gender policy is therefore considered a guide for the agencies involved in the delivery of technical education and training. It, therefore, applies at the following four levels:

- a) **Institutional level:** mapping and analyzing the existing gender-based situation and the ongoing different processes and administrative operations, both quantitatively and qualitatively, seeking to identify gender gaps and inequalities so that appropriate measures to address the gender disparities can be determined.
- b) **Policy level:** Mapping and analyzing the existing gender issues within the sector to inform responsive policy decisions and interventions.
- c) **Programmatic level:** an in-depth focus at the training programming cycle, inculcating gender training needs assessment, designing programs, establishing monitoring and evaluation systems, and gender-responsive indicators.
- d) **Partnerships level:** striving to foster strategic partnerships (with the private sector, development partners, and non-state actors) for the advancement of a gender-sensitive and responsive TVET ecosystem in Kenya.

1.2. The Centrality of Gender Mainstreaming in TVETs

In the context of this policy, gender mainstreaming refers to the collective institutional strategies used to ensure that women's, as well as men's concerns and experiences, are considered an

integral dimension of the design, budgeting, implementation, monitoring and evaluation of any planned activities within the TVET sector with the ultimate goal of achieving gender equality.

TVET institutions, their management, trainers, curricula, learning materials, classrooms, and the general institutional environment should deliberately challenge gender stereotypes and internalized norms. In addition, gender-sensitive monitoring and evaluation frameworks should be developed/reviewed, and measurement of progress should be carried out regularly².

1.3. Statement of the Problem

Technical and Vocational Education and Training (TVET) equips both female and male trainees with tools, skills, and technical know-how for job creation and employment. The Government of Kenya (GoK) has made skills development through TVETs a priority for its development (KISE2020, KUCCPS, 2021). TVET institutions release thousands of skilled youths (female and male) to the Kenyan labor market and beyond each year. This is in line with the TVET Act of 2013 which mandates TVET Institutions to continually impart trainees with the necessary knowledge and skills for social and economic development. In addition, the government through various agencies responsible for TVET, in its commitment to ensuring No One is Left Behind, has implemented a number of programs aimed at expanding access to TVET institutions³. This includes the establishment of National Polytechnics (NPs), Technical Training Institutes (TTIs), Technical and Vocational Training Colleges (TVTCs), and Vocational Training Centers (VTCs) which schedule Four of the Constitution of Kenya allocates to the County Governments (village polytechnics, homecraft centers).

It is apparent that access and equity in TVET have improved in recent years. The trainee enrolment in TVET has more than tripled from 147,000 in 2014 to 498,326 in 2021. However, the total male students in TVET institutions still accounted for 57.2 percent of the total enrolment. Notwithstanding the observed improvements, the enrolments are still by far not adequately aligned with the expansion of enrolment that should go hand in hand with the promotion of gender parity in TVET sector and institutions as well as improvements in access to opportunities for persons with disabilities and those in marginalized areas and communities.

The TVET institutions and services are gendered in nature. They reflect and perpetuate the sociocultural dynamics of the societies in which they are located. These societal dynamics are overly patriarchal and constitute a complex context of sociocultural, political, and economic relationship that often creates systems of gender inequality. This model gender mainstreaming policy provides that, and guides the institutions in the TVET sector to develop custom-made policies fit to address the undercurrents of the TVET sector aligned to the National Policy on Gender and development, 2019. In addition, the policy direction will from time to time ensure compliance with the Constitution of Kenya and related frameworks, regional and international standards, and best practices. The model policy commitments will establish a foundation for building strong nexus between access, compliance, and transition, and close any gender gaps by inculcating uniformity in institutional gender policies' interpretation, implementation, and application. This model policy is expected to inform or guide the development and/or review of the existing institutional policies and the development of gender-sensitive policies by respective TVET institutions. The policies to be developed will address issues of accessibility, infrastructure, information and awareness creation, enrollment, completion, and transition to the labour market. They will also address the strategic needs of both female and women staff and management.

² <https://www.ungei.org/publication/gender-transformative-education>

³ GoK. (2017). Implementation of The Agenda 2030 for Sustainable Development in Kenya.

1.4. The Policy Goal

The overall goal of this model policy is a gender-responsive and inclusive TVET sector through the development, alignment, adoption, and implementation of institutional-level gender mainstreaming and inclusion policies.

1.5. The Policy Objectives

This policy provides for two levels of objectives- overall and specific. Depending on institutional needs, some of the specific objectives could apply as overall objectives.

1.5.1. Primary Objectives

- a) To promote equity, inclusion, affirmative action and diversity within the TVET sector/institutions.
- b) To promote gender-responsive governance and leadership within the TVET sector/institutions.
- c) To mainstream gender equality and inclusion within the TVET's learning processes and procedures.
- d) To strengthen TVET's institutional capacity on gender mainstreaming at all levels.
- e) To promote a gender-responsive and inclusive organizational culture, work, and learning environment within the TVET sector/institutions.
- f) To promote collaboration and partnership to advance gender mainstreaming within the TVET sector/institutions.

1.5.2. Secondary Objectives

- a) To enhance capacity building and career development within the TVET sector/institutions.
- b) To enhance increased access, enrolment, retention, completion, and transition of TVET opportunities by both women and men.
- c) To promote a secure and safe learning environment for both women and men.
- d) To promote gender-responsive budgeting within the TVET and technical and vocational Training Institutes.
- e) To promote cooperation and linkages between TVET institutions and industry
- f) To promote the use of data for policy development, implementation, and review.
- g) To establish gender-inclusive records, documentation, and research systems including appropriate disaggregation of data.

1.6. The Scope

This model gender mainstreaming policy is meant for the TVET sector and institutions specifically for trainers and trainees, general staff, management, boards of governance, management councils, and other stakeholders. It will also apply to initiatives, programs, and activities in technical education and training. The content and provisions of this model shall serve as a guide to both public and private institutions.

1.7. Guiding Principles

The principles that guide this model gender mainstreaming TVET policy are in accordance with Article 10(2) (b) of the Constitution which envisions Kenya's national values and principles of governance that take cognizance of basic human rights which are universal and apply to all. The principles include:

- a) Equality
- b) Equity
- c) Inclusion
- d) Human dignity
- e) Social justice
- f) Non-discrimination
- g) Protection of the marginalized
- h) Rule of law and constitutionalism

1.8. The Policy and Legal Framework

International Framework

Kenya is signatory to various instruments that promote gender equality and inclusion of vulnerable groups among them: - The Convention on the Rights of the Child (CRC), the Convention on Elimination of all Forms of Discrimination Against Women (CEDAW), the Education on For All (EFA) Goals, the Beijing Declaration on and Platform for Action on (BPFA), 1995, United Nations Declaration on Violence Against Women (1993) and the Sustainable Development Goals (SDGs), Generation Equality Forum, Sustainable Development Goals (SDGs) especially SDG4,5, and 10. SDG Goal 4 stresses the requisite for inclusive and equitable education, including Technical, Vocational Education, and Training (TVET) for all nations and genders (UNESCO, 2016).

Kenya has also ratified other conventions such as the International Covenant on Economic, Social, and Cultural Rights, which recognizes the right of education to all (Article 13), and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) which protects the rights and dignity of persons with disability, by consciously seeking to change attitudes and approaches to persons with disabilities, including in the learning environments.

Regional Framework

TVETs have been hailed as the answer to the skills shortage and skills mismatch in Africa and the missing link for the training and integration of youth in the labour market. Further, TVET holds tremendous potential for increasing employment, economic development, and ultimately economic empowerment for young Africans in particular. At the regional level, Kenya has ratified key regional conventions including the Declaration on Gender Equality in Africa made during the African Union Summit (July 2004) on employment creation and poverty alleviation; the African Plan of Action on Gender Policy (2006), Protocol on the Rights of Women in Africa (ACHPR) (Maputo Protocol)). African Charter on Human and Peoples' Rights - Article 17 provides that every individual shall have a right to education.

Kenya is also a signatory to the African Union Commission Agenda 2063, through which it aspires to achieve prosperity based on inclusive growth and sustainable development and entrenching among others, gender equality in its governance (aspiration 1 and 3); the Continental Education Strategy for Africa (CESA) 2016 - 2025 through which commits through strategy 8 to expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems.

By its commitment, Kenya acknowledges the centrality of gender equity, equality and sensitivity throughout the education and training systems as a pillar towards successful implementation of the strategy; and Science, Technology and Innovation Strategy for Africa (STISA) 2020-2024. Kenya is also a signatory to the East African Community Treaty and has also entered into various protocols, agreements, and regional administrative arrangements on matters of education and training.

National Frameworks

Since 2010, Kenya has been undergoing a process of transformation that commenced with the adoption of the Constitution of Kenya, 2010, particularly the Bill of Rights which prohibited discrimination on various grounds including gender. Subsequently, a number of policies and legislative instruments aimed at addressing imbalances of the past, including the issue of gender have been developed. The development of policies and legislation has ensured at a minimum the establishment of equity targets as the indicator for gender mainstreaming. Notably, some of these policies and legislation include Sessional Paper No. 02 of 2019 on National Policy on Gender and Development (2019), National Policy for Prevention and Response to Gender Based Violence Policy (2014), The Employment (Amendment) Act, No. 15 (2022) However, many institutions in the TVET sector are yet to align to the national frameworks as required. Despite a few institutions having institutional policies, most of them are yet to be implemented.

The Constitution under Article 27 entrenches the fundamental right to equality and freedom from discrimination by providing that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural, and social spheres. Further Article 27(4) prohibits the State from discriminating directly or indirectly on any ground including, inter alia, sex and prohibits any person from discriminating against another person on these grounds. Article 27(6) creates a duty on the State to take legislative and other measures, including affirmative action programs and policies, to redress any disadvantage suffered by individuals because of past discrimination. Article 43 defines education as a social economic right; public good; and a fundamental imperative for the development of a country. Article 54 provides that persons with disability have the right access to appropriate educational institutions and facilities. Under Article 55, the government is required to put in place measures, which include affirmative action to ensure that the youth have access to relevant education and training, and protection from harmful cultural practices and exploitation. Article 56(b) provides that minority and marginalized groups are to be provided with special opportunities in the educational and economic fields.

1.9. The Rationale

Kenya has developed legislative and policy frameworks, strategies, guidelines, and programs geared towards reforming the education and training sector as a whole. In recognizing and addressing the gender-related gaps in the sector and to comply with the Constitution of Kenya, 2010, Article 10 (2)(b)(c) and (d), the Ministry of Education, (MoE) developed the Education and Training Gender Policy of 2015. This policy document seeks to redress emerging issues that have implications for gender equality and equity in the Education Sector. However, the Education and Training Gender Policy of 2015 is limited in scope to fully address the gender gaps experienced in and by the TVET sector.

This model policy aligns with the TVET reforms agenda and seeks mainly to boost youth employment by offering industry-oriented technical and vocational training in close cooperation with the private sector under the Promotion of Youth Employment and Vocational Training in Kenya (PYEVT).

This model policy, therefore, creates an environment and framework that customizes the gender equality instruments of both national and recognized international conventions, treaties, and protocols in a manner that facilitates and fosters the achievement of equality, equity, inclusion, and freedom from discrimination within the TVET sector of the national education system.

1.10. Development Process

This model policy was developed through a highly consultative process involving a broad range of stakeholders which included the National Gender and Equality Commission (NGEC), State Department for Technical and Vocational Education and Training (SDfTVET), State Department for Gender and Affirmative Action (SDfGA), Technical and Vocational Education and Training Authority (TVETA), Council of Governors (CoG), National Youth Service (NYS), National Industrial and Training Authority (NITA), Kenya Private Sector Alliance (KEPSA), Kenya Association of Technical Training Institutions (KATTI), Kenya National Association of Private Colleges (KENAPCO) and the TVET Students' Council. Nominees from each of these institutions actively participated through a technical working group (TWG) inaugurated by the NGEC Chairperson and the Commission leadership.

The TWG was stratified according to institutional mandates namely; administration and coordination, quality assurance, compliance, and users. This facilitated strong participation and collaboration among the key stakeholders throughout the model policy development process. The model policy was then validated through a multi stakeholder engagement (see Annex 3).

Chapter 2

Situation Analysis

2.1. Introduction

This chapter presents the situation of the TVET sector in Kenya with a focus on trainees, trainers, and leadership. It also delves further into the institutional systems and structures which enable or impede equal participation of male and female trainees, trainers, and leaders. The depicted situation is not exhaustive, but is a panacea for further analysis by TVET institutions as they seek to mainstream gender in all their operations, programs, budgeting, and governance structures.

2.1.1. Gender Equity in TVET Sector

According to UNESCO Institute for Statistics (UIS), Kenya had a total enrollment of 257,139 in TVET institutions with 56.2 percent being male and 43.8 percent female. Gender disparities are more prevalent in some fields than others, with girls and women particularly under-represented in STEM subjects at 35% globally (UNESCO, 2018)⁴. Further, UNESCO (2018) recommended that governments should promote gender equity through legislation, policies, quotas, and financial incentives that support women. One of the strategies entails creating scholarships and fellowships reserved for female students to encourage more women to pursue Science, Technology, Engineering and Mathematics (STEM) courses.

According to the Kenya National Bureau of Statistics (KNBS) Economic Survey (2022), enrollment in TVET has seen an increase since 2017. Placement by the Kenya Universities and Colleges Central Placement Service (KUCCPS) and educational loan advancement by the Higher Education Loans Board (HELB) have contributed to the growth of the numbers as shown in Table 1.

Table 1: Government Sponsored Student Placement in TVET Institutions by Sex 2017-2022

Year	2017/18		2018/19		2019/20		2020/21		2021/2022	
Sex	M	F	M	F	M	F	M	F	M	F
Diploma	14,110	14,151	31,530	25,954	35,024	29,515	26,165	30,290	40,997	45,267
Certificate	0	0	16,425	16,095	20,896	22,766	13,531	18,181	17,061	23,815
Artisan	0	0	2,802	2,096	4,264	3,458	2,965	3,477	4,327	5,542
Total	14,110	14,151	50,757	44,145	60,184	55,739	42,661	51,948	62,385	74,624

Source: KNBS Economic Survey, 2022

⁴ UNESCO. (2018). TVET Country Profiles. Ministry of Education / Directorate of Technical and Vocational Education and Training (DTVET), Kenya. UNESCO

A majority of TVET institutions were found in large towns hence increasing lack of access to education and training for marginalized groups. However, devolution and expansion of facilities may have increased number of students being enrolled. The enrollment in TVET institutions have grown by 4.1% to 2,396 in 2021 as shown in Table 2.

Table 2: Enrolment in TVETs by Category 2017-2021

TVET Category	2017	2018	2019	2020	2021
Public VTC ⁺	899	982	1,149	1,156	1,156
Private VTC	47	47	49	83	88
Public TVC	91	101	191	230	255
Private TVC	627	628	742	820	885
National Polytechnics	11	11	11	12	12
Total	1,675	1,769	2,140	2,309	2,396

Source: KNBS Economic Survey, 2022

Efforts by all stakeholders (both public and private) to ensure quality skills development and job-ready graduates are ongoing. Such efforts will have to consider gender analysis at every level for enhanced delivery of services, meeting the gendered needs of trainees, faculty, and support staff.

2.1.2. Provision of TVET to Learners with Disabilities and other Special Needs

The International Labour Organization (ILO, 2017)⁵ Policy guidelines on inclusive TVET aim at promoting access for persons with special needs, including various disabilities to training opportunities as well as equipping them with knowledge and skills that would enable them to participate in the labour market equitably. Inclusive training aims at ending the marginalization of people with special needs and disabilities in the labour market and reduces social and economic costs to individuals, communities, economies, and society.

Sustainable Development Goals (SDG 4) on quality education promotes equality in access to skills training and acquisition and seeks to enhance inclusion and non-discrimination based on ethnicity, race, sex, religion, or disability. In compliance with the Constitution of Kenya, UNCRPD and SDG 4, the Ministry of Education advocates for integration of learners with special needs and disabilities are enrolled in regular educational institutions

A national survey by the Kenya Institute of Special Education (KISE) estimated that disability prevalence among children was 11% with a relatively even distribution of disabilities among male and female children at 51.2% and 48.8% respectively (MoE, 2018).

Some of the special needs TVET institutions do not have the capacity to admit all eligible students with special needs and disabilities. The Ministry of Education continues to promote inclusive training in TVETs by increasing the enrolment of trainees with special needs as well as increasing their participation in STEM subjects (GoK, 2020). This plan includes adapting TVET

⁵ ILO. (2017). Making TVET and skills systems inclusive of persons with disabilities. Policy Brief. ILO

infrastructure to make it disability-friendly and providing sanitary towels to female students to help in retention.

2.1.3. Gender and Special Needs Education (SNE)

The situation at SNE TVET institutions presents a different picture. While there is near gender parity in the special needs TVET, the ratio of female to male students in regular TVET is 4: 6. This indicates that male trainees with special needs and disabilities experience better access to vocational and technical training. This finding is corroborated by the KISE TVET study (2020) which established a ratio of 44:56. There was no evidence that the policy on inclusivity was being applied in regular TVET institutions, thus explaining the differentiated ratios in favour of the males. Data available indicates that less than 4% of the student population in TVET institutions have special needs (GoK, 2020). The implication is that despite the interventions by the government, only a few learners with special needs have access to technical and vocational training.

Table 3: Gender and special needs education

Category	Weighted Enrolment		Average	Proportion of SNE Trainings
	Overall	Male	Female	
National Polytechnics	3786	2327	1459	0.1%
TTIs	1355	806	549	0.2%
VTIs	145	94	51	3.3%

Source: CBC Task Force Data, 2020

2.2. TVET Governance and Leadership

Governance entails a set of processes that include, goal setting and steering mechanisms through gender-responsive institutional rules and regulations as well as gender-responsive budgeting. The guiding principle for governance includes accountability, participation and representation, compliance, and quality assurance.

2.2.1. Accountability

The Constitution of Kenya, 2010 Article 201 (a) requires openness and unlimited accountability. This is to guarantee Special Interest Groups (SIGs) the opportunity to fully and effectively participate in the development agenda⁶. On the contrary, some TVET institutions are yet to fully adopt and operationalize accountability measures in accordance with the Constitution to ensure compliance.

2.2.2. Participation, Representation, and Decision Making

Participation is embedded in the Constitution of Kenya, 2010 both as a principle and a national value in Article 10. The Article binds state organs, state officers, and public officers to exercise

⁶ KICD. (2016). Needs Assessment on Curriculum Reform for Tertiary Education in Kenya.

values such as participation whenever they make or implement public policy decisions. As such, citizen involvement in the prioritization, planning, ownership, and sustainability of subnational and national development is imperative. Further, the TVETA Act of 2013 makes it mandatory for the boards and councils to have gender-balanced representation. Participation is crucial in ensuring the protection of rights, transparency, accountability, equity, self-determination, influencing decision-making, effective democratic citizenship, and meaningful dialogue. Decision-making in many TVET institutions remains skewed towards male gender. Additionally, the management of many TVET institutions is yet to create an enabling environment to ensure trainees with disability participate effectively and meaningfully in decision-making.

2.2.3. Compliance and Quality Assurance

One of the major barriers to gender mainstreaming in TVET is the absence of gender mainstreaming as a parameter for accreditation, quality assurance, monitoring, and evaluation as well as outreach services⁷. Consequently, the Technical and Vocational Education Authority (TVETA) and National Gender and Equality Commission (NGEC) have not been able to effectively monitor, audit, and advise TVET institutions on compliance with constitutional provisions on gender mainstreaming and performance contracting requirements.

The adequacy of the National Gender and Equality Commission (NGEC) and TVET to adequately enhance compliance and quality assurance in line with the constitution of Kenya 2010 is hampered by absence of gender mainstreaming as a parameter for accreditation, quality assurance, monitoring and evaluation as well outreach services.

2.2.4. Gender Responsive Budgeting

In the last few years, the Government has exerted remarkable efforts toward gender equity, equality, and inclusion. Currently, trainees in TVETs access capitation of up to Kshs 30,000 by the National Government while the County capitation is pegged at Kshs 15,000. The capitation level remains the same irrespective of many inequalities that hinder SIGs from accessing TVETs. For instance, access to bursaries⁸ for education is an area where females and PWDs have performed dismally, thus preventing them from enrollment. This has compounded their ability to make financial decisions such as attending training, transport, and ancillary costs, which create barriers for female and PWD trainees' attempts to attain technical skills and training. Gender-responsive budgeting is yet to be adopted as a model for budgeting and planning for TVETs. This model would determine the allocation of resources specific to the needs of the female and male staff and students respectfully.

2.3. TVET Admission and Learning Processes and Procedures Management

2.3.1. Access

The number of TVET institutions in Kenya has increased from 1,300 in 2016/17 to 2,396 in 2021. The highest growth has been in Public Vocational Training Centers and Private Technical and Vocational Colleges. The TVET institutions in Kenya are categorized into Vocational Training

⁷ GoK. (2012). Task Force on Realignment of the Education Sector to the new Constitution

⁸ GoK. (2021). Economic Survey

Centers (VTCs), Technical and Vocational Colleges (TVCs), and National Polytechnics (NPS)⁹. The National Youth Service (NYS) also provides education and training on technical skills.

The growth in TVET has not been reflected in the total number of national polytechnics which remains at 12 and Special Needs Training Institutions four (4). The ability of SIGs to competitively access the limited opportunities available in national-level polytechnics is severely constrained. At the same time, there is no National Polytechnic established and categorized as a special needs training institution¹⁰. Consequently, SIGs and others who do not make it to university risk being left behind.

2.3.2. Enrolment and Course Selection

The trainee enrolment in TVET has more than tripled from 147,000 in 2014 to 498,326 in 2021. However, the total male students in TVET institutions accounts for 57.2% of the total enrolment meaning, female enrollment in TVET still lags from those of males in public institutions. The pressure on the TVET system is further projected to increase by 2022 owing to the Ministry of Education's strategy of a 100% transition from primary to secondary education¹¹. The number of graduates from secondary schools is anticipated to increase by 64% between 2018 and 2022 to 3.8 million, necessitating early planning for adequate learning facilities and the provision of trainers in TVET. In addition, the National Youth Service (NYS) recruits 30,000 youth annually, with more than 12,000 of them enrolling in different technical vocational training in disciplines such as engineering, fashion and design, textile and garment, plant operation, mechanics, construction, driving among others.

Among trainees with disabilities, the four existing technical institutions for learners with special needs enrolled nearly 2,500 learners in 2020. Enrolment of trainees with disabilities is highest at vocational training centers and least in National polytechnics. Additionally, irrespective of gender, the proportion of trainees without disabilities enrolled in special needs technical and vocational institutes (SNTVIs) is significantly higher (31.1%) in Special Needs TTIs and 76.2% VTCs) compared to the proportion of trainees with disabilities in regular training institutions. More male than female trainees with disabilities are enrolled in TVET institutions. Further, female trainees with disabilities were enrolled more in national polytechnics compared to males.

2.3.3. Retention

Improving the retention of trainees in TVET institutions remains a challenge. Women tend to drop out of tertiary education and training at higher rates compared to men. About 38% of the male population above 25 years has completed lower secondary education as compared to 28% of females.

2.3.4. Completion and Transition to the Workplace

TVET institutions release thousands of skilled youth to the Kenyan labor market each year. This is in line with the TVET Act, 2013 which mandates TVET Institutions to continually impart trainees with the necessary knowledge and skills for social and economic development. However, fewer females than males complete their training due to various issues including unplanned

⁹ GoK (2021). Economic survey report

¹⁰ KISE. (2019). Situational Analysis of Inclusive education practices in Technical and Vocational Education Training Institutions in Kenya

¹¹ GoK. (2021). Economic survey report

pregnancy, care responsibilities, sexual harassment and intimidation, and unfriendly learning and training environments among others.

2.3.5. Pedagogy and Curriculum Implementation

Effective curriculum implementation requires that the trainers must have the capacity to interpret the curriculum through instructional strategies and techniques. These determine how much is learned by the learners. Often, trainers rely on the traditional approaches of teacher-centered learning in their effort to cover the syllabi. However, this has often failed to make TVET learning responsive to the gender needs of the 21st Century¹².

2.3.6. Mentorship and Apprenticeship

Despite the importance of mentorship and molding in the education sector, obvious gaps remain apparent. In particular, it is not clear where the responsibility lies among education stakeholders and those assigned have not put in place an effective program. There is no clear policy or guidelines on mentorship save for what takes place under guidance and counseling, which is not comprehensive¹³. It has been noted that training institutes have inadequate strategies for incorporating support to students such as counseling services, Sexual and Reproductive Health (SRH) and/or daycare services, and academic counseling among others.

2.3.7. Science, Technology, and Innovation

The Kenya Vision 2030 and Sessional Paper No. 2 of 2015 on Transforming Education and Training in Kenya, have put much importance on Science Technology, and Innovation in tertiary education. Vision 2030 puts emphasis on mainstreaming Science, Technology, and Innovation (STI) in the school curriculum. However, in the current tertiary education curriculum, innovative, vocational, and technical skills which are considered Important for meeting the demand for skilled labour and the country's goal of industrialization, are not well integrated. There is an immense gender imbalance in the access to and performance in Science, Technology, and Innovation subjects. A commonly held narrative is that STI subjects were considered as a male domain with females being encouraged to enroll.

2.4. Organizational Culture Work and Learning Environment

2.4.1. Gender norms

Technical vocational education and training have suffered a myriad of challenges over time, and are erroneously considered a low-class career path, especially for women not pursuing technical courses/units. Such gender biases continue to shape attitudes toward Artisan and Craft Curricula in TVET institutions. Programs such as dressmaking, hairdressing, and cookery are associated with girls (AU, 2007). Male trainees are not often encouraged to take such programs. It is also evident that there is an immense gender imbalance in the access to and performance in Science, Technology, Engineering, and Mathematics (STEM) subjects. A commonly held narrative is that STEM subjects were considered a natural male domain with females being encouraged to enroll.

¹² KISE. (2019). Situational Analysis of Inclusive education practices in Technical and Vocational Education Training Institutions in Kenya.

¹³ GoK. (2012). Task Force on Realignment of the Education Sector to the new Constitution.

In many instances, female underrepresentation in TVET is due to stereotyping both at training levels and workplace. Cultural perception and stereotyping of some TVET fields are common. The common perception is that TVET is for low or semi-skilled careers only. Among the marginalized and vulnerable groups, girls and women's education is not a priority, because they provide labor in households to subsidize the meager resources and incomes of their families. Besides, for female students, pregnancy often marks the end of training.

Low prospects for decent work are also a serious disincentive for female students/trainees. This is especially in view of the types of skills and trades that female students opt for which are already saturated and seemingly add little value to female trainees. Thus, many of the courses presently being offered to female students and trainees were seen either as 'acceptable' or 'traditional' occupations or trades; allowing females to 'work indoors and out of public view, contact or scrutiny - or from within the household; working without 'physical stress' or labor; being able to also cater to family duties, and generally being available for socially approved occupations.

2.4.2. Gender-Based Violence and Sexual Harassment

Gender Based Violence has been on the rise in Kenya. In this context, security is a serious issue that impacts students' participation in TVET, especially against a backdrop of increased cases of sexual harassment. In recent years, GBV has become a concern in TVET institutions with many victims being disproportionately female. Many have experienced sexual assault, date rape, domestic violence, and stalking. As a result, many victims/survivors have to endure a host of physiological, psychological, and academic outcomes associated with victimization. Gender-based violence (GBV) disrupts students' education and social lives and potentially results in lower grades, dropping classes, or withdrawal from the institution. The lack of provisions and facilities to cater to the needs of female students also poses a serious barrier to female participants. Linked to this is the lack of safe accommodation/hostel facilities results in many families being reluctant to send their daughters to TVET institutions that do not provide hostel facilities.

2.4.3. Psycho-Social Support

One of the most crippling barriers especially for female trainees is the resigned attitude entertained by most of them who suffer from a lack of self-confidence and are afraid to challenge the status quo and push themselves further. The patriarchal mindset is so dominating and has been so strongly internalized by all parties concerned that it is difficult for women to break out of that enclosure. They need thoughtful guidance, counseling, and empowerment together with the trade skills for their full potential to grow.

2.5. Infrastructure and Facilities (Build Environment)

2.5.1. Built Environment

In most TVET institutions, training facilities – that is classrooms used for theory sessions and workshops used for practical sessions are mostly inadequate in terms of numbers, capacity, and how they are equipped. The shortage in infrastructure is demonstrated in the growing number of Technical Training Institutions (TTIs) adopting temporary training structures such as tents to meet demand¹⁴. In a recent study, TVET institutions were found inadequate and lacking in the

¹⁴ Africa Development Bank. (2019).

following resources; art rooms, photographs, home science rooms, laboratories, models, libraries, charts, sports equipment, music rooms, agriculture farms, radio and television (TV)¹⁵.

2.5.2. Assistive Devices and Services

In addition, Students with disabilities face challenges related to mobility and access to teaching and learning resources. Technical institutions in Kenya are poorly resourced to accommodate trainees with disabilities with only 19 percent of such institutions having ways to make training of students with disabilities feasible (KISE, 2020). However, the capacity of the TVET system in both infrastructure and trainers remains inadequate. Available evidence shows that some TVET institutions in Kenya offer some support services to trainees with disabilities. Some of the services include availing of sighted guides to trainees with visual impairment and guidance and Counselling by other regular TVETs (KISE, 2020). Female trainees hardly access sanitary services.

2.6. Capacity Building and Career Development

2.6.1. Staff Recruitment, Training, Promotion, and Retention

In Kenya, the history of TVETs has been characterized by the low quality of training. This is usually occasioned by a lack of capacity in terms of personnel numbers, limited training equipment, and a lack of instructional materials (TVETA, 2018). The Government of Kenya has for a long time invested in TVET human resources capacity development for teaching practical skills. However, even with this effort, female instructors are still few. Besides, the trainers are hardly sensitized on issues of gender. Thus, the gender knowledge levels of trainees tend to remain low. On-the-job training on gender is further encumbered by the low uptake of gender mainstreaming-specific training by TVET trainers. Consequently, the TVET sector is characterized by gender inequalities and exclusion, reinforcing adverse gender division of labor. This is manifested in the insufficient number of female trainers with the required competency and limited industry participation.

2.6.2. Continuous Professional Development

Technical teacher education is offered at the Kenya Technical Teachers College while Special needs education teacher education is offered at the Kenya Institute of Special Education (KISE). Overall, TVET trainers/instructors have rarely benefitted from in-service training and continuous professional programs in instructional areas. Further, it is noted that TVETs have few female trainers in technical and vocational institutions, especially in STI, which denies female role models to motivate them to choose such subjects.

In addition, these existing inequalities are not considered in curriculum design and, therefore, are not transmitted through the curriculum in a way that eliminates stereotypes about gender and the inequality of opportunities.

¹⁵ GoK. (2012). Task Force on Realignment of the Education Sector to the new Constitution.

Chapter 3

Policy Key Issues and Commitments

This chapter highlights the key policy priority areas, issues to be addressed, and key commitments by the institutions involved. These commitments will ensure:

- a) Integration of gender equality into the TVETs, systematically and explicitly include women's and men's priorities and needs in all policies, programs, projects, institutional mechanisms, and budgets.
- b) Design and implementation of gender-specific action measures to redress the effects of past or continuing discrimination through affirmative action and special measures to empower the disadvantaged groups suffering from various constraints, and identify opportunities in relation to knowledge, skills, and conditions of work.
- c) Address both practical and strategic gender needs of women and men within the TVET ecosystem as a whole, and transition to the workplace.

Thematic Area	Gender equality in the TVET Sector	
Primary Objective(s)	To Promote equity, inclusion, affirmative action and diversity within the TVET sector/ Institutions	
Secondary Objective(s)	To promote the use of data for policy development, implementation and review	
Policy Thematic Area	Key Issues	Policy Commitments
2.7. Legislative and Policy Frameworks for gender mainstreaming	<ul style="list-style-type: none"> a) Non-compliance with legislation, policy and regulatory framework b) Lack of institutional gender mainstreaming and inclusion policies c) Most TVET institutions are not in compliance with the legal and policy provisions including the 2/3 gender rule and 5% requirement for persons with disabilities d) Inadequate or lack of reporting by TVET institutions on progress made in compliance with policies and laws e) Inadequate data collection tools for TVETs f) Lack of implementation of gender mainstreaming guidelines 	<ul style="list-style-type: none"> i. Ensure compliance with legal and policy provisions by developing and reviewing policies and programs at institutional levels. ii. Build capacity for institutional leaders, trainers, and trainees to facilitate compliance iii. Sensitize leadership, trainers, and trainees on the relevant legal and policy provisions to ensure compliance iv. Commit budgets to implement gender programs v. Ensure implementation of gender mainstreaming guidelines/policies
Thematic Area	TVET Governance and Leadership	
Primary Objective (s)	To promote Gender Responsive Governance and Leadership within the TVET Sector/institutions	
Secondary Objective(s)	To promote Gender responsive budgeting within the Technical Training Institutes; Technical and Vocational Training colleges; and Vocational Training Centers and special needs training institutions	
2.8. Governance and leadership	<ul style="list-style-type: none"> a) Inadequate mechanisms to foster accountability in place 	<ul style="list-style-type: none"> i. Institutionalize gender-responsive budgeting as a strategy for resourcing gender mainstreaming programs and policies ii. Institutionalize incentives and sanctions for gender mainstreaming champions and defaulters respectively.

	<ul style="list-style-type: none"> b) Fewer women and girls participate and are represented in leadership and decision-making within the staff, board/council, and student body c) Inadequate efforts aimed at adherence and compliance to Gender responsive budgeting d) Inadequate gender-responsive institutional policies among most TVET institutions e) Lack of compliance to the criteria and or guidelines for recruitment of human resources at board/governing council and other TVET institutional leadership f) Lack of comprehensive gender responsive human resource instruments in most TVET institutions 	<ul style="list-style-type: none"> iii. Develop and implement standard operating procedures management for ensuring compliance and quality assurance iv. Develop, review and implement policies, procedures, and administrative actions towards engendering TVETs v. Conduct regular training and sensitizations on gender and inclusive leadership vi. Comply and implement the Constitutional and statutory requirements in leadership (not more than two-thirds gender representation, at least 5% representation of PWDs, Inclusion of Youth and Minorities and marginalized communities) vii. Carry out employee satisfaction surveys and implement recommendations viii. Promote equal opportunities for all ix. Put in place mechanisms for dispute and conflict resolution and complaints and grievance handling x. Institutionalize mechanisms for gender transformative performance evaluations and service charters for trainers and leadership.
Thematic Area	TVET admission and learning processes and procedures Management	
Primary Objective(s)	To mainstream Gender and Inclusion within the TVET learning processes and procedures	
Secondary Objective (s)	To enhance increased access, enrolment, retention, and completion of TVET opportunities by both men and women	
2.9. Technical Vocational and Educational Training sector Admission and Learning Processes and Procedures Management	<ul style="list-style-type: none"> a) Limited access to TVET opportunities especially by PWDs and female students from marginalized communities b) Low enrolment among PWDs and female students from marginalized communities c) Inadequate Recruitment of trainers especially for trainees with special needs d) Inadequate recruitment of women trainers/instructors for STEM courses e) Low levels of awareness amongst potential trainees 	<ul style="list-style-type: none"> i. Adopt measures to increase access to and retention of women, men, girls, boys, and special interest groups in the TVETs. ii. Strengthen the existing policies, regulations, and practices on enrolment and recruitment of female and male trainees, including PWDs and individuals from marginalized communities. iii. Apply affirmative action for women trainees for STEM courses

	<ul style="list-style-type: none"> f) Inadequate efforts and strategies aimed at retaining and ensuring completion of trainees such as nursing trainees and persons with disabilities g) Limited programs aimed at ensuring successful trainee Transition and Placement h) Limited resources to facilitate Pedagogy and Curriculum implementation i) Inadequate Mentorship and apprenticeship programs j) Fewer/low numbers of women and girls enrolling for Science Technology and Mathematics (STEM) courses and fewer men and boys enrolling for courses dominated by girls (Soft Courses). k) Most institutions are yet to fully adopt ICT Systems to support and respond to open and distance learning needs of female and male trainees l) Absence of Gender unit in the TVET curriculum 	<ul style="list-style-type: none"> iv. Promote mentorship and apprenticeship among women, men, girls, and boys within TVETs. v. Institute programs that sensitize communities to encourage women, men, girls, and boys to challenge socio-cultural beliefs and retrogressive practices that breeds inequality in enrollment, retention and transition to labour market for female trainees. vi. Explore ways of establishing mobile TVETs for some courses, especially in areas experiencing challenges such as climate change/hard-to-reach. vii. Full recognition of prior learning experience viii. Tailor-make courses to suit the needs of specific learners such as those with disabilities and those in Arid and Semi-Arid areas. ix. Review and enforce re-entry policies for trainers who dropped out. x. Promote exchange programs among TVET institutions. xi. Recruit adequate trainers in TVET institutions including those for special needs trainees. xii. Develop, produce and implement gender-inclusive, pedagogy, curriculum educational materials, and learning aids.
Thematic Area	Organizational Culture and Learning Environment	
Primary Objective(s)	To promote a gender-responsive and inclusive organizational culture, work and learning environment within the TVET sector/ institutions	
Secondary Objective(s)	To promote a secure and safe learning environment for all	
2.10. Organizational Culture, Work, and Learning Environment	<ul style="list-style-type: none"> a) Existence/Presence of gender norms including gender insensitive language, derogatory terms, stereotypes, biases, narratives, values, expectations, and perceptions that perpetuate discrimination and abuse 	<ul style="list-style-type: none"> i. Formulate/Conduct regular training on gender mainstreaming to staff and the board. ii. Hold continuous sensitization to staff, trainees, and stakeholders on gender and inclusion. iii. Develop and implement the GBV and Sexual Harassment policies and if possible, put in place a gender unit

	<ul style="list-style-type: none"> b) Inadequate prevention and response mechanisms towards Gender-based violence and sexual harassment c) Inadequate Mental Health and Psychosocial Services for trainers and trainees d) Non-inclusive practices in recruitment and service delivery of both trainers and trainees e) Inadequate and or absence of universally designed infrastructure, facilities, and services that support learners with special needs such as Persons with disabilities (assistive devices and services such as sign language) and nursing trainers and trainees (lactation rooms/Creche) 	<ul style="list-style-type: none"> iv. Ensure compliance with/Conduct institutional audits on the built environment for inclusivity v. Provide gender and disability-friendly learning environment infrastructure vi. Adopt organizational criteria that promote a culture that respects and upholds equity, inclusion, diversity, and non-discrimination vii. Document successes and share best practices on gender and inclusion viii. Provide gender-responsive facilities such as crèche, lactation rooms, changing rooms, and prayer rooms among others as applicable. ix. Implement flexible working and learning arrangements for instance remote learning for trainers and trainees such as those nursing their young ones, those with disabilities among others x. xi. Provide mental health and psychological support to both trainers and trainees
Thematic area	Collaboration and Partnerships	
Primary Objective(s)	To promote collaboration and partnership to advance gender mainstreaming within the TVET sector/institutions	
Secondary Objective(s)	To promote cooperation and linkage between TVET institutions and industry	
2.11. Collaboration and partnerships	<ul style="list-style-type: none"> a) Inadequate efforts aimed at promoting public-private partnerships b) Limited cooperation between TVET institutions and industry c) Lack of framework to liaise/link trainees to industry/ or for job placement between TVET institutions and industry d) Limited efforts towards peer-to-peer learning and exchange programs for learning and adaptation 	<ul style="list-style-type: none"> i. Engage in peer-to-peer learning and exchange programs for learning and adaptation. ii. Establish cooperation between TVETs and the industry for trainee placement and learning. iii. Develop a framework that links TVET institutions to industry iv. Promote public-private partnerships. v. Develop programs and partnerships that link trainees and industry.

Thematic Area	Capacity Building and Career development	
Primary Objective(s)	To strengthen TVETs Institutional capacity on Gender Mainstreaming at all levels	
Secondary Objective(s)	To enhance capacity building and career development within the TVET institutions	
2.12. Capacity building and career development	<ul style="list-style-type: none"> a) Inadequate efforts and strategies aimed at promoting trainer/staff capacities, promotion and retention b) Non-recognition of prior learning. c) Limited capacity on gender mainstreaming. d) Limited opportunities for continuous trainings e) Fewer programs linking trainees to further career development opportunities and industry. f) Absence of gender units, structures, committees, and/or focal points for gender mainstreaming especially within private TVET institutions g) Inadequate support from TVET institutions to help untrained instructors to enroll for training and trained instructors to attend refresher courses 	<ul style="list-style-type: none"> i. Ensure continuous recognition of prior learning (RPL) regardless of how, where, or when learning occurred. ii. Create and link trainers and trainees to opportunities for continuous trainings on gender mainstreaming and inclusion. iii. Forge partnerships and linkages that provide trainers and trainees with opportunities for further career development (career fair). iv. Establish and or strengthen gender units, structures/ focal points/ committees within TVETs in public and private TVET institutions

Chapter 4

Implementation of the Policy

4.0. Introduction

This section details general roles and functions to be undertaken by various agencies impacting TVET sectors. The net benefits of carrying out these functions include:

- a) Intentionality in improving institutional capacity to augment gender-aware approaches.
- b) Advanced efforts in promoting funding, implementing, and reporting on transformative policy initiatives for gender equality.
- c) Institutionalized system-wide inclusion of gender in work planning and performance reviews.
- d) Gendered dimensions considered on curriculum development and delivery.
- e) Assurance of budgetary allocations towards gender inclusive approaches across the TVET ecosystem.

The management of the user institution shall be responsible for the full implementation of the gender mainstreaming and inclusion policy.

4.1. Overarching Functions of TVET Institutions

This model policy recognizes strategic partnerships among all the stakeholders necessary to provide entry, skills, training, and subsequent transition to employment. Therefore, a strong gender-responsive bond must be formed among the household, community, TVET, the private sector, civil society organizations, development partners, and the Government. (Annex 1).

4.2. Policy Financing

The ultimate duty of financing the model policy and the institutional-specific policies (government agencies) lies with the government of Kenya. The private sector institutions will seek for financing from their stakeholders to develop and implement gender mainstreaming and inclusion policies at their level. The institutions will ensure adequate allocation and disbursement of budgets to implement all the key commitments pronounced in this model policy. The institutions will also continue to increase budgetary allocations to ensure sustainability through the institutionalization of gender mainstreaming and inclusion practices.

4.3. Resource Mobilization

The successful implementation of this Policy will highly depend on the availability of sufficient financial, human, and infrastructural resources. The resources required to transform the TVET institutions' structures, systems, and operations will require adequate resource mobilization. All the TVET institutions listed in this policy document and any other which will be established will mobilize resources from the Government exchequer, development partners, private sector, and like-minded partners in and outside Kenya through the approved procedures. One of the functions of the TVET Gender TWG is to seek possible sources of financial, technical, and material support.

4.4. Monitoring, Documentation, and Evaluation

All TVET institutions, in domesticating this model policy are encouraged to develop attendant monitoring and evaluation frameworks to ensure policy objectives are monitored, tracked, and evaluated. The monitoring and evaluation framework will include a results chain logic that outlines the activities, outputs, and impact of the policy provisions. The framework will also outline annual and cumulative targets to be achieved on the basis of clear Key Performance indicators (KPIs) to:

- a) Systematically collect a range of sex-desegregated data at determined intervals to document to track changes in the target population (students, trainers, support and management teams).
- b) Undertake in-depth analyses to explore variations across the KPIs.
- c) Publish and disseminate findings in appropriate formats to inform investments in gender mainstreaming across the TEVET institutions, and improve cross-learning and best practices.
- d) Present annual reports to the County Assembly (for the Council of Governors) and to the National Assembly (by all other TVET actors) for legislative and budgeting actions.
- e) Provide for a multi-sectoral mechanism to monitor the implementation of the Policy on information gathering and analysis; monitoring progress; identifying good practices and obstacles throughout implementation, and proposing measures for future action.

4.5. Policy Review

The review of this policy shall be initiated by the gender mainstreaming and inclusion committee of the user institution. All the reviews and amendments shall be approved by the policy arm of the designated institution.

The model policy will be implemented for an initial period of 5 years from the date of adoption. It shall be subject to midterm review (by the third year). The purpose of this review is to identify opportunities and gaps considering the dynamic policy happenings at the institutional, national and global levels. Further, the review will consider and adopt the dynamics such as changes in national policy and priorities within the sector and or institutional internal changes and shifts.

4.6. Enhancing the Representation and Participation of the TVET Sector in Gender Thematic Working Groups

The success of the implementation of the gender mainstreaming policy frameworks for TVETs largely depends on the capacity of the agencies- State Department for Gender and Affirmative Action, National Gender and Equality Commission, Council of Governors, TVET Authority, NITA, and the private sector to nominate members and constitute a thematic working group (TWG) with a clear mandate. The multi-sectoral nature of the policy commitments dictates that the ownership for successful implementation must be shared. The first point of interface for the sharing of this ownership is therefore the TWG. The Intergovernmental Consultation Framework establishes gender sector working groups (TWGs) both at the National and County level as it seeks to provide a mechanism for consultations and cooperation among stakeholders and the two levels of government on issues of gender equality and women empowerment. The framework established the following sectoral group: Gender-based violence, Socioeconomic empowerment and financial

inclusion, women in peacebuilding and conflict resolution, and women in leadership and decision-making. Therefore, efforts will be made to ensure that the TVET sector has increased participation and representation within the gender sector working groups at different levels. This would facilitate the following:

- a) Allowing for shared resources to ensure the TVET system is strategically poised and capable to undertake gender transformative initiatives and programs.
- b) Enhance the understanding of the mandates of all parties involved (curriculum development, regulation, compliance, coordination, monitoring and evaluation, performance monitoring and reporting, and financing among others as prescribed).
- c) Educating the public and partners on the critical place of gender in Kenya's sustainable and holistic development, and achievement of SDGs.
- d) Establishment of a comprehensive system whereby the requirements of the gender National Policy on Gender and Development 2019 could be integrated into the TVET institutions and structures for county and national development.
- e) Establishing new networks and strengthening existing ones to enhance partnership and collaboration with government, non-governmental organizations, private sector, and community-based partners who would act as focal points and extended personnel in the implementation of the policy.

Annex 1: Mandate, Roles and Responsibilities in TVET Ecosystem

A. Key Government Ministries, Departments and Agencies and Private Sector		
Stakeholder/ Institution	Mandate	Roles and responsibilities
Ministry of Education	State Department for TVET According to Executive Order No. 1 of 2022, the mandate of the State Department for TVET includes: <ol style="list-style-type: none"> Technical and Vocational Education policy development and management. Technical vocational education Training. Management of Institutes of Science and Technology. Management of National Polytechnics. Registration of TVET Institutions. Management of Vocational Educational Training Institutions (TVETs). Management of Technical Training Institutes. Policy and Standards development for Youth Polytechnics and Vocational Training. Apprenticeships and Training management of Technical and Vocational Training. 	<ol style="list-style-type: none"> Oversight Coordination Implementation Capacity Building Quality assurance
	Kenya Institute of Curriculum Development (KICD) The Kenya Institute of Curriculum Development is mandated to perform some of the following functions as per the Constitution of Kenya 2010: <ol style="list-style-type: none"> Advise the Government on matters pertaining to curriculum development. Evaluate, vet and approve, for application in Kenya, any local and foreign curricula and curriculum support materials in relation to the levels of education and training” referred to in bullet (4). Implement the policies relating to curriculum development in basic and tertiary education and training. Develop, review and approve programs, curricula and curriculum support materials that meet international standards for: <ol style="list-style-type: none"> Early childhood care, development and education. Pre-primary education. Primary education. Secondary education. Adult, continuing, and non-formal education. Teacher education and training. Special needs education. Technical and vocational education and training. Initiate and conduct research to inform curriculum policies, review, and development. 	<ol style="list-style-type: none"> Curriculum Development Compliance and Quality assurance Monitoring and Evaluation

	<ul style="list-style-type: none"> f) Collect document and catalogue information on curricula, curriculum support materials and innovations to create a data bank and disseminate the information to educational institutions, learners and other relevant organizations. g) Print, publish and disseminate information relating to curricula for basic and tertiary education and training. h) Collaborate with other individuals and institutions in organizing and conducting professional development programs for teachers, teacher trainers, quality assurance and standards officers and other officers involved in education and training on curriculum programs and materials. i) Develop disseminate and transmit programs and curriculum support materials through mass media, electronic learning, distance learning and any other mode of delivering education and training programs and materials. j) Promote equity and access to quality curricula and curriculum support materials. k) Promote appropriate utilization of technology to enhance innovations and achievement of a knowledge-based economy. l) Offer consultancy services in basic and tertiary education and training. m) Incorporate national values, talent development and leadership values in curriculum development. n) Receive, consider, develop and review curriculum proposals. 	
	<p>Kenya National Examination Council (KNEC) The mandate of KNEC is outlined in Section 10 of KNEC Act No. 29 of 2012 as to:</p> <ul style="list-style-type: none"> a) Set and maintain examinations standards. b) Conduct public academic, technical and other national examinations within Kenya at basic and tertiary levels. c) Award certificates or diplomas to candidates in such examinations. d) Confirm the authenticity of certificates or diplomas issued by the Council upon request by the government, public institutions, learning institutions, employers and other interested parties Undertake research on educational assessment. e) Advice any public institution on the development and use of any system or assessment when requested to do so, and in accordance with such terms and conditions as shall be mutually agreed between the Council and the public institutions. f) Promote the international recognition of qualifications conferred by the Council. g) Advice the Government on any policy decision that is relevant to, or has implications on the functions of the Council or the administration of examinations in Kenya. h) Do anything incidental or conducive to the performance of the preceding functions. 	<ul style="list-style-type: none"> a) Quality Assessment/ Assurance b) Monitoring and Evaluation

	<p>Kenya Institute of Special Education (KISE) The Institute has been mandated to carry out the following core functions:</p> <ul style="list-style-type: none"> a) Conduct teacher training courses for teachers in various fields of education of children with special needs and disabilities. b) Conduct in-service courses for personnel working in all fields of special needs education. c) Prepare and conduct correspondence courses for personnel in the field of special needs education. d) Run an educational and psychological assessment centre for the training of teachers of children with special needs education. e) Run an orientation and mobility centre for training and demonstration purposes. f) Run a model training unit for the integration and inclusion of children with special needs and disabilities into the regular schools. g) Run pre-school department where training and the stimulation of young children with special needs and disabilities can be carried out for the purpose of teacher training. h) Function as a resource centre for the production and dissemination of information to the general public on special needs and disabilities. i) Run a documentation and resource centre on special needs and disabilities. j) Conduct research in special needs education. k) Maintain, repair, design, produce and assemble special materials and equipment for persons with special needs and disabilities. 	<ul style="list-style-type: none"> a) Capacity Building b) Compliance and Quality Assurance
	<p>Technical and Vocational Education and Training (TVET) Authority (TVETA) Established under Section 7 of the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013. The mandate includes:</p> <ul style="list-style-type: none"> a) Regulate and coordinate training. b) Inspect, license, and register training institutions. c) Accredite and inspect programmes and courses. d) Promote access and relevance of training programmes. e) Determine the National Technical and Vocational Training objectives. f) Assure quality and relevance in programmes of training among other functions. 	<ul style="list-style-type: none"> a) Coordination b) Compliance and Quality assurance
<p>Ministry of Public Service, Gender and Affirmative</p>	<p>State Department for Gender and Affirmative Action According to the Executive Order No.1 of 2022, the mandate of the State Department for Gender and Affirmative Action includes:</p> <ul style="list-style-type: none"> a. Gender Policy Management. 	<ul style="list-style-type: none"> a) Coordination b) Compliance and Quality assurance

Action	<ul style="list-style-type: none"> b. Special Programmes for Women Empowerment. c. Gender Mainstreaming in Ministries/ Departments Agencies. d. Community Mobilization on Gender Issues. e. Domestication of International Treaties/Conventions on Gender. f. Policy and Programmes on Gender Based Violence. g. Affirmative action Policy. h. Promote equity. i. Undertake a national survey on special needs. j. Mainstream affirmative action in MDAs and ensure compliance to affirmative action principles as envisaged in the Constitution 	c) Monitoring and Evaluation
Ministry of Labour and Social Protection	<p>State Department for Labor and Skills Development</p> <p>According to the Executive order No. 1 of 2022, the Mandate of State Department for Labour and Skills Development includes:</p> <ul style="list-style-type: none"> a) Develop and maintain Database on Employment Creation. b) National Institutional Framework to improve post training skills. c) Overseeing Skills Development among Actors and Establishment of Sector Specific Skills Councils. d) Establishment and Management of Institutional Framework for Linking industry, Skills Development, and Training. <p>The mandate of the State Department for Social Security and Protection include Vocational Training and Rehabilitation of Persons with Disabilities.</p>	<ul style="list-style-type: none"> a) Coordination b) Compliance and Quality assurance c) Monitoring and Evaluation
	<p>State Department for Social Security and Protection</p> <ul style="list-style-type: none"> a) Vocational Training and Rehabilitation of Persons with Disabilities. 	<ul style="list-style-type: none"> a) Coordination b) Compliance and Quality assurance c) Monitoring and Evaluation
Ministry of Youth Affairs, Sports and the Arts	<p>State Department for Youth Affairs</p> <p>According to the Executive order No. 1 of 2022, the Mandate of State Department for Youth affairs include:</p> <ul style="list-style-type: none"> a) Youth Policy and Empowerment. b) Overseeing the management of NYS. c) Mainstreaming Youth in National Development. d) Business Innovation and Incubation. e) Managing and Promoting engagement with Youth for National Development. f) Harnessing and Development of Youth Talent for National Development. g) Collaborating and Overseeing Stakeholders engaged in Youth Promoting Activities. 	<ul style="list-style-type: none"> a) Coordination b) Compliance and Quality assurance c) Monitoring and Evaluation d) Training

The National Gender and Equality Commission (NGEC)	<p>The Commission is a Constitutional body established under the National Gender and Equality Commission Act 2011. The roles and responsibilities of the Commission shall therefore draw from its broad mandate as stipulated in the Act, including:</p> <ul style="list-style-type: none"> a) Promote gender equality and freedom from discrimination in accordance with Article 27 of the Constitution. b) Monitor, facilitate and advise on the integration of the principles of equality and freedom from discrimination in all national and county policies, laws, and administrative regulations in all public and private institutions. c) Coordinate and facilitate mainstreaming of issues of gender, persons with disability and other marginalized groups in national development and to advise the Government on all aspects thereof. d) Act as the principal organ of the State in ensuring compliance with all treaties and conventions ratified by Kenya relating to issues of equality and freedom from discrimination and relating to special interest groups including minorities and marginalized persons, women, persons with disabilities, and children. e) Monitor, facilitate and advise on the development of affirmative action implementation policies as contemplated in the Constitution. f) Work with other relevant institutions in the development of standards for the implementation of policies for the progressive realization of the economic and social rights specified in Article 43 of the Constitution and other written laws. g) Co-ordinate and advise on public education programmes for the creation of a culture of respect for the principles of equality and freedom from discrimination; (i) conduct and co-ordinate research activities on matters relating to equality and freedom from discrimination as contemplated under Article 27 of the Constitution. h) Receive and evaluate annual reports on progress made by public institutions and other sectors on compliance with constitutional and statutory requirement on the implementation of the principles of equality and freedom from discrimination. i) Conduct audits on the status of special interest groups including minorities, marginalized groups, persons with disability, women, youth and children. j) Establish, consistent with data protection legislation, databases on issues relating to equality and freedom from discrimination for different affected interest groups and produce periodic reports for national, regional and international reporting on progress in the realization of equality and freedom from discrimination for these interest groups. 	<ul style="list-style-type: none"> a) Coordination b) Facilitation c) Compliance d) Audit e) Monitoring f) Reporting
National Council for Persons with Disabilities (NCPWD)	<p>The core functions of the Council as stipulated under Section 7 of the PWDs Act No. 14 of 2003 are:</p> <ul style="list-style-type: none"> a) To formulate and develop policies, measures, and programmes designed to: <ul style="list-style-type: none"> i. Achieve equal opportunities for PWDs by ensuring to the maximum extent possible that they obtain education and employment and participate fully in sporting, recreational and cultural activities; and are afforded full access to community and social services. 	<ul style="list-style-type: none"> a) Capacity Building b) Compliance and Quality assurance

	<ul style="list-style-type: none"> ii. Recommend measures to prevent discrimination against PWDs. iii. Encourage and secure the establishment of vocational rehabilitation centres and institutions and other services for the welfare, rehabilitation and employment of PWDs. iv. Co-ordinate services provided in Kenya for the welfare and rehabilitation of PWDs and to implement programmes for vocational guidance and counselling. <ul style="list-style-type: none"> b) To register: <ul style="list-style-type: none"> i. Institutions, associations, and organizations, including those controlled and managed by the Government and local authorities, that provide services. ii. Places at which services for the rehabilitation of PWDs are provided. c) To provide, to the maximum extent possible: <ul style="list-style-type: none"> i. Access to available information and technical assistance to all institutions, associations, and organizations concerned with the welfare and rehabilitation of PWDs, including those controlled by PWDs. d) To consult with the Government in the formulation of suitable curricula for vocational rehabilitation centers and other training facilities for PWDs. e) To make provisions for assistance to students with disabilities in the form of scholarships, loan programmes, fee subsidies, and other similar forms of assistance in both public and private institutions. f) Generally, to carry out measures for public information on the rights of PWDs and the provisions of the Act. 	c) Monitoring and Evaluation
The Council of Governors	<p>The Council of Governors (CoG) is a non-partisan organization established under Section 19 of the Intergovernmental Relations Act (IGRA 2012). The main functions include:</p> <ul style="list-style-type: none"> a) Promote visionary leadership. b) Share best practices. c) Offer a collective voice on policy issues. d) Promote inter-county consultations. e) Encourage and initiate information sharing on the performance of County Governments with regard to the execution of their functions. f) Collective consultation on matters of interest to County Governments. 	<ul style="list-style-type: none"> a) Coordination b) Compliance and Quality assurance c) Monitoring and Evaluation
County Governments	<p>According to Schedule 4 of the Constitution of Kenya (2010) on devolved function, all county Governments have a role in establishing, managing, and operating Vocational Training Centers (VTCs).</p>	<ul style="list-style-type: none"> a) Financing b) Coordination c) Compliance and Quality assurance d) Monitoring and Evaluation

National Industrial Training Authority (NITA)	National Industrial Training Authority (NITA) is a semi-autonomous State Corporation established under the Industrial Training Act of 2011. The Authority's mandate is to promote the highest standards in the quality and efficiency of Industrial Training and to ensure an adequate supply of properly trained manpower at all levels in the industry.	<ul style="list-style-type: none"> a) Compliance and Quality assurance b) Monitoring and Evaluation
Kenya Association of Technical Training Institutions (KATTI)	A professional body that coordinates the activities of Technical Training Institutes in the country. The Association provides a common forum for identifying common interests of the institutions and determining strategies for addressing such issues for the purpose of improvement of Technical Education and Training in Kenya.	<ul style="list-style-type: none"> a) Users b) Compliance and Quality assurance c) Monitoring and Evaluation
Kenya National Association of Private Colleges (KENAPCO)	Registered body established to collaborate with Government to ensure quality standards in training in private middle-level colleges in accordance with the government-set out standards and the governing institutions thereof and by advancing such activities, works to contribute to the advancement and harmony of the education system offered by Government in the training and collaboration with the relevant Government departments.	<ul style="list-style-type: none"> a) Users b) Compliance and Quality assurance c) Monitoring and Evaluation
Private Sector	<ul style="list-style-type: none"> a) Network with TVET institutions to encourage to provide apprenticeships, scholarships, linkages and collaboration exchange program opportunities. b) Inform the TVETs of the industry needs (skill set development). c) Provide equal opportunities for employment of female and male graduates. 	<ul style="list-style-type: none"> a) User b) Financing
B. Development Partners and Civil Society Organisations		
Development Partners	<ul style="list-style-type: none"> a) Support the TVETs with technical and financial assistance to develop institutional-specific gender mainstreaming policies. b) Engage the policymakers in respective ministries, state departments and agencies to provide special incentives for employers to hire TVET graduates. c) Support the policymakers in respective ministries and state departments to provide stipends and special provisions for women trainees. d) Support the development of curricula for gender awareness training of the TVET staff, and establishment of job counseling units within TVET institutions. e) Support in the establishment of the integrated gender database and information management system for TEVTs. f) Support research and cross-learning sessions for best practices amongst TVETs on gender mainstreaming. g) Support TVETs to conduct primary research and establish proper documentation and recording systems, collect, analyze and publish performance and outcome data, that include trends over time and are disaggregated by sex and age, disability, and other demographic characteristics. 	<ul style="list-style-type: none"> a) Financing b) Technical Assistance

Civil Society Organizations	<ul style="list-style-type: none"> a) Promote gender equality within the TVET sector through capacity building workshops and programs. b) Advocate and lobby for resource allocation, and demand for accountability. c) Support institutional policy development processes. d) Provision of alternative policy options. 	<ul style="list-style-type: none"> a) Financing b) Compliance
C. Institutional Based Roles and Responsibilities		
Board of Management/ Executive Councils/ Governing Councils/Principals	<ul style="list-style-type: none"> a) Review programs and their delivery modes to assess their gender friendliness. b) Conduct social marketing and awareness raising for women on the benefits of skills development. c) Increase enrolment rates for females across all skills development programs. d) Provide a gender-friendly environment for both female and male trainees. e) Set up gender-responsive environments such as safe accommodation (hostel facilities), separate washrooms for male and female trainees and staff, safe transportation systems, zero tolerance to sexual harassment, and due respect for all. f) Implement a workplace harassment prevention policy for the institutions. g) Ensure all instructors and managers undergo gender awareness, workplace harassment prevention, and equal employment opportunities (EEO) training h) Provide a system where all trainees have access to counseling and psycho-social services. i) Set up job counseling centers/clinics within all TVET institutions with a special capacity to advise both female and male trainees. j) Enhance gender-sensitive human resource development at all levels. k) Strengthen sex-disaggregated database and recording systems l) Improve the trainers' awareness and communication capacities a gender issues. m) Ensure regular feedback on training issues including gender issues. n) Introduce flexibility in training hours and timing to suit the special situation and needs of female trainees. o) Organize team building for enhancing gender-sensitive social values in organizational culture. 	<ul style="list-style-type: none"> a) Users b) Compliance c) Monitoring and evaluation
Staff	<ul style="list-style-type: none"> a) Organize and participate in regular capacity-building workshops on gender sensitization. This should involve all high-level management, supervisors, instructors, and office personnel to build up gender awareness. b) Participate in the setting up of a central gender mainstreaming unit (GMS) with policy and program responsibility, and a mandate to guide the overall gender mainstreaming process. c) Establish a Gender Focal Point Network of staff responsible for gender equality issues in their respective work units. d) Participate in knowledge-sharing, peer-supporting, and working with trainees as an acknowledged channel for the integration of learning on gender equality into the TVET's functioning. 	<ul style="list-style-type: none"> a) Users b) Compliance

Students	<ul style="list-style-type: none"> a) Articulate their gender concerns, constraints, and needs. b) Participate in the development of institutional policies and guidelines for gender equality. c) Participate in knowledge sharing and peer support on gender integration. d) Practice respect for all. 	Users
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Not for Circulation

Annex 2: Operational Concepts in Gender Mainstreaming

Concept	Meaning
Gender	Social differences and relations between men and women that are learned, vary widely among Societies and cultures and change over time. Depending upon the cultural context, gender can condition to differing degrees what boys and girls are expected to think and feel, their preferences, hopes, and aspirations. Gender as an important variable in society is affected by other variables such as age, class or caste, race or ethnicity, or disability, and by the geographical, economic, and political environment.
Sex	Refers to exclusively biological differences between women and men that are universal.
Gender Mainstreaming	This is an institutional strategy that is used to ensure that women's, as well as men's concerns and experiences, are considered an integral dimension of the design, implementation, monitoring, and evaluation of any planned action: legislation, policies, and programs in all political, economic and societal spheres so that women and men can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.
Gender Equality	This refers to the enjoyment of equal rights, opportunities, and treatment by men and women of all ages in all spheres of life and work. It does not mean that women and men are the same or have to become the same, but that their rights, responsibilities, social status, and access to resources do not depend on whether they are born male or female.
Gender Equity	It refers to fair and just treatment of both sexes that considers and addresses the different needs and interests of men and women, cultural barriers and (past) discrimination of the specific group.
Affirmative Action	Positive action is taken to redress the effects of past or continuing discrimination in order to establish equality of opportunity and treatment for women, men, girls, boys, different ethnic groups, castes, ethnicities, etc. in society in actual practice. This special action is taken for a temporary period.
Gender Gap/Imbalance	This refers to differences in any area between women and men (or girls and boys) in terms of their levels of participation, access to resources, rights, power and influence, remuneration, and benefits.
Gender Analysis	It is a systematic tool to examine similarities, differences, and relations between women and men, girls and boys in all spheres of life and work with particular reference to the division of labour, access to and control over resources, as well as their needs, constraints, and opportunities, and decision making with a view to identifying possible gender gaps and means of rectifying these.
Strategic Interests /needs	Needs for equality and empowerment such as equal access to education and training; equal decision-making that relate unequal power relations between men and women.
Gender-sensitive/ responsive	Refers to measures and actions that address the different situations, roles, needs, and interests of women, men, girls, and boys with a view to closing gender gaps and achieving equality.
Gender planning	Consists of developing and implementing specific measures and organizational arrangements (for example the capacity to carry out gender analysis, and collect sex-disaggregated data) for the promotion of gender equality, and ensuring that adequate resources are available (for example through gender budgeting).
Gender blind	Describes measures and actions, such as research, analysis, policies, advocacy and training materials, project and programme design, and implementation that do not recognize and ignore possible differences between the position, needs, constraints, opportunities, and interests of women, men, girls, and boys.
Gender neutral	Describes measures and actions, such as research, analysis, policies, advocacy and training materials, project and programme design, and implementation that are not affected by and do not affect the different situations, roles, needs, and interests of

	women, men, girls, and boys. In reality, very few policies, measures, and actions are gender-neutral, because they have different effects on women and men.
Occupational segregation	Refers to a situation in which women and men are concentrated in different types of jobs and at different levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation).
Gender-sensitive indicators	Are indicators disaggregated by sex, age, and socio-economic background. They are designed to demonstrate changes in relations.
Women's empowerment	The process by which women become aware of sex-based unequal power relationships and acquire a greater voice in which to speak out against the inequality found in the home, workplace, and community. It involves women taking control of their lives: setting their own agendas, gaining skills, solving problems, and developing self-reliance.

Annex 3: List of Contributors

A. Following are nominees from partner organizations that supported NGECC team in development of the model gender mainstreaming policy

[illegible]

B. List of Institutions that Contributed during Validation of the Model Policy

Annex 4 Feedback Form



Template for Feedback on Model Gender Mainstreaming Policy for TVETs

Name

Institution

Email

S NO.	PAGE No.	ISSUE	INPUT/RECOMMENDATION
1.			
2.			
3.			
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