Gender Mainstreaming Checklist

(Revised by Marloes Smit and Maria Gutknecht-Gmeiner 2018)

# Preliminary note on gender differences in VNFIL

While overall participation rates of women and men in VNFIL are important indicators, important gender gaps only become apparent in a detailed analysis. In many instances, women and men can be found in different types of VNFIL provision, they have different interests, needs and expectations and participate under different circumstances.

To give some examples: Women tend to choose general qualifications and are rarely found in technical fields. They usually have to overcome important practical and social hurdles (e.g. family responsibilities) and generally do not have so much time to spare for education and training or related activities. Men can be found more often in programmes leading to (vocational) qualifications, they also participate in longer-term and intensive programmes. They will usually not be so much interested in e.g. foreign language.

Since only a disaggregated analysis will reveal these gender-related differences in participation, it is important to identify meaningful categories for types of learning offers so that relevant gender differences can be discerned. Since gender is intricately linked with other characteristics (e.g. what ethnic background someone comes from or which strata of society) a gender analysis should also take other relevant characteristics into account in an integrated manner (intersectionality).

# Nature of VNFIL provision and enrolment figures

What are the enrolment figures for female and male candidates in VNFIL?

Give the year in which the data were collected and if there are different types of VNFIL procedures, identify these and give the enrolment figures for each to make gender differences (more) visible

**Overall enrolment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Female Candidates | | Male Candidates | | Total |
| number | in % | number | in % |
|  |  |  |  |  |  |

**Enrolment in VNFIL procedure 1: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Female Candidates | | Male Candidates | | Total |
| number | in % | number | in % |
|  |  |  |  |  |  |

**Enrolment in VNFIL procedure 2: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Female Candidates | | Male Candidates | | Total |
| number | in % | number | in % |
|  |  |  |  |  |  |

Add additional tables as necessary.

Where there are differences related to gender: How can the difference be explained?

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# Dropout rates

Give the year in which the data were collected and – if there are different branches/ VNFIL procedures within your VNFIL provider – identify these and give the dropout rates for each, to make gender differences (more) visible.

**Overall dropout rates**

|  |  |  |
| --- | --- | --- |
| Dropout rates in % (Year of Survey …….…) | | |
| Female Candidates | Male Candidates | Total |
|  |  |  |

**VNFIL procedure 1: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Dropout rates in % (Year of Survey …….…) | | |
| Female Candidates | Male Candidates | Total |
|  |  |  |

**VNFIL procedure 2: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Dropout rates in % (Year of Survey …….…) | | |
| Female Candidates | Male Candidates | Total |
|  |  |  |

Add additional tables as necessary.

Where there are differences related to gender: How can the difference be explained?

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# Achievement rates

Give the year in which the data were collected.

If there are different types of VNFIL procedures within your organisation, differentiate achievement rates to make gender differences (more) visible.

**Overall achievement rates for year: \_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Candidate Achievement Rate | Percentage | |
| F | M |
| Candidates completing their VNFIL procedure |  |  |
| Going onto further education or training |  |  |
| Gaining a qualification where the respective gender is underrepresented |  |  |

**Achievement rates for VNFIL procedure 1: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Candidate Achievement Rate | Percentage | |
| F | M |
| Candidates completing their VNFIL procedure |  |  |
| Going onto further education or training |  |  |
| Gaining a qualification where the respective gender is underrepresented |  |  |

**Achievement rates for VNFIL procedure 2: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Candidate Achievement Rate | Percentage | |
| F | M |
| Candidates completing their VNFIL procedure |  |  |
| Going onto further education or training |  |  |
| Gaining a qualification where the respective gender is underrepresented |  |  |

Add additional tables as necessary.

Where there are differences related to gender: How can the difference be explained?

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# Post-validation employment rates

**Overall employment rates for year: \_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Employment Rates | Percentage of all successful candidates\* | | |
| F | M | Total |
| Successful candidates entering employment within one year after completion of programme |  |  |  |
| Successful candidates entering employment where gender is underrepresented within one year after completion of programme |  |  |  |

\*Please insert the percentage of female successful candidates in employment in relation to all female successful candidates etc.

**Employment rates for VNFIL procedure 1: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Employment Rates | Percentage of all successful candidates\* | | |
| F | M | Total |
| Successful candidates entering employment within one year after completion of programme |  |  |  |
| Successful candidates entering employment where gender is underrepresented within one year after completion of programme |  |  |  |

**Employment rates for VNFIL procedure 2: (specify VNFIL procedure)\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Employment Rates | Percentage of all successful candidates\* | | |
| F | M | Total |
| Successful candidates entering employment within one year after completion of programme |  |  |  |
| Successful candidates entering employment where gender is underrepresented within one year after completion of programme |  |  |  |

Add additional tables as necessary.

Where there are differences related to gender: How can the difference be explained?

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# Information, recruitment and orientation

Are there adequate information and recruitment procedures that appeal to women and men?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Are there information and recruitment procedures in place that counter sex stereotypes in participation?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Is there an orientation system in place to ensure that the two sexes do not limit their VNFIL opportunities because of gender stereotypes?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Comments and explanations

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# VNFIL procedures and materials

Does the VFNIL procedure take into account needs, interests and experiences of women and men?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Does the VNFIL procedure include a range of awareness, guidance, counselling and/or assessment methods which best promote the active participation of both males and females in learning?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Are women and men treated with the same respect?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Is the language used gender-sensitive?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Are the portfolio and guidance materials and assessments gender-sensitive as regards language, images and examples used?

**O** yes, in most provision **O** partly **O** very rarely or not at all

If stereotypes are used in materials (portfolios, guidance materials, online resources etc.) are they discussed with participants?

**O** yes, in most provision **O** partly **O** very rarely or not at all

Comments on gender-sensitivity in VNFIL practices in your institution

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# Composition of management board and senior management team

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Women | | Men | | Total Number |
| Number | % of F | Number | % of M |
| Staff numbers in the Institution |  |  |  |  |  |
| Candidate numbers in the Institution |  |  |  |  |  |
| Staff representation on the Board |  |  |  |  |  |
| Candidate representation on the Board |  |  |  |  |  |
| Senior Management |  |  |  |  |  |
| Middle Management |  |  |  |  |  |

Comments on gender-split in management

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# Counsellor / assessor survey - gender split

What proportion of women and men are represented in middle management, counselling/assessments (by types of employment) and in the administrative/secretarial staff?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Women | | Men | | Total Number |
| Number | % of F | Number | % of M |
| Counsellors / assessors employed |  |  |  |  |  |
| Counsellors / assessors employed free-lance |  |  |  |  |  |
| Administrative staff |  |  |  |  |  |

Comments on gender-split in staff

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# Gender policies

Does the organisation have a plan, structures and resources to promote gender equality? Are there adequate measures to put GM into practice?

**O** yes, mostly **O** partly **O** hardly or not at all

Is there equal representation of women and men in decision-making processes?

**O** yes, mostly **O** partly **O** hardly or not at all

Is there equal representation for women and men concerning the distribution of resources such as time, education and training, or money?

**O** yes, mostly **O** partly **O** hardly or not at all

Is there no direct or indirect sexual discrimination?

**O** yes, mostly **O** partly **O** hardly or not at all

Do women and men have equal access to facilities?

**O** yes, mostly **O** partly **O** hardly or not at all

Is childcare provided?

**O** yes, mostly **O** partly **O** hardly or not at all

Comments on gender-policies

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Adapted from “Gender Mainstreaming in Education” – Institute of Development and Labour Law, University of Cape Town – published by Commonwealth Secretariat, June 1999

Revised by Marloes Smits and Maria Gutknecht-Gmeiner 2018