

Gender Competition 2022

Country: GIZ Mongolia

Project: Cooperative Technical and Vocational Education and Training in Mongolia (cTVET)

## “GENDER AWARENESS THROUGH THE THEATRE (GATT) in TVET”

*“Theatre is a collective rehearsal for reality.”*

### BACKGROUND

One of the core activities of the cTVET project in Mongolia is to support activities within the TVET schools to change behavioural pattern through **Gender Awareness through Theatre (GATT) methodology**. This methodology will be applied to eliminate gender bias and discrimination within classrooms of TVET institutions in Mongolia.

The “Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH” supports the vocational education and training reform process in Mongolia. The “Cooperative Technical and Vocational Education and Training” (cTVET) project is jointly implemented with the Mongolian Ministry of Labour and Social Protection (MLSP) and financed by the German, Australian and Korean Governments between 2019 and 2022. The project partners aim to improve the quality of the Mongolian Technical and Vocational Education and Training (TVET) system through gender-sensitive policy advise, reform of regulatory framework, institutional development and establishing and training program to qualify skilled TVET teachers.

### PROJECT OVERVIEW

The Gender Awareness Through Theatre (GATT) Project is a unique pedagogical approach, inspired by form-theatre, that is applied to help teachers and students to develop strategies to counter gender bias and to support gender equity in the classroom. According to Augusto Boal<sup>1</sup> (2004) “*Forum-theatre is a collective rehearsal for reality.*” The interactive methodology of GATT is designed to empower women and men to observe and act on situations of discrimination in order to promote inclusion and positive change. It was stories told by young women studying in Technical and Vocational Education and Training (TVET) that provided the spark for the present project. The young women had expressed their grievances towards gender discrimination in the classrooms thus further demonstrating that lack of actions to change **behaviour or action of teachers that results in the unfavourable treatment of a**

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<sup>1</sup> Augusto Boal (1931 –2009), theatre practitioner, drama theorist, and political activist.

**person because of their sex or gender is a significant challenge in the Mongolian education system (core problem).**

Placing Mongolian youth at the core of its implementation, the GATT in TVET brings students and teachers together. It facilitates the conversation through plays based on real cases of gender discrimination in TVET classrooms. As part of the methodology local theatre students were an important part to develop e-learning materials for teachers and students. They helped the GATT in TVET to capture and re-play the cases as part of the GATT online courses and materials.

#### **Results in numbers:**

- **1640** direct beneficiaries (teachers and students)
- **32,800** Indirect beneficiaries (6560 family members, 26,240 students and teachers from 30 TVET schools, and 5000 others from the community)
- **4** volunteers involved
- **200** tools (84 posts published, 84 short and detailed articles published on two social media sites (Facebook, VETP website and newsletter, and 32 videos produced)

#### **Outcome:**

- Increased gender awareness of students and teachers through interactive pedagogical methods,
- Improved classroom management that enforces gender equity and youth empowerment,
- Improved communication between classmates and improved understanding one another on a personal level,
- Women and men are empowered through their inclusion in the implementation and organisation of the GATT workshops and role plays,
- Students are actively engaged in discussions about gender and other discriminatory issues in the classroom and develop the ability to create solutions,
- Students share their understanding and knowledge with friends, siblings and family.
- Gender awareness in TVET improved,
- Interest of donors and projects to apply GATT in TVET supported by the cTVET project as a tool for effective awareness rising,
- Development of e-learning recourses and online materials for the public to implement “Gender Awareness Through Theatre”,

### Attractiveness of GATT for cooperation partners:

- This program brought together all the TVET stakeholders, national and international, to focus on making TVET more inclusive. In the implementation of GATT donor organisations in TVET sector like Canadian Unitererra, European Union, GIZm and UNESCO have collaborated. The interest to support its outreach by different stakeholders demonstrates the potential of this project to promote future cooperation and joint action.

### **IMPLEMENTATION**

The European Union (EU) the Canadian Unitererra Programme and the Mongolian VETP implemented the Gender Awareness through the Theatre (GATT) project from March to May 2017 at 5 TVETs to learn more about this problem and to find out whether or not the present project could run on a nationwide scale. This was the first project of its kind and scale to be implemented in Mongolian TVET institutions. The success of the pilot project has determined the development of the second phase from November 2017 to May 2018 at 8 TVETs, in capital city and rural area to be led solely by VETP with Unitererra taking a supportive role.

In the 2<sup>nd</sup> phase of the project at 8 TVETs in the local areas proved not only the relevance of this project for TVETs throughout Mongolia, but that it can be replicated by local organizations like the one presently applying and hopefully one day, by the TVET centers themselves. Hence in the 2<sup>nd</sup> phase, the project team focused on ensuring the sustainability of project outcomes and activities by handing over the organizational guideline ppt handout and animated video describing detailed organizational steps, other handouts, templates and workshop videos to the training department of schools, and agreed with the school acting teams that they would function as representatives of the GATT project in the future and replicate the project. Related with this, certain number of schools involved in pilot and 2<sup>nd</sup> phase project needs to be selected to pay a re-visit to monitor the replication of GATT project by partner schools. Although as of the end of the 2<sup>nd</sup> phase of the project, 12 TVET providers were involved out of which 6 and 6 located in Ulaanbaatar, only reaching 14 % of total registered TVETs in Mongolia, which still leaves space for further implementation of GATT project, especially in isolated locations of the vast landscape of the country, by reflecting the key findings of the 2 phase.

- As one student stated during a focus group (2019): “In my carpentry class, boys are a level up, so they get more special assignments than girls”. During a workshop at Darkhan Urgoo College in May 2019, one group of teachers and students wrote and acted out a skit demonstrating what was to them a recurrent reality: a woman graduate from her TVET construction programme being discouraged from applying

to a job on a construction site by the interviewer himself. During a student and teacher joint workshop held at the Darkhan TVET school on May 1<sup>st</sup> 2018, the school team demonstrated a play scenario where the youngest daughter of a family is deemed to have very small chance on finding a decent job in the future and/or make a good living by the mothers' friend as soon as they find out about the sex of the future child, which is a common situation in the rural life according to the students and teachers.

- Moreover, girls, much more than boys, are encouraged to attain a high level of education. This has led to a phenomenon which is known as the reverse gender gap, an unusual situation where school enrolments are fewer among boys and men. Since women and girls are often thought to be the better students, many men and boys feel undervalued by their teachers and therefore excluded from higher educational institutions as a whole. Such situations of exclusion cause discouragement among students and decrease the relevance and effectiveness of TVET centers which are missing out on much needed human capital potential.
- “Be a man” or “Because you are a woman” are all too familiar phrases for students and teachers, as the focus groups proved in March 2017. And this affects the way that teachers run their classrooms, as one teacher stated: “I would never ask a girl to do a big physical task and I would never ask a boy to do something meticulous because they are each better at different things”. In a widely distributed survey to Peace Corps volunteers that same month, one response stated that: “Whenever we do a training, my [counterpart] usually keeps the girl students behind to sweep/clean the classroom”.

The project will be furthering its reach, particularly in rural areas, where such trainings are rare as it is the best example in the TVET sector.

Thus, the third and fourth phase of the project was implemented in between September 2018 and May 2020 with the support of EU and cTVET project of GIZ. Moreover, the fifth phase is being implemented at 9 TVET schools between January 2020 to December 2021 funded by UNESCO Programme of Participation in the activities of Member States for 2020-2021 to keep the dialogue going. Within the framework of the last two phases of the project, e-learning resources were developed on [www.vetp.mn/](http://www.vetp.mn/). As a result, social partnership managers or social workers are able to conduct the training by themselves under the guidance of VETP.

## **Sustainability**

The project team focused on ensuring the sustainability of project outcomes and activities by handing over the organizational guideline PowerPoint handout and animated video with

detailed descriptions of the organizational steps, other handouts, templates, and workshop videos to the training department of schools. They agreed with the school acting teams that they would function as representatives of the GATT project and replicate it. Key findings and lessons from the previous phases of the project were identified and documented by the project team.

Representatives of TVET schools will be able to organize the training independently by using the open-resource materials placed on the [www.vetp.mn](http://www.vetp.mn) website. In this way, the scope of the training can be further aligned with the sustainability objectives of the GATT project. Therefore, for any country that is interested in promoting gender equity and equality in an interactive way, theatrical method will be one of the best ways to deliver.

There are total of 80 TVET schools in Mongolia but we have only reached 30 of them meaning that the rest are excluded. Therefore, VETP with cTVET project of GIZ, Mongolian National Commission for UNESCO initiated that Mongolian TVET system benefit from digital learning solutions on gender equality concept and online learning resources to be shared with TVET learners and teachers. VETP NGO as key actor in TVET system, has improved its capacities to support gender equality in TVET in Mongolia through the cooperation with the cTVET project. VETP NGO will promote the digital resources at the all private and public schools in order to help them to implement the GATT as proven approach for gender transformative capacity development.