

BUILDHER: GUIDELINES TO CHANGE AND COLLABORATION

A GUIDE TO CREATING A GENDERED APPROACH TO
CONSTRUCTION TRAINING DELIVERY

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GUIDELINES 01

ATTRACTING AND RETAINING WOMEN IN CONSTRUCTION TVET

1.1 RECRUITMENT & OUTREACH

- Encourage women to apply for construction training programs.
- Define recruitment goals for who, how, and where.
- Contact list, target areas, roles, and resources should be included in a clear strategy.
- Reach the target audience through physical meetings, websites, and social media. Crafting captivating communications about the training program's mission, principles, and advantages.
- Develop explicit targets for gender inclusivity: No. or % of women in Recruitment and Outreach Team, No. or % of women in interview panel/ M&E team, % of women applicants etc.
- Develop clear reporting stages and targets for each reporting stage, to ensure team accountability.

1.1.2 Monitoring & Evaluation

- Work with community leaders, CBOs, and NGOs to inform and increase the participation of women. The organization's team and beneficiaries can mobilize through many referrals.
- Ensure program, process and application requirements are clear to mitigate against abuse of power
- Equip Recruitment and Networks Partners with the language and information to represent the organization/institution well.
- Incorporate women into interview panels.

1.1.2 Monitoring & Evaluation

- Check your strategy and activities periodically to ensure it meets the objectives.
- Have one department take ownership and accountability.
- Establish at least 3 communication points during project initiation for partner and team engagement: at the start to provide recruitment language and targets, midway to discuss performance against targets, and at the end to report overall performance against targets.
- Have clear communication on the training program's requirements, expectations, and benefits.
- Include women in the Monitoring & Evaluation team.

1.2 A GUIDE FOR TRAINERS

1.2.1 Power Dynamics:

- Train your team on the existence of power dynamics and how they affect the training process and outcomes.
- Train all trainers on organization safeguarding and anti-harassment policies and ways to ensure dignity and trust.
- Develop, clarify, and have stakeholders sign safeguarding and anti-harassment policies.
- Train trainees and artisans on safeguarding and anti-harassment policies.
- Define recruitment goals for who, how, and where.

- Contact list, target areas, roles, and resources should be included in a clear strategy.

1.22 Creating a Safe Training Space

- Develop Discussion activities where you ask trainees to share their opinions.
- Show respect to trainees, pronounce names correctly, and be open to learn and to get it right.
- Practice active listening by giving full attention to our trainees and artisans by validating their perspectives, and responding empathetically.
- Create a Health and Safety committee, to monitor and report on safeguarding and dignity on a monthly basis.
- Acquire accident insurance for trainees while in training.
- Provide sanitary bins, lactation rooms etc. and other needed women-sensitive infrastructure.

Boundaries

- Train trainers on personal boundaries that relate to beliefs, values, and references, enabling individuals assert their choices and maintain individuality and self-respect.
- Train trainers on emotional boundaries protect their well-being by guiding emotional management, sharing, and reception, maintaining balance and preventing emotional burdens.
- Train trainers to normalize vulnerability by sharing experiences and emotions as appropriate, encouraging others to do the same.
- Train trainers on physical boundaries to respect trainees personal space and comfort to avoid touching trainees, avoid standing or sitting in close proximity to trainees, ensuring a sense of safety in training environments.
- Provide separate requirements for trainee and trainer dress code.
- Set clear meeting requirements between trainers and trainees e.g. meeting room doors should be open during meetings.
- Train trainers on professional boundaries and communication to prevent excessive involvement in a trainee's personal life and mitigate opportunities for improper behaviour.
- Develop clear communication channels, to clarify who is approved to communicate with trainees individually or in group channels.
- Train trainers in counselling and mental health coaching, professional boundaries which are vital for: Privacy, role clarity and preventing conflicts of interest that could hinder the trainee's best interests.

1.2.3 Language and gender inclusiveness:

- Foster gender inclusivity by educating trainers and trainees on gender diversity, including identities and expressions, and familiarizing them with relevant terms and concepts.
- Ensure all trainees feel valued, heard, and respected in classes and workshops by promoting open dialogue, regardless of their background.
- Gender-inclusive language and imagery should be included in training materials, such as utilizing both he and her as examples and photographs of men and women in handouts, films, and presentations.
- Use role play exercises and scenarios to address gender stereotypes in the workplace, cultural sensitivities at work and at home, and promote gender-inclusive language.

1.2.4 A Guide to Holistic Curriculum Delivery

- Include gender-specific training in areas such as life skills, career goal planning, wellness, and employability.
- Ensure the curriculum is inclusive by accommodating learners of diverse backgrounds including different ages, ethnicities, nationalities, religion and socio-economic status.
- Incorporate gender sensitivity training modules to address bias and promote equity.
- Integrate Life Skills training: communication, leadership, finance, health, rights to be able to navigate various aspects of life and make informed decisions.
- Include strength training and nutrition to prepare women for physically demanding work.
- Host support events, like Family Day, to address family bias and change of mindsets.
- Provide hands-on experiences and internships to ensure confidence and build capacity of women before they join the real-world settings.
- Develop a mentorship program to expose trainees to successful female role models in construction so they can envision themselves in the industry.

1.2.5 Integrating Gendered Training into Institutional Culture

Training of Trainers

- Get organization leadership's commitment to allocate resources to support trainers in areas such as gender capacity building and policy development.
- Develop and implement policies that prioritise gender equality, safeguarding and a clear code of conduct.
- Provide gender sensitivity training to trainers that covers topics such as gender identity, expression, unconscious bias and diversity.
- Incorporate gender content into curricula, covering awareness, dynamics, and mainstreaming.
- Promote the use of gender inclusive language in all training materials and communication; and instructional methods that cater towards diverse learning styles and needs. Avoid the use of gender-biased terms and stereotypes.
- Ensure diversity amongst trainers including representation of different genders and backgrounds.

Institutional Communication

- Develop inclusive policies for recruitment, harassment, and conduct with clear definitions, reporting, consequences,
- Establish clear communication policies and reporting procedures to facilitate effective communication and accessible channels for reporting within the organization.
- Train trainers to use gender-inclusive language in all forms of communication, such as emails, documents, and media appearances, to foster inclusivity and respect.

1.2.6 Monitoring and Evaluation Progress

- Define smart goals for retaining women artisans in your TVET focus area e.g. in Construction. Ensure these goals align with your organization's broader diversity and inclusion objectives.
- Develop KPIs for your organizational goals, like job roles. Use metrics that align to your organization's objectives e.g. no. trainees working, their job roles and career progression, demographics.
- Collect baseline data, track artisans, and compare using KPIs.
- Conduct continuous trainee surveys and gather feedback on their challenges.
- Conduct exit interviews to understand reasons for trainees leaving.
- Analyze trainee data on performance, career progression, and job satisfaction trends.
- Use findings to adjust or develop programs, such as mentorship.

GUIDELINES 2

GENDERED TRAINING SPACES FOR WOMEN AND GIRLS

2.1 WHY TRAINING SPACES DESIGNED AND BUILT FOR WOMEN AND GIRLS WORK FOR EVERYONE

- Inclusivity:** Spaces designed to meet the needs of women, including safety, comfort, and accessibility, benefit all students, regardless of gender.
- Enhanced Learning Environment:** Comfortable and supportive spaces, featuring ergonomic seating, good lighting, and a pleasant atmosphere, foster improved concentration and focus, leading to enhanced educational outcomes for all.
- Diverse Perspectives:** Spaces catering to women's needs encourage a diverse mix of students, enriching the learning experience with different perspectives, backgrounds, and skills.
- Equity and Gender Sensitivity:** Addressing gender-specific challenges, such as providing lactating rooms, fosters a culture of respect and inclusivity that benefits everyone.
- Reducing Stereotypes:** Purposeful design to challenge gender stereotypes and biases promotes a more inclusive and open-minded learning environment.
- Encouraging Participation:** Spaces designed for women and girls create a more welcoming atmosphere in traditionally male-dominated fields, boosting confidence and participation levels for higher retention.
- Community and Support:** Training spaces fostering a sense of community and support benefit all students, offering opportunities for networking, mentorship, and emotional support.
- Flexible Design:** Features like flexible seating and quiet study areas designed for women and girls accommodate various learning styles and preferences for all students.
- Improved Safety:** Spaces prioritizing women's safety, including well-lit areas, security measures, and clear emergency exits, create a safer environment for everyone.
- Feedback and Adaptation:** Designing spaces for women and girls involves gathering input and feedback from diverse student groups, ensuring adaptability and improvement based on evolving student needs.

2.2 CHARACTERISTICS OF TRAINING SPACES SAFE FOR WOMEN AND GIRLS

- Ensure rigorous health and safety procedures are consistently followed to minimize risks and hazards during training activities.
- Ensure that the training space is equipped with the necessary tools, equipment, and resources to support the specific tasks and activities involved in the training program.
- Establish clear and organized systems and procedures for the training program to promote efficiency, effectiveness, and a structured learning environment.
- Create a training space that is free from bias, discrimination, judgment, and conflict. Foster an atmosphere of respect, inclusivity, and psychological safety.
- Reinforce zero tolerance of GBV and utmost safeguarding practices in staff meetings and trainings.

2.3 GENDERED TRAINING SPACES: GUIDING PRINCIPLES AND STRATEGIES

- Strategic Allocation of Spaces:** Specific spaces for women's use e.g changing rooms, lactation room, separate washrooms for women and men, adequate classrooms and in person mental health coaching room.
- Ergonomics:** Adequate and well-spaced circulation spaces, well-spaced classrooms and workshops, individual working areas and tools, Well designed furniture (chairs, tables and working benches) including proper demarcations.
- Safety:** Health and safety guidelines in all spaces, safety training for each trade, presence of health and safety committee and laid out procedures. Safe spaces, well-lit spaces, providing sanitary bins, appropriate PPE, tools and equipment sized for women and suited to the task at hand.
- Holistic:** Having training and build-up for different human aspects that include: Mental, physical, social, economic, character and psychological
- Allocation of Resources:** Adequate resources allocated for gendered aspects of the training. Having specific targets, budgets and budget items.

2.4 HEALTH & SAFETY GUIDELINES

- Ensure all trainees undergo health and safety training during their trade training.
- Provide custom made overalls for each trainee to ensure proper fit.
- Enforce strict adherence to the use of health and safety protective gear.
- Ensure statutory compliance of an annual Health & Safety audit of the training centre.
- Develop a clear response procedure for reporting accidents and any other safety occurrences.
- Implement a system for continuous data collection and dissemination of information for accidents, dangerous occurrences and cases of ill-health as primary data for providing remedial measures, planning and allocation of resources.
- Create standardized operating procedures (SOPs) for health and safety in each workshop and trade, outlining specific safety protocols and practices to be followed.
- Ensure proper signage is prominently displayed throughout the training facility to convey safety information and guidelines effectively.

2.5 MONITORING AND EVALUATING SPACES

- Scheduled Statutory Health and Safety Audits.
- Conduct monthly in-house health and safety inspections.
- Conduct annual audits of gender-specific spaces: lactation facilities, observed safety precautions etc.

GUIDELINE 3

GENDER INCLUSIVE MENTORSHIP IN TVET PROGRAMS

3.1 PURPOSES AND BENEFITS OF MENTORING:

- ❑ **Skill Development:** Inspires mentees to acquire new skills, knowledge, and competencies relevant to their goals or field of interest; and guidance on technical skills, problem-solving, decision-making and more.
- ❑ **Career Advancement:** Mentors provide advice on career choices, setting goals, and offer strategies for advancing in their chosen profession.
- ❑ **Networking:** Mentees access mentors' industry networks, which can lead to valuable contacts, job opportunities and collaborations.
- ❑ **Confidence Building:** Mentors provide a safe and supportive environment for mentees to build confidence and self-esteem through positive feedback and encouragement which helps mentees overcome self-doubt and imposter syndrome.
- ❑ **Knowledge Transfer:** Mentors share their experiences and insights, helping mentees gain a deeper understanding of their chosen field which accelerates learning and reduces the learning curve for mentees.
- ❑ **Problem Solving:** Mentors can help mentees navigate challenges and solve problems by offering different perspectives and solutions based on their own experiences.
- ❑ **Personal Growth:** Mentoring extends beyond professional development. Mentors provide guidance on personal growth, work-life balance, and setting meaningful life goals.
- ❑ **Accountability:** Involves setting goals and milestones. Mentors hold mentees accountable for their progress and help them stay focused on achieving their objectives.
- ❑ **Diversity and Inclusion:** Promotes diversity and inclusion by connecting individuals from different backgrounds and providing support to underrepresented groups in various fields.
- ❑ **Succession Planning:** To help prepare the next generation of leaders by transferring knowledge and leadership skills through continuous training.
- ❑ **Leadership Development:** Cultivate leadership qualities through mentoring to pursue, nurture and enhance individuals' leadership qualities and competencies, fostering their growth into effective leaders within organizations and communities.
- ❑ **Long-Term Relationships** by forging lasting connections that enable mentors and mentees to establish trust, provide ongoing support, and facilitate mutual growth.
- ❑ **Personalized Guidance** that is tailored to support individual needs that are tailored to the specific needs and aspirations of the mentee.

3.2 WHY GROUP MENTORING IS A SAFE AND INCLUSIVE OPTION FOR WOMEN:

- ❑ **Strength in Numbers:** Group mentoring fosters a supportive community, reducing feelings of isolation and vulnerability and enhancing safety and comfort.
- ❑ **Diverse Perspectives:** It brings together women from diverse backgrounds, enriching the learning experience, sharing various perspectives and strategies for success.
- ❑ **Peer Support:** Encourages peer support, enabling women to share experiences, advice and provide emotional assistance, particularly in addressing common gender-related issues.
- ❑ **Reduced Power Dynamics:** Mitigates discomfort and intimidation felt in one-on-one mentoring by distributing influence more evenly among participants.
- ❑ **Skill Exchange:** Enables skill and experience sharing among participants, promoting a dynamic learning environment.

- **Problem-Solving:** Women can collectively brainstorm solutions to challenges related to gender bias and discrimination.
- **Increased Confidence:** Seeing others' success in overcoming similar challenges boosts confidence, empowers them to take on leadership roles and self-advocacy.
- **Inclusivity:** Accommodates a larger number of participants, ensuring accessibility for more women across cohorts.
- **Accountability:** Participants hold each other accountable for setting and achieving career goals, thus motivated to stay focused.
- **Networking:** Facilitates networking among peers, potentially leading to valuable future career contacts.
- **Education and Awareness:** Enables discussions on gender equality, diversity, and inclusion which raise awareness and drive change within the institution.
- **Long-Term Support:** Connections formed provide lasting networks of support for women as they progress in their education and careers.
- **Institutional Commitment:** Demonstrates an institution's dedication to diversity and inclusivity, encouraging women's enrolment and persistence in TVET programs.

3.3 PEER AND PROFESSIONAL MENTORSHIP FOR WOMEN IN TVET:

Combining both types of mentorship forms a comprehensive support system addressing academic, emotional, and career needs while promoting belonging, empowerment, and inclusivity.

- **Peer Mentor:** Fellow female student/alumnus who has been in the same training context, lived through and shared similar experiences and backgrounds with fellow female students, and provides guidance and support to new/ongoing female students (mentees).
- **Professional Mentor:** Individual with extensive experience in the field or industry related to the TVET program, and offers expert guidance and insights.

3.4 BENEFITS OF PEER MENTORSHIP:

- **Shared Experiences:** Peer mentors relate with female students due to similar challenges thus offer empathy enabling mentees to open up to them.
- **Emotional Support:** Provide a safe space enabling them to trust their peers, be vulnerable and discuss experiences and feelings, especially related to gender issues.
- **Academic Assistance:** Offer tips and guidance practical guidance on academic challenges and study techniques.
- **Confidence Boost:** Interaction with successful peers in TVET increases confidence and resilience in the face of academic and gender-related challenges.
- **Peer Networking:** Encourages peer connections, fostering mutual trust, friendship and a sense of belonging.
- **Role Modelling:** Peer mentors are relatable role models, showcasing that success is attainable and inspiring mentees to pursue their goals with determination.

3.5 BENEFITS OF PROFESSIONAL MENTORSHIP:

- **Experienced Guidance:** Provide expert insights based on industry experience. Professional mentors are typically individuals with extensive experience in the field or industry related to the TVET program. They offer expert guidance and insights.
- **Career Development:** Professional mentors can provide guidance on career paths, job search strategies, and industry trends. This can help female trainees make informed decisions about their futures.
- **Networking Opportunities:** Mentors introduce mentees to their professional networks, providing access to valuable contacts, internships, job opportunities, and potential employers committed to diversity and inclusion.

- Leadership Development:** To cultivate, enhance leadership skills and readiness among individuals, equipping them to excel in future roles of greater responsibility and influence.
- Personalized Guidance:** Tailors mentorship to mentee's needs and goals, ensuring guidance provided is relevant and effective.
- Increased Accountability:** Mentees set and work towards clear goals, enhancing their accountability and motivation to succeed in their careers.
- Industry Insights:** Share insights on industry challenges, opportunities, and trends, giving students a competitive edge.
- Long-Term Commitment:** Offer extended, focused support for career advancement and development.

3.6 INTEGRATING MENTORSHIP IN INSTITUTIONAL CULTURE:

1. Institutional Backing/Support:

- Organization Commitment:** Ensure organizational leadership is committed, allocates resources, and supports mentorship program integration.

2. Formal, Structured Mentorship Programs & Integration:

- Clear Goals and Objectives:** Define inclusive and clear goals, objectives, program structure, and timelines aligned with gender equality and diversity goals.
- Role Clarity:** Set and communicate clear roles and expectations for mentors and mentees.
- Cross-Functional Collaboration:** Facilitate collaboration across teams and identify where mentorship program activities can align with training curricula.
- Sustainability:** Integrate mentorship into the TVET curriculum and institutional policies for long-term sustainability.

3. Building Ownership/Buy-in to Mentoring Program:

- Effective Communication:** Communicate the purpose and value of mentoring, why group mentoring is safe and inclusive, and the various mentorship categories to potential mentors and mentees.
- Themes Identification:** Gather mentorship themes from women trainees (potential mentors and mentees) through surveys.
- Stakeholder Communication:** Provide an overview of the program's intentions, structure, and processes to stakeholders considering participation as mentors or mentees to build understanding and buy-in.

3.7 A PARTICIPATORY AND INCLUSIVE APPROACH TO MENTOR SELECTION:

1. Establish a Diverse Mentor Pool:

- Recruit mentors from diverse backgrounds, including different genders, nationalities, ages, ethnicities, and experiences.

2. Mentor Selection:

- Develop mentor selection criteria ensuring equal opportunities and diversity in background, race, age, ethnicity.
- Communicate program goals, benefits, and selection criteria to stakeholders, including potential mentors and mentees.
- Engage peers in nominating and voting for preferred peer mentors.
- Involve organization team members in nominating and voting for professional mentors according to predefined criteria.
- Formally communicate with selected mentors. Share program goals, objectives, benefits, and reasons for their selection, allowing them to accept or decline the offer.

3. Mentor Training:

- Provide mentor training, including awareness of gender bias, stereotypes, unconscious bias, and power dynamics.
- Educate mentors on creating an inclusive and respectful environment.
- Guide mentors on managing the mentorship process, professionalism, ethics, documentation, and reporting.
- Provide safeguarding training on matters of confidentiality, how to establish boundaries, balance expectations and manage self-care.

4. Mentee Selection & Mentor Matching:

- Develop criteria for mentee selection, ensuring equal opportunities and avoiding gender bias.
- Consider mentee preferences and needs when matching them with mentors, avoiding stereotypes and assumptions based on gender.

5. Safeguarding and Dignity in Mentoring Programs:

- Create a supportive and inclusive environment, addressing gender-based discrimination, harassment, or bias promptly.
- Communicate the mentorship process, benefits, mechanisms for reporting issues, and manage mentee expectations.
- Schedule regular check-ins between mentors and mentees for progress monitoring, discussing challenges, and providing feedback.
- Encourage open and honest communication between mentors and mentees.

6. Skill Development:

- Focus on skill development, career advancement, and confidence-building for all participants, regardless of gender.

7. Celebrating Diversity:

- Celebrate and highlight the diversity of TVET program and mentorship participants, acknowledging their contributions.

8. Promote Networking Opportunities:

- Encourage mentees to expand their networks within and outside the TVET program for broader opportunities and perspectives.

9. Awareness Campaigns:

- Conduct awareness campaigns and workshops on gender equality and inclusion to foster an inclusive culture within the TVET community.

10. Seek External Resources:

- Collaborate with organizations and experts in gender equality and inclusion for insights, best practices, and resources.

11. Monitoring, Evaluation & Program Communication:

- Continuously evaluate program effectiveness in promoting gender inclusivity, collecting feedback, and making necessary adjustments.
- Establish key performance indicators (KPIs) to measure program impact and regularly communicate results and progress to stakeholders.
- Maintain ongoing evaluation and adaptability to meet the changing needs of program participants.

GUIDELINE 4

NETWORKING FOR FASTER SECTOR INCLUSIVITY

4.1 NETWORKING FOR CAREER GROWTH:

- **Women Networks:** Establish women-focused networking groups within your organization and the TVET community. These groups provide a safe and supportive space for women to connect, share experiences, and mentor each other.
- **Mentorship Programs:** Develop mentorship programs specifically aimed at supporting women in TVET. Encourage successful alumni and women in the field to mentor and guide aspiring female students/women within your organization and the TVET space.
- **Inclusive events and Workshops:** Organize gender-inclusive events, workshops, and seminars that provide networking opportunities to create forums to address relevant issues such as gender bias, workplace inclusion, and career development.
- **Online Communities:** Establish and promote online communities for women in TVET to connect, share ideas, access work/business opportunities, resources, and networking. Utilize platforms like social media, job portals, and professional networking sites for effective engagement.
- **Cross-Industry Networking:** Encourage women to network and collaborate with professionals from other industries to broaden their horizons and access diverse perspectives.
- **Promote Male Allies:** Encourage male colleagues and leaders to become allies in promoting gender inclusivity. Allies can support women's networking efforts and advocate for gender equality in TVET.
- **Partnerships with Industry Organizations:** Collaborate with industry organizations that promote gender diversity and inclusion in TVET. These partnerships can provide access to resources and networking opportunities.
- **Professional Development Opportunities:** Offer training and workshops on networking skills to help women build confidence and effectively navigate networking events and situations.
- **Visibility and Recognition:** Recognize and celebrate the achievements of women in TVET through awards, conferences, and publications. Increased visibility inspires others and creates networking opportunities.
- **Support for Returning Professionals:** Provide support and networking opportunities for women who have taken breaks in their TVET careers to raise families or for other reasons. This community of support encourages their reintegration into the field.
- **Leadership Development Programs:** Develop programs that specifically target women in TVET. These programs can provide the skills and connections needed to advance in their careers.
- **Collaborate with Academic Institutions:** Partner with universities and research institutions to promote gender-inclusive networking opportunities and research initiatives in TVET.
- **Evaluate and Adjust:** Set KPIs for your networking program. Continuously assess the effectiveness of your networking initiatives to identify lessons, and make adjustments based on feedback and outcomes.

4.2 HOW TO LEVERAGE BOTH PEER AND PROFESSIONAL NETWORKING:

4.2.1 Peer Networking:

- Establish peer mentorship programs for artisans where experienced female students mentor newcomers.
- Workshops and forums:** Arrange events for female TVET trainees to address gender bias, training challenges, career goals, and strategies to overcome future career obstacles, offering valuable insights for their training and workforce transition.
- Women in Leadership:** Invite accomplished female TVET professionals for panel discussions, storytelling, and interaction with trainees, fostering relatability, shared experiences, and role modeling.

4.2.2 Professional Networking:

- Industry Events and Conferences:** Encourage female students to attend industry events to network, learn, and discover job opportunities.
- Internships and Placements:** Facilitate industry partnerships for internships and real-world on work experiences where they earn as they upskill.
- Alumni Engagement:** Create alumni networks to provide mentorship, job referrals, and advice to current students.
- Career Fairs:** Organize industry-specific career fairs to connect students with diverse employers.
- Professional/Online Platforms:** Encourage the use of professional platforms such as LinkedIn for networking among women in TVET. These platforms enable job referrals & connections, and performance-based incentives from client and employer reviews. They also foster online communities that enhance engagement and knowledge sharing.
- Professional Development Workshops:** Offer workshops on resume building, interviews, and networking skills to provide professional development.

4.3 DEVELOPMENT OF AN INCLUSIVE NETWORKING PROGRAM:

- Identify Objectives and Goals:** Clearly define the goals of the networking program to help you determine what you aim to achieve in terms of retaining women in TVET, outcomes such as increasing their participation, academic success, and career advancement.
- Establish a Leadership Team:** Form a diverse and dedicated team or committee responsible for designing, implementing, and managing the networking program to guide the development, implementation and tracking the achievement of program goals. Ensure diversity within this team.
- Needs Assessment:** Understand trainees' needs and challenges related areas such as to career growth, job linkage, entrepreneurship support and tailor the program to address these concerns.
- Develop a Program Framework:** Create a comprehensive program framework that outlines the structure, objectives, and activities of the networking program. Consider including both peer and professional networking components/ activities.
- Inclusivity and Accessibility:** Ensure that the program is accessible to all female students, including those from diverse backgrounds, literacy levels and consider any physical or digital accessibility needs for equal educational opportunities.
- Integrate Networking into the Curriculum:** Embed networking components into the curriculum. This includes coursework, workshops, and assignments that emphasize the importance of networking skills. Offer training to both mentors and mentees on topics like diversity, inclusion, and effective networking skills.
- Advocacy and Outreach:** Actively promote the networking program through various channels, including social media, emails, and flyers. Encourage participation among female students with the aim of encouraging female trainees to participate and benefit from the program's opportunities and resources.

- **Sustainability:** Develop a sustainability plan that ensures the program's longevity and continued impact.
- **Collaborate with Allies:** Collaborate with male allies, departments, and staff who are committed to gender inclusivity to support and promote the program.
- **Celebrate Success Stories:** Share success stories of female students who have benefited from the networking program to inspire others.
- **Adapt and Evolve:** Be prepared to adapt and evolve the program based on changing needs and feedback from participants.

4.4 INTEGRATING NETWORKING IN INSTITUTIONAL CULTURE:

- **Integrate formal and structured networking programs** into training to establish networking as a systematic practice within the organization's training and development process. This ensures that networking is an integral and recognized part of professional growth, rather than an ad-hoc effort.
- **Partnerships:** Engage in collaborations with sector stakeholders and organizations to build partnerships and facilitate knowledge sharing, thereby enhancing the effectiveness and impact of the networking culture.
- **Attend Partners Events:** Participate in industry conferences, seminars, webinars, virtual conferences and workshops related to inclusivity, diversity, and safeguarding. These events provide opportunities to network with like-minded professionals and stay updated on industry trends and innovations.
- **Online Networking Platforms:** Utilize online platforms and social media for networking. It allows for broader outreach, engagement with a diverse audience, and connection with professionals and organizations committed to inclusivity and safeguarding. Share your best practices related to inclusivity and safeguarding.
- **Stay Informed:** Continuously educate yourself on the latest research, best practices, and legal developments related to inclusivity and safeguarding. Share this knowledge with your network to keep everyone informed.

4.5 SAFEGUARDING AND DIGNIFIED NETWORKING PROGRAMS:

- **Secure reporting mechanisms:** Implement secure reporting channels for cases of discrimination, harassment, or violence, demonstrating the organization's dedication to fostering a safe environment where individuals can voice their concerns without fear of retaliation.
- **Promote Effective and Respectful Communication** in professional networking. Effective communication skills facilitate productive exchanges, build positive relationships, and contribute to the success of networking efforts in various professional settings.
- **Conflict Resolution:** Provide strategies for conflict resolution in networking situations. These strategies help navigate disagreements or tensions, maintain positive relationships, and ensure that networking remains constructive and beneficial.
- **Identify Key Stakeholders:** Determine and collaborate with key organizations within the sector that share your goals, who are involved in or have an interest in inclusivity and safeguarding in order to collaborate in promoting inclusivity and ensuring the safety of program participants.
- **Ethical Networking:** Emphasize ethical behavior and integrity in networking interactions which is essential to maintain professionalism and trust within professional networks.
- **Effective Communication:** Teaching individuals how to engage in meaningful and respectful conversations with others in a professional context to support their career progression.
- **Encourage inclusivity and diversity** in networking opportunities which creates an environment where individuals from various backgrounds, including different genders, ethnicities, and perspectives, feel welcome and have equal access to networking opportunities.

4.6 MONITORING, EVALUATION & COMMUNICATION:

- Implement regular evaluations and surveys to assess program impact.
- Create a feedback mechanism for participants to provide input and suggestions.
- Measure the impact of networking efforts and share results which is crucial for assessing the effectiveness of networking programs and strategies.

APPENDIX

GUIDELINES 01

1.2 A GUIDE FOR TRAINERS

1.21 Power Dynamics:

- **Acknowledge Power Dynamics**
 - Acknowledge that they exist and that they may affect the training process and outcomes.
 - Be transparent and honest about your own position and privilege, as well as the potential challenges and biases that may arise during the training.
 - Invite team members to share their perspectives and experiences of power dynamics in the workplace, and to listen and learn from each other with respect and empathy.
- **Create Ground Rules**
 - Create ground rules for the training that promote a positive and supportive learning climate - use inclusive language, avoid interrupting or dominating the conversation, respect different opinions and perspectives, ask for clarification or feedback, and speak from your own experience.
 - Involve your team members in developing and reviewing the ground rules, and remind them of their importance and relevance throughout the training.
- **Facilitate Dialogue**
 - Dialogue builds understanding, trust, and collaboration among participants.
 - Dialogue addresses power dynamics by creating a space for your team members to share their stories, insights, and questions, and to explore different perspectives and realities.
 - Facilitate dialogue by asking open-ended and reflective questions, encouraging active listening and feedback, acknowledging emotions and tensions, and summarizing and synthesizing the main points and themes.
- **Address Resistance**
 - Resistance can be a sign of power dynamics, as some participants may feel threatened, defensive, or uncomfortable by the topics or discussions.
 - Address resistance by acknowledging and validating the feelings and concerns of the participants, providing factual information and examples to counter myths or stereotypes, emphasizing the benefits and goals of the training, and offering support and resources for further learning.
- **Evaluate and Follow up**
 - Evaluate and follow up on the training: use surveys, feedback forms, quizzes, or interviews.
 - Ask team members to reflect on their own learning and behavior changes, and to share their feedback and suggestions with you.
 - Follow up is a way to reinforce and sustain the learning and outcomes of the training, as well as to monitor and address any issues or challenges that may emerge.
 - Follow up on the training by providing ongoing support and coaching, creating opportunities for continuous learning and dialogue, and implementing policies and practices that promote diversity and inclusion in the workplace.

BUILDER INNOVATION CENTER

