



# **Gender in TVET**

## **Need Assessment Survey in Indonesia**



# Structure

- 1. Overview and key findings**
- 2. All colleges results**
- 3. Discussion**
- 4. Looking through the Quadrants of change**



# Disclaimer

- Some of the questions were designed as open questions, potentially demotivating the respondents to participate in the survey as multiple-choice questions can be answered supposedly with less effort, resulting in a low response rate.
- The questionnaire platform used in the surveys differed between schools potentially leading to different user experience.



# Survey Results - Overview

- 12 TVET colleges – technical occupations
- 123 TVET personnel (41% are female);
- 120 students (50% are female)

## Key Findings

- Individual factors:
  - Skill & Knowledge (Hard skill (academic), Soft skill (adaptability, attention to detail, etc.))
  - Physical (strengths: operating machinery, working in a palm oil plantation/workshop)
  - Mental issues (academic pressure)
- Cultural factors:
  - Sex (male) preference
  - Gender stereotypes & inequality
- Structural factors:
  - Career outlooks (lack of opportunity/competition)
  - Working condition
  - Safety (sexual harassment/hazards)
  - Financial issues (lack of scholarships)
  - Infrastructure (separate wudu area, prayer room)



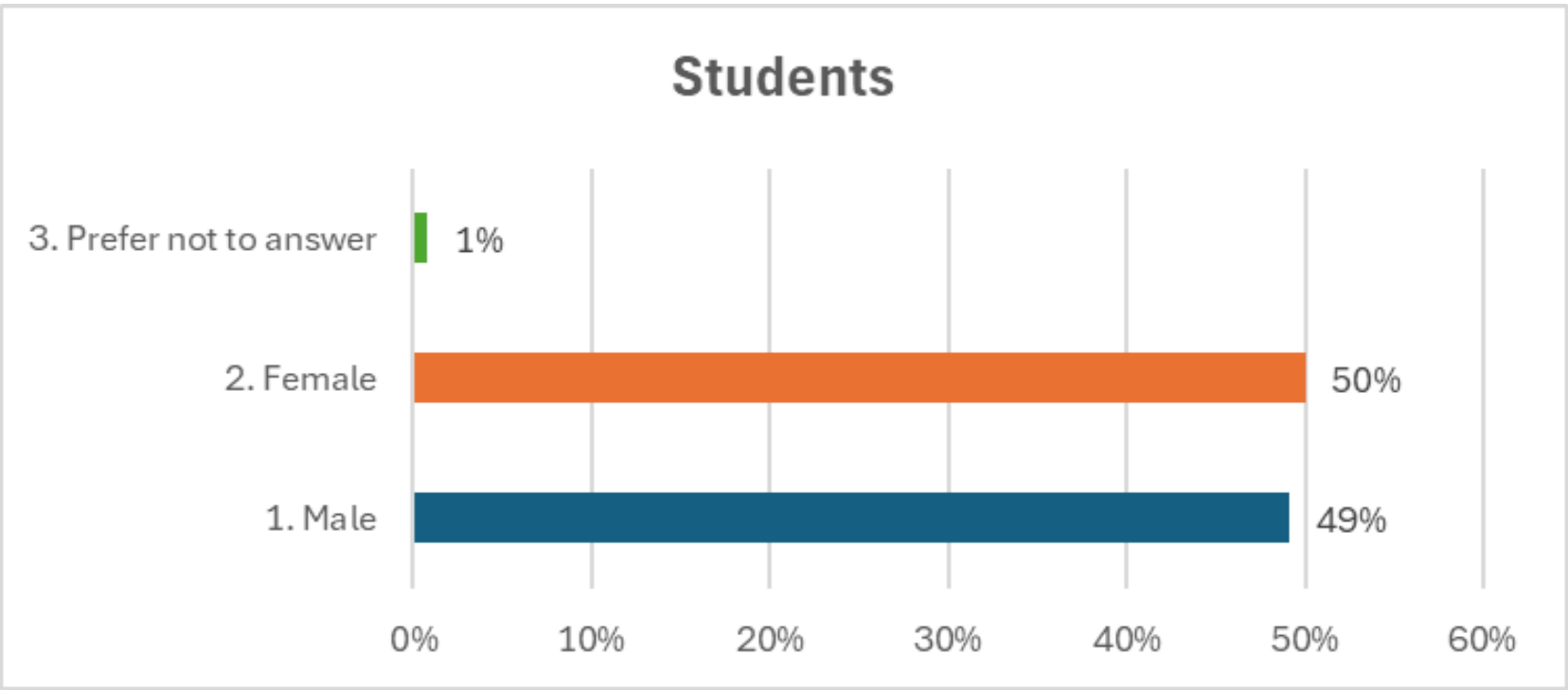
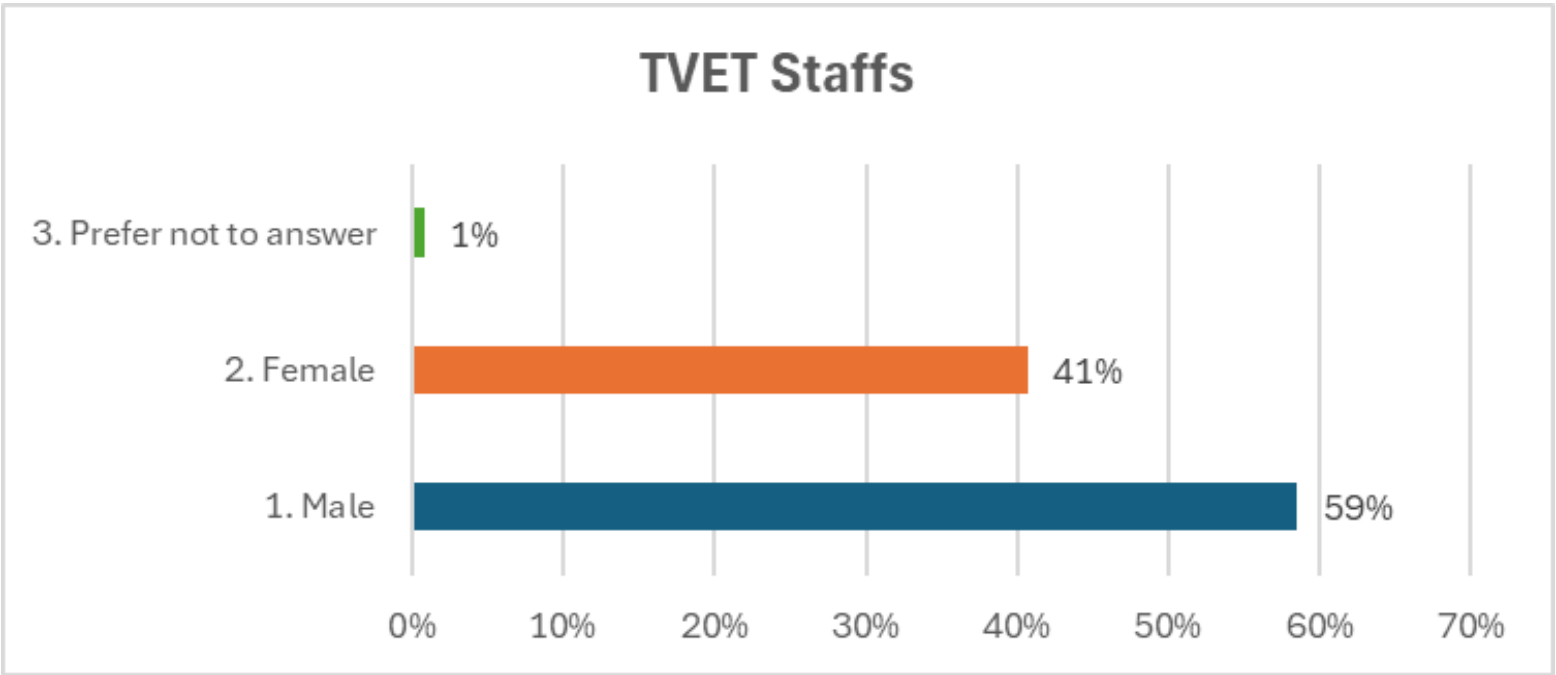
## RESULTS - ALL COLLEGES

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



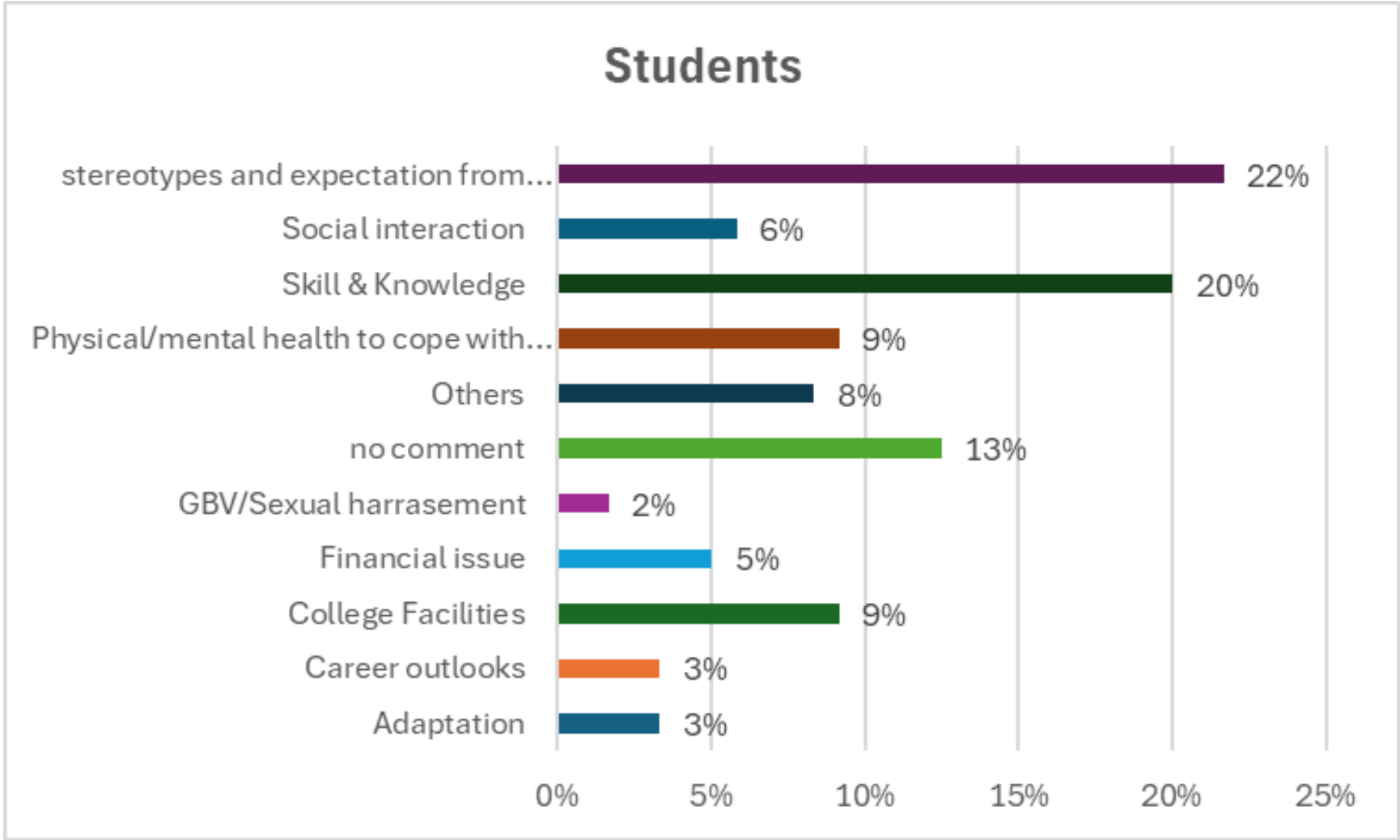
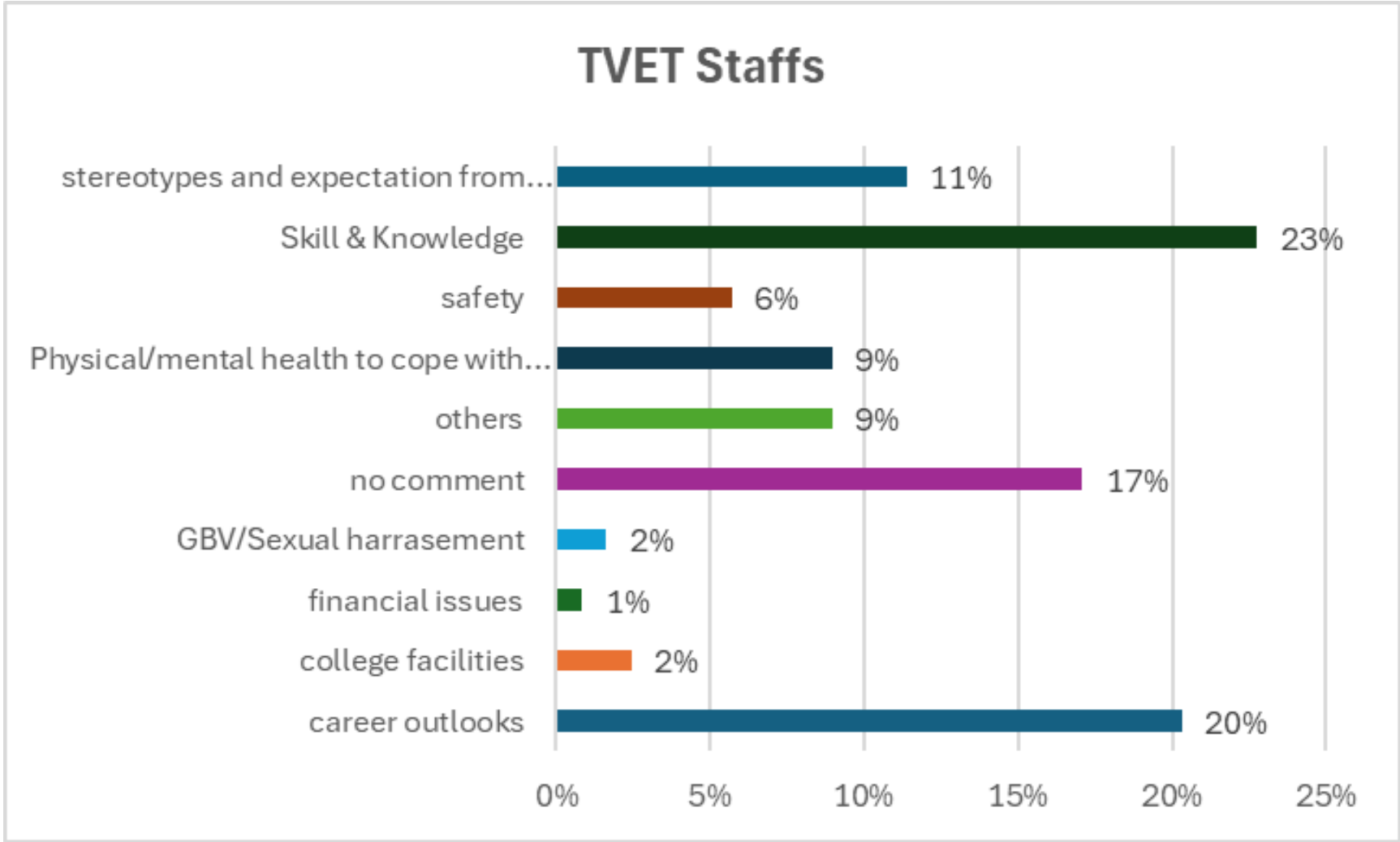
# Respondents by gender

#of respondents : 123

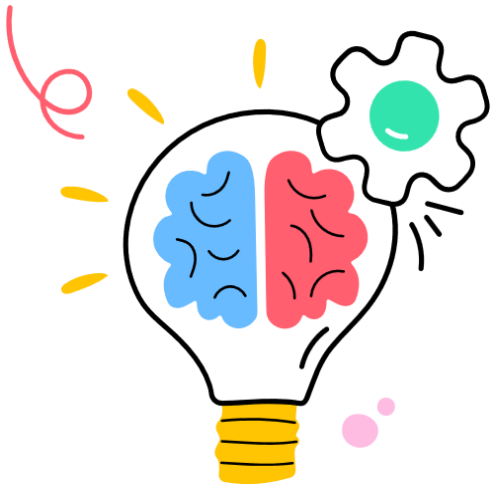


#of respondents : 120

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



**TVET staff believe that the biggest challenges faced by women are skills & knowledge, job opportunities and then gender stereotypes. Meanwhile, according to students, the biggest challenges for women are gender stereotypes, skills & knowledge and physical/mental health to cope with technical work.**



*the biggest challenge faced by female students at vocational high schools is the difficulty in carrying out practical work in the field*

*The trust of lecturers/practitioners during practicum is more likely to give full trust to men*

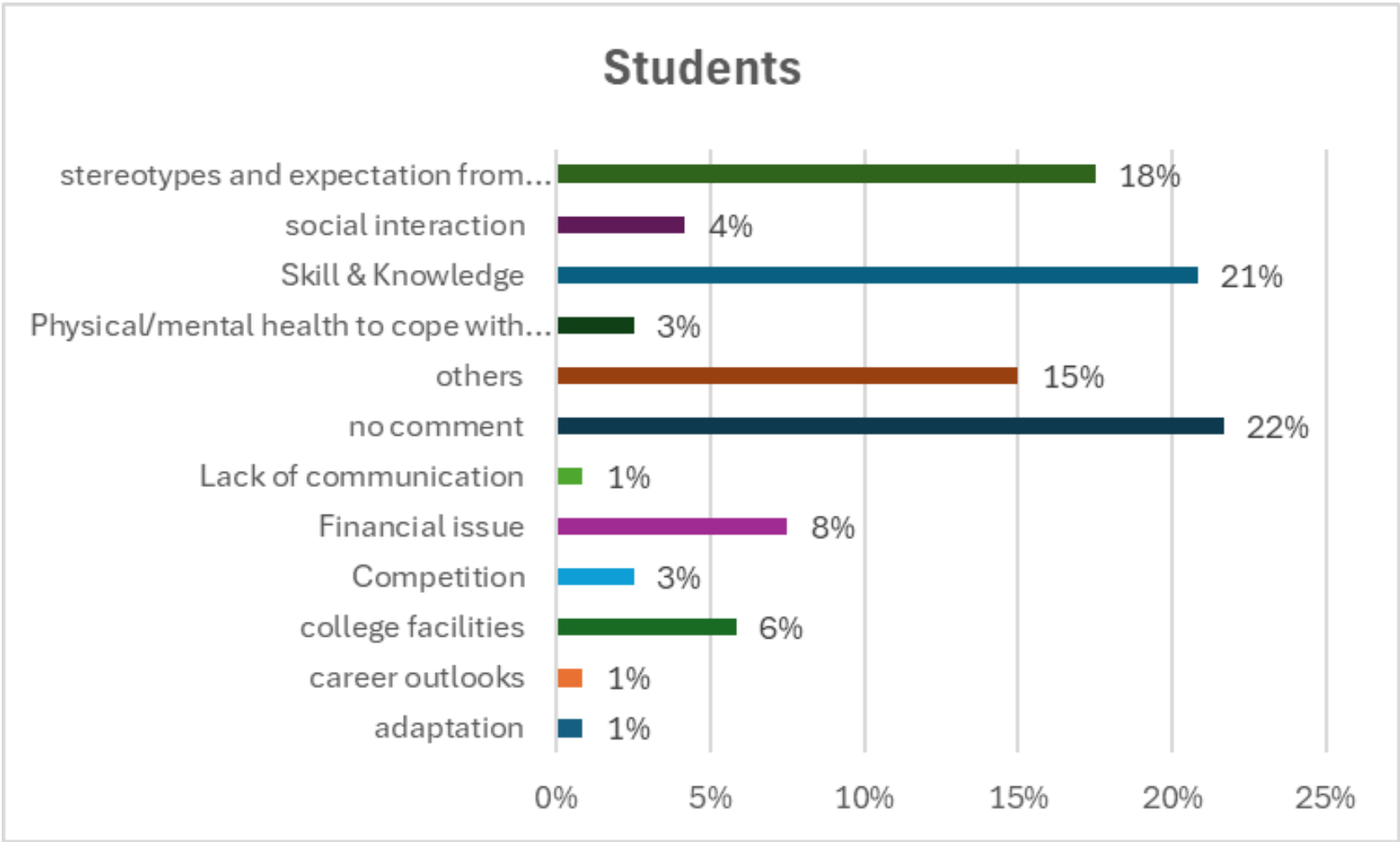
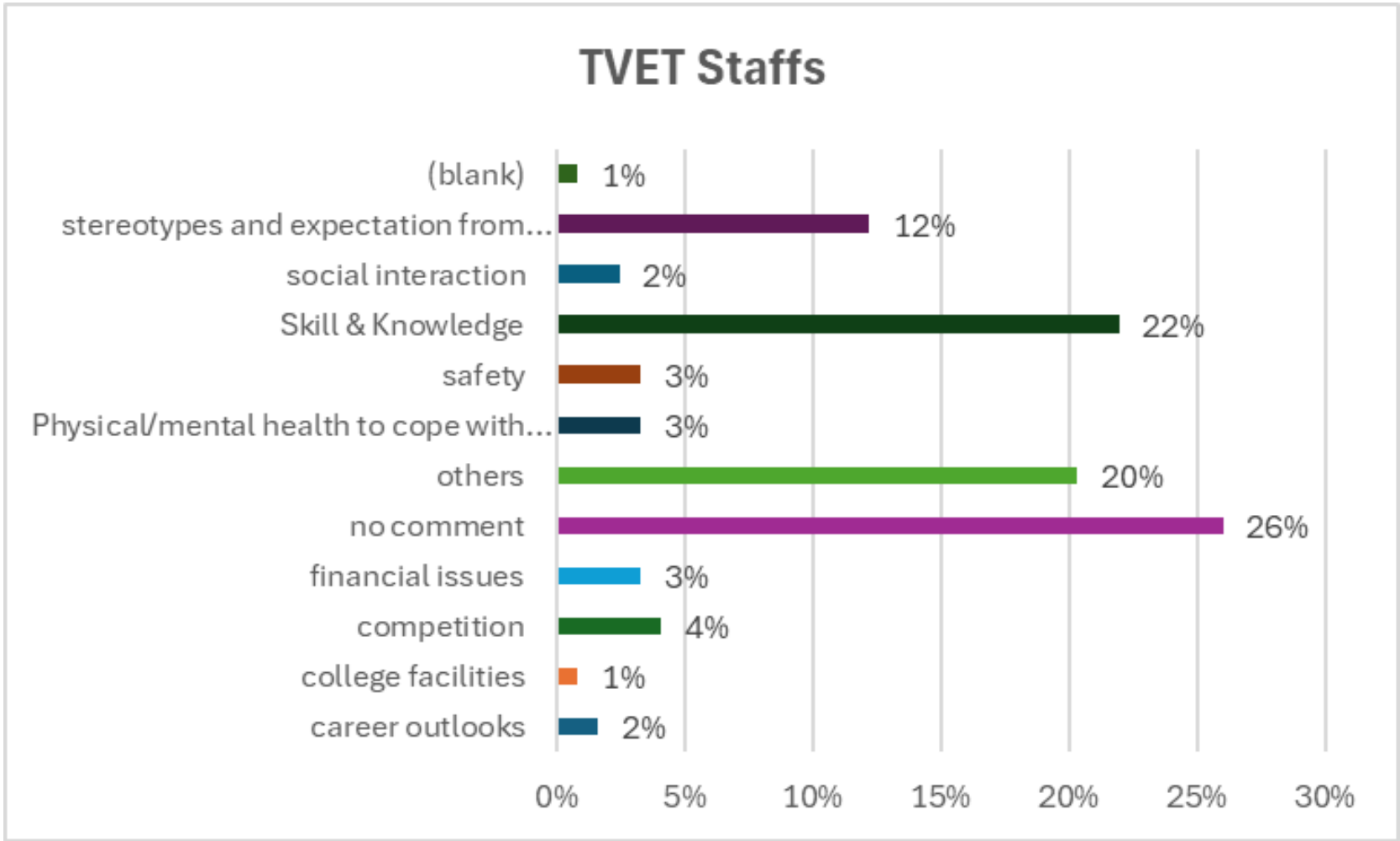
*There are more job opportunities for men because the dominant industry prioritizes men in work*

*There are several tools that are difficult for women to use*

*the industry prefers male employees to handle work in the mechanical field*



# What would you say is the biggest challenge boys / male students are facing in your college?



Both TVET staff and students believe that the biggest challenges faced by men are skills & knowledge and gender stereotypes.

Male students tend to have difficulty in theory subjects

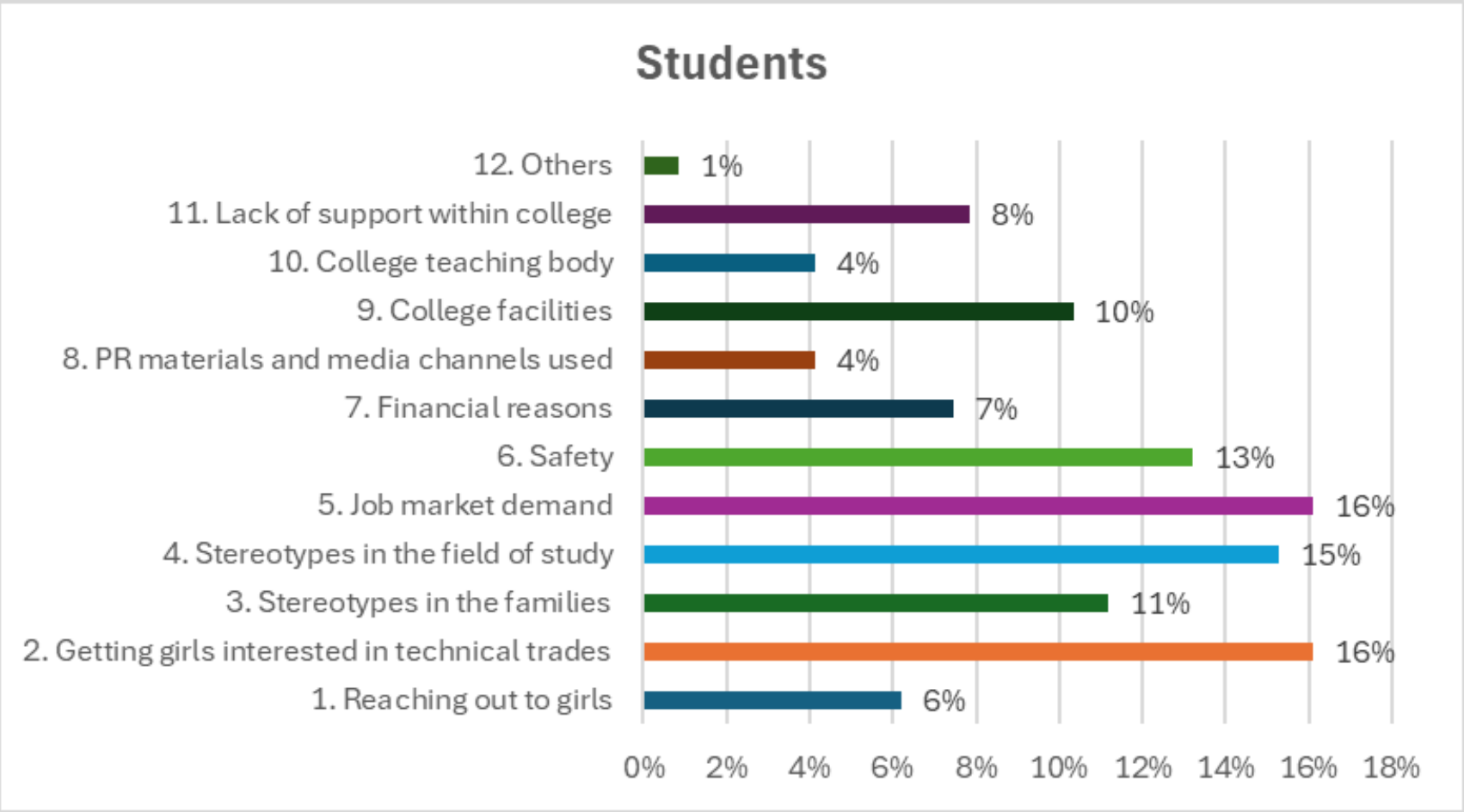
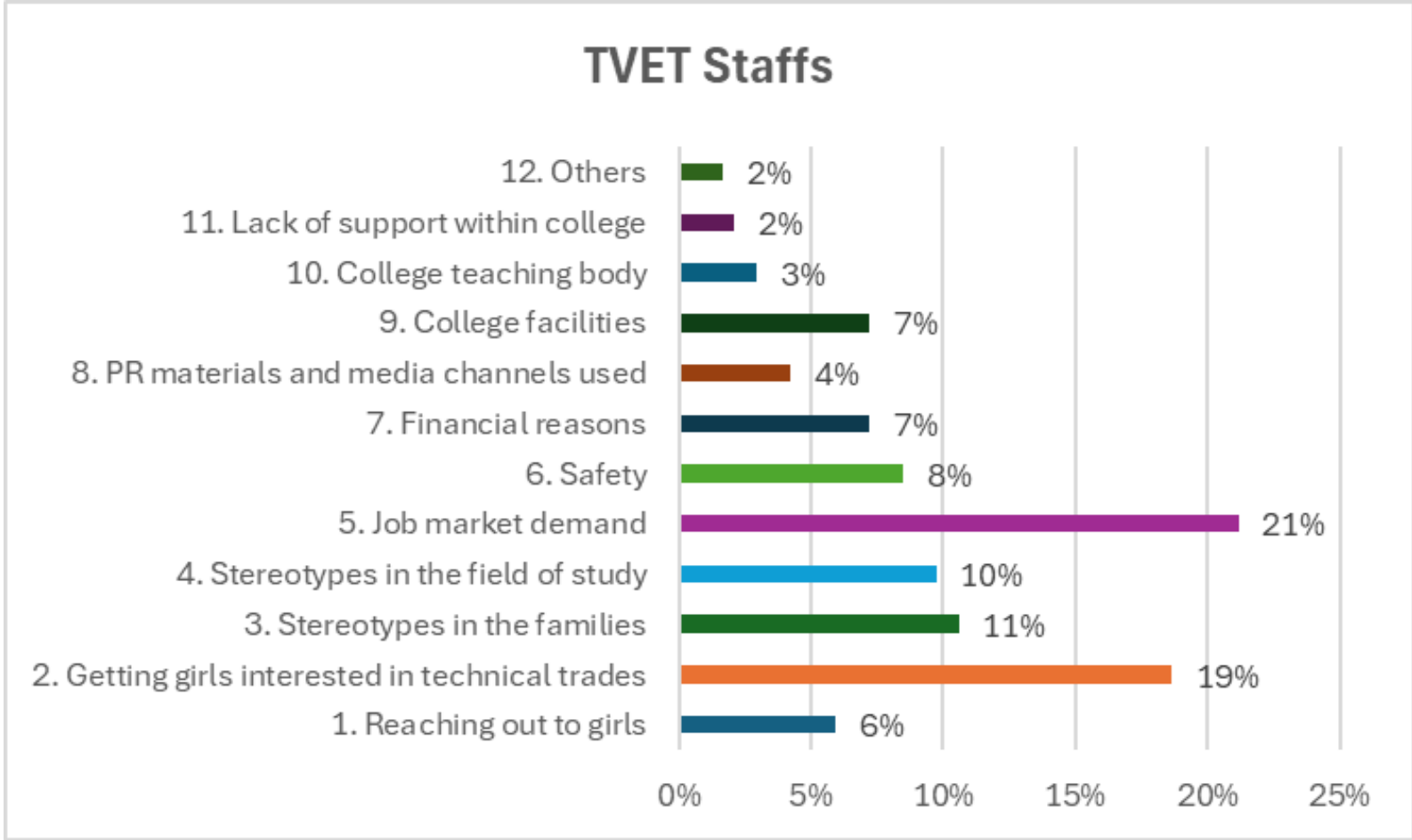
Men are required to have a lot of energy to be able to carry out practical work well

Harder in practice or more often required to do hard work than women

difficulties in participating in learning and still depend on women in calculating data



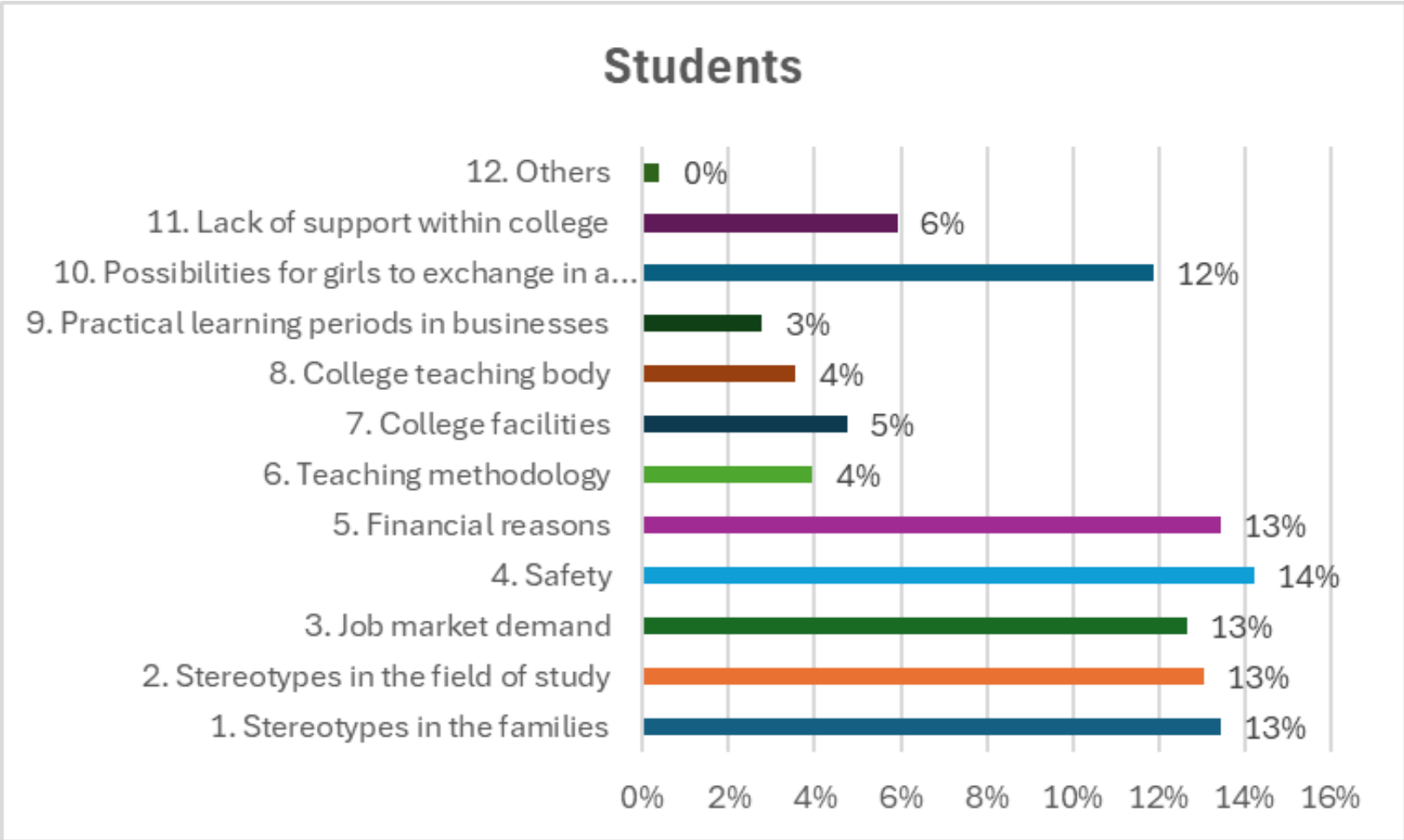
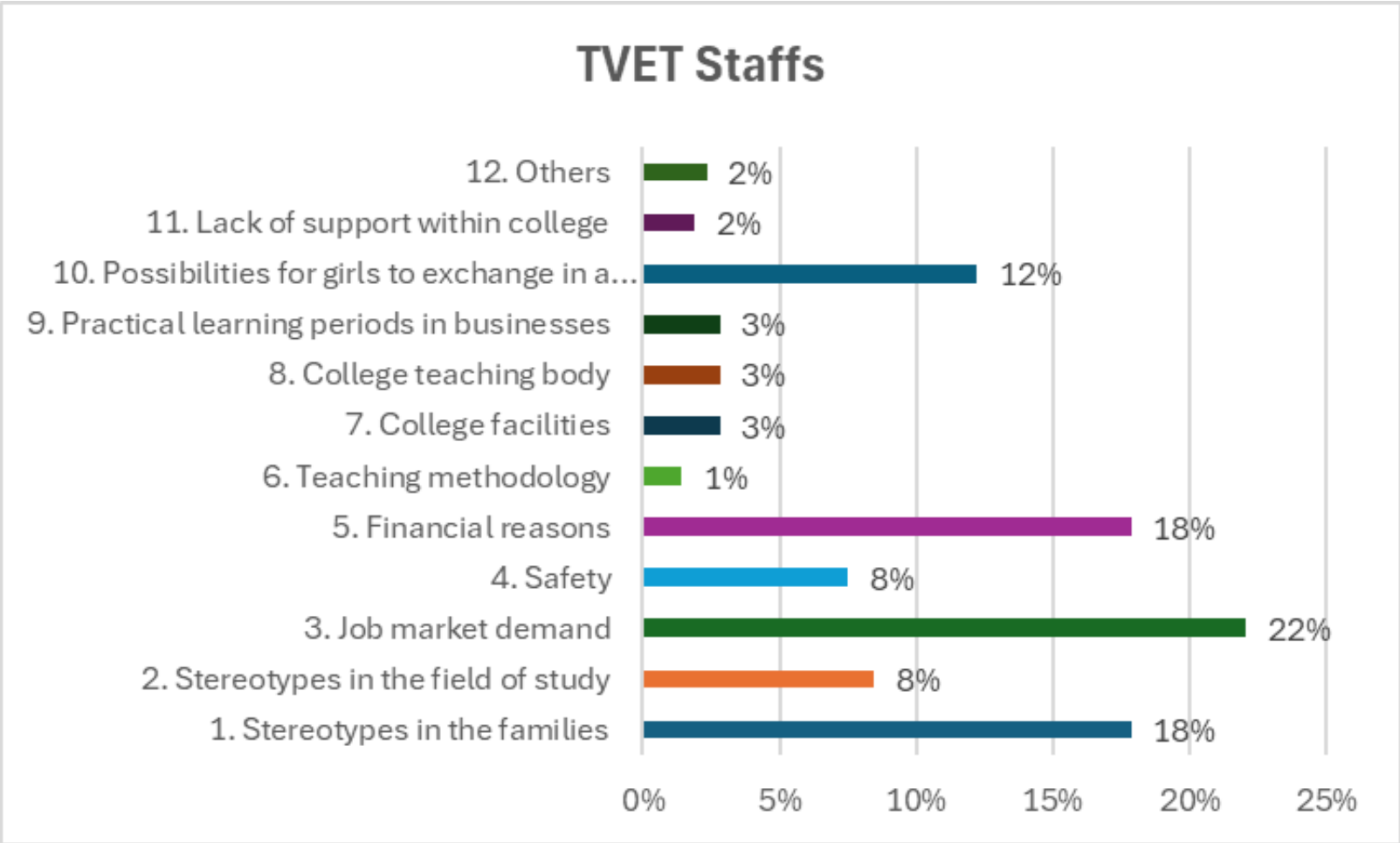
# When it comes to enrollment in TVET, where do you see the biggest challenges with regards to gender equality? *(More than one answer is possible)*



Both TVET staff and students believe that the biggest challenges with regards to gender equality are job market demand and getting girls interested in technical trades (beside stereotype in the families and stereotypes in the field of study). In addition, students thought that college facilities and lack of support within college played a big role, but this did not seem to be known to TVET staff

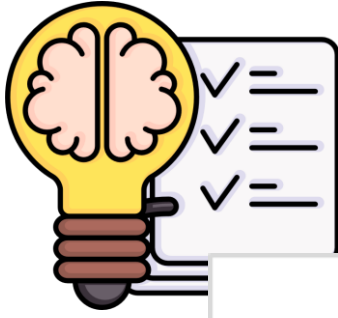


When it comes to preventing girls from dropping out of TVET education, where do you see the biggest challenges? *(More than one answer is possible)*

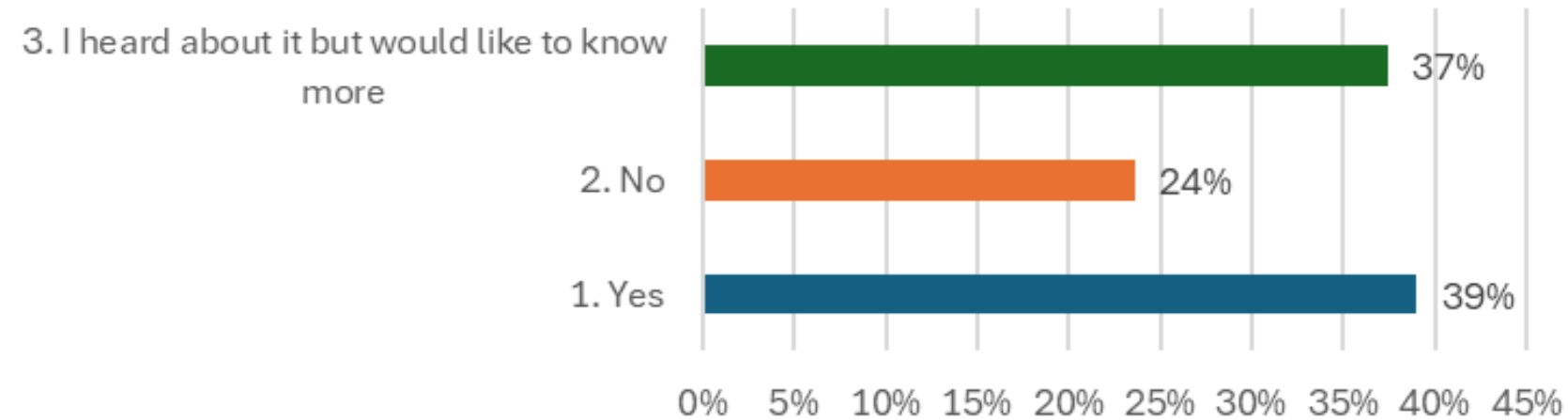


- TVET staff's thought that the biggest challenge to prevent women from dropping out of TVET education are Job market demand and financial issues, regarding financial issues, in Indonesia there are very few scholarships in TVET education.
- For students, safety as well as stereotypes both in the field of study and in the families are a much bigger concern than for the teachers
- In addition, job market demand, stereotypes in the field of study and stereotypes in the families, also considered as challenges.

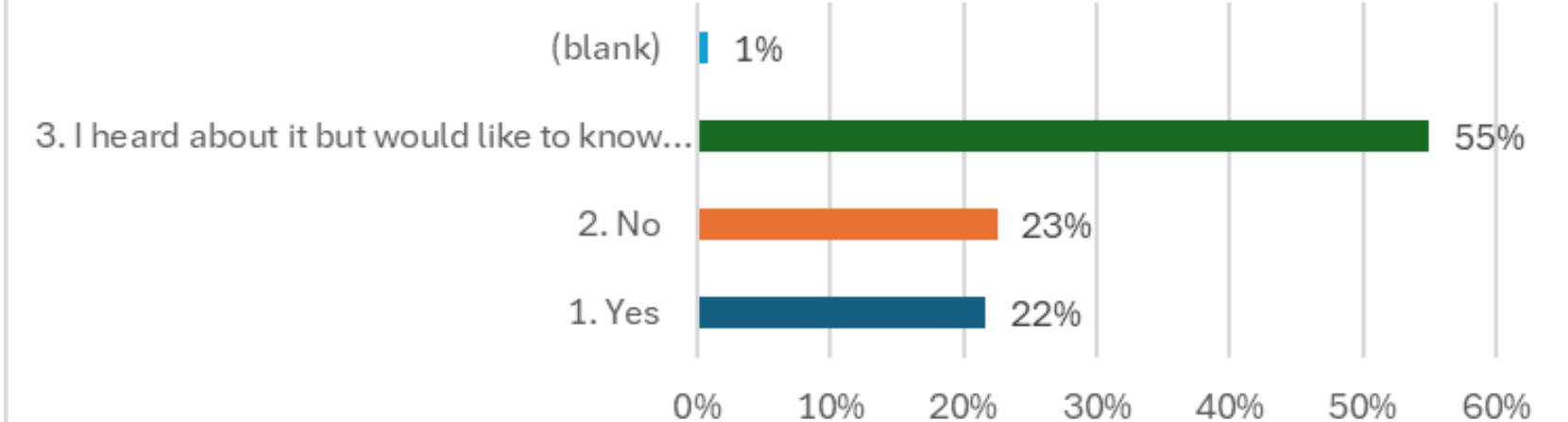




### TVET Staffs



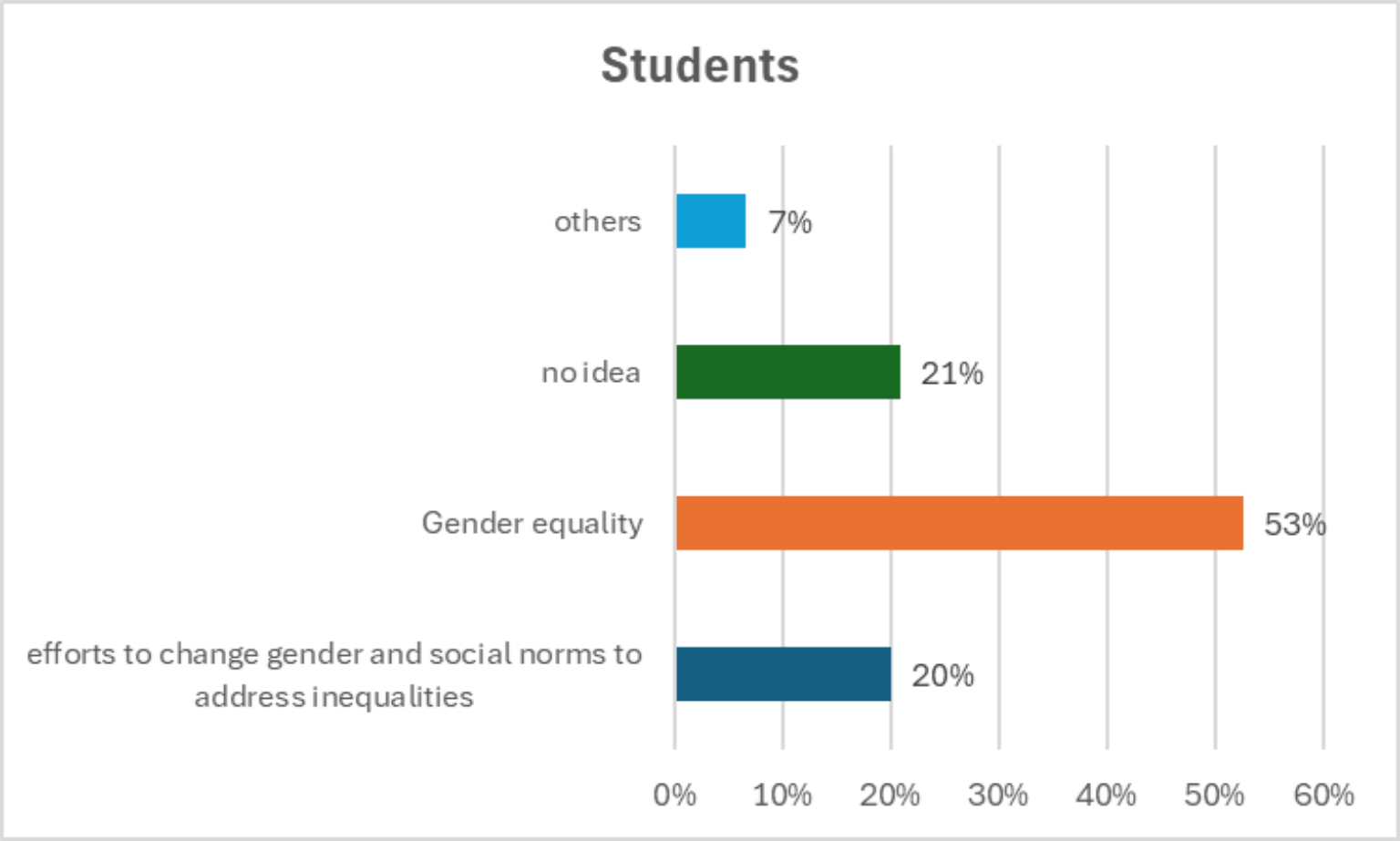
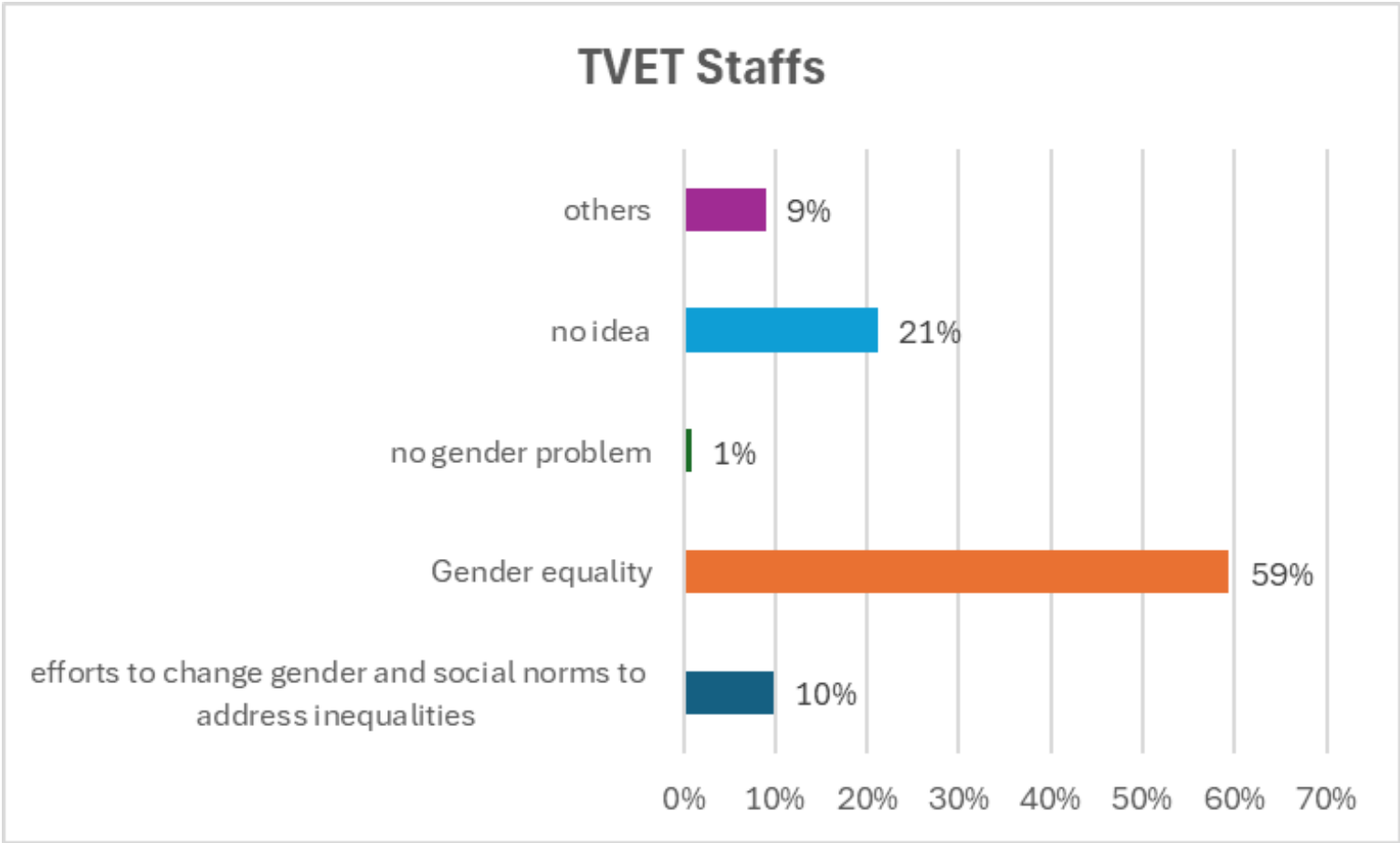
### Students



**Are you familiar with  
gender-  
transformative  
approaches (GTA)?**

- The response was quite good, and both TVET staff and students had mostly heard of and wanted to know more about GTA

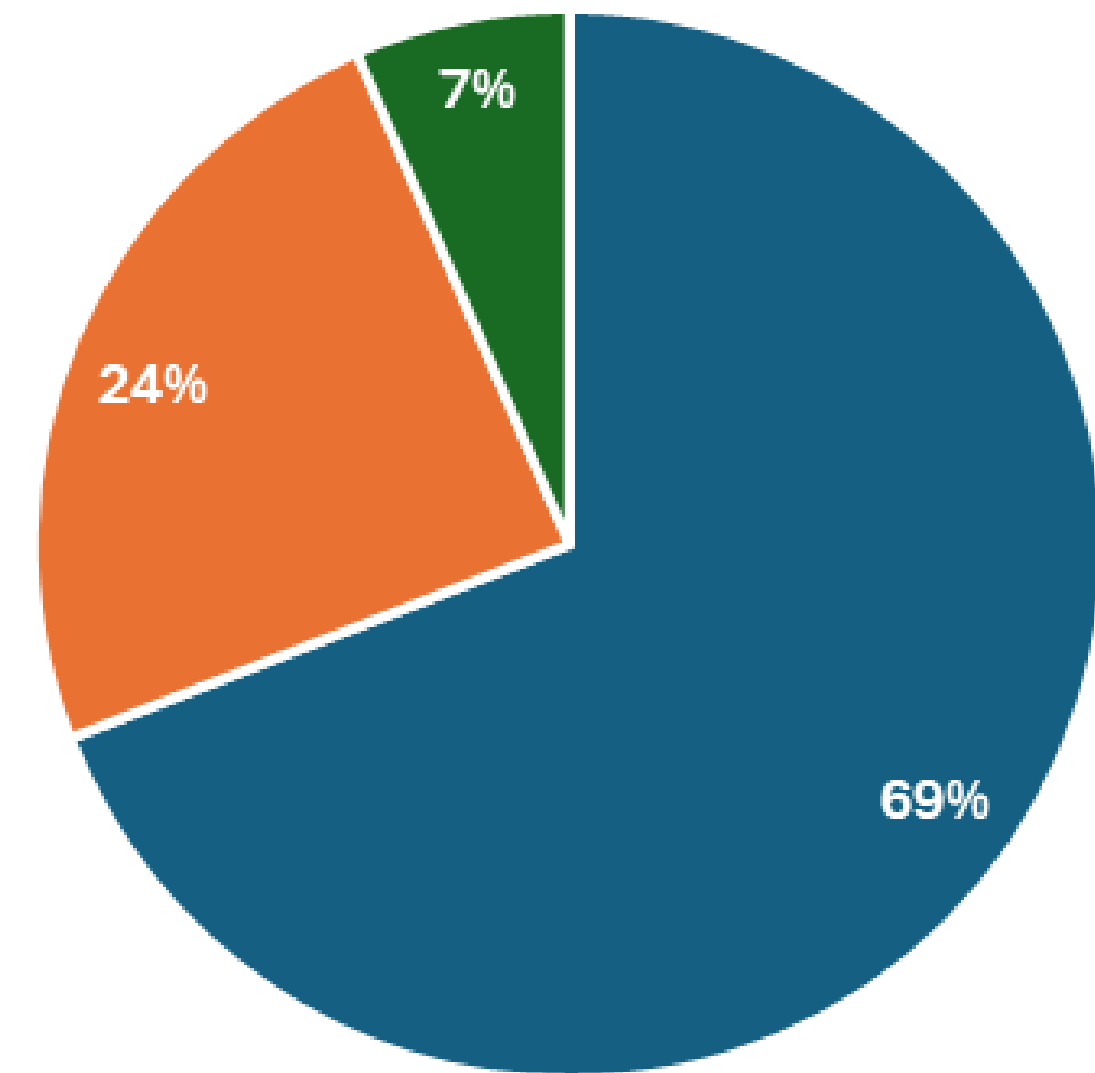
# What do you personally think gender-transformative approaches (GTA) are all about?



There are still many misperceptions between GTA and Gender Equality



- Do you think there is a need for additional training, coaching or resources for board of directors, lecturers and college staff to enhance gender equality at your college?

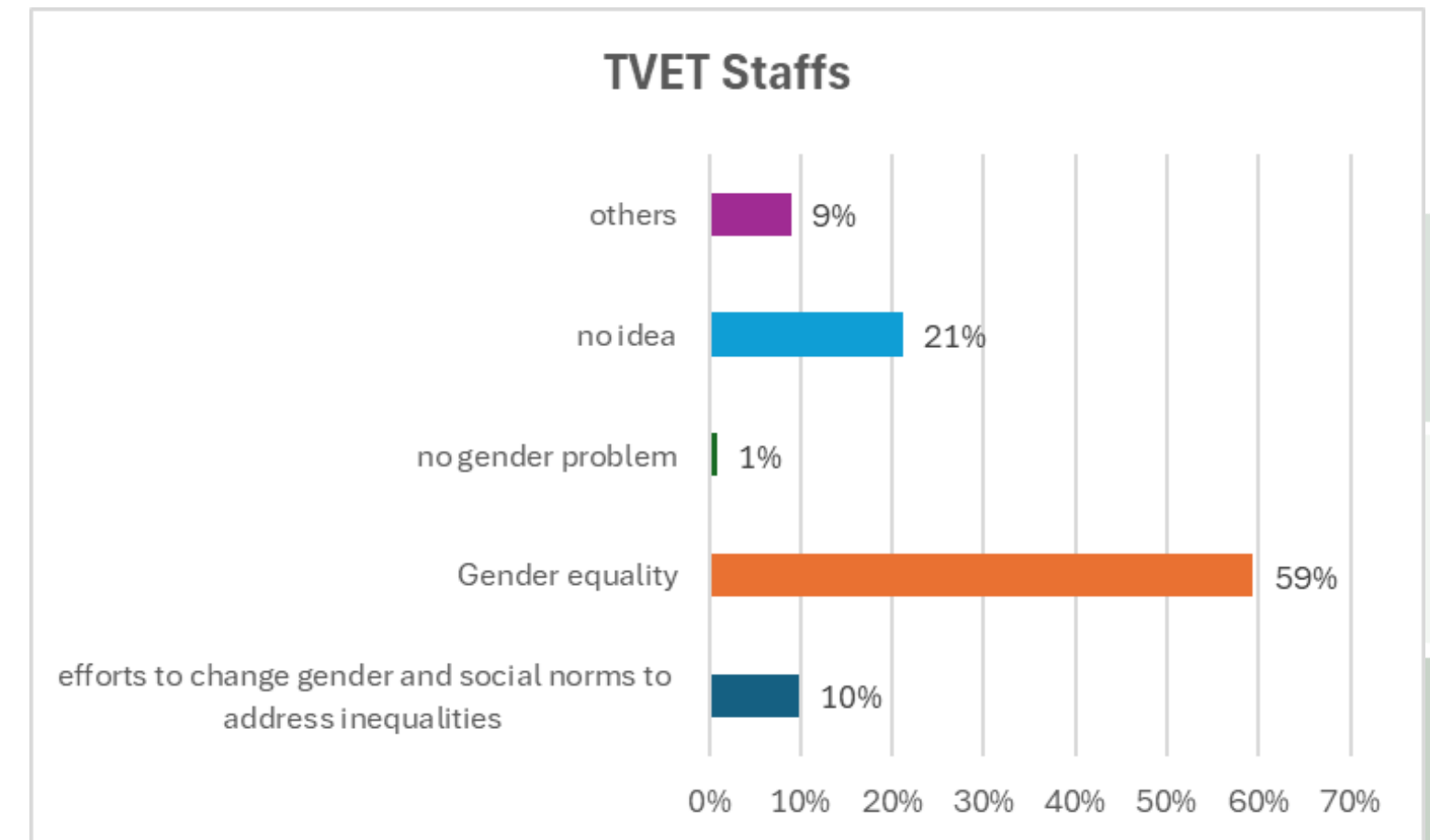


■ 1. Yes ■ 2. No ■ 3. Other

The response received was quite good, where 69% of TVET staff wanted additional training, coaching to enhance gender equality at their college

# Teachers survey

- In question on **gender-transformative approaches** wide range of replies, but male support came up a lot (male friends' support for female friends when participating in work and activities without expectation); as well as choosing girls as class officers/team leaders
- Most of the TVET staffs, considered GTA to be the same as gender equality
- Majority has **not received any training** on gender equality yet



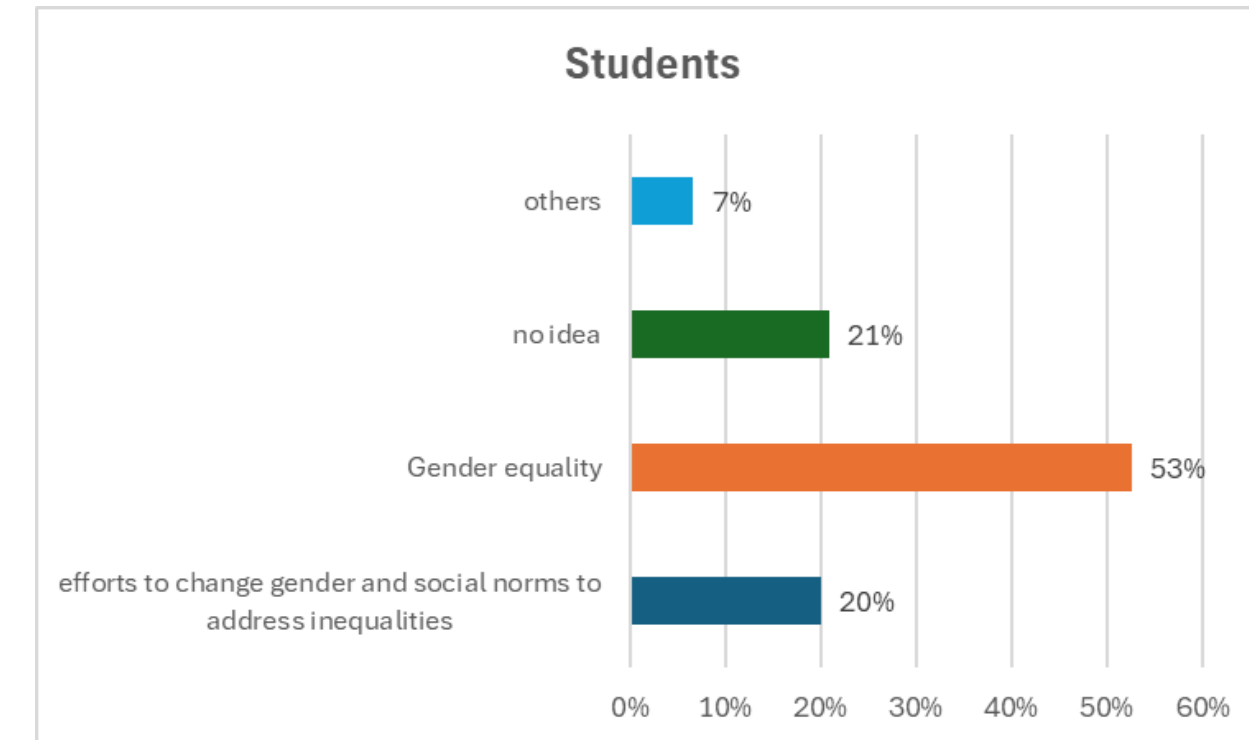
## Examples for potential good practices on promoting gender equality:

- "Accept student absences due to menstrual cycles without sick letters"
- "Giving women the opportunity to become lab assistants"
- "Providing maternity leave"
- "Male support female students in lab"



# Students survey

- In question on **gender-transformative approaches (GTA)**, the survey results show that students are more familiar with the term GTA than TVET staffs.
- However, there are still misperceptions between GTA and Gender Equality



## Examples for potential good practices on promoting gender equality:

- "The importance of support from agencies and job market demand so that many women do not doubt their interest in vocations"
- "Socialise first about vocational education and its advantages compared to universities, so that many women will be interested"
- "Encourage the involvement of women in leadership positions in student organisations and campus bodies and provide leadership training that supports the development of their skills."
- "by creating an inclusive and equal environment for all genders. For example, this can be done by creating policies such as having special mentors for women, because I think in male-dominated majors it is quite difficult for women to get networks, guidance, support from outside parties such as alumni to get deeper information about the world of work"



# Teachers survey

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

- **Skill & Knowledge 23%** ("lack digital/technology skills", "female students learn more slowly than male students", "lack of confidence in expressing opinions and being active in class")
- **Career outlooks 20%** ("the industry prefers male employees to handle work in the mechanical field", "job opportunities")
- **Stereotypes and expectation from society/Gender Inequality 11%** ("discrimination", "when practicing in an industry that is sometimes considered unable to do something because of a woman")
- **Physical strength 9%** ("practicum using heavy machine", "when going on field trips to the factory, there was some hard work for women")
- **Safety 6%** ("Practical activities that require students to come home late")
- **GBV/sexual harassment 2%** ("experiencing harassment either verbally or sexually")
- **College facilities 2%** ("there are prayer room facilities and women's ablution facilities")

# Teachers survey

**What would you say is the biggest challenge boys / male students are facing in your college?**

- **Skill & Knowledge 22%** ("perseverance", "motivation", "lack of intelligence, discipline and initiative")
- **Stereotypes and expectation from society/Gender Inequality 12%** ("the issue of society where men have to be versatile", "male students find it more difficult to focus when studying", "male students are less disciplined and less intelligent than female students")
- **Physical strength 3%** ("Industrial practices in textile factories are quite hot, noisy and dusty.")
- **Safety 3%** ("The risk of work accidents is quite large in certain places such as mini factories")
- **College facilities 1%** ("lack of practical facilities and equipment equivalent to factory equipment")

# Discussion points

1. What stands out?
2. Clustering stereotypes
3. How do we use these results to proceed? First ideas
4. How do we use survey results for college selection?(Viet Nam vs. Indonesia)
5. How to include the teachers' and students' challenges and needs into  
Lighthouse project/group coaching sessions?
6. With whom should we communicate results? Colleges?
7. What else do the colleges need from us to come on board (information  
materials)?

