



GENDER IN TVET

Findings from a Need Assessment Survey in Viet Nam

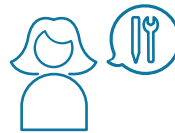
This survey took place in the context of the **Lighthouse Project: Gender, Diversity and Inclusion (GDI) in technical vocational education and training (TVET) in South-East Asia** facilitated by Future-oriented labour market policy and TVET for a Twin Transition in ASEAN (RECOTwin) in close cooperation with the Programme Reform of TVET in Viet Nam for the Vietnamese context. The project's main objective is to develop a scalable approach to enhance the GDI capacity of TVET institutions, so that they become more inclusive and gender equitable.

KEY FINDINGS

Top **four challenges** regarding gender equality



Stereotypes in families



Getting girls interested in technical trades



Reaching out to girls



Possibilities for girls to exchange in a protected space

SURVEY OVERVIEW



11 TVET colleges in Viet Nam – technical occupations



245 TVET personnel (53% female), of which 76% teachers



544 students (35% female)



There is a need for training and/or coaching to enhance gender equality at the colleges

Major societal challenges for students calling for transformative action



Stereotypes and expectation from society

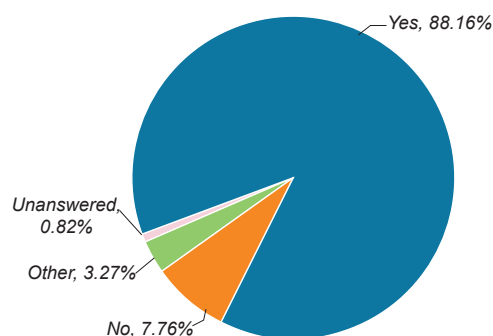


Finding jobs after graduation



Physical/mental health to cope with technical work

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



*TVET personnel survey

What would you say is the biggest challenge girls and women are facing in your college?



Class environment:

"I have few female classmates. In the class I feel often embarrassed and am afraid to communicate."



College facilities:

"In the college there is no private room for women with small children who are breastfeeding."



Career outlooks:

"Female students in technical fields have fewer career opportunities than male students in the school."



Three types of bias coming from the TVET personnel survey

- Type 1: "There is **NO PROBLEM**"
- Type 2: "Girls **CAN'T** study as well as boys"
- Type 3: "Girls **DON'T WANT** to study as well as boys"

CURRENT GOOD PRACTICES FOR GENDER EQUALITY FROM TVET COLLEGES



Enhance enrollment and employability

Promote scholarships for girls; collaborate with firms for apprenticeship and job opportunities for girls



Supporting learning and engagements

Build mechanisms to support girls in learning; regularly communicate, make an effort to understand and encourage female students; organise talent contests for girls



Improve outreach

Use social media; organise information sessions about career for girls in technical fields for students and their families



Reduce stereotypes

Share information on women role models in technical fields

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Full report
Need assessment

