



A JOBS FOR THE FUTURE INITIATIVE

# THE PINK TO GREEN TOOLKIT: ADDING A GENDER LENS TO GREEN JOBS TRAINING PROGRAMS

CREATED BY WIDER OPPORTUNITIES FOR WOMEN FOR THE GREENWAYS  
INITIATIVE

MAY 2013

## TOOL 4.1

### PUTTING A GENDER LENS ON TRAINING CURRICULA AND TEACHING: OVERVIEW PRESENTATION

#### THE PINK TO GREEN TOOLKIT

This tool is part of *The Pink to Green Toolkit: Adding a Gender Lens to Green Jobs Training Programs*, created by Wider Opportunities for Women for the GreenWays initiative. All tools are available online at: <http://greenways.jff.org/pinktogreen>

The GreenWays initiative provides high-quality workforce services to employers and to workers seeking to advance their careers in the green economy. The initiative invests in 20 workforce partnerships across six diverse industry sectors

in eight metropolitan labor markets. It builds on JFF's approach of organizing employers and workforce resources into sectoral workforce partnerships to promote career advancement for lower-skilled workers. GreenWays is supported by grants from the U.S. Department of Labor through Pathways Out of Poverty and the Green Jobs Innovation Fund.

[greenways.jff.org](http://greenways.jff.org)

This presentation introduces strategies for developing and delivering job training that targets women with the goal to provide job training that enables them to compete better in securing apprenticeships and employment in the building trades and other non-traditional fields.

The presentation addresses why a curriculum focused on women and other underrepresented populations is necessary and how to ensure gender inclusivity, sensitivity, and neutrality in teaching methods and program design.

For a broader perspective on including a gender lens in aspects of program design beyond the classroom, combine this overview with:

- Tool 1.2: Transforming Pink to Green—Recruiting Women into the Green Jobs Economy
- Tool 2.1: Assessment and Case Management Strategies to Support Women's Participation and Success in Green Jobs
- Tool 4.2: Checklist and Work Plan for Putting a Gender Lens on Training Design
- Tool 4.4: Worksheet for Understanding Privilege

## **WHO SHOULD USE THIS TOOL**

Instructors and trainers

**ACKNOWLEDGEMENTS:** This presentation is adapted from a 2011 presentation to the Building and Construction Trades Department, AFL-CIO, as part of the GreenWays initiative, funded by a U.S. Department of Labor Pathways Out of Poverty grant.

## AGENDA

ACKNOWLEDGING GENDER IN THE DESIGN AND DELIVERY OF CURRICULA

INTRODUCING CULTURAL COMPETENCY

STRATEGIES FOR ADDING A GENDER LENS TO A CURRICULUM

- > Elements of Effective Education for Women
- > Teaching Inclusively

BEYOND CLASSROOM INSTRUCTION

QUESTIONS AND DISCUSSION

## TODAY'S LEARNING OBJECTIVES

- > Develop skills and resources to address differences in working with traditionally underrepresented populations
- > Understand policies and practices that promote neutrality, sensitivity, and inclusivity around gender in the content and delivery of a curriculum
- > Learn how to use a gender lens when delivering curriculum modules

# ACKNOWLEDGING GENDER IN THE DESIGN AND DELIVERY OF A CURRICULUM

## WHAT IS YOUR CURRENT CAPACITY?

- > Examples of underrepresented groups are evident in training materials and throughout the training facility.
- > Our staff members have a deep understanding of the impact of gender stereotypes and hidden biases, and they understand the need for gender and culturally sensitive teaching practices.
- > We have professional development that builds the capacity of the staff to serve traditionally underrepresented groups.

### Exercise

For each statement, raise your hand in groups according to:

- 1) We agree
- 2) Needs work
- 3) Never considered

## ACTIVITIES TO BUILD A DIVERSE, MULTICULTURAL, AND QUALIFIED WORKFORCE

- > Evaluate your program's policies and practices with regard to cultural competency.
- > Go out of your way to recruit and serve women.
- > Provide case management strategies that support women, from assessment through job retention.
- > Ensure that your job-readiness training is designed to prepare all participants.
- > Advocate for diversity and equity with industry stakeholders.
- > **Apply a gender lens as you design and deliver your curriculum.**

## INTRODUCING CULTURAL COMPETENCY

Cultural competence refers to an ability to interact effectively with people of different cultures and socio-economic backgrounds.

Cultural competence comprises four components:

- > Awareness of one's own cultural worldview
- > Attitude towards cultural differences
- > Knowledge of different cultural practices and worldviews
- > Cross-cultural skills.

Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

Adapted from: "The Cultural Competence: The Nuts and Bolts of Strategic Diversity & Inclusion," by Mercedes Martin & Billy Vaughn, <http://diversityofficermagazine.com/cultural-competence/cultural-competence-the-nuts-bolts-of-diversity-inclusion>.

## I HAVE THE PRIVILEGE OF BEING UNAWARE OF MY PRIVILEGE.

To **understand** the cultural barriers that others face, examine the advantages you enjoy.

**Reflect** on any privileges you may have.

**Ask yourself:**

- > Do we live in a world where merit alone determines who gets ahead?
- > What unearned opportunities are common in our society?
- > How does your “legacy” appear in your daily life? This includes not only any financial benefits from your family but also such things as your gender and race, family members who have gone to college, friends who can help you get jobs, and much more.



# HOW DO YOU EXPERIENCE PRIVILEGE?

## EXAMPLES OF COMMON PRIVILEGES

- > I am confident that my co-workers do not think I got my job because of my sex or race.
- > I am never asked to speak for everyone of my religion.
- > I am never asked when I discovered I was heterosexual.
- > If I am married or if I get married, no one expects me to change my name or asks me why I don't change my name.
- > When I go to the supermarket, I can find the staple foods that fit with my cultural traditions.

### Exercise

Name one privilege that you experience because of your gender, race, language, or sexual orientation.

Share another based on your experience in or knowledge of the construction industry.

# PROGRAM STRATEGIES FOR ADDING A GENDER LENS TO CURRICULUM

## ELEMENTS OF EFFECTIVE EDUCATION FOR WOMEN: LEARNING STYLES

What's different about preparing women for careers in the skilled trade?

**Women tend to prefer learning experiences that:**

- > They help design
- > Are learner centered
- > Engage students in groups
- > Structure opportunities for feedback on drafts before a final product
- > Focus on process
- > Deemphasize competition

**Women are more likely than men to be affected by a lack of confidence, low self-esteem, and being stereotyped.**

## ELEMENTS OF EFFECTIVE EDUCATION FOR WOMEN: COMMUNICATION STYLES

### As students, women tend to:

- > Speak more quietly and briefly than men
- > Present statements more hesitantly, indirectly, or “politely”
- > Use “I” statements (“I guess . . .”; “I was wondering if . . .”)
- > Qualify or apologize for statements (“sort of”; “I may be wrong, but . . .”)
- > Add “tag” questions (“Isn’t it?” “Don’t you think?”)
- > Ask questions rather than make statements
- > Accompany statements with smiles or averted eyes rather than pointing or making other assertive gestures

### Students exhibiting these traits may be perceived to be:

- > Less rigorous in their ability to think critically
- > Lacking in intellectual sophistication

## ASSUMPTIONS

As students, women and others from underrepresented groups have highlighted common experiences for them in the classroom:

- > Teachers have low expectations.
- > Teachers expect them to speak up about racist or sexist behavior, and they believe that behavior is okay if the students don't protest

Women and others from underrepresented groups remind instructors not to assume that:

- > We are all alike
- > We can speak for our gender, race, or culture
- > We fit a stereotype or will defend one
- > Our previous knowledge is not credible

**Don't assume!**

## TEACHING INCLUSIVELY: CLASSROOM TIPS FOR INSTRUCTORS

- > Provide equal attention, instruction, feedback, and praise to students of both sexes.
- > Don't overlook quiet but capable students.
- > Create opportunities for male and female students to work together, and lead, in small groups.
- > Don't ask students of one gender to perform activities you wouldn't ask of the other gender.
- > Monitor classroom dynamics to avoid stereotyping and subtle classroom inequities.
- > Use a variety of models for creating or delivering lessons.
- > Increase the amount of time allotted for students to formulate answers to classroom questions.
- > Be consistent in your expectations around grading, dress, discipline, behavior, and classroom duties.

Adapted from: Teaching a Diverse Student Body, by Nancy Loevinger, 1994, University of Virginia

## AS A TEACHER, YOU BRING YOUR OWN EXPERIENCE AND UNDERSTANDING OF MULTICULTURALISM AND DIVERSITY INTO THE CLASSROOM.

### Exercise

Discuss one of these topics in a small group.

What messages did you learn about various “minorities” or “majorities” at home when you were a child? In school?

How have your views changed and how have they remained the same since then?

Recall an experience in which your own difference made you feel uncomfortable.

What was that difference? How did it affect you?

Rate your level of comfort when you are the only person in your room of your:

Gender, race or ethnicity, age, religion

Adapted from: Teaching for inclusion, published by the Center for Teaching and Learning, University of North Carolina at Chapel Hill, 1997

## CHOICE OF IMAGES AND WORDS

Images and words convey a lot about how we feel.

- > Avoid sexist and racist language in classroom discussions and written materials distributed to the class.
- > Highlight images of women and minorities in posters around the classroom and assigned materials.



**EXERCISE: IDENTIFY A GENDER-NEUTRAL REPLACEMENT FOR THESE TERMS.**

Businessman

Cleaning Lady

Congressman

Craftsman

Fireman

Foreman

Middleman

Man Hours

Manpower

Salesman

Stewardess

Weatherman



## GENDER-NEUTRAL TERMS

Business Manger,  
Executive

Housekeeper,  
Custodian

Congressperson,  
Congressional  
Representative

Skilled Worker,  
Artisan

Firefighter

Supervisor,  
Manager

Liaison,  
Intermediary

Working Hours

Workforce,  
Workers

Sales Agent,  
Associate

Flight Attendant

Weather Forecaster,  
Meteorologist

## CURRICULUM DESIGN

Check that your curriculum:

- ❑ Addresses sex-role and racial stereotypes, sexual harassment, and discrimination
- ❑ Reflects the experiences of diverse populations

Include modules that address the needs of diverse populations:

- ❑ Rights in the Workplace
- ❑ Preventing and Addressing Sexual Harassment (see Tool 4.5)
- ❑ Health and Safety of Women in Construction (see Tool 4.6)
- ❑ Building Cultural Competence (see Tool 4.7)

## HELPFUL TOPICS IN CONSTRUCTION TRAINING

- > Introductions to multiple trades
- > Identifying tools
- > Strategies for test-taking, including anxiety reduction
- > Spatial and mechanical aptitude
- > Hands-on technical skill practice
- > Surviving and thriving in a male-dominated environment



# BEYOND CLASSROOM INSTRUCTION

## INSTITUTIONAL POLICIES

- > Promote and enforce civil rights and sexual harassment policies and regulations.
- > Establish your program as a safe and supportive place for:
  - > Breaking down stereotypes
  - > Overcoming fear of the unknown
  - > Trying and practicing new things
  - > Networking with peers
- > Provide students with extra time and support if they need it to gain proficiency.



## ESTABLISHING STUDENT SUPPORTS

- ❑ Foster relationships with role models and mentors who reflect your students' gender, race, and culture.
- ❑ Facilitate informal support groups and peer counseling activities.
- ❑ Avoid isolating an individual as the only student in the class who is woman or from an underrepresented group. There is safety in numbers, as well as support!

## PROGRAM STAFF

- ❑ Provide professional development activities that help staff examine their own beliefs and introduce a gender lens to the program.
- ❑ Examine the program design for assumptions about the dominant culture that might not be true for non-dominant groups.
- ❑ Engage a diverse teaching and support staff.

## QUESTIONS AND DISCUSSION



## Green Ways

A JOBS FOR THE FUTURE INITIATIVE

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**GREENWAYS.JFF.ORG**



### JOBS FOR THE FUTURE

**Jobs for the Future** aligns education with today's high-demand careers. With its partners, JFF develops policy solutions and new pathways leading from college readiness to career advancement for struggling and low-income populations in America.

**WWW.JFF.ORG**



Wider Opportunities for Women

### Wider Opportunities for Women's (WOW)

intergenerational vision and mission of economic independence for women and girls is met by working nationally and in its home community of Washington, DC, on policies and programs which promote equality of opportunity for low-income women. For more than 45 years, WOW has helped women learn to earn, with programs emphasizing literacy, technical and nontraditional skills, the welfare-to-work transition, career development, and retirement security. Nationally, WOW engages in organizing, research, and advocacy—using the common framework—to design, implement, and advocate for programs and policies that move low-income families toward economic independence.

**WWW.WOWONLINE.ORG**