

GIZ Standard outline for the preparation of gender analyses

Gender analysis for the Programme “Reform of Technical Vocational Edu- cation and Training in Viet Nam”



Title of the project:	Programme “Reform of Technical Vocational Education and Training in Viet Nam”
Country/countries:	Viet Nam
Sector:	TVET
Commissioning party:	BMZ
Recommendation for gender policy marker ¹ :	GG1
Purpose for conducting the gender analysis	<input type="checkbox"/> for a new project <input checked="" type="checkbox"/> for a follow-on project <input type="checkbox"/> for a modification offer <input type="checkbox"/> for the GIZ portfolio in a country <input type="checkbox"/> other: Click here to enter text.
Status of the gender analysis	<input type="checkbox"/> Provisional gender analysis <input checked="" type="checkbox"/> Finalised gender analysis
Method conducting the gender analysis	<input type="checkbox"/> Desk study <input checked="" type="checkbox"/> Desk study + data collection (e.g. on-site appraisal mission, interviews etc)
Involved Gender FP	<p>More than one option can be selected:</p> <input checked="" type="checkbox"/> at the project level: Nguyen Thi Kim Chi <input checked="" type="checkbox"/> *at the country level: Pham Thi Hong Net <input type="checkbox"/> *of the responsible unit in GloBe: Enter name and unit <input type="checkbox"/> of the sectoral department: Enter name and unit <p>* Please note: The Gender FP must be copied into all emails sent to the S+G Desk. For bilateral projects, the Gender FP of the country office should be involved; for regional projects, either the Gender FP of the country or area where the project has its headquarters, or the Gender FP of the department; for sectoral and global projects, the Gender FP of the responsible unit in GloBe, or of the responsible department.</p>
Other persons involved	<input checked="" type="checkbox"/> officer responsible for the commission <input type="checkbox"/> project member <input type="checkbox"/> appraisal mission team member <input type="checkbox"/> planning officer <input type="checkbox"/> external consultant
Author(s) of the gender analysis	Pham Thi Hong Net – Country Gender FP Nguyen Thi Kim Chi – Project Gender FP
Date	October 2019

¹ According to the OECD DAC, all ODA-financed projects should be assigned a marker. The gender marker is requested for BMZ projects and EU co-financing arrangements. Other public German commission parties do not currently request it.

Chapter 1: Introduction

Gender equality is a key driver for sustainable development and an important target of the Sustainable Development Goals (SDGs). Gender disparities hinder development by imposing heavy costs on society in terms of slower growth and poverty reduction. GIZ identifies gender equality as one of the key values of the company and of the work we do. Fostering gender equality within organisation and service delivery are two strategic pillars of the corporate identity and policy.

TVET can play an important role in increasing women's participation in the labour market by ensuring equal access of women and men to quality education, skills acquisition, technical training, particularly in occupations that are traditionally held by men. With this in mind, this gender analysis is conducted as a basis for further implementation of the follow-on measure of TVET programme which aims to “*further develop vocational education and training in Viet Nam in line with the changing world of work*” and in full alignment with both Viet Nam's and Germany's commitment to foster gender equality. The analysis attempts to identify the potential for promoting gender equality as well as to assess unintended negative impacts that the programme could have on gender equality. The research method is based on a desk study and field research conducted in December 2018. The desk study was carried out to review existing documents related to gender equality in Viet Nam in general and in the Vietnamese TVET system. The field research was conducted at three programme-supported TVET institutes in Bac Ninh (Bac Ninh College of Industry – BCI), Dong Nai (Vocational College of Machinery and Irrigation – VCMI) and Ho Chi Minh City (Ho Chi Minh City Vocational College of Technology II – HVCT), as well as their respective business partners (including secondary and high schools from which these TVET institutes recruit students and employers where TVET students get internships and/or work after graduation). The findings of the field research are mainly used for the analysis of chapter 3 (gender dimension in TVET) and chapter 4 (gender equality in partner organisations).

Chapter 2: Information on gender dimensions in Viet Nam

2.1 Meta level (norms)

The Vietnamese culture is influenced by Confucianism's interpretations which characterises male privilege and hierarchical relationship, resulting in gender stereotypes and inequality. This could be the most pervasive barrier for women to participate equally in the social, economic and political life.

In term of leadership, men are perceived as better leaders due to presumed innate abilities. A study by Oxfam² shows that when being asked to choose between a male and a female who have similar capacity and quality for a leadership position, many people would not opt for the woman because masculine characteristics are believed to be similar to the characteristics of good leadership and women are often stereotyped to have low leadership capacities. It is commonly perceived that women make decisions based on their feelings (48.4%), are incapable of working under pressure (64.49%) and not suitable for leadership positions (48.23%)³. For those who are in leadership positions, there are disproportionately high expectations and a double standard in how their leadership is evaluated. Along with criteria of good technical capacity, morality, political loyalty, and management skills, women leaders are expected to have “feminine” characteristics: beauty, wearing attractive attire, articulation, modesty, being a good wife and mother. These above-mentioned stereotypes (of both men and women) exist among women and men, all age groups, and even seem to be most prevalent within groups who consider themselves as progressive⁴. Furthermore, gender roles are biased. Men are traditionally considered to be the bread-winner of the family and women are perceived to “keep the

² Oxfam. 2015. “Trust and choice of the public: women's leadership in politics”

³ ISDS. 2015. “Social determinants of Gender Inequality in Viet Nam”

⁴ Oxfam. 2015. “Trust and choice of the public: women's leadership in politics”

household warm” (doing chores and taking care of children). Men are usually considered as leaders in the family/community, in charge of “hard, major and important work” whereas women are labelled with “light, minor and less important work”⁵. Therefore, women are expected to accomplish their household/family duties first before participating or/and taking leadership or other roles in the society.

With regard to women’s economic empowerment, it is believed by both genders that men work more effectively than women do. It is worth noting that women have more gender stereotyped attitudes on their own capacities and opportunities than men do⁶. In other words, underestimating their own capacities in turn becomes a barrier to women’s development. This also traps many women in informal jobs with low incomes. Furthermore, the women movement “to excel at work and be perfect at home” (fulfilling both work and family responsibilities) has created more burden to women to advance their careers. Actively participating in the labour market and being the main care taker at the same time may hinder many women from taking new jobs, tasks or opportunities in their careers, or from attending professional training or further studies. Noticeably, women living in the North seem to be more gender biased than those living in other regions; and rural women hold on stereotypes more compared to women living in urban areas. In consistency with the findings of other sociological studies, people living in rural areas tend to preserve traditional norms more strongly than people living in urban areas⁷.

With respect to gender-based violence, Confucianism guides men’s roles and behaviours in the hierarchical relationship where men as superior should educate women as inferior and the inferior should obey the superior. The patriarchal system in Viet Nam also requires that men embody patrilineal honour across generations. Therefore, it is commonly believed that men should “teach” their wives in order to protect the honour of the family⁸. Proverbs such as “give the stick for love, give candy for hate” (*yêu cho roi cho vọt, ghét cho ngọt cho bùi*) or “teach children from childhood, teach wife from marriage” (*đạy con từ thủa còn thơ, dạy vợ từ thủa bõ vợ mới về*) are frequently cited to justify violence by a husband to “teach” his wife. The concepts of Yin and Yang are also central to gender constructs in Viet Nam. Men are perceived to embody the force of Yang, which correlates with “hot”, “sun”, “active”, “superior”, “aggressive” and “powerful”, and can be characterised by a “hot temper” that is quick to anger. On the other hand, women embody the force of Yin, which correlates with “cool”, “passive”, and “calm”. Because of their association with “hot”, men are also viewed as more likely to consume alcohol which is also considered “hot”. Alcohol and a hot temper are thus two common reasons people use to justify men’s violence action toward women⁹. Masculinity is associated with sexual virility and femininity is associated with virginity or sexual passivity. Men are considered the active agents in sexual relationships and women are expected to please their husbands/partners by meeting their sexual demands. Besides, virginity is used to be taken as the most important thing for girls before marriage. If girls are sexually abused, parents and girls themselves often keep it confidential.

2.2 Macro level (policies and laws)

In terms of the legal framework, Viet Nam was one of the first countries in the world to sign the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) in 1980, which it ratified in 1982. Viet Nam also ratified and committed to implement the Beijing Declaration and Platform for Action of 1995, the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). At country level, Viet Nam has made a considerable progress in developing its legal and policy framework for the promotion of gender equality and women’s rights. Particularly, Viet Nam’s first constitution (1946) stipulated that “women and men have equal rights in all areas”. The amendment to the 2013 constitution placed an

⁵ ISDS. .2015. “Social determinants of Gender Inequality in Viet Nam”

⁶ ISDS. 2015. “Social determinants of Gender Inequality in Viet Nam”

⁷ ISDS. 2015. “Social determinants of Gender Inequality in Viet Nam”

⁸ United Nation Viet Nam. 2010. “Issue paper, Gender based violence”

⁹ United Nation Viet Nam. 2010. “Issue paper, Gender based violence”

obligation on the state to “guarantee the right to and opportunities for gender equality”. In 2006, it passed the Law on Gender Equality, leading to the establishment of the Gender Equality Department under the Ministry of Labour Invalids and Social Affairs (MOLISA). A law on the Prevention and Control of Domestic Violence was passed in 2007. The National Strategy on Gender Equality (2011 – 2020) sets as target that “by 2020, substantive equality between men and women is ensured in opportunity, participation and benefits in the political, economic, cultural and social domains, contributing to fast and sustainable national development”. The Land Law (2013) makes it compulsory to have both husband’s and wife’s names on land use certificates and house ownership documents¹⁰. The State Budget Law (2015) indicates that one of the principles of state budget management is to ensure budget allocation for gender equality objectives. Especially, Decree 34/2016/NĐ-CP, dated on 14 May 2016, which provides guidance to implement the existing Law on the Issuance of Legal Normative Documents, stipulates that a gender impact assessment, if any, be conducted on a basis of analysis and anticipation of socio-economic impacts relating to opportunities, conditions, implementation capacity and enjoyment of benefits for both men and women in preparing a proposed legal normative document¹¹. Despite these efforts, there is still a large gap in putting laws and policies into practice. The reason for this is the lack of accountability mechanisms and human, technical and budgetary resources as well as unawareness of the concept of substantive gender equality by law and policy makers and government officials¹². According to CEDAW’s principle of non-discrimination, different forms of discrimination must be considered and addressed in an interconnected manner with others. Nevertheless, the current legal framework does not provide a good foundation to address the intersectional discrimination (such as gender and family background, ethnicity, religion, etc.).

2.3 Meso level (institutions)

Viet Nam has a complex institutional framework where multiple agencies and structures are responsible for ensuring gender equality. Since 2008, MoLISA has carried out the role of the state management of gender equality and has been the standing agency of the National Committee for the Advancement of Women in Viet Nam (NCFAW). Ministries and line ministries under their designated areas are also responsible for coordinating with MoLISA to carry out public functions on gender equality. The People’s Committee at all levels are responsible for carrying out public management functions on gender equality in their designated localities as decentralised by the Government. Each ministry and sector delegates focal points on gender equality, while localities assign this task to the provincial Department of Labour, Invalids and Social Affairs (DoLISA) or corresponding units at lower levels, down to the district and commune level¹³. Meanwhile, the Committee for Social Affairs of the National Assembly performs its functions of public management of social affairs nationwide such as issues related to labour, health, religious, gender equality and other social issues. Furthermore, Viet Nam Women’s Union (VWU), a mass organisation under the Fatherland Front, mandates promoting and protecting women’s rights. This organisation and its branches at local levels (provincial, municipal and communal) play a significant role in capacity building for women and public awareness raising on women leadership as well as proposing policy changes and monitoring the implementation of gender laws and strategies. However, ironically, it is noted that several programmes of the WU somewhat contribute to uphold gender stereotypes. For example, their motto “Vietnamese women - Excellent at work, Good at home” or the propaganda on “Four moral qualities of Self-confidence, Self-respect, Faithfulness and Resourcefulness” and the

¹⁰ Concord. 2018. “Transforming lives? EU Gender Action Plan II from implementation to impact”

¹¹ Green Climate Fund. 2018. “Gender Assessment, FP071: Scaling up energy efficiency for industrial enterprises in Viet Nam”

¹² Committee on the Elimination of Discrimination Against Women (CEDAW). 2015. “Concluding observations on the combined seventh and eighth periodic reports of Viet Nam”. Available at https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CEDAW/C/VNM/CO/7-8&Lang=En

¹³ UNWOMEN. 2016. “Facts and figures on women and men in Viet Nam 2010 – 2015”

campaign “Building 5-NO and 3-NEAT family”¹⁴. These have virtually created the “perfect dual roles” for women to try to fulfil both social tasks and family duties.

Civil Society Organisations (CSOs) are experiencing a robust development in recent years. There are many Vietnamese NGOs working on gender equality and women rights. However, their approach focuses much more on grassroots, fixed-term service delivery rather than policy advocacy and public campaign. The majority do not have a long-term strategy but are driven by the availability of donor funding. Only a few local independent women’s rights organisations have been able to form, in part due to the monopoly of the Women’s Union. Only two gender networks i.e. GENCOMNET and GBVNet are quite active in preparing the CEDAW shadow report and raising public’s awareness on gender-based violence. There is also a gradually increasing number of volunteer gender groups with a spirit of gender activism (e.i. VoGe, Sogal, Ychange, Girls’ Founders, WEQUAL Athena Talks, Hoiquancacame, medonthan etc). These groups are working independently and need support for networking and cooperation. On the other hand, several INGOs have been actively working on gender justice and women’s rights such as Oxfam, ActionAid, Asia Foundation, Care International, SNV, etc. Among international organisations, UN Women has been the most active in promoting women’s rights with various gender projects in partnership with Vietnamese government agencies. Other development partners like World Bank, DFAT, USAID, etc. focus on supporting women’s economic empowerment.

However, there are some key challenges for the cooperation among stakeholders, including:

- Coordination and cooperation among government agencies are inadequate, resulting in some negative implications for projects’ coherence and efficiency. There are various institutions with overlapping responsibilities and unclear mandates, without coordination and division of tasks and responsibilities.
- Civil Society Organisations have restricted roles in advocacy and limited capacity in organisational development, fundraising and networking and public policy influence. Most Vietnamese NGOs are based in big cities such as Hanoi and Ho Chi Minh. This limits their representation for disadvantaged women living in other areas.
- In contrast, the Viet Nam Women’s Union has a large membership base and nationwide coverage, yet little independent voice from the government and the Party to represent Vietnamese women’s actual concerns.
- There is also a lack of a multi-stakeholder mechanism working on gender justice and women’s rights.

2.4 Micro level (target groups)

Viet Nam has made substantial progress on key gender equality indicators with little difference in poverty rates between women and men or in participation in primary and lower secondary education. The proportion of women participating in the labour force is high, with 73% (compared to 83% of men¹⁵), in comparison with 49.6% of women globally and 61.1% of women in East Asia and the Pacific¹⁶. In the international rankings of gender equality and women’s empowerment, Viet Nam tends to score in the mid-rank. Viet Nam had a Gender Inequality Index value of 0.304 in the UN’s Human Development Indices and Indicators: 2018 Statistical update¹⁷, ranking 67 out of 189 countries. According to the latest Global Gender Gap Report 2018¹⁸ of the World Economic Forum (WEF), Viet Nam scored 77 out of 149 countries in terms

¹⁴ “5-No and 3-Neat Family” Campaign calls for building households with eight criteria: no poverty, no outlaw, no domestic violence, no more than two children, and no malnourished child and/or drop-outs (5-NOs), together with tidy residence, hygienic kitchen and clean neighborhood (3-NEATs).

¹⁵ World Bank. 2018. “World Development Indicators”

¹⁶ Australia – World Bank Group Strategic Partnership in Viet Nam. 2018. “Gender Theme, Viet Nam’s Future Jobs, The Gender Dimension”.

¹⁷ UNDP. 2018. “Human Development Indices and Indicators: 2018 Statistical update “. Available at http://hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf

¹⁸ World Economic Forum. 2018. “Global Gender Gap Report 2018. Viet Nam profile”. Available at <http://reports.weforum.org/global-gender-gap-report-2018/data-explorer/#economy=VNM>

of progress toward gender parity, being at 0.698 and above the global average, with 1 being the highest. However, there is a fall in its ranking from the previous year, scoring 70 in 2017.

Despite these achievements, women are still disadvantaged in the country development progress, including:

- *Having unequal voice and decision-making power:* Female representation in politics and leadership is still lower than the targets set by the government and women's leadership remains rather symbolic. For example, the percentage of elected women representatives in the 2016 National Assembly is 26.7%; similarly, of 27 government ministers, only one (Minister of Health) is a woman¹⁹. In the business sector, only 18% of board directors²⁰ and 22% of senior management positions²¹ are held by women. Moreover, the majority of women managers are in charge of a staff body of 10 persons or fewer. Only 7% of women in business supervise more than 10 staff, compared with over 20% of male managers²². On the other hand, women holding leadership positions are not necessarily the pioneers in advancing gender justice. Many of them still hold on to traditional gender stereotypes. As mentioned in part 2.1, gender stereotypes could be the most pervasive barrier to female leadership. Men are perceived as better leaders due to presumed innate abilities, while women are assumed to be primarily concerned with family and children, hence not committed to their careers.
- *Poor working conditions:* 60% of women are in informal or vulnerable jobs compared to only 32% of men²³. Female workers, particularly migrants, are mostly unskilled and untrained, working in labour-intensive sectors such as footwear, garment and textiles (with 78.5% female workforce), food manufacturing and processing (66.8%), porcelain and glass (59.2%)²⁴. Most victims of sexual harassment in Viet Nam are female workers aged between 18 and 30, but as few as 3% of the cases are ever reported due to cultural barriers and the fear of losing jobs.²⁵ These conditions result from the economic development pathway that allows cheap labour and precarious work; of which the majority is done by women. Women's concentration in the informal sector with little protection and few benefits is also seen as one barrier for women to collectively organise and make their voice heard.
- *Limited access to resources and undervalued for their contribution:* There are more than 12 million women working in the agricultural sector which is 50% of the female labour force of the country²⁶. They are one of the most vulnerable groups adversely affected by climate change. Moreover, women, especially belonging to ethnic minorities, have little access to information, resources, credits, markets, vocational training and extension services. For instance, the percentage of households with men registered as single land title owners is 40.6% for Kinh ethnic group while it is 74.2% for ethnic minority groups²⁷, due to social norms and land administrative services provided by the state. Women play a key role in buying inputs and selling products, but are frequently unrecognised as economic actors, both at household level and in value

¹⁹ Government Portal. Social republic of Viet Nam. (access: 24 March 2018), Members of Government: <http://chinhphu.vn/portal/page/portal/English/CentralGovernment/MembersOfGovernment>

²⁰ Deloitte. 2017. "Women in the Boardroom"

²¹ BCG. 2017. "Moving toward gender diversity in Southeast Asia".

²² ISDS. 2015. "Social Determinants of Gender Inequality in Viet Nam".

²³ International Labour Organisation (ILO). 2018. "World Employment and Social Outlook: Trends for women"

²⁴ Oxfam. 2017. "Even it up – How to tackle inequality in Viet Nam"

²⁵ International Labour Organisation (ILO). 2012. "Impact Research Viet Nam Baseline Report: Worker Perspectives from the Factory and Beyond"

²⁶ UNWOMEN. 2016 "Summary report. Towards gender equality in Viet Nam: Making inclusive growth for women"

²⁷ UNWOMEN. 2015. "Briefing note on the situation of ethnic minority women and girls in Viet Nam"

chains. Perceiving men as bread winners of the family has put them in privileged positions in making decisions within the household and in community, and women's voices are not usually well received and respected in both family and society.

- *Gender wage gap*: There is a significant and persistent gender wage gap between men and women. The average monthly salary of paid workers is 5,715,000 VND for men, compared with 5,225,000 VND for women²⁸. This equates to women's effectively "working for free" for one month per year, as compared with their male peers. Another study also highlights that women earn 12% less than men despite the same education qualification, ethnicity and age profile²⁹. The gender earning gap is partly explained by the fact that women tend to cluster in low paid occupations. Gender stereotypes could also contribute to setting the boundary of work areas that are supposedly more suitable for women or men, e.g. women for "light work" (e.g. education, health care, family and children, textile factory work, self-employment, etc.) and men for "hard work" in certain areas (e.g. macroeconomic, business, science and technology etc.). However, a significant proportion of the earning gap remains unexplained, suggesting 'structural discrimination'.
- *Unpaid work burden*: Recent research by ActionAid Viet Nam shows that women carry the overwhelming burden of unpaid reproductive labour and caring work within the household: women spend 5 hours (314 minutes) every day for chores on average - 2 hours (125 minutes) more than men³⁰. This burden of work limits women's access to training, career development, and participation in social life. In general, gender stereotypes and double standards, which see men as the principal "breadwinners" and women mainly as caregivers and supporters, imply domestic work largely falls to women no matter how big or small their roles are in earning an income.
- *Gender-based violence (GBV)*: Gender based violence has become a serious problem in Viet Nam. According to the national study on Domestic Violence against Women (DVAW) in Viet Nam, 58% of the surveyed women reported to experience at least one form of domestic violence such as physical, emotional or sexual in their marital life by their intimate partners but 87 % of them never sought help from formal services or authorities³¹. The effects of GBV are not only limited to individuals, families and communities but also have negative impacts on the country's economic development. For example, the cost of GBV in the form of DVAW in Viet Nam, in out-of-pocket expenditures and lost earnings, represents nearly 1.41% of GDP³². In recent years, there has been an increasing attention to sexual harassment and violence at the workplace, especially in the context of women's increasing participation in the labour force. However, most cases are unreported or underreported as women are often embarrassed or afraid of losing their jobs. In the meantime, sexual harassment and other forms of sexual violence in public places is a common occurrence for women and girls in Viet Nam. A study in late 2016 highlighted alarming figures: 51.1% women and girls feel anxious in public places such as on the bus and at bus stops³³.
- *Extremely high imbalance in sex ratio at birth*: The McKinsey Global Institute's report showed that the sex ratio at birth in most of ASEAN member countries was from 1.03 to 1.07, which was seen as the biologically normal level (see *table 1*). Only Viet Nam

²⁸ UNWOMEN. 2016. Summary report. Towards gender equality in Viet Nam: Making inclusive growth for women

²⁹ World Bank. 2018. "Viet Nam's future jobs: The Gender Dimension"

³⁰ Irish Aid & ActionAid. 2016. "Make a House Become a Home"

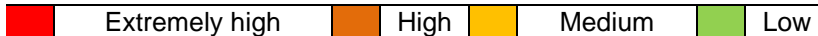
³¹ General Statistics Office. 2010. "National study on Domestic Violence against Women in Viet Nam (DVAW)"

³² UNFPA 2014. A UN discussion paper. "From Domestic Violence to Gender Based Violence – Connecting the dots in Viet Nam"

³³ ActionAid Viet Nam, GED, CGFED. 2016. "Safe cities for Women and Girls"

had an extremely high imbalance in sex ratio at birth. This is explained by the importance of male kinship in Vietnam compared to neighbour countries. In Viet Nam, it is traditionally believed that only sons can continue family lines. In contrast, bilateral kinship systems in Thailand, Cambodia and Lao hold the family lines through daughters as well as sons, and residence and inheritance to follow both male and female lines³⁴.

Table 1: Physical security and autonomy
(source: Report³⁵ on “The power of parity: Advancing women’s equality in the Asia Pacific “)

Level of gender inequality  Extremely high High Medium Low

Country	Sex ratio at birth M/F ratio
Indonesia	1.05
Philippines	1.06
Viet Nam	1.10
Thailand	1.06
Myanmar	1.03
Malaysia	1.06
Cambodia	1.06
Singapore	1.07
Asia pacific best	1.03
Asia pacific average	1.11
Global best	1.02

Conclusions for the project

- Some aspects are particularly relevant for international development cooperation and for the specific project:
 - ✓ Promoting the coordination and cooperation among different stakeholders for mainstreaming gender
 - ✓ Giving suggestions for law enforcement on gender mainstreaming
 - ✓ Developing a better understanding on what works for gender equality by enriching the evidence base
 - ✓ Increasing the visibility and recognition of the potential economic gains from promoting gender equality and women’s participation through studies and best practices
- Indication of potentials for promoting gender equality:
 - ✓ A sound legal framework on gender equality and women’s rights can be the backbone for the programme in addressing gender equality in the TVET sector and to ensure it is in line with national priorities
- Potential unintended negative impact:
 - ✓ Social norms can make people unwilling and unready to change perceptions and behaviours toward gender equality, especially when men dominate in decision making positions; Thus, those actors might not be interested to cooperate with the project.
- Some key aspects should be considered in project prioritised measures:
 - ✓ Further study of gender equality in TVET
 - ✓ Policy dialogues on how to enhance girls’ participation in TVET
 - ✓ Collecting and promoting female role models in technical occupations;
 - ✓ Private and public policy dialogue on accelerating gender parity in Digitalisation and Industry 4.0 through women’s participation in TVET

³⁴ UNFPA. 2019. “The imbalanced Sex Ratio at Birth in Viet Nam: New insights and policy recommendations”. Available at http://www.un.org.vn/en/publications/doc_details/573-the-imbalanced-sex-ratio-at-birth-in-viet-nam-new-insights-and-policy-recommendations.html

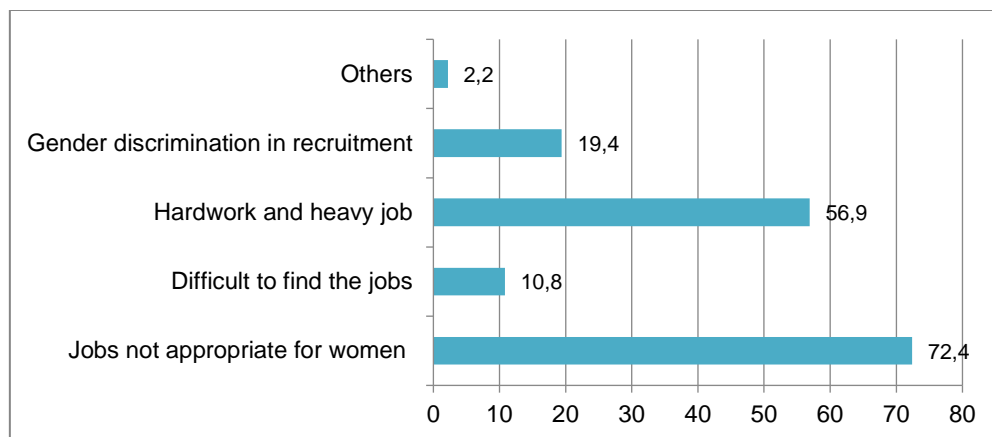
³⁵ McKinsey Global Institute. 2018. “The power of parity: Advancing women’s equality in the Asia Pacific”. Available at <https://www.mckinsey.com/featured-insights/gender-equality/the-power-of-parity-advancing-womens-equality-in-asia-pacific>

Chapter 3: Gender dimensions in TVET

3.1 Meta level

The technical field is seen as a male domain: In Viet Nam men are perceived to be better than women at jobs requiring technical skills and women to do better with manual work that requires patience and soft skills³⁶. This perception strongly affects the choice of study fields. Particularly, women are more likely than men to study business and education while men are more likely to study technical fields such as IT, engineering, science, and craftsmanship³⁷. In GIZ's 2018 survey conducted at three TVET institutes (34 female out of 93 student respondents), while hard-work and physical-demanding jobs is an important reason why women do not want to pursue vocational training particularly in technical fields (56.9%), the perception that certain jobs are not appropriate for women is most cited (72.4%)³⁸ (see figure 1).

Figure 1: Key factors challenging girls entering technical vocational training field (%).
Source: Questionnaire interviews with 93 students (34 females) from three surveyed TVET colleges.



Moreover, despite a common agreement among students and teachers that automation would reduce the necessity of physical strength, there is a persistent perception among them that technical occupations are not suitable for women due to certain tasks such as climbing electrical poles or lying under cars for repair³⁹. In the same vein the World Bank's 2014 report showed 68 % of urban women engaged in higher education studied business, while only 30 % of men did; similarly, 45 % of men chose to engage in studies in IT, sciences, or craftsmanship compared to only 7 % of women⁴⁰. At all three surveyed TVET institutes, there are only male students in such fields as mechanics, metal cutting, electricians, and automotive technology. In the automotive programme at HVCT, out of 109 students that graduated in 2015 and 59 students in 2016, there was no female student. Similarly, all the 247 students that graduated in 2015 and 231 in 2016 from the industrial electronics programme at VCMI were male. At the same time, other fields such as accounting, garment/fashion design have very high proportion

³⁶ ISDS. 2015. "Social determinants of Gender Inequality in Viet Nam"

³⁷ International Bank for Reconstruction and Development / The World Bank. 2014. "Skilling up Viet Nam. *Preparing the workforce for a modern market economy*". Available at <http://documents.worldbank.org/curated/en/283651468321297015/pdf/888950PUB0Box30Iso0829400June172014.pdf>

³⁸ Josefina Brauer & Le Van Son et al. 2018. "Report on Gender Equality in TVET system in Viet Nam"

³⁹ Josefina Brauer & Le Van Son et al. 2018. "Report on Gender Equality in TVET system in Viet Nam"

⁴⁰ International Bank for Reconstruction and Development / The World Bank. 2014. "Skilling up Viet Nam. *Preparing the workforce for a modern market economy*". Available at <http://documents.worldbank.org/curated/en/283651468321297015/pdf/888950PUB0Box30Iso0829400June172014.pdf>

of female students. For instance, 128 out of 140 graduates of the business accounting programme at VCMI in 2015 were female ($\approx 92\%$). Likewise, 80 out of 87 students that graduated from a similar program at HVCT in 2015 were female (82%)⁴¹.

Learning materials and teachers reinforce gender stereotypes: Mastercard's 2017 survey identified that greater support from schools and institutions was of top three motivators for girls to study in STEM⁴². Nevertheless, the capacities of women and girls are often discriminated or insufficiently portrayed in textbooks and educational materials. For instance, a survey conducted by the Ministry of Education and Training (MOET) on 76 textbooks designed for first to 12th graders of six subjects found that at least 95 % of VIPs and famous portraits mentioned in textbooks were men. The women in textbooks were mostly described as officers, housewives and were quiet and dependent. Men had more diverse occupations, from physician, scientist, and professor to engineer and policemen⁴³. It was also recommended by the CEDAW Committee to “ensure that discriminatory stereotypes are removed from all school textbooks, teaching materials and curricula in the revision of educational materials. Furthermore, the interactions between teachers and students are very important to increase students’ confidence and interests in studying technical subjects. However, a study found that in Viet Nam, teachers interacted with boys nearly twice as much as with girls in mathematics and science classes⁴⁴.

Harmful gender perception and practices in workforce participation: A research of the International Labour Organization (ILO) and Navigos Search stated that men were often sought for technical and highly skilled jobs in Viet Nam, with 97% of information technology job ads specifying that they were looking for male candidates. They were also preferred for jobs that require more outdoor activities, for example 100% of architect job ads only receive male applicants. Meanwhile, women were often oriented to office and assistant work, such as receptionists (95%), secretaries and assistants (95%), accountants, human resources and general administration (70%)⁴⁵. This is similar to the findings of GIZ's 2018 Gender survey. Interviews with enterprises in Dong Nai and Ho Chi Minh City showed that although employers know that gender discrimination in recruitment was illegal, they preferred to select male candidates for jobs that the society perceived as appropriate for men such as construction, automotive, technology. Similarly, employers tend to choose female candidates for jobs that are perceived as appropriate for women, e.g. accountant, fashion designers, tourism workers, etc. For jobs that are considered gender neutral, male candidates were often more favoured by employers although both male and female candidates were considered⁴⁶. There was also a bias against women’s technical capabilities: employers and service users are often less confident about technical skills and competences of female employees compared to those of their male counterparts. Interviews with students from the three TVET institutes also identified concerns over gender discrimination in recruitment as a key difficulty faced by 44.1% of the students, second is the concern over “difficulties in finding employment” (49.5%)⁴⁷.

*Table 2: Key difficulties faced by female students who are studying at VTCs.
Source: Questionnaire interviews with 93 TVET students (34 females)*

Type of difficulties and challenge in studying	%
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⁴¹ Josefine Brauer & Le Van Son et al. 2018. “Report on Gender Equality in TVET system in Viet Nam”

⁴² Mastercard. 2017. “Press release: Four in Five STEM Graduates in Asia Pacific Take Less than Six Months to Land their First Job: Mastercard Girls in Tech Study”. Available at https://newsroom.mastercard.com/asia-pacific/press-releases/four-in-five-stem-graduates-in-asia-pacific-take-less-than-six-months-to-land-their-first-job-mastercard-girls-in-tech-study/#_ftn1

⁴³ Viet Namnet online newspaper. Gender stereotypes in textbooks influence career opportunities: experts. <https://english.VietNamnet.vn/fms/education/209163/gender-stereotypes-in-textbooks-influence-career-opportunities--experts.html> (access on 6 June 2019).

⁴⁴ The Sasakawa Peace Foundation and Dalberg Global Development Advisors. 2017. “Advancing women’s empowerment. ICT skills for girls and women in Southeast Asia”.

⁴⁵ International Labour Organization (ILO) and Navigos Search. 2015. “The Gender Equality in Recruitment and Promotion Practices in Viet Nam”.

⁴⁶ Josefine Brauer & Le Van Son et al. 2018. “Report on Gender Equality in TVET system in Viet Nam”

⁴⁷ Josefine Brauer & Le Van Son et al. 2018. “Report on Gender Equality in TVET system in Viet Nam”

Cost pressure	22.6
Foreign language capacity	19.4
Good result pressure	13.9
Lack of facilities and practice equipment	4.3
Difficulties in finding jobs	49.5
Gender discrimination in recruitment	44.1
Others	8.6

3.2 Macro level

Viet Nam has a legal framework on reducing gender equality and promoting women’s rights (as mentioned in part 2.2) but it has not delved deep enough into the specific areas such as TVET. In particular, the 2006 Law on Gender Equality⁴⁸ stipulates that men and women are equal “in choosing professions and occupations for learning and training” and “in accessing and benefiting from the policies on education, training, fostering of professional knowledge and skills. Meanwhile, there is a small provision regarding gender equality in the 2005 Education Law⁴⁹ stating that “all citizens, regardless of their ethnicity, religion, belief, gender, family background, social status or economic conditions, are equal in learning opportunities”. This could be because the Law was drafted before the birth of the Law on Gender Equality 2006. Nevertheless, in another case, the 2014 Law on Vocational Education and Training⁵⁰ only mentions the need to “establish gender equality in vocational training”. Even worse, women in Viet Nam face a legal barrier as being prohibited from working in 77 occupations⁵¹ promulgated in the Circular No. 26/2013/TT-BLDTBXH of Ministry of Labour Invalids and Social Affairs. Most of these occupations require technical skills such as metal processing, oil well drilling, gas exploration, setting up, maintaining and repairing high-voltage power lines, repairing etc. This does not seem to align with recommendations from the CEDAW Committee to “intensify its efforts aimed at diversifying academic and vocational choices for women and men and take further measures to encourage girls and boys to choose non-traditional fields of education⁵²”.

3.3 Meso level

Non-gender sensitive enrolment. At the three surveyed TVET institutes, career guidance and training programme orientation services for secondary and high-school students are available through the target schools’ websites (39.3%), high school teachers (25.2%), friends (20.6%), parents (12.2%), and student recruitment staff from TVET institutes (10.3%). Among those, the school’s website is the most important source for background information helping students selecting an occupation or vocational training field⁵³ (See Figure 2).

Figure 2: Access to vocational training and occupational information (%).
Source: GIZ Questionnaire interviews with 107 junior and high school students (55 girls).

⁴⁸ Social Republic of Viet Nam. 2006. “The Law on Gender Equality”. Available at <https://www.ilo.org/dyn/travail/docs/934/Law%20on%20Gender%20Equality%202006.pdf>

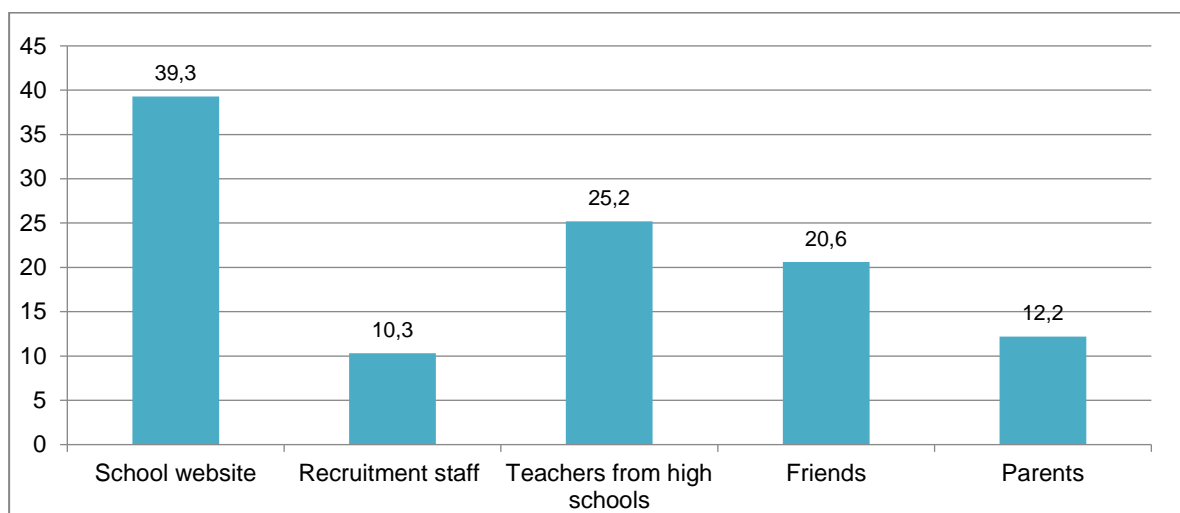
⁴⁹ Social Republic of Viet Nam. 2005. “The Education Law”. Available at <https://uil.unesco.org/i/doc/lifelong-learning/policies/vietnam-education-law-2005.pdf>

⁵⁰ Social Republic of Viet Nam. 2014. “The Law on Vocational Education”. Available at <http://www.molisa.gov.vn/en/Pages/Detail-document.aspx?vID=636>

⁵¹ Ministry of Labour Invalids and Social Affairs (MOLISA). 2011. “Circular promulgating the list of jobs in which employment of female workers is prohibited”. Available at <https://www.ilo.org/dyn/natlex/docs/MONOGRAPH/97047/128483/E-256917122/VNM97047%20Eng.pdf>

⁵² Committee on the Elimination of Discrimination Against Women (CEDAW). 2015. “Concluding observations on the combined seventh and eighth periodic reports of Viet Nam”.

⁵³ Josefine Brauer & Le Van Son et al. 2018. “Report on Gender Equality in TVET system in Viet Nam”



However, the existing enrolment activities are not yet gender-sensitive. Annual enrolment targets do not include any quota for male and female students and gender disparities in enrolment rates have not been utilized to forecast, prepare and revise annual recruitment plans⁵⁴. Recruitment officers only focus on providing information on available training programmes and explain which programmes could be suitable to male or female students. They also provide information about future job opportunities to graduates. Most TVET institutes have neither taken measures to attract both males and females equally for technical fields, nor are recruitment officers equipped with gender knowledge to address gender stereotypes and gender norms in their daily work. During the interviews, TVET recruitment staff expressed the need for training on gender concepts and gender mainstreaming skills to better provide gender-sensitive recruitment services⁵⁵.

Lack of gender sensitivity in daily learning and teaching activities: The surveyed TVET institutes neither have any policies mainstreaming gender equality in the design and implementation of teaching materials and teaching methods, nor any specific strategy to encourage the active participation of both male and female students in the classroom. The interviewed teachers expressed that they did not observe any gender disparities in learning needs and capacity, or any significant barriers preventing male and female students from participating in learning activities. Therefore, teachers have not taken any steps to identify and/or address gender issues in their teaching practice. On the other hand, interviewed female students indicated that they faced several difficulties in practical lessons. They expressed that they felt less confident and more disadvantaged compared to their male counterparts in using tools, equipment and facilities during practice, and they sometimes receive support from male students while performing heavy tasks. However, interviewed female students in technical occupations indeed did not view physical requirements as a hurdle for their participation in practical lessons.

Pioneer companies and foundations promoting girls' participation in TVET/STEM education: Recently, several TVET institutes have cooperated with companies and organisations to provide scholarships for girls studying in technical areas. For example, Intel Products Viet Nam and the Higher Engineering Education Alliance Program (HEEAP) have implemented an annual Technical Female Scholarship programme. From 2012 to 2017, the programme has awarded 654 scholarships worth VND 6.5 million each to female students in HCMC and neighbouring provinces. In 2018 it granted 109 scholarships with the total value of VND 708.5 million to female students from 13 universities and vocational schools in Viet Nam⁵⁶. In the same

⁵⁴ Josefina Brauer & Le Van Son et al. 2018. "Report on Gender Equality in TVET system in Viet Nam"

⁵⁵ Josefina Brauer & Le Van Son et al. 2018. "Report on Gender Equality in TVET system in Viet Nam"

⁵⁶ HEEAP's website: <https://heep.org/news/heep-awards-109-scholarships-technical-female-students-0>

year, the American Chamber of Commerce in Viet Nam (AmCham), Intel Products Viet Nam and Axcela Viet Nam officially launched “AmCham Women in Engineering Scholarship” in both Ho Chi Minh City and Da Nang City, which aims to encourage and support female students to study in science and engineering fields and to pursue technical careers⁵⁷. Microsoft also worked with 35 schools and 8 universities to run campaigns and YouthSpark scholarship programmes to encourage young women to pursue careers in STEM. As of 2018 there were 160 women trained and received scholarship as well as 4,000 girls have been inspired to STEM careers⁵⁸. With funding from Adecco Group Foundation, Plan International, an INGO, cooperated with FPT Polytechnic College and REACH to run the project “Fit for the Future” with the aim to support 800 disadvantaged youth (50% female) enrolled in quality IT training courses⁵⁹.

3.4 Micro level

Women in Viet Nam are at greater risk of being left behind due to the automation of the workforce. A study conducted by ILO in 2016⁶⁰ showed that women in Viet Nam were 2.3 times as likely as men to be in occupations at high risk of automation which includes crop farm labourers, stall and market salespersons, livestock farm labourers, shop sales assistants, garden and horticultural labourers, subsistence crop farmers, building construction labourers, fishery and aquaculture labourers, sewing machine operators, livestock and dairy producers. Those who have only completed primary school are 3.1 times more likely to be in a high-risk occupation. This seems to support the argument that less educated workers could face higher automation risks.

Women led SMEs are underrepresented in traditionally men-dominated sectors: According to an IFC’s study⁶¹, Viet Nam’s women owned 95,906 or about 21% of all formal enterprises. The majority of them (57% or 55,049) are microenterprises, 42% (or 44,003) are SMEs, and 1% (or 854) are large enterprises. This study also identified that more than 50% of Viet Nam’s women-owned SMEs operate in retail and wholesale trade (55%), followed by manufacturing (15%); construction (7%); and transportation and storage (7%). By comparison, just over 40% of men-owned SMEs operate in trade; 20% in manufacturing, and 16% in construction (see table 2).

⁵⁷ Amcham Viet Nam’s website: <https://www.amchamVietNam.com/acwes2019/>

⁵⁸ Microsoft. 2018. “For a brighter Viet Nam. Empowering young Vietnamese with skills for the digital economy”.

⁵⁹ Plan International’s Website. “Fit for future” Digital Skills Project launched. <https://plan-international.org/news/2019-04-25-fit-future-digital-skills-project-launches> (access on 10 June 2019).

⁶⁰ International Labour Organization (ILO). 2016. “ASEAN in transformation. The future of jobs at risk of automation”.

⁶¹ International Finance Corporation (IFC). 2017. “Women owned enterprises in Viet Nam: Perceptions and Potential”.

Table 2: Number of SMEs by gender and sector⁶²:

Sector	Women-owned			Men-owned		
	Small	Medium	%	Small	Medium	%
Agriculture, fishing and aquaculture	292	6	1	1,844	124	1
Mining and quarrying	154	9	0	1,054	91	1
Manufacturing	5,231	774	15	22,385	4,407	19
Electricity, gas, steam and air conditioning supply	92	3	0	564	70	0
Water supply; sewerage, waste management and remediation activities	66	8	0	434	122	0
Construction	2,851	176	8	21,269	1,754	16
Wholesale & retail trade; repair of motor vehicles & motorcycles	19,329	2,443	54	52,308	6,077	41
Transportation and storage	2,615	165	7	9,329	708	7
Accommodation and food service activities	1,285	41	3	2,735	137	2
Information and communication	372	26	1	1,648	137	1
Financial, banking and insurance activities	302	8	1	960	82	1
Real estate activities	532	58	1	1,521	305	1
Professional, scientific and technical activities	1,439	62	4	6,510	242	5
Administrative and support service activities	1,020	46	3	3,068	152	2
Education and training	267	16	1	544	21	0
Human health and social work activities	115	12	0	283	40	0
Arts, entertainment and recreation	85	11	0	229	61	0
Other service activities	92	0	0	266	15	0
TOTAL	36,139	3,864	100	126,951	14,545	100

Source: Gender Statistic Office

Conclusions for the project

- Some aspects are particularly relevant for international development cooperation and for the specific project:
 - ✓ Promoting gender sensitive TVET related policies/strategies;
 - ✓ Developing a better understanding on what works for gender equality in TVET by enriching the evidence base;
 - ✓ Supporting the establishment of a national public-private collaboration platform to address current gender gaps in TVET and reshape gender parity in the future of work;
 - ✓ Increasing the visibility and recognition of the potential economic gains from promoting gender equality and women's participation in TVET, i.e. enrolment in technical occupation training programmes (metal technology, mechatronics, electronics, waste water, etc.), active discussion and participation in Digitalisation and Industry 4.0 programmes and courses;
 - ✓ Capacitating TVET institute staff on gender issues in career counselling and during TVET training.
- Indication of potentials for promoting gender equality:
 - ✓ A sound legal framework on gender equality and women's rights will be the backbone for the programme in ensuring that gender equality in the TVET sector is in line with national priorities;
 - ✓ More private companies are pioneer in supporting the participation of women in TVET/STEM education. It is important to facilitate the cooperation between private sector and TVET institutes to adapt TVET curricula and teaching activities with a

⁶² International Finance Corporation (IFC). 2017. "Women owned enterprises in Viet Nam: Perceptions and Potential".

gender perspective to meet the demand of diversifying a skilled labour force in technical and green occupations;

- ✓ The Agenda 2030 for Sustainable Development has goals and targets related to gender equality, TVET, decent work, and digital technology. It provides potential to explore the interconnection among SDGs especially in accelerating gender parity in TVET and Industry 4.0.
- Potential unintended negative impact:
 - ✓ Social norms put men in privileged positions, so they may not support gender equality if they feel their power is challenged. The existing systems of education, production and governance are dominated by men. It is possible that the “new” systems shaped by Industry 4.0 and Digitalisation replicate the old gender stereotypes and discrimination. Women and girls would be still at risk of being in disadvantaged positions concerning access to and control over the technology.
- Aspects should be considered in project prioritised measures:
 - ✓ Conducting gender analysis of effects of the digitalisation for selected occupations, which results will be used to inform the TVET related policy advocacy;
 - ✓ Promoting gender sensitive TVET related policies and strategies in the changing world of work of an increasingly green and digital economy;
 - ✓ Capacity development to mainstream international gender equality standards and non-discrimination principles for the development and implementation of TVET training programmes;
 - ✓ Identifying and promoting female role models in technical training fields and occupations through cooperation between the business sector and TVET institutes;
 - ✓ Ensuring equal participation of men and women in the council for cooperation between the state and business sector.
 - ✓ Advising the Centres of Excellences on the development of intelligent, accessible and gender sensitive learning environments;
 - ✓ Providing financial and technical support for TVET institutes to implement gender equality initiatives (from attracting more female students in enrolment to technical trades via Girls’ Days and scholarships to career services after graduation);
 - ✓ Supporting TVET institutes to adapt training programmes and activities in line with international labour standards related to gender equality

Chapter 4: Gender responsiveness and expertise, as well as gender equality in the partner organisation(s)

This part uses the information from GIZ’s gender analysis conducted in December 2018⁶³.

As stipulated by the new Law on Vocational Education and Training 2014, MoLISA performs the state management function in the area of vocational training and other related areas. 2017 was the first year that state management of vocational education and training was combined under one ministry. Before, two systems existed, the VET under MoLISA and the professional training system, formerly under the Ministry of Education and Training (MoET). The Directorate for Vocational Education and Training (DVET) is a subordinate agency of MoLISA in charge of vocational training. DVET thus is the programme’s direct implementing partner. At DVET itself, women are under-represented in DVET’s leadership positions. In fact, there is a decrease of 5.4% compared to 2014⁶⁴. In 2018, only 12.5% of leadership positions were held by women (see table 3).

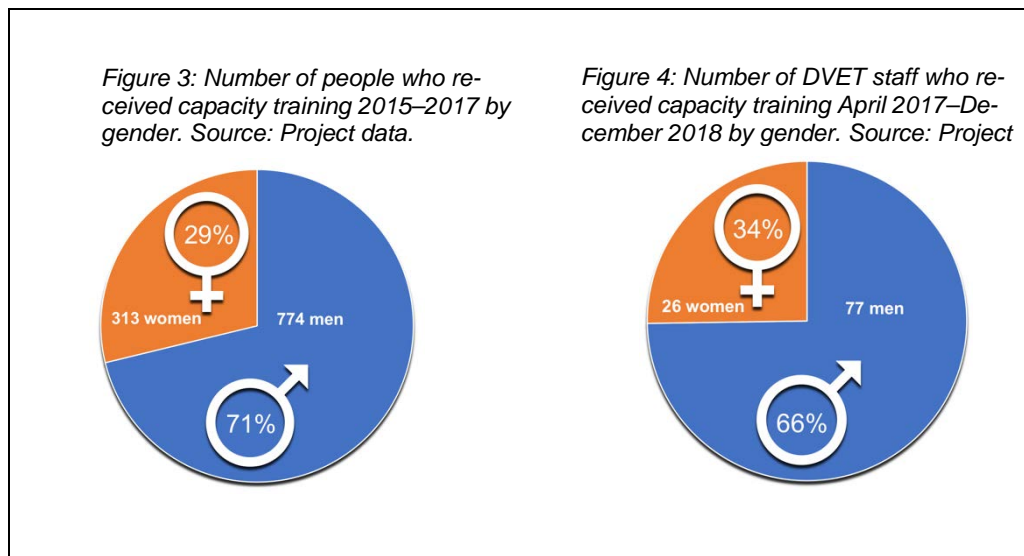
⁶³ Josefina Brauer & Le Van Son et al. 2018. “Report on Gender Equality in TVET system in Viet Nam”

⁶⁴ Note, that these numbers may not be directly comparable due to the merger of the two systems.

Table 3: DVET staff and positions by gender, 2014 vs. 2018.
Source: Data provided by DVET, 2018.

Position	2014		2018		Percentage of women	
	No. of men	No. of women	No. of men	No. of women	2014	2018
DVET director	1	0	1	0	–	–
DVET Vice-Director	3	1	2	0	33.3%	–
Head of Department	13	0	11	2	–	18.2%
Vice-head of department	22	6	18	2	27.3%	11.1%
Subtotal	39	7	32	4	17.9%	12.5%
Total	46		36			↓5.4%

From 2015 to 2017, the number of male staff who received capacity training supported by the project (313) was two times higher than the number of women (774). A closer look at capacity building for DVET staff only between April 2014 and December 2018 reveals a similar ratio (26:77)⁶⁵ (See figures 3& 4).



At all three surveyed TVET institutes, men take up most of the leadership and management positions. HVCT is the only college with a female director while most heads of departments and divisions are males. At all three colleges, the national ‘soft quota’ of employing 20% of female staff is often adhered to with assigning numerous females to lower positions. At BCI, women were found to be working only in positions of vice-heads of departments and lower, occupying one-third of all vice-head of department’s positions.

Gender equality strategies or practical guidelines on gender mainstreaming do not exist at the three surveyed TVET institutes. All policies and regulations on human resource management, staff promotion and capacity building are applied uniformly to both men and women. Although some data such as the number of enrolled students by occupations and the number of leadership positions were disaggregated by gender, gender disaggregation of data is not compulsory

⁶⁵ This difference is likely to be explained due to the actual ratio between women at men among MOLISA/DVET staff, teachers, in-company trainers, etc. in 2015. However, there might be other reasons why fewer women participated in the trainings to be looked into.

in the current monitoring and evaluation system at TVET institutes and thus they are not utilised e.g. as inputs for developing gender sensitive annual work plans.

There are neither awareness raising activities on gender equality nor training courses on gender equality mainstreaming in school management and teaching. The current understanding of 'gender equality' generally refers to the number of women and men. Gender-related activities are limited to the celebration of International Women's Day (8 March) and Vietnamese Woman's Day (20 October). Among the surveyed TVET staff and teachers, the main sources of gender knowledge and understanding are television and newspapers.

Conclusions for the project

- It is important for international development measures to provide technical assistance to strengthen the institutional capacity of gender mainstreaming at TVET institutes.
- In Viet Nam, gender equality is often seen as women's empowerment and the work of Women's Union and CFAWs only. Men are hardly engaged in promoting gender equality activities or campaigns. Therefore, the project intervention should consider "win-win" solutions by effectively engaging men, particularly the ones in leadership positions, so that they can be change agents in promoting gender equality and women's rights, instead of feeling "excluded" or their "power to be challenged".
- It is important to support and cultivate an institutional culture in partner organisations that fosters a gender responsive attitude and environment. Therefore, some key aspects should be promoted and supported:
 - ✓ Political will and commitment of leaders of partner organisations
 - ✓ Gender competence of staff in partner organisations
 - ✓ Gender action plan of partner organisations (e.g. closing gender employment gap, retention, recruitment, promotion, etc.)

Chapter 5: Gender responsiveness and expertise in the project/ among project staff in the country

5.1 Equal opportunities in the team

As of April 2019, there are a total of 48 staff in the TVET programme team, including 27 women and 21 men. The admin team is dominated by female staff with 8 women and 4 men (including 3 drivers). In the technical team, there is a relative gender balance with 17 women and 19 men. At management level, the programme manager is a man and 4 others are women.

Different measures have been taken to support both female and male staff in work life balance within GIZ Viet Nam. 02 milk pumping rooms were set up for nursing mothers at the country office, but there is currently no room in the TVET office. The policy on flexible working hour is applied to all staff while compliance with the existing Labour Code and bylaws is well implemented (for example, nursing mother can have a 60-minute break during working time to breastfeed baby, pump milk and take rest with full salary). All staff are also aware of GIZ Viet Nam's policy on anti-harassment at the workplace.

5.2 Gender expertise of the team members

It is compulsory for new team members to participate in the induction training which has one section on introduction of GIZ's gender equality strategy and anti-harassment policies at the workplace. Besides, GIZ staff voluntarily participates in GIZ's gender event during the Gender Week.

Importantly, a program staff has recently been nominated as programme gender focal point who allocates an estimated 10-20% of her working time to coordinate gender mainstreaming aspects in the program activities. She also participates in GIZ Viet Nam's gender circle which is coordinated by the country GFP and other gender related events. Additionally, the country

GFP provides technical advices on gender mainstreaming to programmes upon requests from projects.

A first gender analysis conducted in 2014⁶⁶ found that “the approach of Gender Mainstreaming – as a tool for reaching Gender Equality – is not being implemented yet, neither on the GIZ Programme level nor within any of the cooperating agencies participating in this study”. Four years later (2018), programme staff perceive an increased awareness of gender equality matters among team members and corresponding actions. However, efforts to mainstream gender equality into project cycles have been rather selective and therefore limited in scope and time⁶⁷.

Gender mainstreaming within the programme is reflected in internal and external project documents, including gender-sensitive language, representation of both men and women in images used, TOR requirements, among others. Actions taken are intuitive and based on existing knowledge rather than specific gender tools, such as guidelines and checklists. Gender-disaggregated data is being collected from the participants of workshops and training. In addition to indicators that form a constitutive part of the programme’s result matrix, the programme team developed a set of self-binding indicators of which some incorporate gender dimension. In 2018, the programme successfully piloted Girls’ Day concept, which will be replicated at other colleges. In early 2019, the programme was involved in contributing to the revision of a government-initiated criteria catalogue to identify high quality TVET facilities and advocated for the inclusion of the gender dimension. A guideline for lesson observations has recently been revised and expanded for gender-equality-related questions. A gender-sensitive PR toolbox to facilitate TVET promotion is currently being developed by a consultant team. And a scholarship-scheme targeting women in technical training programmes is being implemented.

Conclusions for the project

- It is necessary to have further actions to balance the number of male and female staff by encouraging women to remain with technical posts and men to apply for the admin ones. It is also critical to reward both women and men equally in term of capacity development for career advancement.
- It is important to encourage team members to set their personal goal(s) on promoting gender equality within teams and in programme implementation. They do not necessarily need gender expertise at the beginning. With commitment, they can enhance their gender knowledge and experience through learning and doing and coaching by country/programme GFP.
- It is critical to integrate gender topics in regular team meetings. This can be facilitated by the programme GFP.
- It is necessary to organise 1-2 gender training workshops for staff and develop guidelines and checklists on promoting gender equality within the team and during programme implementation.

⁶⁶ Pistor, Nora/GIZ. 2014. Final Gender Analysis Report “Programme Reform of TVET in Viet Nam” (Internal Document).

⁶⁷ Josefine Brauer & Le Van Son et al. 2018. “Report on Gender Equality in TVET system in Viet Nam”

Chapter 6: Measures for a gender responsive/transformational project design

1. Summary of the results of the analysis and conclusions for the project	2. Measures to promote gender equality	3. Measures to prevent or reduce possible unintended negative impacts
<p>Even though Viet Nam has made significant achievements in promoting gender equality, Vietnamese women are confronted with different challenges fuelled by a lack of political and economic opportunities, inequality, and discrimination. This is well reflected in the TVET sector. Despite an existing legal framework on gender equality there is only marginal inclusion of this topic in TVET related policies and strategies. In addition, technical occupations are seen as a male domain. Men are perceived to be better than women at jobs requiring technical skills and women to do better with manual work that requires patience and skills. This perception strongly affects the choice of study fields as women are less likely to study technical fields such as IT, engineering, science, and craftsmanship. Furthermore, teachers and learning materials reinforce gender stereotypes and regulatory policies do not allow women to work in some occupations. Women are also at greater risks of being left behind due to the automation of work processes and women led SMEs are underrepresented in traditional male dominated sectors.</p> <p>There are some indications of potentials of promoting gender equality in TVET. First, the legal framework on gender equality and women's rights can be the backbone for the programme to demonstrate addressing gender equality in the TVET sector is in line with national priorities. Second, some private companies are pioneering in supporting girls' participation in TVET/STEM education. It is important to facilitate the cooperation between the business sector and TVET institutes to adapt TVET curricula and teaching activities with a gender perspective to meet the demand of diversifying a skilled labour force in technical occupations and in the era of Industry 4.0. Third, the 2030 Agenda for Sustainable Development has different goals and targets related to gender equality, TVET, decent work and digital technology. It is necessary to explore the interrelationship among SDGs especially in accelerating gender parity in technical trades and Industry 4.0.</p> <p>Social norms have put men in privileged positions so they may not support gender equality if they feel their power is challenged. In Viet Nam, the existing systems of education, production and governance are dominated by men. It is possible that the "new" systems shaped by Industry 4.0 and Digitalisation replicate the old gender stereotypes and discrimination. Women and girls are still at risk of being in disadvantaged positions in access to and control over the technology.</p>	<ul style="list-style-type: none"> • Conducting gender analysis of effects of the digitalisation for selected occupations, which results will be used to inform the TVET related policy advocacy; • Promoting gender sensitive TVET related policies and strategies in the changing world of work of an increasingly green and digital economy; • Capacity development to mainstream international gender equality standards and non-discrimination principles for the development and implementation of TVET training programmes; • Identifying and promoting female role models in technical training fields and occupations through cooperation between the business sector and TVET institutes; • Ensuring equal participation of men and women in the council for cooperation between the state and business sector. • Advising the Centres of Excellences on the development of intelligent, accessible and gender sensitive learning environments; • Providing financial and technical support for TVET institutes to implement gender equality initiatives (from attracting more female students in enrolment to technical trades via Girls' Days and scholarships to career services after graduation); • Supporting TVET institutes to adapt training programmes and activities in line with international labour standards related to gender equality and non-discrimination. 	<ul style="list-style-type: none"> • Apply a "win – win" approach when engaging with men and promote male gender champions. Men will be sensitised that "a man of equality is never threatened by a woman of equality"; • Increasing the visibility and recognition of the potential economic gains from promoting gender equality and women's participation in TVET; • Supporting to adapt training programmes to meet the requirements of TVET in an increasingly green and digital economy in line with international labour standards related to gender equality and non-discrimination.

Gender aspects which are particularly relevant for the implementation of the project and must be taken into account (external gender mainstreaming)

Main factors of discrimination/inequality due to gender are identified:

- Gender stereotypes characterising women’s capacity are seen as the most pervasive and compelling barriers for girls to participate in technical training and occupations;
- Despite Viet Nam’s efforts of promoting gender equality and women’s empowerment in its legal framework, it does not yet affect TVET implementation;
- A gender sensitive environment and approach in TVET and the labour market is not developed sufficiently.

Some key demands to overcome/reduce above mentioned discrimination and inequality include:

- Advising evidence-based policies in line with international gender labour standards;
- Promoting potential economic gains from accelerating gender parity in TVET;
- Promoting private-public cooperation to enhance girls’ access to quality TVET;
- Capacity development for TVET stakeholders on gender equality;
- Identifying and promoting female role models in technical training and occupations.

Potential unintended negative impacts:

- Women may feel frustrated with the dominance of men, especially male leaders. For instance, in a policy dialogue, women may not be confident to share their ideas and opinions if they belong to the minority and do not have an enabling environment. This will demotivate them to participate in the following activities. More importantly, other people may not recognise and may even underestimate the ability of women because they believe that increasing women’s participation is costly.

Overarching project measures	
<ul style="list-style-type: none"> • Aiming at equal numbers of male and female beneficiaries in project activities including to initially encourage at least 20 % of female trainees in technical occupations; • Ensuring gender equality as cross-cutting topic when implementing programme activities; • Ensuring gender sensitivity in programme communication. Particularly, it is important to ensure the fair and just portrayal of women and men such as interviewing women in equal number, position, and authority, and quoting both genders equally. Publishing images of both genders in non-traditional and non-stereotyped roles, responsibilities, professions and equal number in appearance. • Developing/strengthening a sex-disaggregated M&E system. It should not only collect sex disaggregated data but also analyse the gender gap and any changes as well as develop appropriate and time-bound recommendations for adjusting the programme implementation. 	<ul style="list-style-type: none"> • Enhancing women’s participation should be clearly expressed in the communication with partners and other relevant stakeholders. For example, in the invitation letter for participating in a policy dialogue, it should be mentioned “female participants would be encouraged”. • Ensuring both women and men have an equal opportunity to raise their voice and to share opinions during training/workshops etc. For example, both women and men are included in the panel for policy dialogues. Facilitators/moderators of the training and workshops are also requested to pay more attention on how to mobilise and recognise the different ideas, opinions and active participation of both female and male participants. This should be clearly reflected in their TORs.
Module objective: TVET in Vietnam is aligned to the changing world of work	
Output 1: State actors, TVET staff, TVET institutes and the business sector are interconnected (analogue and digital)	
<ol style="list-style-type: none"> 1. Promoting equal participation of women and men in the council for cooperation between the state and business sector. 2. Providing technical advices to the state-business cooperation council to integrate gender aspects in the cooperative training. 3. Providing technical support for development of gender sub-hub in the Open Educational Resource Platform to promote fee and open educational materials and networking in the TVET sector. 	<ol style="list-style-type: none"> 1. Mainstreaming ILO’s international labour standards related to gender equality and non-discrimination in technical advices for state-business cooperation council. 2. Identifying and promoting female role models in technical training fields and occupations through cooperation between the business sector and TVET institutes.
Output 2: The regulatory framework of TVET is aligned to the demands of the changing world of work	
<ol style="list-style-type: none"> 1. Conducting the analysis of gender gaps in the existing TVET regulatory framework in the context of increasingly green and digital economy. 2. Conducting a study of gender implications of the digitalisation and automation for selected occupations, which results will be used to inform the TVET related policy development. 3. Promoting the gender inclusion in the development and implementation of TVET strategy (2021 – 2030). 	<ol style="list-style-type: none"> 1. Demonstrating potential economic gains from promoting gender equality and women’s participation in TVET and technical occupations in the digital economy.

	<ol style="list-style-type: none"> 4. Providing advices on the improvement of the <u>gender sensitive TVET image</u> in Vietnam. 	
Output 3: The concept of Centres of Excellence for TVET is successfully implemented in selected TVET institutes		
	<ol style="list-style-type: none"> 1. Providing technical support for Centres of Excellence to adapt training programmes and qualification modules for selected occupations for a sustainable and green economy in line with international standards related to gender equality and non-discrimination (e.g. ILO's international labour standards related to gender equality) 2. Conducting a study of gender implications of the digitalisation and automation for selected occupations for further development of gender sensitive training programmes (<i>links to act. 2 of output 2</i>). 3. Providing technical advice of the Centres of Excellences on the development of intelligent, accessible and <u>gender sensitive</u> learning environments 4. Providing technical and financial support for TVET to implement gender equality initiatives (from attracting more female students in enrolment to technical trades via Girls' Days and scholarships to career services after graduation) 	<ol style="list-style-type: none"> 1. Mainstreaming ILO's international labour standards related to gender equality and non-discrimination in technical advices for centres of excellence. 2. Including gender specific risks related to digital inclusion (e.g. cyber harassment and gender based cyber violence) in the capacity building for teaching and management staff of the Centres of Excellence.
<p><i>Key findings on gender expertise, gender responsiveness, and equal opportunities in the partner organisations (chapter 4) (external gender mainstreaming)</i></p> <ol style="list-style-type: none"> 1. Men take most of leadership positions in the TVET sector; 2. No available gender strategies/action plans to promote gender equality within the organisations in surveyed TVET institutes; 	<ol style="list-style-type: none"> 1. Supporting partners to develop their own gender action plans to ensure the tangible and explicit attention to gender equality in not only project activities but also in their routine work. It is necessary to support partners to enhance their gender strategies and goals such as setting a target for increasing the percentage of female leaders and ensuring a gender sensitive working environment. 2. Organising leadership training courses for potential female leaders of partner organisations and support them to network with other peers. 	<ol style="list-style-type: none"> 1. Sensitising partners about GIZ VN's gender legislation and policy on anti-harassment at workplace. 2. Supporting partners to address gender equality within their organisations.
<p><i>Key findings on gender expertise and responsiveness, in the project team (chapter 5) (internal gender mainstreaming)</i></p> <ol style="list-style-type: none"> 1. Admin department is dominated with female staff while there is a relative gender balance in the technical team. 2. Women are over-represented in the management team, but a man takes the highest leadership position (programme director). 3. A programme gender focal point is nominated to allocate 10-20% of working time to facilitate gender mainstreaming in the TVET programme. 4. Gender mainstreaming activities taken so far are intuitive and based on existing knowledge rather than specific gender tools, such as guidelines and checklists. 	<ol style="list-style-type: none"> 1. It is necessary to have further actions to balance the number of male and female staff by encouraging women to remain with technical posts and men to apply for the admin ones. It is also critical to reward both women and men equally in term of capacity development for career advancement. 2. It is important to encourage team members to set their personal goal(s) on promoting gender equality within teams and in programme implementation. They do not necessarily need gender expertise at the beginning. With commitment, they can enhance their gender knowledge and experience through learning and doing and coaching by country/programme GFP. 3. It is critical to integrate gender topics in regular team meetings. This can be facilitated by the programme GFP. 	<ol style="list-style-type: none"> 1. Continue sensitizing the programme team about GIZ Viet Nam's policy on gender and anti-harassment at the workplace.

4. It is necessary to organise 1-2 gender training workshops for staff and develop guidelines and checklists on promoting gender equality within the team and during programme implementation

II. Results framework	
<p>Level of results framework (outcome objective/ output level)</p> <p>Module objective: TVET in Vietnam is aligned to the changing world of work</p> <p>Output 1: State actors, TVET staff, TVET institutes and the business sector are interconnected (analogue and digital).</p> <p>Output 2: The regulatory framework of TVET is aligned to the demands of the changing world of work.</p> <p>Output 3: The concept of Centres of Excellence (CoEs) for TVET is successfully implemented in selected TVET institutes.</p>	<p>Formulation of concrete gender indicators or criteria for embedding gender dimensions in the results framework</p> <p>Module objective:</p> <ul style="list-style-type: none"> • 80% of 50 surveyed companies confirm that the <u>female graduates</u> of the training offers in the supported occupations have the necessary competencies that are needed for the digital transformation of the economy (Industry 4.0) • 75% of 100 interviewed graduates (of which <u>20 women</u>) of the supported training courses confirm to be prepared for the challenges of the changing world of work. • 6 training programmes of the Centres of Excellence have been further developed together with the bussiness sector in accordance with the requirements of the digital transformation and Industry 4.0, <u>and ILO's international labour standards related to gender equality and non-discrimination.</u> <p>Output 1:</p> <ul style="list-style-type: none"> • Members of councils (5 at meso level and 1 at macro level) for cooperation between state and business sector established at meso and macro levels, disaggregated by sex. • At least one of three digital, cross-occupational and inclusive further training course include gender topic in the training content, which are used by sector actors on a DVET funded Open Educational Resource Platform. <p>Output 2:</p> <ul style="list-style-type: none"> • Number of policy recommendations for promoting gender equality in the digital economy are delivered and taken into consideration in the development of TVET strategy (2021 – 2030) and other relevant TVET regulatory documents. <p>Output 3:</p> <ul style="list-style-type: none"> • Number of training courses offered by 5 Centres of Excellence include the content of ILO's international labour standards related to gender equality and non-discrimination • Number/percentage of participants in the further training services of the Centres of Excellence, disaggregated by sex.
III. Gender marker	
Which gender marker is assigned?	Rationale for the gender marker
	<ul style="list-style-type: none"> • The findings of this analysis inform the programme design and intervention to adopt the “DO NO HARM APPROACH” by: (i) Ensuring gender sensitivity in developing and disseminating public relations/communication materials; (ii) including gender

SCORE 1	<p>equality as one criteria for the selection of participants in training activities; (iii) ensuring training facilitators/conference moderators are aware of gender sensitivity (clearly stated in the TOR); sensitising staff and partners about gender equality and non-discrimination.</p> <ul style="list-style-type: none"> • Gender indicators will be identified at both module objective and outputs levels; • Management team is committed to monitor and report on gender equality results by: (i) developing a gender sensitive M&E system; (ii) strengthening the documentation of best practices of gender mainstreaming; (iii) promoting the learning and sharing on gender mainstreaming within organisations and in programme among staff and partners.
IV. Need for clarification	
<p>Aspect(s) that still need to be clarified; missing Information and/or data</p> <p>n/a</p>	<p>Formulation of the questions that need to be clarified</p> <p>n/a</p>

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