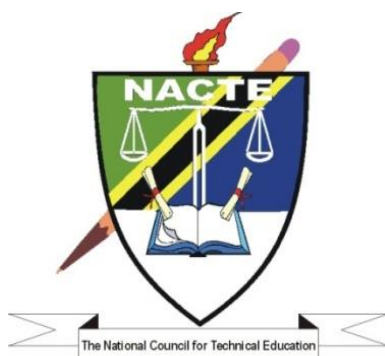


## **The National Council for Technical Education**



**“Striving for world-class excellence in technical education and training”**

### **IMPROVING THE LABOUR MARKET RESPONSIVENESS TO TECHNICAL TRAINING IN TANZANIA**

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#### **Gender Education as Support to Gender Mainstreaming: An Initiative to Address Gender Gaps in Tanzania**

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**Working to Close the Gender Gap in Tanzania**

**Dar-es-Salaam**

**November, 2015**

## **ABSTRACT**

The key concepts and principles of gender mainstreaming are explored. The tendency of gender mainstreaming to be associated with economic development and well-being of society is explained. The historically rooted need for gender mainstreaming education in Tanzanian Technical Institutions as a basis for equality and equity is explained. The learning outcomes and basic contents of Gender Mainstreaming Education are proposed. The responsibilities of various actors for spearheading Gender Mainstreaming Education are outlined as proposed by a joint Nuffic funded project titled: “Improving the Labour Market Responsiveness of Technical Education in Tanzania” in which two partners are involved namely the National Council for Technical Education (NACTE) - Tanzania; and Maastricht School of Management, the Netherlands. It is further explained that the project is focusing on the improvement of the supply and the quality of education and training in support of private sector development by improving the labour market responsiveness of technical education in Tanzania.

## **1.0 CONSIDERING GENDER EDUCATION AS A DEVELOPMENT STRATEGY**

The cry for gender equality has been on the global agenda since time immemorial as both a human right and a development necessity. For instance, in the preamble of the Charter of the United Nations (UN, 1945) it has been stated that: “We the peoples of the United Nations determined: to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small”. The UN Millennium Declaration on Development and Poverty records that: “We resolve to promote gender equality and the empowerment of women as an effective way to combat poverty, hunger and disease and to stimulate development that is truly sustainable”.

Tanzania is determined to attain a middle income status by the year 2025 according to its development vision (URT, 1999). Pursuant to the vision Tanzania aspires, among others, to: “Be a nation whose people have a positive mindset and a culture which cherishes human development through hard work, professionalism, entrepreneurship, creativity, innovativeness and ingenuity and who have confidence in and high respect for all people irrespective of gender”. Sensitization of the public for and institutionalisation of gender equality should be given due emphasis. In support of this noble obligation, technical institutions are called upon to mainstream gender in curricula and day-to-day operations of the institutions, hence the purpose of this article.

## **2.0 EXPLORING KEY CONCEPTS OF GENDER MAINSTREAMING**

The Gender mainstreaming mandate as captured from the Beijing Platform for Action is that: “...governments and other actors should promote an active and visible policy of mainstreaming gender perspective in all policies and programmes, so that, before decisions are taken, an analysis is made on the effects on women and men, respectively” (BPA, 1995). Gender mainstreaming may be perceived as “a strategy that situates gender equality issues at the centre of broad policy decisions, institutional structures and resource allocations, and includes women’s views and priorities in decision-making about development goals and processes” (SIDA, 1996).

The UN has the following gender mainstreaming definition: Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality (ECOSOC, 1997).

It is further explained that gender mainstreaming is taking account of gender equality concerns in all policy, programme, administrative and financial activities, and in organisational procedures, thereby contributing to a profound organisational transformation. Specifically, gender mainstreaming means ensuring that staff fully understand the relevant policy and its context, and have the capacity to implement it, in order that they can bring the outcomes of gender sensitive policy analysis, including socio-economic analysis, into the core decision-making processes of the organisation (UNDP, 2001).

The gender mainstreaming definitions captured above are all hinged on the concept of “gender equality”. It is therefore important to explain this concept. It is often argued that gender equality does not necessarily mean equality of outcomes for males and females. Using the definition in the ‘World Development Report 2006, gender equality means equal access to the “opportunities that allow people to pursue a life of their own choosing and to avoid extreme deprivations in outcomes” – that is, gender equality in rights, resources, and voice (World Bank 2001; World

Bank 2005). In this definition equality of rights refers to equality under the law, whether customary or statutory. Equality of resources refers to equality of opportunity, including equality of access to human capital investments and other productive resources and to markets. Equality of voice captures the ability to influence and contribute to the political discourse and the development process.

### **3.0 UNFOLDING THE GENDER MAINSTREAMING ACTIVITIES**

Gender mainstreaming involves a number of activities. According to the Commonwealth Plan of Action on Gender and Development (Commonwealth, 1995) gender mainstreaming activities are the following:

- (i) Forging and strengthening the political will to achieve gender equality and equity, at the local, national, regional and global levels;
- (ii) Incorporating a gender perspective into the planning processes of all ministries and departments of government, particularly those concerned with macroeconomic and development planning, personnel policies and management, and legal affairs;
- (iii) Integrating a gender perspective into all phases of sectoral planning cycles, including the analysis, development, appraisal, implementation, monitoring and evaluation of policies, programmes and projects;
- (iv) Using sex-disaggregated data in statistical analysis to reveal how policies impact differently on women and men;
- (v) Increasing the numbers of women in decision-making positions in government and the private and public sectors;
- (vi) Proving tools and training in gender awareness, gender analysis and gender planning to decision-makers, senior managers and other key personnel; and
- (vii) Forging linkages between governments, the private sector, civil society and other stakeholders to ensure a coordination of efforts and resources.

It is argued that because gender mainstreaming is a broad spectrum strategy that cuts across government sectors and other social partners, it requires strong leadership and coordination (GMS, 1999). Gender mainstreaming requires also key competences in the following areas:

- (a) Conceptual clarity and intellectual rigor;
- (b) Socio-economic analysis;
- (c) Identification and seizure of programme and project cycle entry points;
- (d) Strategic planning;
- (e) Knowledge and information management;
- (f) Networking and advocacy; and
- (g) Leadership and process management.

To succeed in the gender mainstreaming process therefore training should come first so as to impart to the target group or organisation the above stipulated elements of knowledge, skills and appropriate attitude.

### **4.0 TRAINING IN SUPPORT OF GENDER MAINSTREAMING IN TANZANIA**

Tanzania is implementing the National Strategy for Gender Development (NSGD). The strategy focuses on major issues concerning gender equality. It also shows the challenges facing gender equality in Tanzania (URT, 2008). The NSGD provides implementation guide for all the actors at national level and stipulates the roles of every actor towards attainment of the strategic objectives of the strategy.

Amongst potential key actors are the technical institutions with their graduates who should enter the labour market with appropriate level of gender sensitivity necessary to speed up the socio-economic development of Tanzania.

The National Council for Technical Education (NACTE) - Tanzania and Maastricht School of Management in the Netherlands have been working together with respect to injecting the gender equality dose in technical institutions in Tanzania through a joint Nuffic funded project titled: “Improving the Labour Market Responsiveness of Technical Education in Tanzania”. The project focuses on the improvement of the supply and the quality of education and training in support of private sector development by producing marketable and gender informed labour force. As pilot, the project has been working with two technical institutions falling under NACTE: College of Business Education (CBE), Dar-es-Salaam; and Zanzibar Institute for Tourism Development (ZIToD), Zanzibar.

The gender strategy for tertiary institutions such as CBE and ZIToD has to be cascaded down from the NSGD by considering among other things the gender gaps; vision and mission statements; and curricula requirements for the National Technical Awards (NTA). The gender strategy is composed of ten components which are summarised in Table 1 below:

**Table 1: Components of the Gender Strategy**

S/N	Gender Component	Description
1.	Rationale	This strategy puts forward concrete outputs to ensure gender equality at the institutional level, which correspond to the national gender strategy for development (NGSD) Agenda, as contained in National Strategy for Poverty Reduction (NSPR) commonly referred to as MKUKUTA and MKUZA for Zanzibar.
2.	Strategic Goal and Strategic Objectives	<p><b>Strategic Goal</b></p> <p>Mainstream gender for gender equality attainment in the institutions’ structures, functions, processes and procedures.</p> <p><b>Strategic Objectives</b></p> <ul style="list-style-type: none"> <li>(i) Prepare institutional gender policy in line with the National Gender Development Policy(2000);</li> <li>(ii) Establish Gender Centres for rolling forth gender equality objectives;</li> <li>(iii) Develop a gender sensitive curriculum in line with the labour market demand and the national qualification framework;</li> <li>(iv) Create awareness on the need for gender equality for the institutions;</li> <li>(v) Gender sensitivity and translation of awareness into practice;</li> <li>(vi) Mainstream gender in students activities;</li> <li>(vii) Solicit resources for gender empowerment activities;</li> <li>(viii) Create, manage and use gender disaggregated data and;</li> <li>(ix) Plan for sustainability of the gender equality efforts.</li> </ul>
3.	Strategic Principles	Based on the underpinning assertion of the Gender and Development approach that ‘women as well as men may be privileged or disadvantaged by social and economic structures.’ This strategy addresses the issue of unequal gender relations of power, access and rights, which prevent female students and employees’ full participation and equitable development. The strategy aims at empowering both female and male students and employees to enable them to change the unequal power relations between them and interrogate institutional values, practices and structures.
4.	Strategic Areas to be Addressed	<p>The following areas need institutions’ attention when mainstreaming gender issues:</p> <ul style="list-style-type: none"> <li>(i) Institutional Strategic Plan / Corporate Strategic Plan, Vision and Mission statements;</li> </ul>

S/N	Gender Component	Description
5.	Expected Gender Equality Outcomes	<p data-bbox="555 199 1150 472">(ii) Institutional policies, regulations and guidelines;            (iii) The Curriculum;            (iv) Students enrolment and admission;            (v) Human Resource disposition, recruitment, selection, placement, promotion and development;            (vi) Students affairs;            (vii) Sex disaggregated Data Management and use;            (viii) Budgeting and Planning; and            (ix) Research, extension services and projects.</p> <p data-bbox="555 506 1265 528">Expected outcomes after mainstreaming gender at the institutions:</p> <p data-bbox="555 539 1461 1653">(i) Published / documented policies, regulations and institutional working instruments with the gender policies' objectives in as far as gender mainstreaming is concerned well incorporated;            (ii) Increased number of the institutions' community members understanding, internalizing, owning and committed to gender mainstreaming results and sustaining the same;            (iii) Increased ratio of employees (f/m) as well as students (f/m) representatives in students government and decision making organs of the institutions,            (iv) Increased number of students, academic and administrative staff (f/m) representation in decision making organs of the institutions from the current gender skewed representation;            (v) More capacity built in terms of HR who will work and committed to planning and budgeting from a gendered concern developed;            (vi) A reviewed curriculum that is more gender mainstreamed in place and used;            (vii) Improved attitudes towards gender equality indicators;            (viii) Organizations' changed attitudes on socio cultural traditions and practices which contributes to inequalities between female and male employees and participation in decision making as well as effectiveness in performance at work.            (ix) Increased number of the institution's community members understanding, internalizing and committed to gender mainstreaming results and sustaining the same;            (x) Information and data management from a gendered perspective. Taking gender mainstreaming indicators into consideration, this information has to be sex disaggregated to ensure that major communications involving female and male students and employees are done using sex disaggregated data.            (xi) Improved and measurable gender indicators developed and used for future measuring of performance in gender mainstreaming;</p>
6.	Main Challenges	<p data-bbox="555 1686 1461 1771">Challenges facing the implementation process of gender strategy are so closely associated with the global gender mainstreaming indicators which should be evident in the institutions under this strategy:</p> <p data-bbox="555 1805 1023 1827">(i) Political Will and Policy Framework</p> <p data-bbox="624 1865 1461 1928">These are important for sustainable and effective gender strategies and programmes, since they reinforce accountability and transparency.</p> <p data-bbox="555 1962 1118 1984">(ii) Review of Policies and Working Documents</p> <p data-bbox="624 2022 1461 2045">Policy review allows a more dynamic participation in terms of gender aware</p>

S/N	Gender Component	Description
		and sensitive policy appraisal, gendered objectives and strategies, use of gender/sex disaggregated data in monitoring and evaluation of the revised policies.
		(iii) Gender Mainstreaming Resources availability  Resources availability means reallocation of existing funds and having decentralized and specific votes of warrant to support the structure and practices required for gender mainstreaming activities.
		(iv) Gender sensitivity and translation of awareness into practice  Gender sensitivity is a translation of awareness into practices, which result in changes in perceptions and activities of the institution.
		(v) Legal framework for gender mainstreaming  Legal framework is required in gender mainstreaming so that it can act as a guiding principle for guiding the execution of different legislations that promotes gender equality (e.g. the Employment and Labour Relations Act).
		(vi) Capacity building  Refers to the ability of an individual and institutions to perform certain functions solve problems and achieve objectives. The importance of building capacity in this context is to invest in getting competent staff in with positive attitude towards gender mainstreaming for realization and of sustaining gender mainstreaming process. The measurements used are the extent to which knowledge, attitude and skills (KAS) in gender and gender mainstreaming have been grasped by the employees.
		(vii) Availability of sex disaggregated data  Sex disaggregated data are quantitative statistic information on differences and inequalities between employees (f/m). Such information may reveal performance differences between students and employees (f/m).
		(viii) Support mechanisms for mainstreaming and sustaining the mainstream  This may involve inviting some gender mainstreaming experts / harnessing experience from other institutions to improve the current capacity. It may involve creating networks for sharing information and services among individuals, groups and institutions with a common interest.
7.	Suggested solutions for addressing the Challenges	<p>It is suggested that:</p> <ul style="list-style-type: none"> <li>(i) Gender policy objectives and strategies be more pronounced in all the institutions policies, regulations and working documents. Thus, there is a need to review all these policies and the need for aligning them with the recommended strategic objectives. A gender policy for each institution is recommended for integration purposes.</li> <li>(ii) There should be decentralization of resource allocation through the responsibility centres of the institutions which will ensure gender activities implementation as responsibility of every employee and hence the ownership of the strategy by all the stakeholders.</li> <li>(iii) Gender awareness may not necessarily result in a gender sensitive community. Awareness cannot create acceptance. Sensitivity invokes desire for change.</li> <li>(iv) On the legal framework, all the objectives and Strategies have to be listed from a gender perspective.</li> </ul>

<b>S/N</b>	<b>Gender Component</b>	<b>Description</b>
8.	Short Term Plan for Gender Mainstreaming Activities	<p>The short term recommendations for implementation include:</p> <p>(i) Gender Mainstreaming in the organization's working Instruments</p> <p>The institutions' gender policies have to be drafted and put in place for approval by the higher levels organs of the management (Board or Council). The institutions should start considering mainstreaming gender in all policy objectives and strategies starting with Corporate Strategic Plan and other operational instruments. Gender mainstreaming initiatives implementation requires working instruments that can be referred and quoted from time to time for implementation purposes.</p> <p>(ii) Teaching of Gender Development as a Course in all Programmes</p> <p>It is recommended that gender and development courses be introduced and taught for all first years for the first semester. Each department may design a gender development course which matches with its disciplines (e.g. Tourism; Engineering; etc).</p> <p>(iii) Capacity Building for Gender Mainstreaming</p> <p>The Institutions should use the needs assessment obtained from the gender audit training needs assessment (report available from NACTE, CBE and ZIToD) in terms of knowledge, attitude and skills (KAS); then conduct training based on those requiring either of: knowledge, attitude change or skills on gender mainstreaming.</p> <p>(iv) Gender Strategy mainstream in Students Affairs</p> <p>It is recommended that during the formulation of the gender policies, all stakeholders must participate so as to ensure their understanding, commitment and ownership of the policy.</p> <p>(v) Data and information management</p> <p>Planning and budgeting processes could make more use of the sex disaggregated data which would help to determine why some female students and even female employees are not performing to their expected levels. A gender disaggregated data unlike a sex disaggregated data tells about socio cultural background data affecting performance such as division of roles and responsibilities, between students (f/m).</p>
9.	Long Term Plan for Gender Mainstreaming	<p>The long term recommendations for implementation include:</p> <p>(i) Gender Expertise capacity Building for Gender Mainstreaming</p> <p>Institutions should decentralize both resources and responsibilities for gender mainstreaming capacity building to the respective departments. This will enable them to assess their own gender training needs in terms of KAS and programme specializations in relation to gender needs.</p> <p>(ii) Centres/Departments for Gender Development</p> <p>Institutions should establish Centres/Departments for Gender Development and include them in the Institutions Organization Structure like all other departments and as warrant holders in the Institutions budget system. The role of the centres will be advisory in terms of soliciting and deployment of gender expertise at the Institutional Level.</p>



<b>S/N</b>	<b>Gender Component</b>	<b>Description</b>
		(iii) Sexual Harassment  It is recommended that a proposal for writing sexual harassment policy be initiated and implemented. It is further recommended that, both employees should be sensitized on the need to strike a balance between modernization and traditions which is a main cause of harassment.
10.	Performance Monitoring and Evaluation	The process of ensuring that progress is being made in gender mainstreaming will adopt the gender mainstreaming indicators to measure the gender mainstreaming requirements as listed below:  (i) Political will and policy framework; (ii) Review of policies and key documents for gender sensitivity; (iii) Gender Mainstreaming Resources availability; (iv) Gender sensitivity and translation of awareness into practice; (v) Legal framework for gender mainstreaming; (vi) Capacity building; (vii) Availability of sex disaggregated data; and (viii) Support mechanisms for mainstreaming and sustaining the mainstream.  Information should be collected and analyzed with respect to the indicators to determine the extent to which the mainstreaming results (outputs, intermediate objectives and overall goal) are being achieved. Data collection should focus mainly on the specified indicators. The focus of the implementation monitoring and evaluation is to assess whether the Gender Mainstreaming is proceeding according to plan.

## **5.0 CONSIDERATIONS FOR DEVELOPING A GENDER STUDIES CURRICULUM**

### **5.1 Objectives and Learning Outcomes**

It was earlier on recommended that gender and development courses / Gender Studies (GS) be introduced and taught for all first years for the first semester (Table 1 Section 8 ii). In a bid to determine inputs to the GS component of curricula it is important to first identify the objectives of such an initiative. The main objectives of GS are to:

- (i) prompt an exploration of common behaviours and attitudes towards gender differences;
- (ii) empower the participants with tools and sector-specific guidelines for gender mainstreaming in their various institutions and development planning; and
- (iii) improve the abilities of participants to reduce gender inequalities in their various homes, organisation and communities.

The above stated objectives shall be realised through the following learning outcomes. Learners should be able to:

- (i) demonstrate knowledge of the major gender issues in development;
- (ii) explain the concepts and approaches used by development scholars and practitioners, and being able to link them to gender and development theories;

- (iii) identify the gender gaps and mitigation measures such as formulating development projects from a gender perspective;
- (iv) evaluate data from a gender perspective,
- (v) appraise a development project or policy in terms of the likely gender impacts of it; and
- (vi) reflect critically on their own experiences of gender and development in the light of the gender concepts and methods.

## 5.2 Observing the Regulatory Requirements

NACTE would like its stakeholders to be aware of and observe the following:

- (i) Technical institutions are required to introduce GS in their curricula as a policy matter emanating from the NSGD. However GS is not meant to be a stand alone qualification. GS should therefore be seen as a necessary support to the existing and new qualifications, a cross cutting matter, an aid to generate gender sensitive graduates. This calls for technical institutions to mainstream GS into their curricula.
- (ii) In mainstreaming GS into their curricula Technical institutions should consider the competence level descriptors in the TVET Qualifications Framework for each NTA qualification; and Occupational Profiles / Qualification Standards of the training programme in which GS will be mainstreamed.

## 5.3 Incorporating key Gender Learning Elements

It is intended to introduce GS in the first semester for programmes leading to Ordinary Diploma (NTA Levels 4, 5 and 6) and Bachelor Degree NTA Levels 7 and 8). The weight given to GS is 12 credits. This is generally the size of a medium module (120 hours) for which 8 hours have to be allocated per week (for face to face learning mode, independent learning and associated work) so that it is covered within 15 weeks of a semester. Table 2 below summarises the proposed learning elements for GS.

**Table 2: Proposed Learning Elements for GS**

S/N	General Area of Competence	Learning Matter / Notes
1.	Exploring key Concepts on Gender and Development	<ul style="list-style-type: none"> <li>(i) Definition of Gender</li> <li>(ii) Survey of Concept of Gender and Development</li> <li>(iii) Description of Gender Dynamics and Development</li> <li>(iv) Exploring Attitudes towards Gender</li> <li>(v) Explanation of the Basic Gender Concepts and Terminology</li> <li>(vi) Analysis of Social Construction of Gender</li> </ul>
2.	Analysing Gender Roles and Relations	<ul style="list-style-type: none"> <li>(i) Defining Gender Roles</li> <li>(ii) Identifying types of Gender Roles</li> <li>(iii) Describing Gender Roles and Relationships Matrix</li> <li>(iv) Analysing Gender-based Division and Valuation of Labour</li> </ul>
3.	Survey of Gender Development Issues	<ul style="list-style-type: none"> <li>(i) Identifying Gender Issues</li> <li>(ii) Using Gender Sensitive Language</li> <li>(iii) Exploring Gender and Governance</li> <li>(iv) Explaining Gender and Human Rights</li> <li>(v) Handling Gender Statistics</li> </ul>

S/N	General Area of Competence	Learning Matter / Notes
4.	Gender Analysis and Policy Development	<ul style="list-style-type: none"> <li>(i) Defining Gender Analysis</li> <li>(ii) Why Gender Analysis</li> <li>(iii) Identifying variables used in Generating Data</li> <li>(iv) Description of Gender Analysis Frameworks</li> <li>(v) Identifying Gender Analysis Tools</li> <li>(vi) How to do a Gender Analysis</li> <li>(vii) How to do a Gendered Analysis</li> <li>(viii) Considerations for Gender and Policy Development</li> <li>(ix) Emerging Lessons on Mainstreaming Gender in National Policy Frameworks</li> </ul>
5.	Analysing Gender Mainstreaming	<ul style="list-style-type: none"> <li>(i) Definition of Gender Mainstreaming</li> <li>(ii) Considering Gender Mainstreaming as a Strategy</li> <li>(iii) Description of Historic Overview of Gender Mainstreaming</li> <li>(iv) Explaining the Concept of Gender Mainstreaming</li> <li>(v) Surveying approaches to Gender Mainstreaming and Integration</li> <li>(vi) Surveying Methods and Strategies of Gender Mainstreaming</li> <li>(vii) Explaining the Role of Men in Gender Mainstreaming</li> <li>(viii) Explaining Challenges to Effective Gender Mainstreaming</li> <li>(ix) Analysing Gender Mainstreaming and the Millennium Development Goals (MDGs)</li> <li>(x) Examining Gender Mainstreaming Best practices</li> </ul>
6.	Conducting Gender Monitoring and Evaluation	<ul style="list-style-type: none"> <li>(i) Explaining Gender Monitoring and Evaluation processes</li> <li>(ii) Integrating a Gender Dimension into Monitoring and Evaluation practices</li> </ul>

### Recommended Readings and Resources:

CEDPA [“Glossary of Gender and Development Terms”](#) *Gender Equity: Concepts and Tools for Development* 1996

WB (2012): World Development Report: Gender, Equality, and Development

Reeves et al (2000): *Gender and Development: Concepts and Definitions*; Brighton, UK

Temba, E.I. (2004): *Gender Perspectives in Development: Gender Analysis and Women Empowerment*; Mzumbe University

## 6.0 FACILITATION OF GENDER STUDIES

To facilitate a Gender Studies (GS) Programme, the teacher / facilitator should hold a qualification which is at least one level above that of the programme to be delivered and relevant to the subject matter. It is therefore expected that facilitators of the GS programme will have studied a course on Gender and Development at an appropriate level. It should also be emphasised that since the success of gender training is results / impact oriented, facilitators are strongly advised to use a variety of facilitation methods to stimulate effective learning. Some of these methods are highlighted in Table 3 hereunder:

**Table 3: Some Delivery Techniques for Gender Studies**

<b>S/N</b>	<b>Delivery Process / Technique</b>	<b>Description</b>
1.	Planning	<p>In preparing for the training, the trainer has to pay attention to the following:</p> <ul style="list-style-type: none"><li>(i) Prepare. Know what it is you're going to cover in the session. Ensure that you have all the materials and aids you need for the session.</li><li>(ii) Create a mindset for your participants: tell them what you are going to teach</li><li>(iii) Introduce the new content: relate it to experiences of the participants or to previous knowledge</li><li>(iv) Apply the new knowledge through discussions, role - plays or group work. If possible, apply the new knowledge to a real situation.</li><li>(v) Examine the knowledge of the participants. Revision comes through repeated application and the resulting discussions. Clarify points that you feel participants have not understood.</li><li>(vi) Conclude each session or day summarizing and clarifying the key points of the sessions which help the participants to focus on learning outcomes.</li><li>(vii) Always end with a game or some fun activity. Be sure to thank participants for their time and attention.</li></ul>
2.	Methods	<p>The method must take account of the fact that participants are adult learners; the trainer must use a variety of methods:</p> <ul style="list-style-type: none"><li>(i) Lectures ( where the whole group listen to particular instructions or information),</li><li>(ii) Small groups to explore concepts or to gain a particular outcome;</li><li>(iii) Games and activities that illustrate a particular behaviour or attitude;</li><li>(iv) Role – plays to explore particular emotions or situations.</li></ul>
3.	Group work	<p>There are several reasons why group work can be used very effectively.</p> <ul style="list-style-type: none"><li>(i) People who may not feel more comfortable to contribute in a large group, therefore ready to contribute in a small group.</li><li>(ii) As a general rule, if you want a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group with the same aims or background.</li><li>(iii) Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.</li><li>(iv) Participants in the groups start to learn to create their own solutions.</li></ul>
4.	Brainstorming	<p>Brainstorming is used when you want a lot of ideas about a topic in a short time or where you asking for a lot of information.</p> <ul style="list-style-type: none"><li>(i) If the group is larger than twenty, divide it into at least two groups for the brainstorming activity</li><li>(ii) All participants should contribute to the discussion</li><li>(iii) There should be no discussion of the ideas proffered and all ideas are accepted</li><li>(iv) There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes)</li><li>(v) At the end of ten minutes, the ideas should be categorized into groups according</li></ul>

S/N	Delivery Process / Technique	Description
		to the discussion proffered by the participants themselves.
5.	Lecture	<ul style="list-style-type: none"> <li>(i) This should be used when you have information to pass on the whole group.</li> <li>(ii) You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.</li> <li>(iii) Be enthusiastic about your subject.</li> </ul>
6.	Role – Plays	<p>Role – Plays are used to illustrate a point or concept you are trying to make.</p> <ul style="list-style-type: none"> <li>(i) The participants should design their own role – plays according to the principles you state.</li> <li>(ii) Preparation time for the participants should not be more than 15 to 30 minutes and the role – plays themselves should not be longer than 5 to 10 minutes.</li> <li>(iii) Discussion on the role – plays should be restricted to the concept you want to illustrate and not on the quality of the acting</li> <li>(iv) Ensure that the participants are aware that the characters depicted in the role – plays are only characters and that the people acting the parts should not be judged according to the character they play.</li> <li>(v) Some role – plays require the participants to take on certain characters, which you have prepared. Ensure that the participants really understand exactly what you require from them if you use scripted role – plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.</li> <li>(vi) At the conclusion of the role – play, ask the participants to stay in role while the discussion takes place on motives, etc. of the characters.</li> <li>(vii) There should always be open discussion about the issues raised in the role – plays. Make sure that you have some question for each character to stimulate discussion. Reassure participants that people have been ‘in role’ and that the characteristics that they acted, was just acting out and they should not be judged by the parts they played.</li> </ul>

## 7.0 TRAVERSING BEYOND PROJECT DISSEMINATION

So far an attempt has been made to disseminate the ‘Gender Mainstreaming’ perspective of the results of the project “Improving the Labour Market Responsiveness of Technical Education in Tanzania” jointly managed by the National Council for Technical Education (NACTE) and Maastricht School of Management (MsM). The project has built capacity of the College of Business Education (CBE), Dar-es-Salaam and Zanzibar Institute for Tourism Development (ZIToD), Zanzibar on the development and delivery of gender education modules which form part of their curricula; and mainstreaming gender in their respective institutions. Eventually the experience will be rolled out to the rest of technical institutions (TIs) accredited by NACTE. It is important therefore to define the roles of the various actors in this meticulous ambition. Table 4 below stipulates the respective mandates of the key actors.

**Table 4: Mandates of key Actors for Mainstreaming Gender**

<b>Organisation</b>	<b>Responsibility</b>	<b>Timeframe</b>
NACTE	Disseminate information about Gender Mainstreaming in the media including the relevant websites.	December 2015
	Coordinate mainstreaming of gender in TIs including sanctioning the resulting curricula	Institutional Accreditation Cycle
CBE and ZIToD	Prepare a leaflet / brochure indicating what the college is able to offer to TIs in a bid to role out the experience so far gained.	January 2016
MsM	Prepare a leaflet / brochure indicating what the school is able to offer in terms of building capacity of technical teachers to facilitate Gender Mainstreaming and the requirements for the same.	February 2016
TIs	Governing / Advisory Boards to adopt Gender Mainstreaming as an urgent policy matter; draw an action plan to that effect; and submit to NACTE for approval.	March 2016
	In consultation with CBE, ZIToD and NACTE, mainstream gender in curricula and start to offer the same; and implement gender mainstreaming in the institutional operations.	Institutional Accreditation Cycle

NACTE, in its regulatory capacity is optimistic to tell the TIs: **“It can be done, play your party”**.

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