



Gender in TVET

Need Assessment Survey in Viet Nam



Structure

1. Overview and key findings
2. All colleges results
3. Looking through the quadrants of change



Survey Results

Overview

- 11 TVET colleges – technical occupations
- 245 TVET personnel (53% are female), of which 76% are teachers
- 544 students (35% are female)
- Average answering time teachers: 24 mins; students: 15mins
- Duration of survey running: 07.03.2024 - 01.04.2024

Key Findings

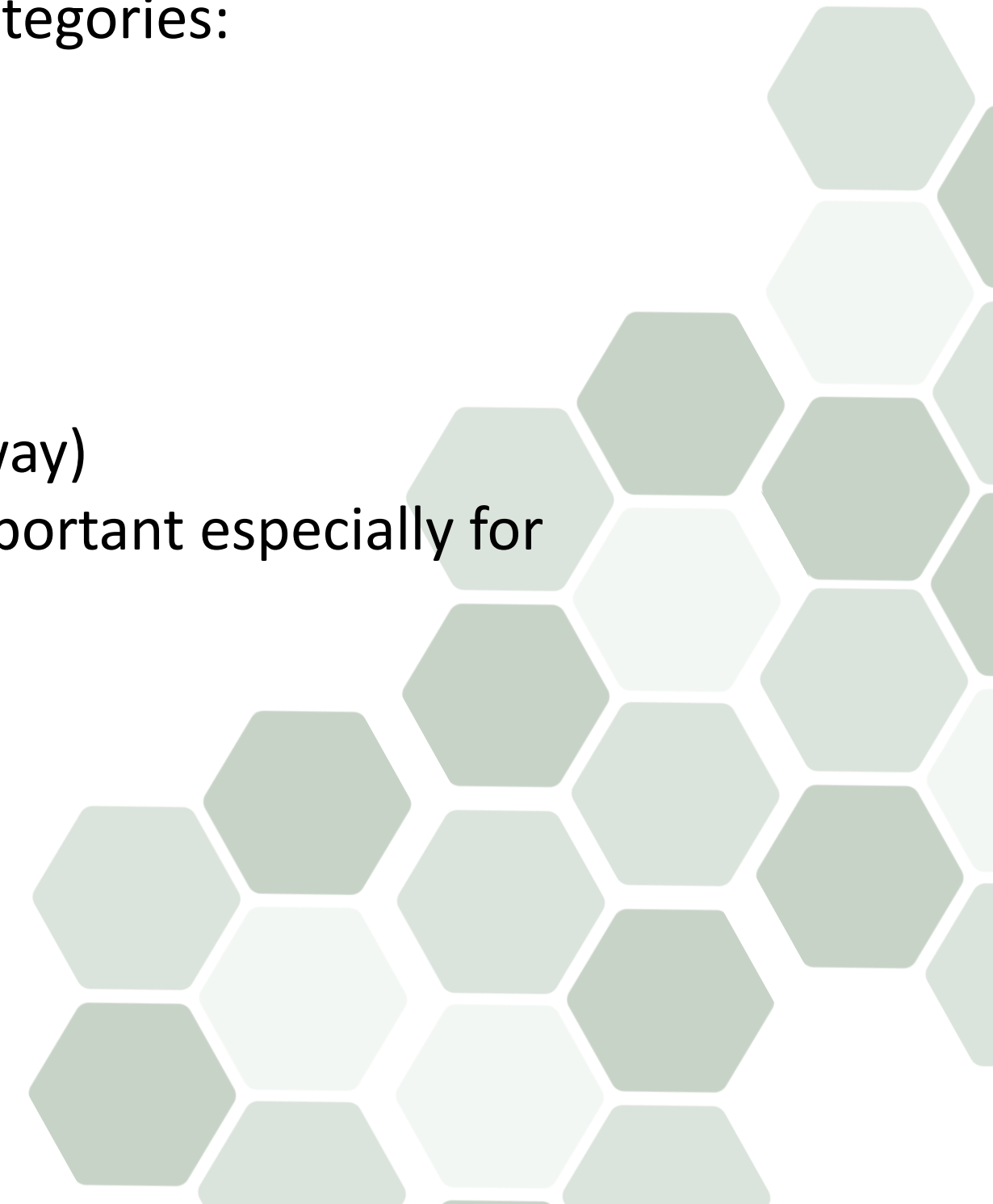
- Top 4 challenges:
 - ‘Getting girls interested in technical trades’,
 - ‘Stereotypes in families’
 - ‘Reaching out to girls’
 - ‘Possibilities for girls to exchange in a protected space’
- **There is a need for training and/or coaching to enhance gender equality at the colleges**



Key findings (continued)

Students Survey

- Additional challenges from students' perspective mostly fall into 3 categories:
 - (1) Finding jobs after graduation
 - (2) Stereotypes and expectation from society
 - (3) Physical/mental health to cope with technical work
- Other issues:
 - school time (too early so it is hard for girls to travel from far away)
 - school facility (no space in dormitory to dry laundry– this is important especially for girls' sanitation)
 - lack of extracurricular activities for girls (so they feel excluded)



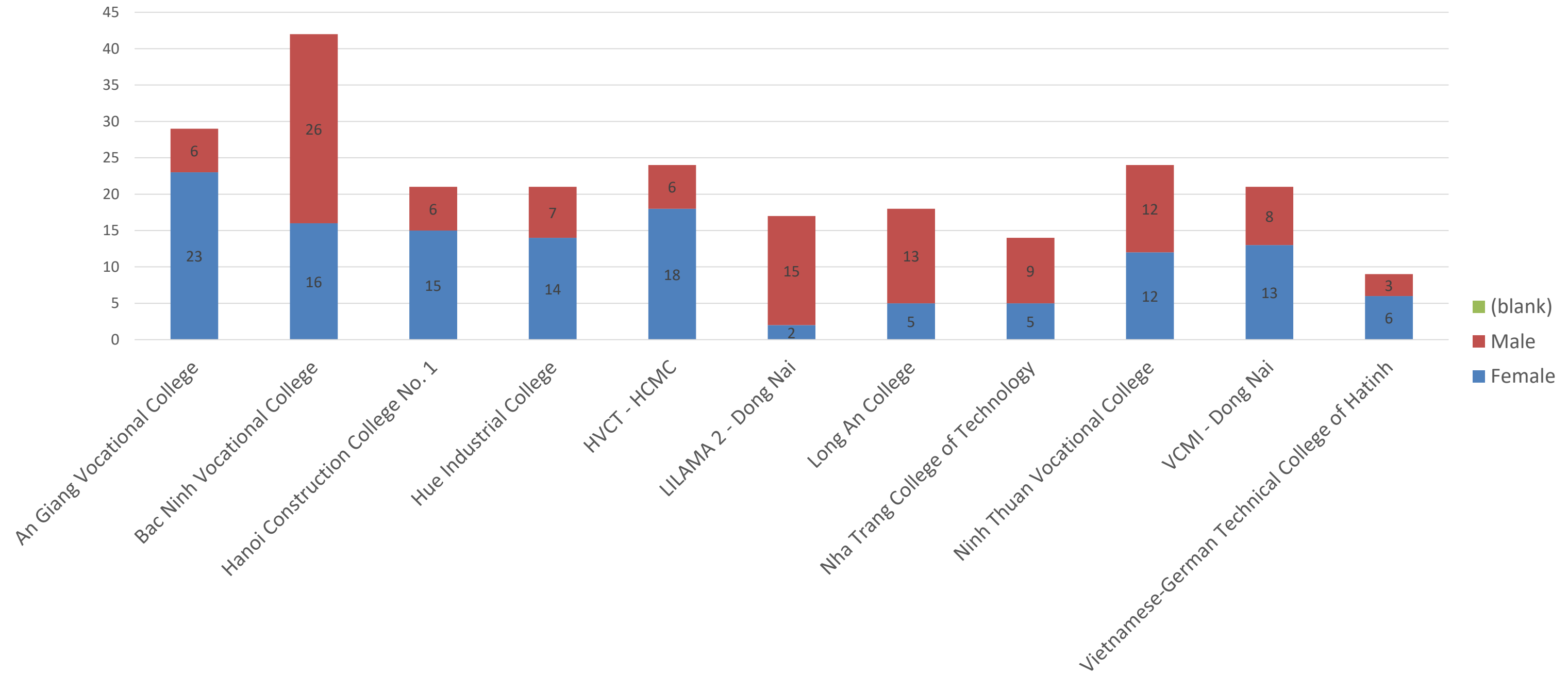
RESULTS - ALL COLLEGES

- TVET Personnel survey: Including Teachers, Management, Career Counselor, PR staff and other roles
- Student survey



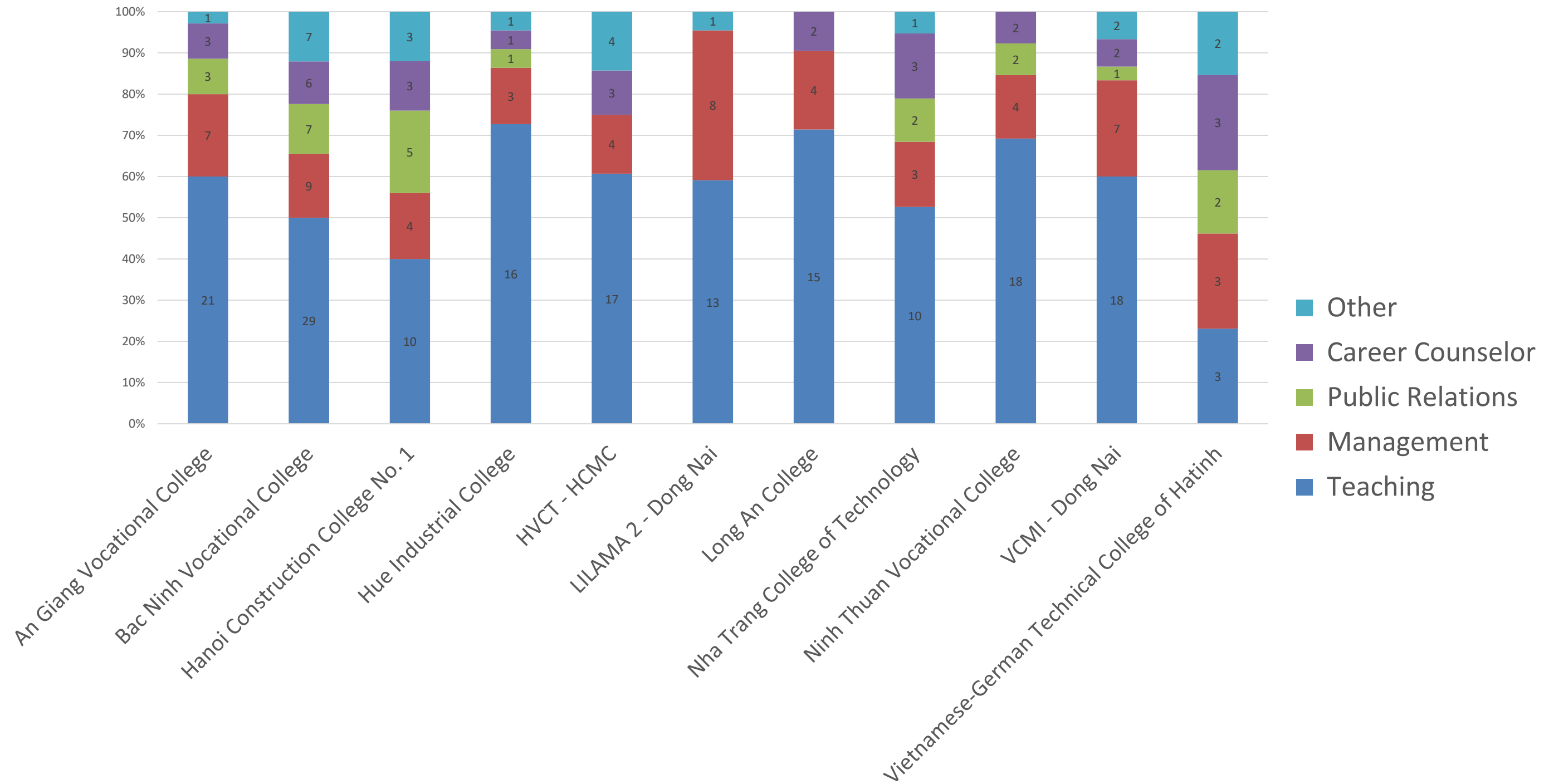
TVET Personnel

Respondents by gender



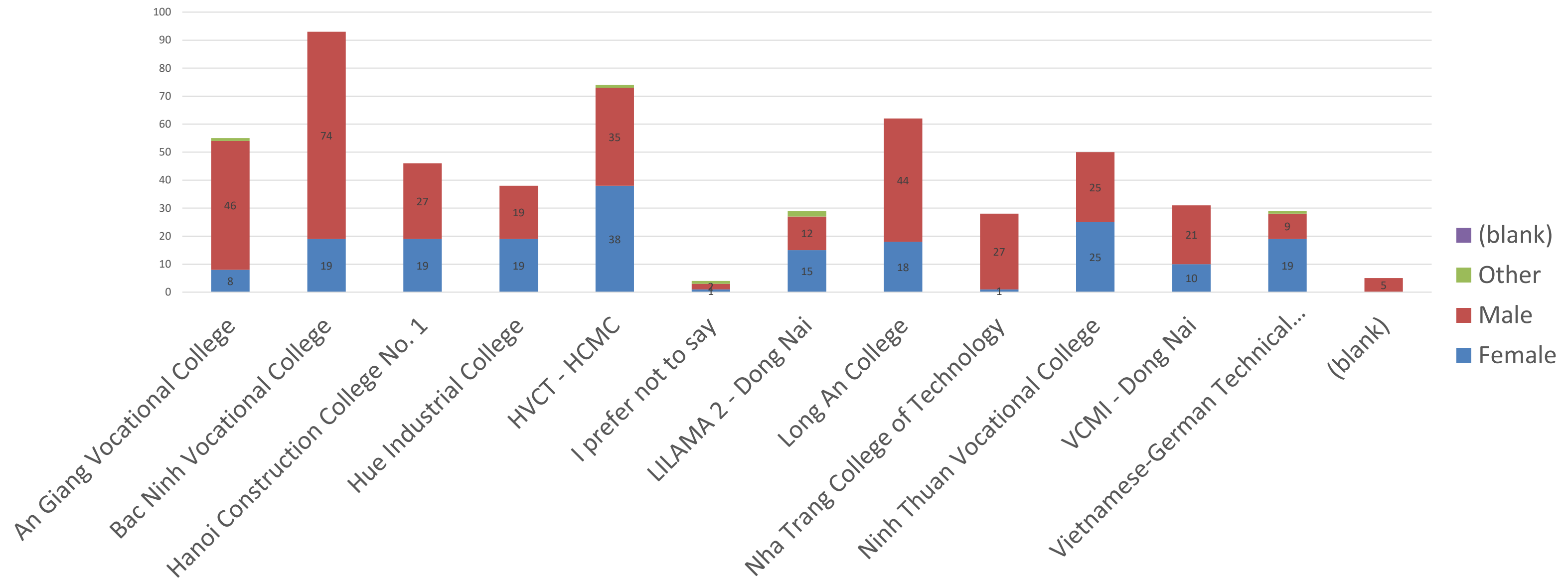
TVET Personnel survey

Respondents by roles



Student survey

Respondents by gender



Girls' enrollment

Question 5: "When it comes to enrollment in TVET, where do you see the biggest challenges with regards to gender equality? (More than one answer is possible)"

Response option	0% 50% 100%	abs.	rel.	0% 50% 100%	abs.	rel.
1) Reaching out to girls		89	36.33 %		124	28.31 %
2) Getting girls interested in technical trades		188	76.73 %		206	47.03 %
3) Stereotypes in the families		143	58.37 %		165	37.67 %
4) Financial reasons		36	14.69 %		93	21.23 %
5) PR materials and media channels used		29	11.84 %		72	16.44 %
6) College facilities		13	5.31 %		76	17.35 %
7) College teaching body		13	5.31 %		50	11.42 %
8) Lack of support within college		10	4.08 %		24	5.48 %
9) Other: (please specify) (open answers)		14	5.71 %		30	6.85 %
Answers overall		535	218.37 %		840	191.78 %
					16	3.65 %

Teacher and college staff survey

Student survey










Preventing girls from dropping out

Question 6: "When it comes to preventing girls from dropping out of TVET education, where do you see the biggest challenges? (More than one answer is possible)"

Response option	TVET personnel survey			Student survey		
	0% 50% 100%	abs.	rel.	0% 50% 100%	abs.	rel.
1) Stereotypes in the families		142	57.96 %		192	35.10 %
2) Financial reasons		61	24.90 %		108	19.74 %
3) Teaching methodology		40	16.33 %		137	25.05 %
4) College facilities		27	11.02 %		109	19.93 %
5) College teaching body		22	8.98 %		82	14.99 %
6) Practical learning periods in businesses		57	23.27 %		170	31.08 %
7) Possibilities for girls to exchange in a protected space		153	62.45 %		290	53.02 %
8) Lack of support within college		48	19.59 %		116	21.21 %
9) Other: (please specify) (open answers)		18	7.35 %		32	5.85 %
Answers overall		568	231.84 %		1236	225.96 %
Unanswered		1	0.41 %		18	3.29 %

- Students see 'teaching methodology' and 'college facilities' as well as 'financial reasons' as central challenges, while TVET personnel named 'financial reasons' as the main challenge
- 'Time to practice in firms' and 'possibilities for girls to exchange in a protected space' is important for both teachers and students

Gender-related capacities to be built for TVET personnel

Response option	0%  100%	abs.	rel.
1) Detecting harmful social norms and cultural practices regarding gender		129	52.65 %
2) Understanding one's personal gender bias and stereotypes		80	32.65 %
3) Creating tools for creating an inclusive teaching and learning environment		129	52.65 %
4) Findings solutions for gender-specific struggles of TVET students		157	64.08 %
5) Preventing sexual and gender-based violence		99	40.41 %
6) Other: (please specify) (open answers)		6	2.45 %
Answers overall		600	244.90 %
Unanswered		3	1.22 %

TVET personnel survey

Gender transformative approach

TVET personnel survey

Question 7: "Are you familiar with gender-transformative approaches?"

Response option	0% 50% 100%	abs.	rel.
1) Yes		68	27.76 %
2) No		66	26.94 %
3) I heard about it but would like to know more		108	44.08 %
Answers overall		242	98.78 %
Unanswered		3	1.22 %

➤ ***There is a need for training and/or coaching to enhance gender equality at the colleges, in particular understanding and application of the gender-transformative approach***

Question 9: "Do you think there is a need for additional training, coaching or resources for teachers to enhance gender equality at your college? "

Response option	0% 50% 100%	abs.	rel.
1) Yes		216	88.16 %
2) No		19	7.76 %
3) Other (open answers)		8	3.27 %
Answers overall		243	99.18 %
Unanswered		2	0.82 %

Gender transformative approach

Student survey

Question 7: "Are you familiar with gender-transformative approaches?"

Response option	0% 50% 100%	abs.	rel.
1) Yes		165	37.67 %
2) No		155	35.39 %
3) I heard about it but would like to know more		104	23.74 %
Answers overall		424	96.80 %
Unanswered		14	3.20 %

What does 'gender-transformative approach' mean to students?

Showing girls that they can do, and supporting them more to do it

Girls can study and practise like boys

Respect and be fair

Female

Girls can voice out their opinions with support from boys

Helping each other

Boys as companions and supporting for girls

Male

Remove the outdated gender stereotypes

Getting girls in activities only for boys before

Girls should take the leadership roles

Others

Girls can make decisions

Student Survey - Heatmap

How many people say “I don’t see any challenge for girls in my college”?

College	Total reponses		I don't see challenges for girls'			%		Gender disparity
	Female	Male	Female	Male	Other	Female	Male	
An Giang Vocational College	8	46	2	7		25%	15%	10%
Bac Ninh Vocational College	19	74	8	25		42%	34%	8%
Hanoi Construction College No. 1	19	27	2	4		11%	15%	-4%
Hue Industrial College	19	19	5	2		26%	11%	16%
HVCT - HCMC	38	35	11	8	1	29%	23%	6%
LILAMA 2 - Dong Nai	15	12	2	2		13%	17%	-3%
Long An College	18	44	2	5		11%	11%	0%
Nha Trang College of Technology	1	27	1	7		100%	26%	74%
Ninh Thuan Vocational College	25	25	12	3		48%	12%	36%
VCMI - Dong Nai	10	21	6	9		60%	43%	17%
Vietnamese-German Technical College of Hatinh	19	9	6	2		32%	22%	9%



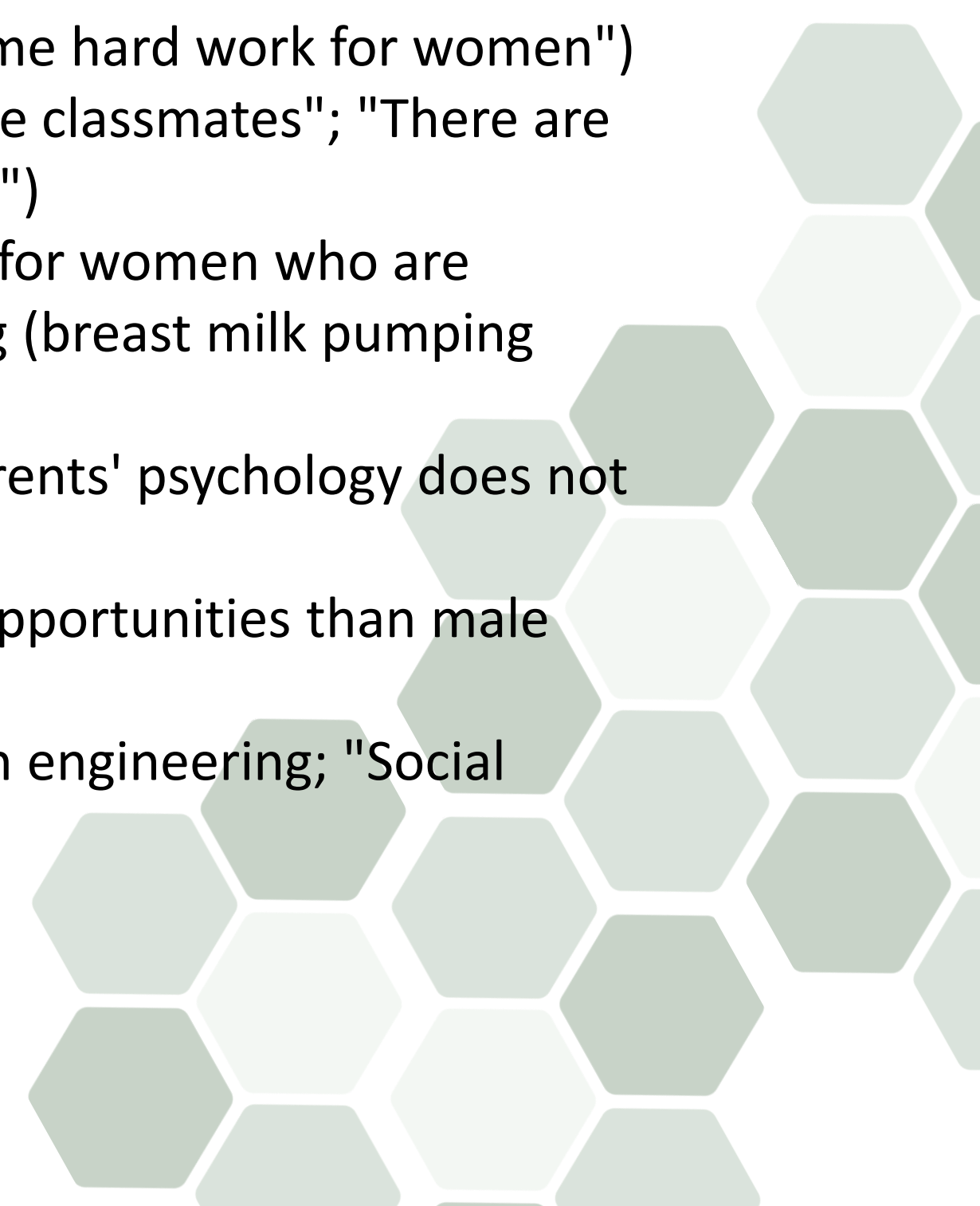
Teacher survey

- Wide range of replies for question on **gender-transformative approaches**, but male support came up a lot (e.g. male friends' support for female friends when participating in work and activities without expectation); as well as choosing girls as class officers/team leaders
- Majority has **not received any training** on gender equality yet
- Examples for potential good practices on promoting gender equality:
- "Carry out reproductive health activities and support female students learning the profession" of mechatronics
- "The school organises events for students to interact with successful businesswomen,..."
- "Introducing soccer lessons for women to study engineering"
- "Regularly meet and exchange with other schools in the same industry and visit more businesses"
- "Contact and discuss with parents to feel secure about sending their children to practice far from home"
- "Show interest in your female students" was also a frequent answer -> simple, but powerful!

Teacher survey

What would you say is the biggest challenge girls / female students are facing in your college?

- **Physical strength** ("When going on field trips to the factory, there was some hard work for women")
- **Class environment** ("Toxic environment when going to work"; "Few female classmates"; "There are many boys in the class, causing embarrassment"; "Afraid to communicate")
- **College facilities** ("No lockers etc. for female students; "There is no room for women who are teachers taking a break, and women with small children are breastfeeding (breast milk pumping room, formula storage cabinet)")
- **Family prejudice** ("There are few professions for women to study, and parents' psychology does not dare to let their daughters practice far away from home")
- **Career outlooks** ("Female students in technical fields have fewer career opportunities than male students in the school")
- **Social bias** ("Psychologically, you still want to study economics rather than engineering; "Social prejudices about female apprentices")
- **Financial difficulties**

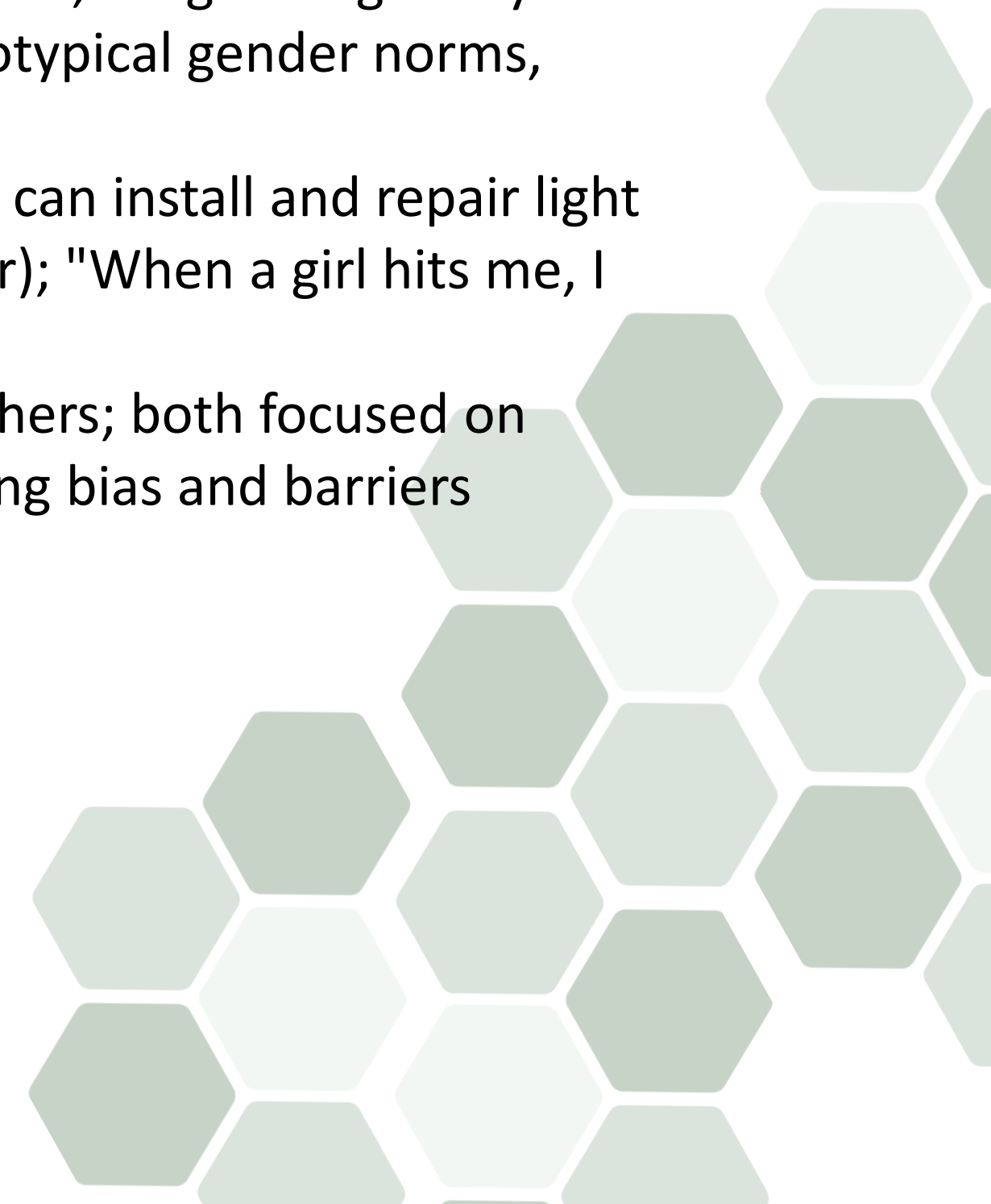


Teacher survey: 3 types of bias

- **Type 1) "There is NO PROBLEM"** ("No difficulties, equal access opportunities as men"; There are no obvious difficulties between girls compared to boys")
- **Type 2) "Girls CAN'T study as well as boys"** ("In my opinion, female students at my school have difficulties practicing technical professions; "Regarding technical skills, women learn more slowly than men"; "Female teachers still lack digital teaching skills")
- **Type 3) "Girls DON'T WANT to study as well as boys"** ("Not very bold in professional practice"; "The number of female students is small and has an extroverted personality. Sometimes there are very individual students who just play and don't like to study" "female students are unmotivated and more difficult to practice than male students"; "Female students are afraid to choose technical professions")

Additional observations

- Questionable: **Beauty contests for girls at colleges:** "organise activities such as technical beauty contest for female students, creating more playgrounds for female students"; "Organizing many beauty contest programs for women" -> such practices can reinforce stereotypical gender norms, reducing women to their appearances and looks
 - Confusion around what **gender-transformative approaches** are: "Women can install and repair light bulbs or design diagrams. Men accompany and help carry things" (teacher); "When a girl hits me, I endure it." (student)
- > overall answers from students were more on point than replies from teachers; both focused on encouragement, support and being given the same opportunities and reducing bias and barriers



LOOKING THROUGH THE QUADRANTS OF CHANGE



The proposed Quadrants of change in TVET

Individual

Each person feels included and brings their unique and diverse sets of skills, knowledge, experiences; gender-diverse, multi-lingual, multi-cultural, differently-abled, neuro-diverse; diverse styles of working/ learning habits, communication, and leadership.

Examples from survey:

- Ease of individual financial burden
- More extra-curricular activities for girls
- Equipment and facilities for girls

Culture

See, value, and activate difference to enrich, innovate, and perform; work on bias and other barriers to inclusion; collective responsibility to cultivate a safe and enabling environment in which all can thrive.

Example from survey:

- Tackling stereotypes in families and in society



Relationships

Recruit, retain, and promote for a diverse TVET personnel and students. Encourage diverse perspectives, abilities, and out-of-the box thinking. Zero-tolerance for discrimination and gender-Based violence and harassment (GBVH).

Examples from survey:

- Helping girls to socialise and build network in male-dominated fields
- Providing safe space for girls/ other gender to learn and speak their minds
- Promoting women leadership

Systems & structures

Policies, processes, and systems promote and nurture a gender equitable, diverse, and inclusive teaching & learning space and the wider TVET ecosystem.

What else to be done:

- College-internal polices
- Gender-responsive governance (planning, budgeting, etc.)
- Involving businesses (for gender-responsive internship and job opportunities)

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