

Gender Transformative Approaches in ATTSVE

Although establishing ATTSVE programming on gender pre-dates Canada's Feminist International Assistance Policy (FIAP) and an explicit Gender Transformative agenda, the structures of ATTSVE that are in place in relation to Gender Offices, Gender Focal Persons and Gender Clubs and related programming have been supporting a GT agenda. Gender transformative approaches to programming aim to transform the power structures that underlie unequal gender relations and norms. Empowering women to come into the public domain, share their perspectives, and take on leadership roles, is central to this approach.

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1. Commitment to a participatory agenda in order to ensure that the voices of women are heard

Throughout the training and support, tools for engaging in a participatory way have been key, from learning how to work with participatory visual methods such as photovoice and participatory video, through to engaging in participatory data analysis. GFPs were also involved in a participatory game design to address SGBV.

2. Working with men as allies and champions of change

Given the small number of women as instructors and staff members in ATVETS, it has been critical to work with male instructors and for men to become aware of their positioning. Though the numbers of females employed as faculty and in leadership roles in the ATVETs has increased, it is crucial that men champion gender transformation.

3. Researching key areas of gender as part of GT programming

The gender teams were deeply involved in developing and interpreting the SGBV survey at all levels. This included identifying the main issues that would be included through to coming up with a plan to ensure that the ATVET students would also have a chance to participate in interpreting the data. Gender teams provided regular feedback to ensure that information was both accurate and relevant. See report also *Student Perceptions on Gender-based violence in four ATVET colleges*

4. Facilitate processes and partnerships that support women's participation and engagement

Given the successes of one of the ATVET colleges in developing community partnerships with women farmers and other groups, ATTSVE was committed to supporting opportunities for other ATVETS to visit exemplars. A key component of all of the trainings, both in country and internationally, was on leveraging partnerships to strengthen gender transformation.

5. A level of personal transformation is needed

Although there has been a turnover of GFPs, with those who have been involved over several years, the idea of addressing personal transformation has been key. One of the

GFPs who became a Dean of an ATVET, for example, has spoken about personal transformation publicly. Two GFPs from Maichew gave a presentation at a national conference on both institutional and personal transformation.

6. Know what gender transformation success looks like

Programming has included opportunities for analysis and reflection through ‘how are we doing?’ activities such as ‘most significant change’ and participatory analysis. Throughout training sessions, ATVETs also had the opportunity to work in multidisciplinary groups to share success stories and learn from each other.

7. Know the challenges and potential unplanned consequences

As many other programs and projects have also found, not all aspects of transforming harming power dynamics are equally welcomed by all. Particularly in working to address SGBV, ATTSVE set out to equip people with leadership skills in delivering gender programming. Participants learned how to conduct gender-focused workshops they could roll out to peers and management, particularly anticipating some of the opposition they might experience.

8. Recognizing that tensions are going to exist and ensuring that this recognition is part of the agenda

We know that long term sustainable change is not going to happen overnight and that it requires long term commitment from institutions. GFPs have noted the difficulties of ‘overload’ when it comes to managing the Gender Offices and doing full time teaching and research. Often there is a one step forward (hiring of more women instructors) only to have two steps back when someone leaves to take on a different (typically better) position and thereby reducing the number of women. Ensuring that there are opportunities to discuss these tensions especially with those in management (at All Partners’ Meetings) as well as with GFPS has been key.

9. Recognition of the significance of Gender Responsive Pedagogy

Given that ATTSVE programming seeks to also transform teaching and learning, its work in ATVET classroom focuses on gender in teaching and learning materials (see *Gender Matters*), language in the classroom (especially support to young women and English Language (see Briefing paper on academic language and literacy and the role of Language Clubs), classroom interaction and set up (see *Gender Matters*; training on classroom set up), strategies to address sexual harassment (see toolkit on SGBV; Mela)