



# EDUCATION AND VOCATIONAL TRAINING

FACTSHEET FOR THE SYSTEMATIC  
INTEGRATION OF THE GENDER AND  
ENVIRONMENT/CLIMATE NEXUS

# WHY INTEGRATE GENDER AND ENVIRONMENT AND CLIMATE CHANGE INTO THE FIELD OF EDUCATION AND VOCATIONAL TRAINING?

Education is a vast and complex field, with different teaching methods and educational organisations being applicable to different ages. The issues are reflected in the sector's policies, which set out objectives and the means to achieve them without taking into account the differences between the needs and attitudes towards education of girls and boys or, later on, young men and women. Gender issues are evident throughout child development, whether in the level of investment parents make for boys and girls, in the gender stereotypes conveyed in textbooks or by teachers, or in the levels of violence at school or on the way to school. Inequalities are often at the expense of girls, although sometimes they affect boys. Girls may have a higher total number of years of schooling than boys, but are less likely than boys to access education in the first place. Boys may be more likely to enter secondary school, but are also more likely not to complete their studies or not to achieve a pass in certain subjects.

Beyond the question of school attendance, gender inequalities may be seen in other elements of education, such as apprenticeships or guidance at school. There are generally two types of obstacles. On the one hand, those linked to the provision of education, relating to educational systems, policies or schools. On the other hand, those linked to the demand for education, namely the obstacles inherent in families, or that are connected to children or society in general.



Inequalities are also found in access to vocational training and employment. For that reason, it is important to involve key community actors, such as community social workers, religious leaders or female leaders, as well as parents, in educational and training issues in order to raise their awareness of gender differences and the importance of supporting an inclusive approach to education and vocational training. This should also take into account the needs of people with disabilities, stigmatised people living with HIV or excluded social groups (such as the Dalit in South Asia), in order to guarantee the rights of all – children, young people and adults – to high-quality education, as well as to the labour market.

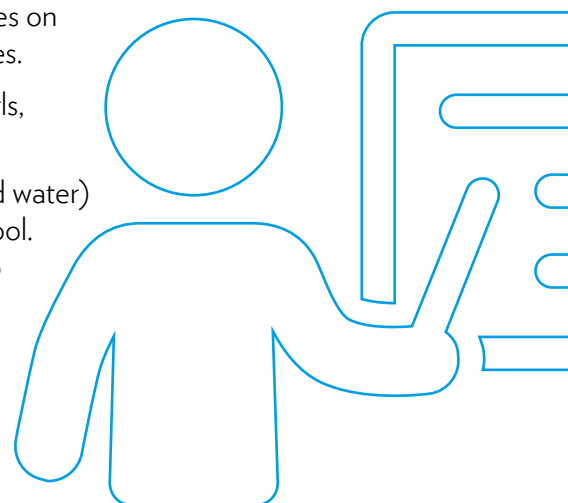
On the other hand, while education and vocational training may, on the face of it, seem to be far removed from environmental and climate issues, they have an essential role to play in preparing citizens, schoolchildren, students and future professionals to be able to understand and combat the effects of the climate crisis, equipping them with the knowledge, skills, values and attitudes they need to become agents of change. The implementation of climate change mitigation and adaptation strategies presents many opportunities for job creation, provided that the challenges of education and training are addressed; these are powerful levers for change with the ability to transform society and the economy. The education system must thus help to meet the needs of the labour market, by transmitting the knowledge, know-how and life skills that are required for the “greening” of existing professions, the adaptation of occupations in vulnerable sectors to the impacts of climate change, and the creation of new “green” professions and jobs, while ensuring that women have access to the promising sectors and disciplines identified in the various contexts.

# HOW CAN CROSS-CUTTING THEMES BE BETTER INTEGRATED INTO EDUCATION/VOCATIONAL TRAINING PROJECTS?

Some indicative avenues of good practice that can feed into reflection about the integration of gender and env/CC when selecting or formulating projects in the education and technical and vocational training (TVT) sector:

## — Gender

- Raising awareness in the community of the importance of education contributes to changes in attitudes and behaviours: talks, street theatre, awareness-raising by children.
- Awareness-raising work with employers, training centres and authorities on the benefits of TVT for boys and girls, as well as people with disabilities.
- School canteens, which directly support the well-being of boys and girls, facilitate learning and attendance at school throughout the day.
- Improving the school environment (in terms of sanitation, hygiene and water) has a positive effect on girls, especially in middle school and high school. The distribution of sanitary products reduces girls' absences related to their menstrual cycle.
- Reducing violence in schools has a positive impact on access and success for boys and girls and requires reflection on gender identity, gender relations and other power relations.
- Transfers of resources to households, school vouchers, back-to-school loans, distribution of school kits, uniforms and textbooks.
- Scholarships target certain disadvantaged groups and may include eligibility requirements targeting disadvantaged women/girls.
- Identifying obstacles to the pursuit of certain occupations by girls/boys and bringing forward the adjustment of skills frameworks and programmes to remove these obstacles.
- Training guidance counsellors on gender and the importance of not limiting learners' horizons on the basis of their sex.
- Supporting access to credit, especially for girls, by developing partnerships with banking institutions and disseminating information.
- Establishing boarding schools and dormitories can enable students, especially girls, to continue their secondary education, especially in rural areas.
- Including separate sanitation facilities with water in training centres and providing child care services for young mothers in training.

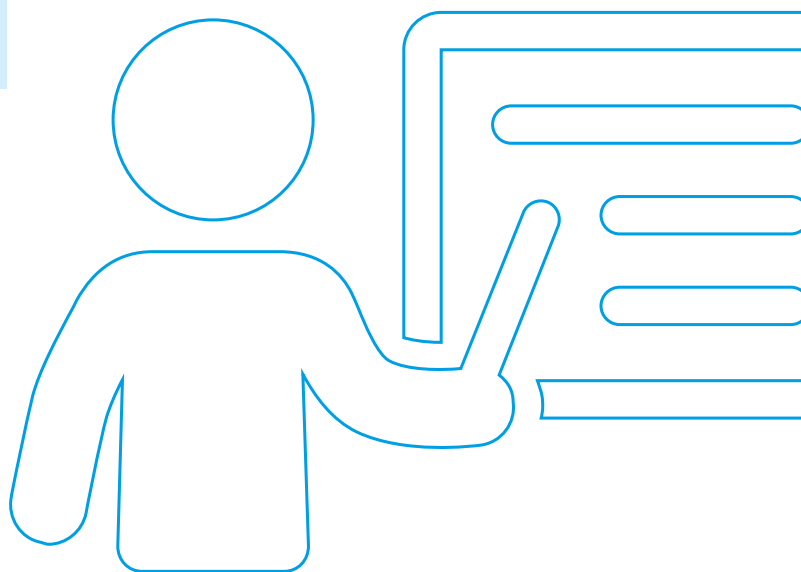


## — Environment and climate change

- Awareness-raising and training of teachers on issues linked to the environment and climate change.
- Making changes to educational content and tools to raise awareness, inform and engage from an early age.
- Promoting the integration of climate and environmental issues into the curricula of scientific disciplines as well as social sciences (political, economic, social, philosophical and ethical societal issues, which affect public policies, production and consumption patterns, the relationship to nature and the living world, etc.).
- Vocational training assistance/grants directed towards sectors that are driving the climate transition (agriculture, renewable energy, sustainable construction, urban planning, risk management, etc.), and ensuring that women have access to such training.
- Advocate to include courses in basic education that will reduce and manage disaster risk (e.g. swimming can save lives in the event of flooding).
- If support to the education and technical and vocational training sector includes the construction or rehabilitation of infrastructure (school buildings), ensure that the buildings are sustainable (e.g. use of local materials, bioclimatic architecture) and that the buildings can be used as safe “shelters” in the event of natural disasters (protection against severe storms and flooding).
- Establish an environmental management system in each training centre.

### For more information on the links between education/vocational training and the cross-cutting themes:

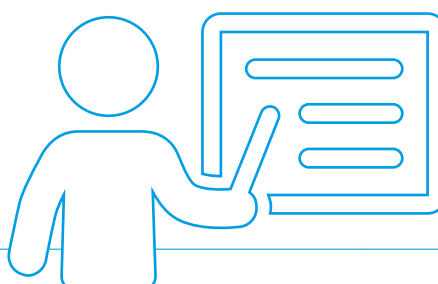
- [AFD toolbox on Gender and education, vocational training and employment](#)
- Priority areas for action identified in [UNESCO's Education for Sustainable Development: A roadmap for 2030](#).



## Examples of integrating the cross-cutting themes into education/vocational training projects in line with the DAC/OECD markers

### Gender

	DAC Gender 0 project	DAC Gender 1 project	DAC Gender 2 project
<b>Objectives</b>	<ul style="list-style-type: none"> <li>The project seeks to increase access to school and staying in school up to the age of 16.</li> <li>The project seeks to increase access to vocational training.</li> </ul> <p><i>No explicit distinction is drawn between boys and girls, but it is implicitly understood that the education project is open to all children of a certain age group. However, this approach does not take into account the potential risk that families (for various reasons) may choose to send boys and not girls to school.</i></p>	<ul style="list-style-type: none"> <li>The project seeks to promote equal access to school and staying in education for girls and boys up to the age of 16.</li> <li>The project seeks to promote equal access to vocational training, and remaining there, for young adults, both girls and boys.</li> </ul> <p><i>The project states that it is gender sensitive and will therefore have to implement a number of activities (awareness-raising campaigns with parents, religious authorities, and social services, where they exist) that must ensure that adults understand and accept the importance of educating boys and girls.</i></p>	<ul style="list-style-type: none"> <li>The project seeks to promote the empowerment of girls and inclusive and egalitarian education by developing a curriculum tailored to the differentiated needs of boys and girls.</li> <li>The project seeks to promote the empowerment of girls through a vocational training programme that challenges gender stereotypes by sector of activity and addresses the specific empowerment needs of young girls.</li> </ul> <p><i>The initial objective is to target girls and ensure not only that they access school but also that the educational facility (gender-sensitive faculty, textbooks without gender stereotypes, all courses open to girls) meets their specific needs so that they can feel comfortable, focus on learning and realise their potential alongside boys of the same age.</i></p>
<b>Monitoring indicators</b>	<ul style="list-style-type: none"> <li>The list of children to be enrolled was checked by the project team prior to the opening of schools/vocational training centres</li> <li>% of girls and boys on the lists</li> <li>Number of awareness-raising activities on the value of education for boys and girls</li> <li>Integration of sex-specific data by age group in the student database</li> </ul> <p><i>Including gendered outcome indicators is also important for a DAC 0 project to ensure that the intervention does not have negative effects on women, reinforcing inequalities. For example, it would no longer be acceptable to imagine a system of access to a new school that discriminates against girls or boys. Knowing that in some communities the education of girls is less popular, some thought must be given to raising awareness. However, these indicators will be less ambitious than for DAC 1 or 2 projects, since they do not aim to measure changes in power relations between genders but to avoid worsening them.</i></p>	<ul style="list-style-type: none"> <li>Gender parity in the parents' association</li> <li>Degree of gender parity among teaching staff</li> <li>Number of people (teachers, staff and parents) who have received gender awareness training in relation to keeping girls in school</li> <li>Integration of sex-specific data by age group in the student database</li> <li>Proportion of the budget allocated to activities aimed at access to school and keeping children in school/vocational training (school support, school canteen and crèche)</li> </ul>	<p>In addition to the indicators suggested for DAC Project 1:</p> <ul style="list-style-type: none"> <li>Sex-specific and age-specific success rates</li> <li>Perception (by girls, boys and adults) of the changing place of girls and its value in education/vocational training</li> <li>Girls' perception of their level of autonomy and confidence in their abilities</li> <li>% of girls and boys opting for courses considered unconventional (e.g. girls opting for mechanics and boys opting for reproductive health)</li> <li>% of girls and boys who are victims of violence</li> </ul>



## Env/CC

	DAC Rio 0 Project	DAC Rio Mitigation 1 project	DAC Rio Mitigation and/or Adaptation 2 project
<b>Objectives</b>	<p>The project seeks to modernise and improve the quality of higher education to promote the employability of young people.</p> <p><i>The project does not seek to target env/climate education or promote the employability of young people in sectors that are promising in terms of the climate transition.</i></p>	<p>The project seeks to improve the quality of higher education in science and technology, with a focus on renewable energies.</p> <p><i>The project's main objective is to improve the quality of higher education, but it includes a component linked to climate change.</i></p>	<p>The project seeks to integrate environmental &amp; climate education into school programmes or technical and vocational training (TVT) curricula by encouraging the participation of women in these technical fields.</p> <p><i>The main concern of the DAC 2 objective is to integrate env/CC themes into the education system and TVT.</i></p>
<b>Monitoring indicators</b>	<p><i>A DAC 0 project may include env/CC indicators to ensure that the intervention does not have adverse impacts on the environment and climate.</i></p> <ul style="list-style-type: none"> <li>Level of implementation of possible actions identified at the design stage to limit the environmental impacts linked to the construction and operation of teaching centre infrastructure/equipment</li> </ul>	<ul style="list-style-type: none"> <li>Number of training curricula adjusted and/or created on renewable energy topics</li> <li>Training capacity (number of students)</li> <li>Extent to which the provision of training is in line with job opportunities (employment opportunities in the sector)</li> <li>Rate of access/participation (men and women) to these training courses on renewable energy</li> </ul>	<ul style="list-style-type: none"> <li>Number of training/teaching programmes and teaching tools revised and adjusted to incorporate env/CC issues</li> <li>% of teaching staff who have received awareness-raising and training on these issues</li> <li>Extent to which the provision of training is in line with the needs/ job opportunities (type of green job opportunities identified by sector and needs for certain occupations/ professions to evolve in priority sectors vulnerable to CC)</li> <li>Access/participation of women in promising sectors, and number of promising sectors that can promote the empowerment of girls/women</li> </ul>

