



# Gender Inclusiveness

## Module 7



# What is gender inclusiveness?

- Open to everyone, not limited to certain people
- Gender is taught to us, from the moment we are born
- How can we create gender inclusive environments, programs, activities, where everyone is welcome and that are sustainable?



# USAID approach(es)

- Require a Gender Analysis
  - Collect sex disaggregated data
  - Look at various gender related factors, e.g., roles and responsibilities, assets, division of labor
  - Use these to determine the gender perspective
- **BUT** - Is that all it takes?
  - What are other ways to ensure gender inclusiveness, especially for youth?



# Gender Pipeline in AET

# Gender Parity in Primary and Secondary School

Gray: Primary School Parity    Blue: Secondary School Parity



# Gender Inequality in Primary School

Pink: disadvantage to girls  
Red: extreme disadvantage to girls  
Orange: disadvantage to boys



# Gender Inequalities in Secondary School

Light green: disadvantage to girls  
Green: extreme disadvantage to girls  
Orange: disadvantage to boys



# Female Participation in TVET

Purple: 47%-53% female participation

Orange: Over 54% female participation







## Two key questions:

- How will the different roles and status of women and men **(AND YOUTH)** within the community, political sphere, workplace, and household affect the work to be undertaken?
- How will the anticipated results of the work affect men and women **(AND YOUTH)** differently?



# Gender Analysis

(1) Sex-disaggregated data

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(2) Analysis

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(3) A Gender Perspective

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**Gender Analysis**



# Gender Dynamics

- Men, women, youth and otherwise disadvantaged people have different responses to asset accumulation and shocks
- Decision making is influenced by gender roles
- Policies can make a difference in how gender dynamics play out
- Taking a gender perspective means opening the ‘black boxes’ that hide these dynamics



# Steps in Gender Analysis

1. Review sex-disaggregated data
2. Assess roles & responsibilities/division of labor
3. Consider access to & control of resources
4. Examine decision making processes
5. Examine laws, policies, regulations, & institutional context
6. Review all data using a gender perspective

A photograph at the top of the slide shows a group of young girls, likely from a developing country, looking down at a book or document. They are wearing traditional head coverings and clothing. The image is partially obscured by a dark, semi-circular graphic element on the right side.

Lessons Learned – Take Home  
Thoughts and Ideas?

