



Promoting gender equality in TVET



Country	Viet Nam
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Category	Promoting gender equality

01. PROMOTING GENDER EQUALITY (40% OF MARKS)

Which objectives and results have been achieved? Describe the context, the organisational unit, the sector or the situation in your country or region. Tell us which approaches have proven effective, which results have already been generated and which specific impacts you expect in the short, medium and long term.

1.1. Context

Development Partnership with the Private Sector (DPP) "Vocational Training for Smart Manufacturing in Machine Tools" is implemented in Viet Nam and supported by the develoPPP.de programme of the German Federal Ministry for Economic Cooperation and Development (BMZ) and jointly implemented by the cooperation partners Siemens Limited Vietnam, LILAMA 2 International Technology College (LILAMA 2) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, represented by the Programme "Reform of Technical and Vocational Education and Training in Viet Nam" (TVET Programme).

The TVET Programme is to support TVET in Viet Nam to be better aligned to the changing world of work which is increasingly green and digital. LILAMA 2 is one of the 11 supported TVET colleges in Viet Nam with 04 supported occupations including Metal Cutting, Construction Mechanics, Mechatronics and Industrial Electronics.

DPP is implemented at LILAMA 2 with the focus on increasing the competence of the teachers in the field of metal technology. The project also has a proven track record of promoting gender equality through various initiatives.

1.2. Objectives and Results achieved

DPP project also aims to promote gender equality by providing technical training to women technicians who are fresh graduates from universities/colleges and from the enterprises. The objective is to empower women with the necessary skills to secure employment opportunities and improve their socio-economic status. We have achieved the following results:

- a. Conducted a needs assessment to identify the technical skills required by women in the community.
- b. Organised a Girls Day event for 120 high school female students to introduce them to various technical fields and inspire them to pursue careers in these areas.

- c. Conducted three courses of technical training for only women technicians in the fields of metal technology. The courses were designed to provide practical skills and knowledge that could be applied in the workplace. And there were 36 women technicians participated in the trainings.
- d. Produced the success story to highlight the picture of a teacher who began as a student in technology field and continue to upgrade knowledge and skills in the field of teaching metal cutting occupations. She can also teach initial training programmes students, other TVET teachers as well as company technicians or engineers.
- e. Conducted follow-up assessments to evaluate the impact of the training programmes on the participants' occupations, revealing significant improvements in their socio-economic status and confidence levels.

1.3. Approaches that have proven effective

Our project has adopted several approaches that have proven effective in promoting gender equality:

- a. Needs assessment: We conducted a needs assessment to identify the technical skills required by women in the community, which helped us design our training programme to meet their specific needs.
- b. Collaboration with local partners: We collaborated with local partners such as local authorities, high schools, enterprises to ensure the project's sustainability and impact on the community's overall development.
- c. Follow-up assessments: We conducted follow-up assessments to evaluate the impact of our training programmes on the participants' lives, which helped us identify areas for improvement and refine our approach accordingly.
- e. Cultural sensitivity: We ensured that our approach was culturally sensitive and addressed the specific challenges faced by women in our community due to cultural and societal norms.

1.4. Results generated and specific impacts expected in the short, medium, and long-term

Our project has generated several results, including:

- a. Improved socio-economic status: The women technicians participating in the training courses have secured employment opportunities, resulting in improved socio-economic status

for themselves and their families. This has led to increased confidence levels and improved self-esteem.

- b.** Increased access to employment opportunities: The high-school female students and women technicians have secured employment opportunities in traditionally male-dominated fields such as electrical engineering, metal technology, resulting in increased access to employment opportunities for women in our community. This has led to improved gender equality in our community's overall development.
- c.** Improved confidence levels: The women technicians have reported improved confidence levels as a result of our training programmes, which has led to increased participation in community activities and improved leadership skills among our participants.
- d.** Improved cultural sensitivity: Our approach has been culturally sensitive, addressing the specific challenges faced by women due to cultural and societal norms. This has led to improved cultural sensitivity among our participants and increased awareness of gender equality issues among our community's overall development stakeholders.
- e.** Improved sustainability: Our collaboration with local partners has ensured the project's sustainability by ensuring that our approach is culturally sensitive, addresses specific challenges faced by women due to cultural and societal norms, and is tailored to meet their specific needs.

02. GENDER AS A QUALITY FEATURE OF OUR WORK (20% OF MARKS)

Our gender-differentiated approach and unfailing commitment to equal opportunities for everyone, regardless of their gender, sexual orientation or gender identity, are among the values GIZ upholds as an actor, partner and service provider for sustainable development. Is or has your work in the field of gender been particularly acknowledged by your clients, partners and commissioning parties? How is that reflected or shown?

Our work in promoting gender equality has been particularly acknowledged by our partner college and enterprises. For instance, we have received positive feedback from our participants, who have reported increased confidence levels and improved access to employment opportunities as a result of our training programmes.

Our partners have also recognized the impact of our approach on the community's overall development by promoting cultural sensitivity and awareness of gender equality issues among our community's overall development stakeholders.

This recognition is reflected in our partnerships with local organisations such as high-schools and local authorities, who have collaborated with us to ensure the project's sustainability and impact on the community's overall development. Our commitment to equal opportunities for everyone is also reflected in our hiring practices, where we prioritise women in our recruitment process to ensure that our team reflects the values we promote in our work.

Specifically, after the event Girls Day, some companies have approached us and discussed the priority for graduated girls to take the apprenticeship or work in technical fields.

After some technical training courses, the women technicians gave the feedback that they maintained their ambitions in metal cutting and could reach another level or took over complicated tasks in the companies.

03. IMPLEMENTING FEMINIST CORE PRINCIPLES (20% OF MARKS)

The feminist core principles of the federal government include human rights-based approaches, the targeted dismantling of structural causes for inequality, disadvantages and exclusions (gendertransformative approaches) as well as intersectional and gender-inclusive, post-colonial and power-critical approaches. What role do these principles play in your work and what concrete contribution does your project/team make to the application and implementation of these principles?

Our project aligns with these principles by adopting a human rights-based approach that addresses the structural causes for inequality, disadvantages and exclusions faced by women in our community due to cultural and societal norms. Most of the parents or students think that technical occupations are not suitable for girls and consider it as "hard" and "only-for-men" occupations.

Our approach is also gender-transformative, as it aims to transform gender relations by empowering women with the necessary skills and knowledge to secure employment opportunities and improve their socio-economic status.

We also adopt an intersectional approach that considers the intersections between gender, race,

ethnicity, class, sexual orientation and other social categories in promoting gender equality.

This approach recognizes that women from marginalized communities face additional barriers to accessing employment opportunities due to these intersections and aims to address these barriers through our training programmes.

04. COOPERATION (20% OF MARKS)

The promotion of gender equality and even more, the implementation of feminist development and foreign policy, is a joint task - how did you go about it? Who did you cooperate with: colleagues, partners, donors, civil society representatives, etc.? What united you in all your efforts to enhance gender equality (shared or same goals, strategies, international or other obligations and requirements, etc.)? What were the major challenges you encountered individually or together? What were the three key success factors?

The promotion of gender equality is a joint task that requires collaboration with various stakeholders. We have collaborated with local partners such as partner college – LILAMA 2, high-schools, NGOs, local authorities and various enterprises to ensure the project's sustainability and impact on the community's overall development. Our collaboration with local partners has enabled us to tailor our approach to meet the specific needs of our community's overall development contexts.

The major challenges we encountered individually or together during our collaboration with partners include:

- a. Cultural sensitivity: faced by women due to cultural and societal norms.
- b. Limited resources: this relates to both financial and human, how to use the resource efficiently and effectively to maximize the project's impact on the big group of people.
- d. Communication barriers: due to language and cultural differences, how to use effective communication strategies, including the use of local languages and cultural sensitivities, to ensure that our messages were understood and acted upon by our target audience.
- e. Capacity building: to empower local partners to take ownership of the project's implementation and sustainability regarding the gender equality.
- f. Monitoring and evaluation: data collection, analysis, and reporting mechanisms that were tailored to the local context and partners.
- g. Sustainability: strategies for institutionalisation, such as the creation of local organisations and

networks, that could continue to promote gender equality in the community.

- h. Collaborative decision-making: This relates to effective communication, mutual respect, and shared decision-making processes that were tailored to the local context.
- i. Accountability: identify the clear roles and responsibilities, regular progress reports, and effective conflict resolution mechanisms.
- k. Adaptability: This enabled us to respond effectively to changing circumstances in the community's overall development contexts over time
- l. Partnership building: to build strong relationships with local partners based on trust, respect, and shared values.
- m. Collaborative planning: to enable us to plan the project in partnership with local partners.

The three key success factors:

1. Cultural sensitivity: grounded in cultural sensitivity, which enabled us to understand and respect local cultural norms, values, and beliefs. Thanks to this factor, we can implement the girls day to attract the attention of the parents as well as female high-school students to involve in technical occupations at LILAMA 2.
2. Resource management: We are encouraged to efficiently and effectively use resources to achieve our project goals. This relates to effective planning, monitoring, and evaluation processes that were tailored to the local context. Focusing on this factor, we can collaborate with the partner college's teachers to identify the needs and develop the on-demand training programmes for the women technicians. Also, we collaborate with partner companies who sent the women technicians to the training for their skill upgrading.
3. Partnership building: This involves building strong relationships with local partners based on trust, mutual respect, and shared values, including effective communication, active listening, and a commitment to working collaboratively towards shared goals. Partnership building enables us to navigate social realities and work collaboratively with local authorities and stakeholders in a way that is sensitive to local cultural norms and values.

Reference link:

Girls Day: DPP- Smart Manufacturing (Siemens-GIZ-LILAMA2)- Girls Day - YouTube

Girls' Day at LILAMA 2 – No TVET Gaps for Girls! - TVET (tvet-vietnam.org)

Further trainings for women technicians:

More woman technicians go CNC - TVET (tvet-vietnam.org)

Female industry technicians go CNC! - TVET (tvet-vietnam.org)

Second batch of woman technicians enhanced their CNC competence at LILAMA2 - TVET (tvet-vietnam.org)

More access to smart manufacturing for industry technicians!!! - TVET (tvet-vietnam.org)