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Regional
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Platform

The prospects of measures for the advance of gender equality in TVET

Julia Gillen
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Research and Development

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List of Abbreviations

ADB	Asian Development Bank
AFD	Agence Française de Développement
APEC	Asia-Pacific Economic Cooperation
ASCC	ASEAN Socio-Economic Community
ASEAN	Association of Southeast Asian Nations
CBC	Competency-Based Curriculum
ENARP	Knowledge Networking for Rural Development in Asia-Pacific Region
ESD	Education for Sustainable Development
GAD	Gender and Development
GDP	Gross Domestic Product
GDVT	General Department of Vocational Training
GE	Gender Equality
GIZ	Gesellschaft für Internationale Zusammenarbeit
GREAT	Gender-Responsive Economic Actions for Transformation
GTZ	German Technical Cooperation
LUX	Luxemburg Agency Development Cooperation
HSE	Humanities, Social Science and Economics
LUH	Leibniz University Hanover
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOLSW	Ministry of Labour and Social Welfare
NC	National Certificate
NT	Natural Science and Technics
NTTI	National Technical Training Institute
NUOL	National University of Laos
NUOL	National University of Laos
NUTE	Namdingh University of Technology Education
OECD	Organization for Economic Co-operation and Development
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
RMUTT	Rajamangala University of Technology Thanyaburi
STEM	Science, Technology, Engineering and Mathematics
TESDA	Technical Education Skills and Development Authority
TVE	Technical Vocational Education
TVET	Technical Vocational Education and Training

TVET	Technical Vocational Education Training
TWC	TESDA Women's Center
UNDP	United Nations Development Programme
UNIFEM	United Nations Development Fund for Women
UPI	Universitas Pendidikan Indonesia
UTHM	Universiti Tun Hussein Onn Malaysia
VTED	Vocational Teacher Education Department
YSU	Yogyakarta State University

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Executive Summary

The Regional Cooperation Platform (RCP), in cooperation with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), has conducted a survey on gender equality in various countries in Asia. The work has been based on recent workshops organized by the RCP member countries and is geared at finding out what conditions of equality exist for both men and women in different living situations. Women are often under-represented in Technical Vocational Education and Training (TVET) and tend to choose professions that are easy to access but unfortunately where both requirements and promotion prospects are low. This particular tendency has been the focus of the RCP and it has gathering momentum and increasing significance as women continue to acquire equal or better graduation results than their male counterparts and yet choose different career paths. TVET actually offers substantial opportunities to make women successful on the job market.

To research the status of gender equality in various countries in East Asia the RCP member countries used an online questionnaire that is easy to access and evaluate to obtain data. The questions were structured in a variety of fields and adjusted to the specific and appropriate needs of the particular country involved. The results outline opinions held overall regarding gender equality, firstly from a general perspective but included the opinions of teachers and students separate from one another. The survey's leading question was the following: what opinions do the participants have on gender equality, or put another way, what is the actual status of gender equality and how is it experienced? This survey is to provide the foundation for further actions regarding gender equality and women in TVET.

The results are multi-layered for the six participating countries i.e. Cambodia, Indonesia, Laos, Malaysia, Thailand and Vietnam. The number of participants in each country also varies. Thailand featured 359 respondents and provided the most answers for any one nation, followed by Indonesia with 244 and Malaysia at 200. The results in all countries showed that gender inequality is experienced quite rarely, save in Cambodia and Malaysia where people appear to be facing gender inequality in quite frequently. The survey revealed a non-stereotypical image of women when questions were asked regarding female money earners. Common in all countries was the fact that women earning money for their family's economy appear to be quite independent and women working in top-positions were both accepted and sought after.

Derived from this, one could assume that overall opinion regarding men and women is they are both equal. Nevertheless, a significant number of participants considered men to be physically stronger than women which could lead employers to stereotypical thinking and favour hiring men over women. Summarizing the results concerning gender equality from a general perspective, there was conspicuously strong support of women in everyday life and discrimination or inequalities seem to be low.

As this survey attempts to research and find prospects for measures in advance of gender equality in TVET it is important to consider the opinions of both teachers and students. As a result, teachers were given a set of questions regarding the implementations of aspects of gender in teacher training. It turned out that all countries have national policies and/or legal frameworks for gender equality but opinions seem divided on the proper implementation of these policies. Almost all universities do not have an equal number of women in decision-making positions and gender issues are usually not mainstreamed or the teachers are unaware of its existence in their work place. All in all, the teacher's answers are

frequently of two-minds. A deeper insight into the structures and processes of universities would help clarify these frequently divided opinions.

The same circumstances are to be observed in the student's answers. Here, opinions are divided regarding TVET access. A great many students classify access as easy whereas others find it difficult. Further research in this area might elicit problems in entering TVET as nearly all students stated had the opinion that women have equal opportunities, compared with men, on the labour market when both genders graduated in technological and engineering fields.

Nevertheless, according to the students, the reason for preferring men on the labour market in some countries in Asia is because they are felt to be physically stronger and require no maternity leave.

The next steps in this survey concerned the evaluation of the data collected from each country. Each country was treated singly to reveal the difficulties, obstacles and find ways of improvement. Further to that, each university should consider future programmes, measures and applications. Qualitative interviews with students and teachers would be a desirable method for further research.

Based on the answers given regarding improvement in gender equality, most participants spoke of wanting more scholarly work done on gender bias, particularly regarding female inequality to be followed up by developing regulations for the inclusion of all sexes and improving opportunities for female students. Thus, a survey that includes not only young men and women at universities in urban areas but also from rural areas fulfils the demand to include all sexes from all areas and cultural backgrounds. Regarding current conditions at universities and schools, more training courses for teachers as well as students with gender aspects could promote the equal enrolment of male and female students. Distributing a positive image of male-dominated branches by using women who are successful in a technical career as role models could certainly raise interest and awareness. Mass media should be implemented here particularly TV, radio and the internet as these media were also the most frequently mentioned sources from which students obtained information on TVET.

Awareness of training opportunities in TVET has to be raised in young men and particularly women. However, parents too must be convinced a technical career is not exclusively for their male offspring.

Broadly speaking, the next steps now should be:

1. To promote the current status, policies and workshops of gender equality at each university
2. Develop an action plan based on the data gained in this survey
3. Advanced training/ further education for teachers and lecturers.

Gender competence of teachers and students must be regarded as a key competence and implemented in school curricula. In so doing, gender sensitive vocational training and working conditions can be achieved and guaranteed.

1 Introduction

If not already stated, when a baby is born, bathed and clothed, no one can really say if it is a boy or a girl. It simply does not matter as long as it is healthy. Nobody expects a baby to behave in a boyish or girlish way. Why is it then, as we grow up we have the inner drive to fulfil a certain picture, to behave in a gender stereotypical way and choose professions that we are told are appropriate to our ability? Parental education and societal influence are doubtlessly factors that continually reproduce the stereotypical self-development of young boys and girls. These of course are forcibly backed up by political and legal conditions that neglect equal rights of genders and heftily contribute to the personal choices of life plans and career opportunities.

The following report takes up the significance of gender equality in Asia, especially in Technical Vocational Education and Training. Each and every country has its own particular situation for women in society, but to a great extent, women face the same problems everywhere. It is crucial to focus on gender equality in general to reduce poverty and create better circumstances for women. However, it is equally vital to pick up on gender equality in technical vocational education and training (TVET). Women still feel destined, if not condemned to choose professions such as nursing, hospitality, arts and crafts etc., in which both requirements and promotion prospects are extremely low. Women are vastly under-represented in technical and engineering fields. In terms of the labour market it is clear women are not treated equally in spite of the fact that they reach identical, if not better educational levels than men. The gender gap usually widens at secondary school level and continues on into vocational education and training. Here, the stereotypical thinking of men in engineering professions is even more blatant. In the absence of gender equality in TVET, male formed attitudes are transferred and not adjusted to women's needs. Thus a solidification of inequalities occurs rather than the ability to overcome them. TVET offers substantial opportunities and chances for women to be successful in the job market.

Governments and politicians are constantly anxious to develop policies, frameworks and projects to improve the situation for women in their country. Due to the importance of implementing gender equality into current political decisions and realizations in Asia, It is now pertinent to introduce the roadmap for the ASEAN (Association of Southeast Asian Nations) Community 2009-2015. The roadmap has been made up from an ASEAN Political-Security, Economic and Socio-Cultural Community blueprint compiled for the purpose of attaining the Millennium Development Goals. The Millennium Development Goals mirror ASEAN's commitment to building a caring and sharing community by 2015 and present a set of goals and targets for improving well-being and reducing poverty in its broadest sense, in line with the purposes of ASEAN.

The chapter on Socio-Cultural Community deals largely with the concept of gender equality and its associated goals. The ASEAN Socio-Cultural Community (ASCC) set itself the goals of gaining a culture of regional resilience, adhering to agreed principles, embodying a spirit of cooperation, collective responsibility, promoting human and social development, respecting fundamental freedoms, gender equality, and the protection of human rights and the promotion of social justice. Furthermore, their aim is to advance and prioritize education. This includes achieving universal access to primary education across ASEAN by 2015. This explicitly means gender equality in education, through advocating equal opportunity in education regardless of social class, geography, ethnicity, background or physical disability. Particularly for the purpose of building civil service capability, the ASCC is targeting the respect of human rights and therefore gender equality. Along these lines, it is said that

women, children, the elderly and persons with disabilities must have special protection and support. The goal is to eliminate violence against women, promote awareness on gender equality and enhance the percentage of women’s participation in all fields and at all levels, including political decision-making and the socio-economic empowerment of women. Furthermore, the ASCC wishes to incorporate a gender perspective into national and regional policies and improve the participation of women in programmes and projects.

The roadmap demonstrates the necessity of considering gender equality and shows the variety of possibilities for implementing it in socio-economic spheres. Everyone will be affected by its consequences, either in the process its successful implementation, or contrarily, by neglecting the equal rights all people have to enable and pursue well-being in life.

The fields of influence on gender equality are located in many branches of everyday life. Chart 1.1 illustrates this variety by focusing on four different aspects that have great influence on gender equality in terms of TVET. The theoretical background of this report focuses on the influence and effects that government, school policy, employers, society and parents can have by fostering gender equality and what they should do to fulfil the need for justice between men and women. Based on prior surveys, scientific articles and other literature, gender equality in education and economy in Asia will be analysed thoroughly here.

Firstly, definitions will be given to clarify the welter of terms and to establish a consistent basis of knowledge and comprehension within gender equality.

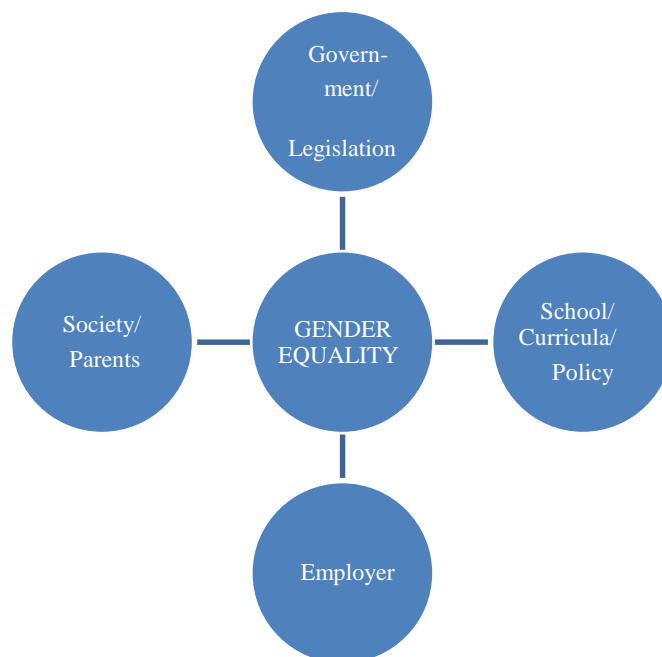


Chart 1: Circles of Influence of Gender Equality

Chapter 2.2 picks up on Chart 1 explaining the linkage between gender equality and education. Gender can have a huge influence on educational choice and career aspirations. This is often the case when parents and/or society influences young men and women in their/its upkeep of stereotypical values and norms that interminably result in gender-specific choices for education or career plans. However, not only society contributes in fostering or hindering gender equality, school policies and the related curricular, teaching content, learning materials – all play a major role in enabling or

disabling young people with gender competence. The moment young men and women finish their secondary education or graduation they are confronted by the challenges of gender inequality in the workplace. Particularly women who choose a career in male-dominated fields face obstacles and fears and the employers automatically become the focus of attention. Restructured working conditions, advanced education of employees in terms of gender equality and the promotion of equal opportunities are the key in overcoming inequality between men and women. All these aspects are the vital steps that have to be taken towards gender mainstreaming. Economic profit against the background of gender equality will be also be scrutinised. A balanced working atmosphere featuring non-discriminating working groups can significantly raise productivity and economic growth for the whole country. All parts of society are connected in a net of solidarity and equality for all members.

The listed participating countries present their individual country reports bearing details such as the political and legal situation related to gender equality that may have changed over the past decades in their country. Furthermore, the status of gender equality will be analysed and information given on current projects or support for women in TVET. Above all, each country describes their TVET system and the issues women may face when starting a technical career. Due to the great diversification between all countries their individual conditions are greatly necessary to take into account when analysing the results and discussing them against the background of the specific reports. Although Germany does not take part in the questionnaire, their country report is referred to here too - as many of the given recommendations for improving teacher training have resulted from studies conducted in Germany.

The chosen method for conducting the survey has been based on an online questionnaire structured into different fields of questions, adjusted to the needs of the particular countries. This method is the most appropriate for it is easily accessible to everyone through its guarantee of anonymity. The data gained will be analysed and evaluated for each specific country. The results outline the overall opinions held in terms of gender equality. The different groups of questions are directed to all participants or designed for teachers and students specifically. The results gained will be described for each country. Following that they will be discussed individually, based on the information given in the country reports.

The leading question for this survey is as follows: what opinions do the participants have on gender equality, that is to say, just exactly what is the actual status of gender equality and how is it experienced? The survey is to form the basis for further action in terms of gender equality and women in TVET.

2 Theoretical Background

2.1 Clear View: definitions in the maze of gender equality

Before entering into the literature of gender equality in TVET and concentrating on the findings of the survey conducted in this field, it is necessary to clarify the different terms that will surface in this report. The following chapter deals with defining terms such as gender equality itself and concepts such as gender mainstreaming that also surface.

Gender versus sex

In the words of Nora Pistor gender “is a category that took up from the feminist political theories and the women’s movement and developed into a new scientific research topic in the second half of the 20th century highlighting the social construction of “female” and “male” and its interrelatedness” (PISTOR, 2011).

The difference between ‘gender’ and ‘sex’ is that gender refers to socio-cultural perceptions and is set against the category of sex, and denotes the natural and physical belonging to one type of sex. The intention in differentiating between these two terms is to make clear that ‘gender’, and its accompanying ideas with regards to gender-specific capabilities and competences, is not determined by nature and is therefore modifiable and based on social creation (NEUSÜSS 2012, 2).

Equality versus Equity

Gutierrez describes gender equality as “central to sustainable development where each member of society respects others and that both women and men enjoy the same status and conditions and have equal opportunities for realizing their full potential to contribute to the overall development of the country” (GUTIERREZ, p. 1). Nevertheless, the distinction between equality and equity is as follows. Equity is nowadays often associated with its use in terms of finances, although the primary meaning of the term as given in the Complete Oxford English Dictionary is simply “the quality of being equal or fair”. Thus, modern day financial usage of the term equity makes it clear why the contributors to this report chose to use the term equality. Equality, in the context of gender, is defined as “the realization of equal status and opportunities for male- and female-attributed life models, skills and activities by law norms and/or political practice (SJØRUP 2005, 11).

Gender mainstreaming

Gender mainstreaming can be seen as an instrument of gender equality. It is a political strategy in which gender equality must be implemented in all political actions and legal frameworks. It is not only a relatively new approach but also a difficult one in so far as ‘gender’ as well as ‘equality’ is defined differently by societies of different cultural and political backgrounds. The gender mainstreaming approach is often divided into two dimensions. Firstly, potential gender equality problems have to be identified and analysed for conclusions to be drawn. The analytical perspective documents in what area gender inequality can be observed. The second dimension involves the change in analysed situations where new policies can be passed to solve problems and set up standards. These can be concrete actions such as “when projects are launched to engage women in setting up new businesses, or engaging men in care work” (cf. SJØRUP 2005, 18). In gender mainstreaming everyone is responsible and concerned by the gender mainstreaming process and its realization. Typical gender mainstreaming methods are gender impact assessments, gender segregated statistics and benchmarking, whereby every method has its own contexts of application (cf. SJØRUP 2005, 18).

Gender competence

Gender competence denotes knowledge of the emergence of sexual stereotyping, gender differences and the gender conditions of men and women and their common reproduction in family, occupation, school or training and development (RETTKE 2003, 1). It is a prerequisite for successful gender mainstreaming and increases the potential for societal and personal problem-solving by overcoming gender-specific role allocation¹

Doing gender

The concept of ‘doing gender’ indicates how sexuality or gender belonging is (re)produced commonly by every member of society by returning to a stereotypical mind set (RETTKE 2003, 1). Such reproduction takes place in daily communication and interaction at workplaces or in training where gender belonging and gender hierarchy are constructed. The term was coined by Candace West and Don H. Zimmerman in their article *Doing Gender* published 1987 in *Gender and Society* magazine.

2.2 Women in TVET in Asia: different women – same problems

This chapter deals with the obstacles young women face today regarding vocational orientation. Every girl or women is different and individual but all have the same desire – to be treated equally to men and have the same rights and acknowledgements for their achievements and contributions to the educational and business world. The next paragraph describes the starting point of gender issues – enrolment for school. It provides a deeper insight into learning conditions for young women at school and explains how sex differences can have an influence on the educational choice and career aspirations. The focus is on investigating how the situation for women is represented in terms of gender equality in education and employment, and analysing the gender dimension in entrepreneurship. Another important aspect in the considerations on women and gender equality is to discover to what extent society influences the vocational orientation of young women and men and the construct of stereotype. Finally, there is a literature review of the surveys already conducted and their findings of gender equality in TVET.

2.2.1 Gender and Education

2.2.1.1 The influence of gender on educational choice and career aspirations

The following study was conducted in Sweden to analyse sex segregation in educational choice or programmes through a rational choice model “in which sex-specific comparative advantages in different fields of study are in focus” (see JONSSON 1999, 391). The study shows that there has been sparse equalization between man and women in upper secondary school in horizontal sex segregation. Both sexes have chosen the most sex-typical study programmes. Although horizontal sex segregation is obvious, vertical sex segregation, meaning the choice of level of education has vanished. In other words, women reach the same educational levels as men but go on to choose to study or apply for typical female fields. Jonsson explains this phenomenon when boys and girls consider the pros and cons of various educational alternatives and then decide on an option which he or she can reasonably believe to maximize his or her success prospectively. The data obtained by the study were gained via different parameters of investigation: U stands for the utility of a certain type of education where, after all available types have been considered, the choice is made for the highest utility. The scope of

¹ <http://www.gendercompetence.net/wDeutsch/gender-kompetenz/genderkompetenz-grundlagen.php?navanchor=1010011>

U differentiates from individual to individual based on the fact that not all educational alternatives are within reach or the prerequisites are not in existence such as successfully completed courses or attained certificates. The utility of an educational choice is not only calculated by the scope of availability but also by the benefits (B) the students can gain from their choice. Jonsson argues: “the expected benefits of a sex-atypical educational programme are less than the corresponding benefits of sex-typical alternatives” (see JONSSON 1999, 394-95). He forwards some reasons for this behaviour:

1. There is a different valuation of educational areas between boys and girls. Both allocate their individual importance and emphasis on the occupations they would like to accomplish. Other studies show that girls mention far more often than boys that they would like to work in social fields where they can help other people. Correspondingly, boys value a career and high income more than girls.
2. Another explanation could be the different life plans that boys and girls have. Expectations and future life style ideas differ between the sexes. Women are more likely to think of themselves as family-responsible and housewives; tending to choose an education path permitting them to combine career and family more easily. Such jobs must have reduced working hours and no penalties for taking parental leave. Stereotypical role allocations constructed by society expecting men and women to perform certain occupations is also a reason.
3. To the large extent, women that are in the minority of a company expect to experience discrimination and harassment at the workplace.

Moreover, when choosing an educational path, the related costs are also an issue. During secondary school costs can go up. Young people from families with very modest financial means fear restricted learning qualities and do not want to burden the family. As a result they choose to start earning their own money as soon as possible. If the costs do not play a role, the probability of success (P) will. Assuming that boys and girls choose sex-typical subjects and courses in school it is obvious that this choice is combined with the probability of successful completion. Jonsson is speaking of “comparative advantages”, meaning the “relation between an individual’s assessment of his or her adequate ability in two or more areas of study” (JONSSON 1999, 395). In short, men and women order their educational choices after certain parameters such as utility, benefits, costs and the probability of success. Doing this is a step toward estimating one’s future success in an occupation and fulfils a role given by society in an optimal manner.

The national diversities between Sweden and Asia seem to become negligible based on the fact that the Jonsson-Study found out that, even in this country, young boys and girls choose study programmes of different categories. They investigated the fields of Humanities, the Social Sciences and Economics (HSE) and the fields of Natural Science and Technical subjects (NT). The percentage distribution shows that boys prefer the NT sector at 81% whereas girls dominate the HSE sector at 88% in Humanities and to a lesser degree at 71% in Social Sciences (see JONSSON 1999, 396) Chapter 2.3.1.3 will reveal the same outcomes regarding female preferences in occupational choices.

Nevertheless, Jonsson recommends further investigation in this field, as a few questions remain unanswered for instance - why does the phenomenon of higher levels of education of girls with sex differences in the type or field of education still persist?

Shelley J. Correll may have provided an answer to this question through the results of a study “that describes the constraining effect of cultural beliefs about gender on the emerging career-relevant aspirations of men and women” (CORRELL 2004, 93). The study was designed as an experiment

with two samples. In one sample young students had to fulfil a task after having been told that men are normally better at this task. In the other sample the participants were told that men and women have equal task ability. By predicting cultural beliefs to be responsible for gender segregation in occupation and career aspirations, Correll gives more detailed explanations of gender segregation in paid work which should be mentioned here concisely. First of all, she tells us that even if gender segregation or discrimination is abandoned in the process of hiring people it would persist due to the individual and clearly voluntarily stereotypical career choices of men and women. As with Jonsson, those intra-personal aspirations can be traced back to “Human Capital Explanations” indicating the different tastes, ways or preferences that men and women implement to maximize their utility. Women wish, most particularly, to find a good balance between career and family responsibilities. The vicious circle now opens up, for if men and women do make those different occupational choices, “the gender-segregated labour force is reproduced” (CORRELL 2004, 94).

The main focus of her experiment and hypothesis is on the cultural constraints on choices. These constraints can be sourced in the individual's own consciousness - self-assessments about his/her competences regarding career-relevant tasks but these too can also be caused by external influences. The latter comes down to the expectations and beliefs of society, to which the individual feels compelled to respond. The subordinate hypothesis deals with the emerging aspirations, insisting that the higher self-assessments of competence at a particular task, the higher the aspirations are to use and develop the available competences for activities during that task.

Against the background of the hypothesis that “cultural beliefs about gender differences bias men and women’s self-assessment of task competence” the experiment revealed surprising results (CORRELL 2004, p. 96). When participants had been informed that men were normally better at this task; “male participants assessed their task ability higher than female participants even though all were given the same scores. Males also had higher aspirations for career-relevant activities [...]” (CORRELL 2004, 93). In contradistinction to this sample, no gender differences in self-assessment or aspirations emerged among participants who had been informed that men and women have equal task ability.

According to these findings, one must conclude that a revised attitude of every member of society regarding competences and stereotypes of men and women is imperative. It is necessary to work on future steps towards gender equality in Asia and the Pacific and thus be aware of the impacts and influences such stereotypical thinking can have on the occupational choices and career aspirations of young men and women. Chapter 2.3.3 will provide more information on the influence of a given society on gender equality.

2.2.1.2 Gender Equality in Education in East Asia

The following text deals with various aspects of education against the background of gender equality. As this report has been written for the purpose of attaining facts on gender equality in TVET in Asia, this chapter focuses on the region of East² Asia, as the participating countries³ of the conducted survey are mainly from this area.

Current development policy on education in Asia pursues two targets: firstly, economic efficiency and secondly, social welfare and benefits. By looking at enrolment rates of young boys and girls at primary and secondary schools it is significant that, in both sections, girls are underrepresented. The

² Here defined as: China, Hong Kong, Indonesia, Korea, North Korea, Laos, Malaysia, Philippines, Singapore, Thailand, Vietnam, Taiwan, Cambodia, Mongolia

³ Cambodia, China, Indonesia, Laos, Malaysia, Thailand, Vietnam

authors point out that private returns, meaning “earnings as a result of higher levels of education” flow back to the family and compensate the costs of attending school, are the same for boys and girls (BADEN and GREEN 1994, 1). This raises the question why parents seem to under-invest in their daughters. Reasons like “culture” and “religion” may appear to be rather superficial but need to be considered. Nonetheless, the lack of information on the private returns through female education presents a substantial argument. However, even if parents are willing to invest in their daughter’s education, these girls face barriers in gaining access to educational opportunities. One may have the idea that guaranteeing equal access to both genders for all educational forms would solve the problem, but Vina Mazumdar finds to the contrary: “the critical issue in analysing the inter-relationship between education and women’s status is not only the question of access but that of content, values and structures of educational systems” (MAZUMDAR 1989, 1). According to Mazumdar the current education system in Asia is a “compromise between indigenous knowledge systems, western imposed scientific-rational education values and control systems” (BADEN and GREEN 1994, 4). To a certain extent she may indeed be correct; upon reviewing the data of enrolment rates in primary and secondary schools from 1970 to 1987 a diminishing gender gap especially in East Asia is revealed. Nevertheless, the progress made from 1970 to 1980 where the parity between genders decreased was largely due to implemented education policies. From 1980 onwards progress slowed down and approximately 85 females to every 100 males attended primary schools in Asia. The gender gap at primary level closed in 1987. In secondary school the number was only 80 females to 100 males in 1987. Information on enrolment rates in Laos is lacking and no data could be found on Cambodia for the period. Furthermore, it is difficult to measure each country with the same yardstick due to the wide variation in levels of economic development. Fast economic growth, high education levels and an increased number of secondary schools graduates in East Asia, have led to women gaining, not only higher wages, but also an increase in longevity, higher representation in the labour force and increased literacy rates.

Although Asia and particularly East Asia has made remarkable progress in education and gender equality there remain many more educated men than women in all countries and at all educational levels in East Asia (BADEN and GREEN 1994, 6-10).

2.2.1.3 Gender Equality from an Economic Point of View

The Organization for Economic Co-operation and Development (OECD) published a Gender Initiative report on gender equality in education, employment and entrepreneurship in September 2011. The report is an adaption of the OECD Gender Initiative interim report presented to the Ministerial Council in May 2011. It comprises the OECD countries and other countries of the Asia-Pacific Economic Cooperation (APEC), but for this paper we will, naturally only concern ourselves with Asia and the Pacific countries.

As the title of this chapter indicates, the economic effects of gender equality in three different fields are at stake here. First of all, gender equality and its far-reaching impacts on education and the economic influence are to be discussed. Subsequently, the same applies for the field of employment followed by the effects on entrepreneurship. All in all, the focus is on how gender equality can have an effect on the economic situation in the three mentioned fields of a specific country.

While studying the findings regarding gender equality in education it is positively undeniable that the only way to promote gender equality and equality of employment opportunities and strengthen the economy is to invest in formal education. The fundamental point is to increase economic productivity by increasing cognitive skills and giving men and women the chance to develop their knowledge

throughout their careers. If this task is accomplished, not only the economy will profit but also the health situation of every individual. By increasing the education of one generation, the next one benefits from the parents' improved living circumstances. The OECD states that young women often do not make use of their good school performance and entrance requirements achieved to study in fields such as Science, Technology, Engineering or Mathematics (STEM). The result is an imbalance between men and women in the STEM fields and women miss their opportunities for better employment prospects. It prevents them from having a career with high future earnings and as the OECD describes; it “deprives OECD and APEC economies of a source of talent and innovation” (OECD 2011, 6). It seems to be the rocky road one has to take in order to attract more women in the STEM workforce when analysing the given data among the APEC countries. Participation is lowest at between 65 and 80% in secondary education for boys and girls in China, Indonesia, Malaysia and Thailand. However, increasing this number would mean increasing the number of future scientists and engineers - empowering them for research, innovation, culminating in long-term growth of the economy and the ability to participate more dynamically in economic activities (cf. OECD 2011, 6-21).

Rather than point out the disadvantages and needs of improvement for women in education, especially in secondary education, we should turn our attention to an increase in the number of women entering the labour force and look at the field of employment. The OECD provides information on the higher educational attainment of women that has contributed to greater employment rates (OECD 2011, 25). It has been universally agreed that to raise economic growth women deserve the same employment opportunities and need special support regarding childcare. A lot of papers allude to poor working conditions, a lack of support and a gender based gap in wages. And yet, “higher female employment rates can also help address the labour-market challenge of population ageing in APEC and OECD countries alike” (OECD 2011, 25). There seems to be an invisible barrier for women regarding income amounts. In Asian countries, women are paid remarkably less than their male counterparts; 32% less, in point of fact. This barrier hinders women in their career progression, automatically resulting in a loss of talent hindering the economic development of a country. It has frequently been discussed that women have little support in combining career and family plans. Family-friendly workplaces could provide a solution, well worthwhile in producing greater satisfaction for young female or male workers, thus increasing productivity and reducing employee fluctuation thus improving stability throughout the employment spectrum. To put it briefly, the OECD suggest: “Employment conditions and job quality need to improve so that women can maximize their productivity, earn a living wage, and have access to maternity leave, sick pay and other forms of social protection” (OECD 2011, 27).

A summary of the main findings in the field of entrepreneurship and self-employment will be concisely presented. Although the number of women in entrepreneurship has risen over the last years, especially in Thailand, where over 40 % of women are self-employed, it is still harder for women to run a business and get access to finance. The reasons for this gender gap are various. Smaller businesses, lower levels of capitalization, slower growth rates, weaker credit history and a reluctance to take risks are just some of the observed and suspected factors. Gender differences in secondary education and graduation are assumed to be the reason for this underrepresentation. Even if the fact is acknowledged that entrepreneurship is an important driver of economic development and growth, it is clear that the roots of gender inequality run deeper when starting a career or running one's own business (OECD 2011, 48-54).

2.2.1.4 *Introducing Gender Equality into School Curricula*

As many writers on gender equality in education are convinced that equal access to education and gender sensitive teaching and learning can only be achieved by revising school curricular and implementing gender modules (PISTOR 2011; BADEN and GREEN 1994; GUTIERREZ et al.) this chapter will analyse this assumption. Gutierrez et al. provide information on integrating gender sensitivity into the TVET curriculum towards sustainable development.

Gutierrez's paper presents findings of embedding gender sensitivity to the TVET curriculum in the Philippines. This knowledge is transferable to other countries in Asia where circumstances are partly comparable. When concentrating on curricula, two aspects are important: the quality of teaching and the quality of learning. Students need usable skills, knowledge and, above all, attitudes towards life that will carry them forward in career and life. Gutierrez states here that the concept of Education for Sustainable Development (ESD) takes the lead in the global demand of mainstreaming gender and development (GAD) (GUTIERREZ et al., 1).

The Technical Education Skills and Development Authority (TESDA) postulate that it is inevitable a gender sensitive learning environment with fairness and sustainability for all members of society is to be created. It is now an element of a women's project entitled "Gender-Responsive Economic Actions for the Transformation (GREAT) of Women". TESDA has founded a number of TVET initiatives and reforms over recent years in the effort to fulfil its aim of providing an innovative learning environment and support TVET trainees to fill the gaps in TVE. Not only TESDA, however, contributes to this project – the TESDA Women's Center (TWC), a well-known gender sensitivity training centre is also involved.

TESDA's function within this umbrella project is to find ways of integrating gender sensitivity into curricula of technology-based training programmes. Gutierrez describes the procedure, its achievements and challenges (GUTIERREZ, 1-4). The project is structured in two phases - it is in its first phase at the moment. The focus is on an expanded and improved curriculum, enriched by the gender aspect. Gutierrez strongly emphasises that a gender module should be embedded and not added to basic competences, that is to say existing courses are injected with gender topics rather than creating new ones. During the first phase the development of instructional gender sensitive material is intended to raise awareness and aimed, above all, at "shifting attitudes and changing current mind-sets" (GUTIERREZ, 2). The crucial task in this project lay in finding appropriate entry points in the curriculum for integrating the gender component. While reviewing the existing material and contents of the curriculum it was agreed that the best access would be guaranteed by enriching the basic competences⁴ with the gender aspect. It is justified as follows:

"these competencies are those required for all qualification levels in all industry sectors" (GUTIERREZ, 2). Indeed, it seems logical not to introduce gender aspects as their own stand-alone module but to go back to the core competences universally needed. Hence, the radius of its scope of impact in school and everyday life is expanded.

The second phase of the project is to exercise the newly acquired insights and materials by teaching vocational trainers how to use the gender sensitive material, the development of skills of women beneficiaries and the development of technology-based business incubation (GUTIERREZ, 6).

⁴ Here defined as: "skills and knowledge that everyone needs in order to perform satisfactorily at work and in society and are considered as portable and transferable irrespective of jobs and industrial settings. The five key areas of basic competency are 1) communication 2) teamwork 3) problem solving 4) planning and 5) health, safety and sustainable development" (GUTIERREZ, p. 7).

By this time the project members (TESDA trainers and GAD Focal Persons) had held several workshops in which they exchanged ideas and knowledge and worked on the development of: competency-based learning materials on gender sensitivity training, facilitator's/trainer's guide, competency-based assessment tools and the validation of the developed materials.

The process of integrating GAD into the Competency-Based Curriculum (CBC) begins by choosing the most appropriate entry point. As the basic competencies have been chosen, the four qualification levels were analysed and here, too, the most appropriate entry points were selected. The qualification levels have been defined in the Philippines as National Certificate (NC) levels. The basic competencies consist of 4 levels where NC I and NC II, lowest entry levels, were considered the most eligible "since the development of gender and work values should start at the lowest entry points of education and training" (GUTIERREZ, 9). NC I and NC II, in turn, consist of altogether 8 units of competency inter-connected to each other in terms of work values development. An example will demonstrate the embedding of GAD into CBC.

For instance, NC II contains a unit called *Work in team environment*. The title of the corresponding module is the same and includes learning outcomes such as:

1. Describe and identify the team role and responsibility recognizing gender and work values in a team environment
2. Describe work as a team member

Another example in which the gender aspect is even more salient is embedded in the unit *Practice career professionalism*. Here, the relative module is titled *Observing gender sensitivity in the workplace* and has the following learning outcomes:

1. Discuss differences between gender and sex
2. Analyse the different manifestations of gender inequality in TVET, in entrepreneurship and in society
3. Discuss gender and a correctly based approach to sexual and reproductive health

(GUTIERREZ, 9-10).

As these examples show, it is possible to integrate the gender aspect into curricula, independent of the structure of frameworks and curricular. Gutierrez provides a helpful example for further implementation in other countries, although it may well present a number of challenges.

2.2.2 *Pride and Prejudice: the influential society*

While studying the current literature concerning gender equality it is impossible to ignore the immense effect of society in every country of the world. Cultural beliefs differ from continent to continent but the consistent finding is the subtle power in each society that prevails and influences its younger generation to choose a traditional life plan that it will continue its existence.

Angelika Puhlmann of the Federal Institute for Vocational Education, Germany analysed this phenomenon by providing insights into young women's choice of occupation enmeshed in the hub of sexual stereotyping and professionalization. She uses these two sections to describe a backward-looking, traditional perspective and a modern, dynamic one. The fact that she is a German scientific assistant and her article is based on the conditions in Germany raises doubts regarding the transferability of her findings to Asian countries. However, the consistent and subtle influence of

culture and society all over the world, permits the transfer of the aspects and donates validity in transfer.

According to Puhlmann, the success of women in the job market will fail as long as the marginal involvement of women in male professions and an almost unchanged high concentration of women in female professions remains the benchmark for the valid decision in choosing a profession (PUHLMANN 2008, 1). Nothing has changed over the past decades, thus the orientation to new technological male-dominated sectors is wrong. It is an accusation directed at women whereas the offers at TVET Institutions and all its courses are simply left out, most likely due to the extreme modernization of offers. Mass media has contributed significantly to this innovation. Nevertheless, young women have to be supported in their choice of career. Puhlmann puts forward an extremely important point: Although mass media pushes new, attractive, utilizable and formable offerings regarding job orientation - traditional and stereotypical images of men and women are constantly presented. The concept of modern femininity on the labour market seems to be a contradiction or negative statement regarding traditional female job orientation. In her opinion they depict a devaluation of the “typical” female professions or an intensification of orientation towards those jobs. There should not be a “better” or “worse” choice. Professions should be offered without any judgment to allow young women to choose an education or profession complying with their interests and abilities. This ideal is necessary for the formulation criteria enabling good quality career orientation and future standards in education and training guidance in the context of lifelong learning (PUHLMANN 2008, 2).

The author emphasizes the contradictions that women face in the society in which they live. Today, women all over the world achieve higher educational attainment and higher levels of education and professionalism and this should open up to them aspirations and possibilities for premium careers and long-term developmental paths. However, such achievements are not rewarded in anything like a commensurate manner and the male-dominated business world remains untouched by the host of gender equality simply continuing to choose professions and branches where they are already in the majority thus marginalizing themselves and limiting their participation in social power (PUHLMANN 2008, 3).

Another contradiction lies in educational orientation. This orientation is intended as a contribution to controlling the economic and social requirements of vocational qualifications and motivations. However, it is also an aspect of personal development. In transferring Puhlmann’s article to Asian conditions, society is making apprenticeship, education and occupation clearly available to girls and women but simultaneously expecting women to continue as housewives and nurturers. These expectations are a contradictory reality. The desire of young women to start a career is equal to society's desire to facilitate these ambitions - but clearly this is hard to make reality. Career orientation contains enlightenment and information for the imperfectly emancipated society in the vocational world (PUHLMANN 2008, 4).

The question concerning the contradictory perspective of women and their abilities must be cleared up. On the one hand, it is said that women are different and learn in a different way (VENTH 2007) and have a different approach to engineering and technology (WEBER/CUSTER 2005). On the other, today’s aim, and women’s too, is to treat and view women equally to men – not differently. That being the case how can access to vocational education and a career in male-dominated sectors be guaranteed and simplified without viewing women as members of society who need special treatment?

The answer to this question purportedly lies in a pedagogical perspective. As mentioned above and as Chart 1 shows, there are several spheres of influence to gender equality. As part of today's society not only employers have to support gender equality by creating gender sensitive work places, but people who enable and qualify future employees e.g. trainers at vocational education schools. Gaps in competences regarding the cognition and recognition of technical and leadership competences are identifiable in staff, instructors and trainers. An extensive training and education of the latter could result in a less conflicting or contradictory entry into education and a career (PUHLMANN 2008, 5-6). Other papers also deal with this issue. Silvia Simon investigates a model project of "Gender competence for training instructors – A step towards an equal participation of women and men in occupational life". She outlines the gender hierarchy on the job market. The directional setting for occupational careers takes place in initial vocational training. As a result, the strategy of gender mainstreaming can only work if it starts becoming a reality in vocational education and training. The model project "gender competence for training instructors" pursues the goal of the directed instruction of training personnel to introduce the gender idea into the mainstream of training practice. It derives from the question of how young women's potentials can be used more effectively in initial vocational training, particularly in technical-oriented professions. In this way schools and training companies bear a special societal responsibility for vocational equal opportunities of both sexes. A key role in this construct is attributed to training instructors. Not only do they have to impart professionally based learning content, but they also must have the ability to fulfil their educational mandate regarding gender competence. According to Simon, only if gender competence is regarded as a key competence – on a par with expertise, methodological and social-competence – and is entered into the instructions of training personnel, will personnel automatically qualify for gender sensitive dealing with students (SIMON 2005, 44-46). The focus of the model project lies in increasing the gender competence of operational training personnel. Gender competence is achieved if teachers and instructors, as well as being sensitized to gender issues and in possession of basic gender knowledge, are able to implement the strategy of gender mainstreaming in training practices. In other words, the expertise, methodological and social competence of instructors has to be extended into gender awareness to make gender equitable acting possible. However, the realization of this project should be conducted with practicability on one side but at the same time with the highest intensity of gender instruction possible (SIMON 2005, 46).

The model project to develop a gender module to acquire gender competence to have it implemented by training teachers and instructors contains the following aspects in a brief overview (modified according to SIMON 2005):

- Social background: why is gender mainstreaming important for the training practice?
- Legal basis for promoting gender mainstreaming
- Target of the gender module
 - Sensitization of trainers concerning gender issues
 - Analysis of one's own role perception and gender stereotypes
 - Increasing competence for gender oriented education
 - Improvement of learning and development conditions for female and male trainees
 - Consideration of the different living conditions and interests in apprenticeship
- Gender Equality in Apprenticeship
 - What is meant by gender equality?
 - Not engaging formal equal treatment that tars everyone with the same brush, but producing equal opportunities. Recognize different requirements and take conditions of female and male trainees into consideration while organizing apprenticeship.

- Reflection and Discussion Forum
 - Differences between female and male trainees (in choice of occupation, in approaches to technical apprenticeships, in personal decision making processes, learning behaviour, during daily training routine, in performance evaluation, etc.)
 - Significance of gender in the process of teachers and instructors carrying out their work
- Confrontation of personal experiences and valuation with statistical data and empirical results.
- Comprehension of one's own role and role-stereotyping
 - Introduction to the stereotype theory
 - Gender roles: perceptions and expectations in terms of what is "typically male" and "typically female"
 - Everyone, based on his or her sex, is confronted with different role expectations and underlies stereotyping.
 - Discussion forum and group work on stereotypical thinking in vocational daily training routine.
- Different living conditions and interests of female and male trainees.
- Realization of gender orientation in apprenticeship
 - What is the difference between gender oriented and gender-neutral training practice?
 - Small group work for implementation of gender perspectives in the daily training routine
- The benefit of a gender oriented apprenticeship
 - For female and male trainees, teachers and instructors, enterprises and society.

The model project will be evaluated in tandem to be adjusted for the second run (SIMON 2005, 47).

If the gender-competence-adjusting-wheel is turned toward teacher training and therefore changes in course offers, lessons design of and materials are revised, this can heighten the level of attraction for young women and for men. A higher enrolment rate would be an adequate marker. In her article, Puhlmann suggest a parallel analysis of the concepts and materials of offerings for vocational orientation and a survey on the knowledge of young women concerning vocational world. This should explore accordances and discrepancies between institutional and individual vocational orientations and pursue the origin and relevance. An investigation of these issues would contribute to a necessary reflection and discussion of the representation and efficiency of traditional and modern vocational education, which would be vital for the development of quality and standards of offers in vocational orientation and consultation (PUHLMANN 2008, 6).

2.3 Recommendations for the Future

Due to the rapidly advancing world of new technologies and services better-educated men and women are required to fulfil the demand for skilled workers. As the literature shows, it is not industry that rejects skilled women but the contrary. The school system often forms a barrier to girls in attaining the adequate qualifications for apply to companies and earning higher wages. These companies demand a continuing education and an expansion of the working women's skills throughout their lives. The sticking point is secondary education or TVE. Young women can attain many tools for the future during this stage of education such as higher self-confidence and self-reliance and the necessary tools for the job-market or self-employment (PSSCIVE, Bhopal, p.1)

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal in India published an article illustrating the challenges of TVE for girls in the 21st century. Here it was stated that, securing equal access for girls and women to technical vocational education implies overcoming

the following major challenges and developing certain strategies for women to escape poverty and unemployment. The challenges are:

1. Increasing participation of girls, particularly rural girls in TVE

The results of a vast amount of surveys in the developing countries show one point of agreement: secondary education is more available to boys than girls. This automatically reflects the presence of young women in the field of TVE. One explanation is that it is expected in Asia for rural girls to marry early and care for younger siblings or help working in agricultural tasks. Although some countries⁵ have already passed laws and national policies providing equal access to TVE for girls, the barrier to secondary education has to be overcome for the participation of rural girls to increase.

2. Removing the gender bias in TVE from educational planning, parents, society and employers

The focus for changes should, on the one hand, on schools and curricula, designed materials planning of lessons etc. and on the other, society, including the teachers, parents, employers and media. All these parts can contribute to an improvement for girls in TVE. Conservatism is the smoke screen gender equality is trying to penetrate. The stereotypical thinking of males being breadwinners and females submissive housewives must be eradicated from people's minds. Otherwise girls will continue to choose education and occupations on the assumption that it is natural, appropriate and suitable for females - condemned as they are by society's deadlocked ways. Gender stereotyping and discriminatory attitudes prevent young women from acquiring necessary technological and scientific skills to be competitive on the job market. TVE courses at school are often designed for boys in blatant disregard of the needs and demands of women. Hence, the actual situation shows that only a small number of girls enrol for mathematics or science and, combined with the low quality of teaching in those subjects, produces weaknesses in the system.

Another concern in school systems is the design of curricula and textbooks. The PSSCIVE as well as the Centre for Women and Development (GIZ) in Vietnam confirm this. The author of the GIZ report, Nora Pistor, sees it as necessary to "analyze the study material and training tools regarding its gender sensitivity" to examine the material discriminative content, pictures etc. Furthermore, they wish to "integrate the topic of gender equality into school curriculums" to create an awareness of this problem for teachers as well as the students (PISTOR, 2011). If school policies change and the curricula and teaching content also, women will be able to enter new and technological fields of the job market. This can only be the case if employers accept the changes and attribute good working skills to women, thus admitting they have the same qualities as men. The nominal-current situation shows a different picture. According to the article of the PSSCIVE "employers have often rigid notions about the gender-appropriateness and subtly discriminate against girls" (PSSCIVE, Bhopal, p. 2). This discrimination is reflected in the different earnings between women and men - women are often paid far less for fulfilling the same job as their male colleagues.

3. Ensuring positive facilitation of both wages and self-employment for women

The distribution of wages and position level in companies is a part of the challenge. Particular attention should be paid to rural girls who may not have the opportunity to reach workplaces in

⁵ Mexico, Korea, Sweden, Turkey and Zambia

the city. If they graduate from secondary school level not only are they prepared to be diligent employees but they are also prepared to take on self-employment. This would combine the qualifications of these women with their geographical and cultural conditions and capacities. Through self-employment women can overcome the uncertainty of subsistence and the frequently lacking financial aid of the government. Even after marrying at an extremely early age and moving away from their home country, women should now be enabled and entitled to make a living. Furthermore, both men and women should always have the possibility to further their skills and life-long learning (PSSCIVE, Bhopal, p. 3).

To face the above-mentioned challenges, certain strategies are needed to guarantee equal access for girls to non-traditional occupations. The PSSCIVE tells us these strategies should take the cultural, geographical and ecological variations and most importantly poverty and ignorance into account. Among the proposed strategies are:

1. decentralized and non-restrictive educational planning

As mentioned above, the availability for education is not a given for everybody everywhere. Decentralization means a revised distribution policy with express regard to socio-cultural and economic parameters. The supply of occupation has to be adjusted to the resources and job opportunities of the region. Education should be non-restrictive especially in TVE, i.e. not only related to the availability for boys and girls but also not featuring any gender-focused aspect. If these conditions are given it does not mean that the goal has been reached. Factors such as illiteracy and reducing the dropout rate for the age group from 6 to 14 must be considered and reversed. Only then will more students reach the secondary level. The PSSCIVE also insists that this strategy requires a much-expanded system (PSSCIVE, Bhopal, p. 3).

2. Expanded programme of non-formal, low-tech vocational training for rural girls

When talking of expansion at the regional level, the same restructuring is necessary at school level. Here too, conditions for rural boys and girls have to be adapted to the possibilities of attendance in school. The PSSCIVE suggests “a more flexible delivery system, such as non-formal and open learning” (PSSCIVE, Bhopal, p. 4).

Particularly for those living rurally generally regarding developing countries in Asia it would be useful to create course offers focusing on agricultural subjects such as cattle care, soil conservation and animal husbandry. This would support the prevailing agrarian economy without forcing a technological development that the country cannot cope with appropriately. Nevertheless, there should be a balanced offer of high-tech and low-tech courses suited to the demand.

3. Gender sensitive planning, gender inclusive curricula and gender neutral educational and vocational guidance and counselling services for girls and their parents

This strategy sums up the previous statements with inclusion of the parents. The training and qualification of teachers in subjects like science and mathematics is inevitable for TVE studies. Through gender sensitive planning and the integration of the gender aspect into the curriculum one can anticipate a higher participation if information policies are renewed. Most girls are not aware of the offerings of schools in their vicinity or neighbouring area. The parents are also unaware of them. A lack of knowledge of “the various TVE courses, their relevance to life, the job opportunities, access to guidance and counselling services” is responsible for the marginal number of girls in TVE courses (PSSCIVE, Bhopal, p. 4). The institute in Bhopal made some

efforts to overcome this lack of knowledge and provide equal access for girls to TVE. They made innovative steps in a number of projects and produced video films. Interviews were with women that had successful TVE careers to serve as role models to encourage young girls to embark on a career in the field. Furthermore “advertisement films on various themes of vocational education” staged women’s empowerment and function as motivational material aimed not only at the students at the parents too. Beyond these films, the PSSCIVE is in the progress of developing print intervention materials for students. They have focused on two different forms of print material: motivational and informative. The intention is to sensitize young girls and their parents to gender equality in TVET and the opportunities they can have by choosing a career in this field. Changing the idea of girls as future wives and mothers into career individuals is the main objective. The Institute is also active in carrying research. The latest study is titled “Career aspirations of girls in urban and rural societies vis-à-vis vocational education” (PSSCIVE, Bhopal, p. 6). The data obtained is the key to develop linkages with the industry sector and to guarantee their acquisition becomes an enterprise.

4. Creating a gender sensitive support structure for working women

The last strategy concerns young women who are already working in a company. The PSSCIVE and GIZ feel that good working conditions for women must be ensured. First and foremost the image of working women has to be naturalized through mass media to provide significant public awareness. The PSSCIVE claims greater acceptance on the part of employers giving more support and a gender sensitive attitude towards their female employees, whereas GIZ seeks to “engage companies to employ more women, and promote a gender adequate working environment” as well as “negotiate agreements for guaranteed job placement of females upon graduation with selected companies” (PISTOR, 2011). The overall guiding principle is that it is not enough to turn efficiency up at school level, but also at an occupational level. Supporting women in every respect fosters not only these women's self-image but also the prosperity of employers, the company, society and ultimately of the whole nation itself (PSSCIVE, Bhopal, p. 5).

3 Contributions of the Participating RCP-Member Countries

For the purpose of the study a short country report of each country is appropriate for analysing and discussing the results against the specific backgrounds as every country has different political structures, circumstances and populations. All participating countries provide information on the status of gender equality, political and legal regulations regarding gender equality, projects for women in TVET, the system and institutions of TVET as well as issues for men and women to start a technical career in their country.

3.1 Cambodia

Women are the backbone of our economy and society and the Royal Government has exerted its utmost efforts to improve the status of women through implementation of the Strategic Plan of Neary Ratanak or “Women are Precious Stones,” aimed at providing Cambodian women with value and hope in life, while promoting gender mainstreaming. The main objective of the programme is to build the capacities of women and change social attitudes that discriminate against women. The Royal Government has given high priority to the enhancement of the role and social status of Cambodian women by focusing attention on the implementation of the gender strategy, capacity building for women in all sectors, changing of social attitudes that discriminate against women, and ensuring the rights of women to actively and equally participate in nation building. Indeed, all women have the right to health care, education and skill training. They are entitled to the equitable distribution of economic resources; equal opportunity to participate in socio-economic development, and equitable legal protection, thereby enabling women to avoid domestic violence and trafficking. Another important element is the substantive participation of women at all levels in institutions of governance.

Gender Equality

Gender equality means that women and men have equal power to shape society and their own lives. This implies the same opportunities, rights and obligations in all spheres of life. Gender equality provides a society where there is no discrimination on the grounds of a person’s sex in the allocation of resources or benefits, or in the access to services.

Gender equality may be measured in terms of whether there is equality of opportunity, or equality of results. The UN Convention on the Elimination of all forms of Discrimination against Women (CEDAW) can be understood as a statement on what the principle of gender equality of opportunity should mean in practice for all aspects of life and all sectors of the economy.

Gender Equity

Gender equity means fair treatment of women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from sharing a level playing field. Equity leads to equality. Measures that address specific disparities that prevent women from having the same status as men will allow both, women and men, to share equally in the results and benefits of Women and Men in Cambodia. One example of such a measure of equity is the provision of leadership training for women, which addresses the problem of gender inequality in the structures of governance.

Political and Legal Regulation

As 2015 becomes ever nearer, Cambodia’s progress in reaching the Millennium Development Goal of promoting gender equality and empowering women is still insufficient. Efforts by the Royal

Government of Cambodia and civil society have certainly improved the situation for women in Cambodia, but women still face vast inequalities in nearly all areas of social and political life. There are key areas of gender inequalities such as political representation, education, health and employment. Gender attitudes and relations are also examined as cross cutting issues, for they highlight some of the on-going gender perceptions that marginalize progress in attaining gender equality. What do these issues highlight? Strong connections exist in each issue of women's inequality. The lack of access to political representation and education are arguably the core issues. Inferior provisional education for women causes on-going disadvantages in many areas, such as employment. The lack of women in politics hinders gender issues obtaining the full attention and action they require. Achieving true gender equality is fundamental for the emancipation of women and the development of Cambodia.

Across all levels of government in Cambodia, women are vastly underrepresented. As the government decides on funding for other areas of women's inequality, such as health and education, ensuring high levels of women's political participation is critical for improving gender equality. Such representation enables women to influence decisions that affect women. Cambodia must continue increasing the quantity and quality of women's political participation.

- 22% of parliamentarians and 15% of senators are women. 17% of provincial governors and deputy governors are women. 15% of commune councillors and 4% of commune chiefs are women (MDG is to reach 30% for all levels of Government).
- 9% of judges, 18% of practicing lawyers, 21% of court clerks and less than 1% of prosecutors are women.
- Only 23% of public sector employees are women. This kind of work is considered very beneficial for entering politics.
- The Department/Ministry of Women's Affairs is the only public sector to have a majority women staff with 72% women. Women's Affairs employs the second least number of staff of all the ministries.

Women and Education

Education is fundamental to increase opportunities for women in all areas of society and politics. Despite substantial improvements in women's access to primary education in Cambodia, women are vastly underrepresented in higher levels of education. Consequently, women are disadvantaged in gaining employment, political representation and accessing services. Improving women's education will strengthen development in Cambodia.

- Only 55% of women disagree that it is better to educate a son than a daughter.
- 16% of children are enrolled in early childhood education, while lack of affordable childcare access is a major constraint for women wanting to work.
- 91% of girls and 93% of boys are enrolled in primary school, with a total of 90 girls for every 100 boys.
- In upper secondary school, there are 66 girls for every 100 boys and the tertiary level only 48 girls for every 100 boys, with only 2% of all women in Cambodia studying at tertiary level.
- 35% of girls enrol in lower secondary school, and 24% of girls drop out.
- 36% of women are illiterate compared to 15% of men.
- 8% of principals and 9% of vice principals are women, while 43% of primary teachers and 34% of secondary teachers are women. Tertiary education has an even lower number of female teachers.

Women and Employment

The employment situation for women offers a mixture of results, with many opportunities for women, yet inequalities persist. The large number of women working in small business and garment factories has the potential to empower women with greater financial independence and decision-making power. However, women are often employed in the most exploitative industries, facing worse conditions and lower earnings than men.

- 60% of adults are engaged in agricultural work; 62% of them are women.
- On average, women are paid 30% less than men for the same work.
- Women own nearly 65% of micro/small/medium enterprises, yet have less access to credits, market information and technologies than men.
- 83% of women compared to 76% of men are self-employed.
- Approximately 90% of garment factory workers are women from rural provinces.
- Approximately 70,000 jobs were lost in the garment factory in 2009, following the financial crisis. Those who suffered were mostly women.
- 54% of women know about credit programmes, but only 15% have taken out a loan for business purposes and 40% of those loans were taken out to pay for food or healthcare.

Women's project in TVET

Poverty reduction has been and will remain, the principal concern of the Royal Government of Cambodia for a number of years. The Ministry of Labour and Vocational Training is implementing a project called “Strengthening Technical and Vocational Education and Training” (STVET). This programme is designed to improve the country’s technical education and vocational training sector by improving the quality and relevance of skills development programmes and increasing the accessibility, efficiency and effectiveness of training delivery systems. Its objective also covers the establishment of Technical Vocational Education and Training (TVET) networks “to assist both men and women, especially the poor, disabled and vulnerable, to respond to labour market needs”.

Access to TVET (both formal and non-formal) programmes in general does not ensure access to disadvantaged students and women. Students and especially women from lower socio-economic backgrounds are often underrepresented in TVET programmes, which raise equity concerns. Often, many TVET programmes fail to develop links to industry and to the labour market, and training does not reflect labour market realities. Institutional capacity for curriculum review, development and implementation and for the management of educational change is often very limited.

The gender equality challenges in Cambodia present opportunities in the TVET sector in Cambodia for new innovative strategies to increase the number of women accessing TVET training. The project pledges to ensure that women and ethnic minorities benefit equally from the project. Expansion of outreach programmes, which include (a) provincial training centres; (b) women’s centres; (c) mobile and outreach training.

The gender and ethnic minorities analysis and action plan agreed to specifically raise the amount of women to: (a) at least 50% of the recipients of training under VSTP and at least 50% of enrolment in each PTC to be women; (b) at least 30% of newly hired teaching and administrative staff at each RTC and the two new PTCs; (c) at least 50% of enrolments in business and ICT at each RTC; (d) at least 30% of teaching staff in ICT and business ; (e) at least 25% of the members in each advisory group ; (f) at least 25% of NTB, PTB and senior MOLVT officials, and at least 50% of senior DGTVET and Project Beneficiary Institutions staff, selected as regional study tour participants; (g) at least 30% of

provincial Labour and Vocational Training Department staff selected for regional training; and (h) at least 40% of enrolments at the newly constructed PTC in Mondulkiri are ethnic minorities.

NTTI has strategies in place to address the gender parity concern. These include a stipend for females entering into the programme; a policy to address the hiring of females into teaching and management positions; and the possibility of designing a few select courses for females only.

3.2 Germany

As a developed country, Germany has made many improvements regarding gender equality over the past 50 years. Federal Chancellor Angela Merkel appears to be a role model and symbol for this movement. German politics are constantly committed to further the status for women in German society.

The status of gender equality

Gender equality is one of several objectives of politics undergoing a process of improvement and recognition. The women's movement has been in existence since approximately 1800 and is still in progress. Women are fighting for equal rights in everyday life, at the workplace and in politics. At the moment, the government is constantly engaged with the implementation of their requirements. However, ranked 11th in the World Economic Forum's *Global Gender Gap Report 2008*, Germany's record on gender equality is mixed. Whereas political participation of women remains high and public commitment to gender equality is evident through gender mainstreaming programmes at all levels of government, salary gaps between men and women are among the worst in Europe. While there is parity of educational attainment at secondary and tertiary level, the subject and vocation choices of women (largely in education, humanities) partially explain salary gaps and differences in educational opportunities (Gender Equality in Germany, n.d. [online]⁶).

Nevertheless, gender equality is a complex goal that encompasses equal rights and obligations. All depends on what field of application and implementation the focus is on. For a considerable period now, feminist observers have complained bitterly that gender equality politics are more and more reduced to equal career prospects or the compatibility of occupation and family, while structural discrimination and its causes are overlooked.

Gender equality has become more present over the last years. The unequal treatment of genders is perceived as very distinctive by one third of Germans. Interestingly enough, the youngest age group (15-24 years) is the one which perceives disparities in treatment the least⁷.

Political and Legal Regulations

Women were granted the right to vote in 1918. Since the early 1980s quotas were established by political parties themselves to encourage greater female participation: beginning with the Green Party who introduced a quota of 50%, followed by the Social Democrats in 1988, whose constitution recommends that at least 1/3 of candidates for internal party elections be female. This has been raised to 40% in party and public elections. Germany was ranked 18th by the Inter-Parliamentary Union of Women (IPUW) 2008 survey with women representing 32.2% of members of the lower house and 21.7% of the Senate, representing a decline on previous years. Gender equality is embedded in article

⁶ http://www.wikigender.org/index.php/Gender_Equality_in_Germany

⁷ <http://www.bpb.de/apuz/33138/gleichstellung-in-deutschland-im-europaeischen-vergleich?p=all>

3 sections 2 and 3 sentence 1 of the 1949 Constitution, amended in 1994, as well as in all state constitutions. There are many statutes that govern sex equality, both on the federal as well as state level. One example is the Federal Act on Equal Opportunities between Women and Men in the Federal Administration and in the Courts of the Federation from 2001, on equality in employment and labour in public service, replacing a 1994 law criticized for not being sufficiently binding. State laws have been challenged but upheld for not violating the principle of equality in the European Court of Justice. In 2006, the General Equal Treatment Act was passed, in transposing EU law that covers sex equality and promotes affirmative action.

In 2000, the principle of gender mainstreaming had to be implemented by all federal government departments, according to the general rules of government interaction. From 2003 until 2010, the government funded a Gender Competence Centre to help implement it. Gender equality issues are the responsibility at federal level of the Federal Ministry for Family, Senior Citizens, Women and Youth. Each federal state implements its own policies on gender equality⁸.

Projects for women in TVET

There are several projects in Germany that focus on gender equality for women in TVET. Most concentrate on teacher allocation and school curricular. It appears logical to choose curricular as the entry point for gender equality in so far as not only teachers need to be trained in imparting gender sensitivity but also for the purpose of teaching their students in this field for them to be in command of the basic competences and can act out gender equality.

One project was introduced in 2005 that focuses on increasing the gender competence of operational training personnel. Aside from being sensitized to gender issues and possessing basic gender knowledge gender competence is attained when teachers and instructors are able to implement the strategy of gender mainstreaming in training practices. In other words, the expertise, methodological and social competence of instructors has to be extended by gender awareness to make gender equitable acting possible. However, the realization of this project should be conducted with practicability on the hand and simultaneously with as high an intensity of gender instruction as possible. The developed gender module to acquire gender competence is implemented in the training of teachers and instructors (SIMON 2005, p. 46).

The “MINT relation” project started in 2011 aiming at bringing women of technical professions together with female students to highlight the advantages, opportunities and variety of operating places. MINT is an acronym for **M**athematics, **I**nformatics, **N**atural Sciences and **T**echnics where women work in and are supported and financed by the European Union. This project is an instrument to find ways of making classically male-dominated jobs more attractive to women. The reasons anticipated behind the emphatic lack of interest by women in MINT fields lies in the presentation of such jobs. The variety of work experiences that one can make and the good future prospects are rarely conveyed. In promotional brochures and information sheets men are invariably depicted. This does not make it appealing to women. Schools are interested in this project can apply and get some interaction⁹.

All in all, schools take gender equality more and more under advisement by searching for new ways to attract girls to take up men-dominated professions and companies and the government also support gender equality at greater intensity than earlier.

⁸ http://www.wikigender.org/index.php/Gender_Equality_in_Germany

⁹ <http://www.karriere.de/karriere/technische-berufe-nicht-nur-fuer-maenner-163893/>

The Dual System of TVET

The dual system of TVET in Germany is built in two sectors – the company and the school sector. The training is mainly provided in the company and supported by teaching and theoretical learning lessons in part-time vocational schools. Trainees spend three to four days per week in the company working on the basis of training regulations within the framework of a training contract. This contract contains the conditions for work such as state recognition of the occupation, designation of the company, duration of training, a profile of the training occupation, an overall training plan and the examination requirements. The period of school attendance totals one to two days per week. Trainees or students are taught on the basis of a framework curriculum. Within this framework general and vocational knowledge of compulsory education form the basis. It is divided into vocational subjects that make up two thirds of the syllabus and one third is taught in general subjects. The teaching itself follows an activity-based approach in fields of learning.

Young boys and girls in Germany have a lot of possibilities for occupation at the labour market as long as companies are hiring. There are training occupations for all sectors of the economy and administration with approximately 340 different recognized training occupations. They are continuously updated and new occupations are created as required. Within these training occupations different degrees of specialization are possible and are differentiated in keeping with actual needs. However, the training is centred on vocational competence. According to the Federal Ministry of Education and Research “vocational training shall, through a systematic training programme impart the vocational skills, knowledge and qualifications (vocational competence) necessary to engage in a form of skilled occupational activity in a changing working world. It shall also enable trainees to acquire the necessary occupational experience.” (Federal Ministry of Education and Research: *Dual Training at a Glance*, 2007).

The advantages of the dual system are various for industry as well as young people. The industry profits from securing the skilled labour required reduces the costs of setting-in. Another argument in favour of dual training is the trainee' increased motivation and loyalty to the company. Young people, on the other hand, gain good prospects on the labour market and obtain a recognized certificate for further occupations.

Gender issues in technical careers

Although young women are now achieving better educational qualifications than young men - training paths still differ between the sexes. The desired increase of prospects of obtaining training within the dual system of vocational education and training is not yet present. Young women make up only 41% of trainees in the dual system and are therefore under-represented.

Women more frequently switch to school-based training courses and end up in training courses leading to comparatively lower value qualification. This automatically results in an occupation where they earn less so they are less capable of supporting themselves independently. In the face of the shortage of training places, 2004 saw 40% of young women who registered with employment agencies as apprenticeship applicants obtaining a training place in the dual system, compared to 47% of young men, according to the latest results from the Federal Employment Agency (BA)/BIBB survey on apprenticeship applicants in 2004. The figures for 2002 were 49% of female applicants and 54% of male applicants. Equal opportunities in the vocational education and training of young women and men are not yet in sight. It must be analysed and examined where exactly the difficulties lie or where the barriers have been erected. The fact that the lack of training places affects young women and men in different ways is largely overlooked in the current educational debate on the shortage of

apprenticeship places. Another largely neglected fact is that initial training for young women in East Germany and for young women from a migrant family background has been particularly difficult for a long period.¹⁰

3.3 Indonesia

Referring to 1945 Constitution further regulated in Law No. 20 of 2003 on National Education, Indonesia is high committed to organizing its social, economic and politic fields by focusing on the importance of gender equality in education. The impact seen today is more balanced and equal participation of education for boys and girls, not only at the primary level, but at the secondary and senior high level, and vocational schools.

The status of gender equality

Indonesia has made considerable progress in the implementation of critical areas for promoting gender equality on the general assembly. Women and Poverty, and Women and Economy; Education and Training; Women and Health; Women and Human Rights, Violence against Women and the Girl Child, Women and Armed Conflict; Women and Decision Making; Women and Media; and Women and Environment are several areas focused in a gender equality perspective¹¹.

One of the key differences between men and women is the unequal participation of men and women in the political (decision making) and economic area. In terms of political participation, the Gender-Related Development Index (GDI) ranks Indonesia 93rd of 155 countries. In the 2009 national elections (the latest election), 101 women, representing 18% of all parliamentarians, were elected to parliament. This indicates that participation of women in parliament has increased by more than 6% since the previous election. Women are under-represented at senior official levels of government with women constituting approximately only 9% of *echelon 1 official* (director-general level)¹². The number of women representatives in regional legislative bodies is even lower. At judicial level, the number of women is also low compared to men.

In the economic area, just over 50% of women participate in the work force in Indonesia. Even those who participate in the workforce, a large percentage are either unemployed or working in the informal sector (about 74%)¹³. One of the key challenges to gender equality is that women are not financially independent and are charged with looking after the home. In part, due to the traditional role relegated to women, they also do not have any decision-making roles or voices in the home, thus perpetuating gender stereotypes that girls do not need higher education. The influence of culture at home is very high. At home, the father is the patriarch and will make career choices for his daughter (women).

Political and Legal Regulations

- The commitment to achieve gender equality was started in 1978, with the setting up of the Ministry of the Status and Role of Women which was converted in 1999 to the Ministry of Women Empowerment (Decree of People's Consultative Assembly No. IV/1999, Presidential Decree No. 101/2001 on Functions and mandates of the State Ministry of Women Empowerment).

¹⁰ Granato, M. (2005) Equal opportunities for (young) women in vocational education and training? [online] <http://www.bibb.de/en/18287.htm>

¹¹ <http://www.un.org/womenwatch/daw/Review/responses/INDONESIA-English.pdf>

¹² UNDP. 2009. Assessing Gender Responsive Local Capacity Development in Indonesia

¹³ <http://www.menegpp.go.id>

- At a national level, through the People's Consultative Assembly (the highest political body in Indonesia) Decree No. IV/MPR/1999 on the Broad Guidelines of State Policy 1999-2004.
- Law No. 25/2000 on the National Development Program.
- Presidential Instruction No. 9/2000 on Gender Mainstreaming in National Development.
- National Action Plan for the Elimination of Violence Against Women.
- Presidential Decree No. 88/2002 on National Plan of Action on Elimination of Trafficking in Woman and Children.
- Law No. 12/2003 on General Election in which each political party participating in a general election should consider at least 30% of women representation in the nomination of its members of national, provincial, and local representative council.

Education and Training for Women

Indonesia has made substantial progress in promoting gender equality in education. This is shown, among other things, by the improvement of the ratio, participation and literacy of women as compared to men, women's contribution in the non-agricultural sector, and the increased participation of women in politics and legislative activities. A nine-year-compulsory education programme for children has also been introduced. Gender equality exists in basic education, and women's participation in junior high school has increased by more than 100%. However, there is a gender gap at the senior high school level and at higher educational levels (universities etc.) including at TVET. There are various reasons for the limited number of women enrolled at this level, among them, the distance from schools, early marriage, limited access, and limited number of schools. Gender segregation in faculties also occurs.

From April 2002 to 2007 UNESCO implemented the Scientific, Technical and Vocational Education for Out-of-School Girls programme. The aim of the programme is to empower dropout girls of 15-20 years of age from poor marginal families with specialized knowledge and vocational skills in science and technology in senior secondary vocational school.

The State Ministry of Women Empowerment has followed up the implementation of the Presidential Decree No 9/2000 on Gender Mainstreaming in National Development with various activities, such as capacity building for officials of relevant government sectors including the Ministry of National Education (through training, advocacy and gender sensitization), round-table discussions for high ranking officials and legislators, women's studies centres, production of a manual on gender mainstreaming, assessment, provision of stimulant funds, monitoring and evaluation.

In order to increase the capacity and capability of women's organization, the State Ministry has conducted leadership and management training for members of women's organizations, provincial and district related government officials. Modules for promoting gender equality in the family have also been prepared to give children an understanding of gender equality concepts from an early age. A manual on the promotion of skills for inadequately educated and poor women has also been prepared in order to equip them for better employment.

Community organizations and women organizations have actively participated in activities to facilitate the provision of educational services, including training, for women at the grass root level. Other target groups such as the drop out, the poor and the illiterate are facilitated through the life skills education model, adapted to their needs and conditions.

Gender Issues in Technical Careers

How do Indonesian women make career choices? In Indonesia, culture and gender stereotype have significant influences in personal life. Women and girls are mostly illustrated as graceful, soft, patient, careful, or care-giving. As a result women make career choices as psychologists, nurses, or teachers. Gender stereotyping still prevails as shown in the selection of specialization, which indicates a form of “voluntary discrimination” practiced by both females and males. For example, social sciences are generally dominated by female students and technical sciences are dominated by male students.

The majority of women are not aware of training opportunities in technical and vocational fields. Most women are not sufficiently motivated to cultivate an interest in studying and working in technical fields. Women or young women do not get enough encouragement from their parents to choose a technical and/or vocational field.

Although there is a wide variety of technical and vocational education available which women and men are free to undertake, women normally opt for occupations in women dominated areas (e.g. nurse, teacher) and their interest in technical jobs which are strenuous and require physical exertion (e.g. plumbing, machinery, automotive, welding) tends to be decreasing. On the other hand, the representation of women in technical careers appears to be on the increase, although the number or percentage of representation is still lower than that of men. The figures for 2010 show that 28% of women choose a career in technical, manufacturing and construction, and 64% in health, welfare, and educational fields.

3.4 Laos

Lao People's Democratic Republic is located in the heart of Indo-China. Laos is a landlocked country in Southeast Asia, bordered by Burma and the People's Republic of China to the northwest, Vietnam to the east, and Cambodia to the south and Thailand to the west. The Lao PDR has been divided into a capital (Vientiane), three regions (northern, middle and southern), 16 provinces, 141 districts, 10,574 villages and 931,000 households and has a population of 6.586.266 people. It was estimated in July, 2012 50.08% of the population are female. This information was reported by the World Bank in 2012. The population is made out of three main groups - lowland Lao (Lao Loum) 68%, upland Lao (Lao Theung) 22%, and highland Lao (Lao Soung, including the Hmong and the Yao) 9%.

In the year 2011 the GDP per capita increased to US\$ 1,700. According to a report published by UN Lao's economy improved by 8.2% of GDP in 2012. The laws are also supportive of women. Clear targets are in place to promote women's human development, economic opportunity, and participation (Rox, 2013). It has addressed poverty which is declining from 46% in 1993 and was reduced to 27.6% in 2008.

Gender Issues in Laos

Lao Government set gender issue as a priority many years ago and now this strong commitment to promoting gender equality between men and women is seen as an important national goal. All Government ministries are expected to develop strategies and action plans to promote gender equality at all levels (The Gender Resource Information and Development Centre (GRID, 2006).

The Constitution of Lao PDR (1991) guarantees equal rights for women and men (Article 24). It states, “Lao PDR citizens of both sexes shall enjoy equal rights in political, economic, cultural, social and family affairs.” Thus, Lao Government has established *Lao Women's Union*, which mainly aims to protect Lao women. Lao Women's Union is charged with the following tasks regarding five

important roles as follows:

1. To act as a secretariat for the political bureau and party central secretariat committee to research, implement and materialize the development and protection of women's and child's rights and interests, the promotion of women's advancement and implementation of gender equality in family and society.
2. To strengthen unity, actively mobilize the rights to self-mastery of all ethnic groups in the cause of preserving and developing the country.
3. To educate all Lao ethnic women, absorb and implement the party's guidelines and policies, constitutions, laws, resolutions, orders, socioeconomic development plan of state, Lao women's development plans and international conventions related to the development and protection of women's and children's rights and interests, which Lao PDR is a party member of.
4. To contribute to the conservation and promotion of good cultural heritage and the tradition of the nation, in particular the cultural uniqueness of all Lao ethnic women.
5. To heighten the Women's Union in foreign relations based on party and state foreign policy.

However, even though the government has really good policies on gender equality and tries to promote gender equality, in practice, there are still gaps between both sexes with an even bigger gap in remote areas where girls and women seem to have less voice and limited access to resources than men.

Gender and Education

Lao's formal education system is divided into 4 levels:

1. Early childhood education covers nursery school (from age 3 months to 3 years) and kindergarten (from 3 to 6)
2. General education is divided into primary education (5 years duration from grade 1 to 5), lower secondary education (4 years duration from grade 6 to 9) and upper secondary education (3 years duration from grade 10 to 12).
3. Higher education (HE) comprises different levels undergraduate (3 years), bachelor (4 years), master (BA+2 years) and PhD (MA+3years).
4. Vocational education or technical and vocational education and training (TVET)

The educational system is organized and administered by the Ministry of Education and sport at the national level. The Lao PDR Government has made great advances in promoting education for all. This has resulted in an increase in literacy levels from 47.9% for women and 73.5% for men in 1995 (National Statistical Centre (NSC), 1995) to 70% for women and 85% for men in 2012 reported by World Bank Group. Nevertheless, the gender gap is bigger in the remote areas. Here, 54% of women and 81% of men can read and write. In many ethnic villages, there are more boys than girls in school and fewer girls than boys have the opportunity to proceed to secondary school (Rox, 2013). Women's educational levels are lower than men's, but educational disparities are greater between rural and urban areas, and between the majority of Lao population and other ethnic groups (Kirjavainen). According to the information above it can be concluded that in spite of the Ministry of Education and Sport's efforts to promote education for all, illiteracy prevails and limitations for girls in poor households of ethnic minorities are particularly disadvantaged.

Gender and Law

Laos Government has drafted a National Master Plan and Law but it had not really been implemented

in real terms. In 2004, Laos drafted a specific law for the development and protection of women; some of its articles are listed below:

- **Article 13: Equal Rights for Women and Men**
Equal rights for women and men means equality in self-development, [and also means] women and men have the same value and opportunities in politics, the economy, society and culture, family [affairs], national defence and security, and foreign affairs as provided by the constitution and laws.
- **Article 24: Trafficking in Women and Children**
trafficking in women and children is an offence.

Even Laos has a clear law on trafficking in women and children to prohibit what went on in the past to the present day. Reality paints a very different picture, many Laotian migrants, particularly women are sold into sexual servitude and forced labour in Thailand’s commercial sex trade and domestic service, garment factories, or agricultural industries. However, the government authorities are concerned and in the process of protecting them. To protect girls and women, the LWU opened a counselling hotline for violence against women 1362 call centre in 2011. The centre is to provide 24-hour counselling on a free hotline available local members of the public (Vinnaly, 2011).

Gender and economic participation

Women have the right to choose their professions, to be employed, remunerated and receive other benefits from their work (Assembly National, 2004). Overall women play an important role in the economy. In practice, Lao PDR women contribute approx. 54% to the national economy and men approx. 46%. In industry, women make up 38% of the workforce, and men 62%. In trade 41% are women and 59% men; services record 57% women and 43% men (GRID, 2003). The informal sector absorbs the great majority of Lao women i.e. small businesses largely retail, textiles, wholesale, hotels, restaurants here they number far more than men. On the other hand, the World Bank and Asian Development Bank funded Country Gender Assessment for Laos reported that the share of women owning enterprises in urban areas has reached 52%, with the other 48% of enterprises in cities in the hands of men (Vientiane Times Newspaper, 2013). According to the information giving above it can be seen that Lao women play an important role in society at the moment and improve productivity, generating national income and economic growth for the near future.

Gender and Government Parties

Women now comprise 25% of National Assembly members. Of the National Assemblies in the 10 ASEAN countries, Laos has the second largest female presence. Women occupy the posts of assembly president and chairperson of the assembly's committee for economic affairs (Newspaper, 2012). However, despite gains elsewhere, women remain under-represented throughout the government administration and the judiciary (UN Women). This demonstrates that the government and LWM promote women's' participation in all sectors and in decision-making processes. They work courageously shoulder to shoulder with men as demonstrated by the number of women participating in the different areas below:

Table 1: **Statistic of number of women in high ranking position in 2012**

No	Contents	Total	Female	Percentage
1	Parliament members	132	33	25.00
2	Ministers	61	6	8.20

3	Vice Ministers	109	14	12.84
4	Assistant to Ministers	26	2	7.69
5	Provincial governor	17	1	0.00
6	Provincial vice governor	42	4	9.52
7	District governor	145	12	8.97
8	Vice district governor	250	11	4.40
9	Chief of Villages	8,651	191	2.21
10	Deputy Chief of Villages	15,529	973	6.27
11	Directors of Department's	490	70	14.29
12	Deputy Directors of Department's	514	98	19.07

Source: Ministry of Home Affairs and Party Central Committee organization Board (July 2012)

Gender Development Plan at the National Level

To promote gender issues in Laos, Lao Women's Union has carried out their plan to promote Lao women from 2011-2015 in line with the following issues:

1. Upgrading political-conceptual education and legal knowledge for women.
2. Capacity building for the women's Union Organizations.
3. Protect the women's and children's rights and interests and promoting gender equality.
4. Promote vocational, skill developments and small businesses for women aimed at poverty reduction.
5. Protecting and promoting the nation's and Lao women's cultural heritage.
6. Foreign affairs and cooperation.

Projects supporting gender

The Lao Women's Union is carrying out its five-year development plan for 2011-15, including five plans and 32 projects in all areas. Here are some lists of the project operating in Laos for promoting gender equality at the national level:

- *Gender and Development Group (GDG)*
- *UNDP: MDG 3: Promoting Gender Equality and Empowering Women*
- *ENRAP: Promoting Gender Empowerment through IFAD Project in Laos*
- *TUNIFEM: Strengthening the Lao Women's Union and Preparing for National Women's Machinery*
- *UNIFEM: Strengthening the Capacity of Lao Women's Union*
- *OXFAM: A better future for women in Laos*
- *ADB: Strengthening Women-Owned Micro Enterprise in Business Administration*

Gender Issues and Career

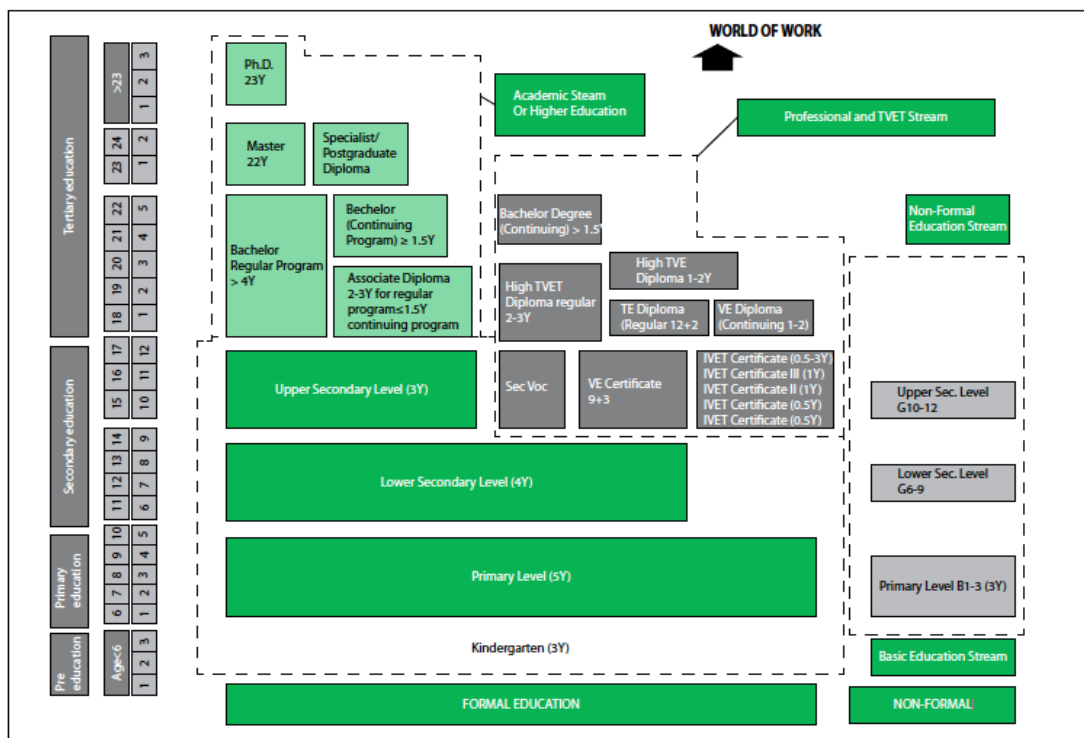
The TVET sector plays an important role in training skilled workers for industry and in meeting the country's labour market needs. However, vocational training institutes in Lao PDR report low and declining enrolments in the very sectors - including the traditional trade sectors such as carpentry, plumbing, electrical and automotive - where shortages are most significant. This is true, in spite of the fact that those with training in traditional trades enjoy good employment opportunities and relatively high wages in Lao PDR. One strategy implemented to address Lao PDR's skill shortages is to increase the participation of girls and women in traditional male trade sectors of the economy. Although girls

make up nearly 40% of total enrolments in the TVET sector, they are significantly over-represented in traditionally "female" occupations such as tailoring and hospitality, and significantly underrepresented in traditionally "male" occupations such as automotive and mechanical repair, carpentry, furniture-making, carpentry and construction, electrical and electronics, and plumbing and metalwork (ADB, 2011).

Female students tend to enrol at quite a high percentage in tailoring and hospitality but in industry they are still extremely lacking, Business and IT have a high requirement for females in the market workforce. According to the general director, Department of Skill Development and Employment, Ministry of Labour and Social Welfare: “The skill development of ICT workers in this country has not met the growth of the industry, therefore we have faced a trade imbalance because we have imported much of our ICT services due to the low skill of domestic workers” (reporter Time, 2013).

TVET System in Laos

The Education Law of Lao PDR, executed on 17th July 2007, identifies four main components of the formal education system: Early Childhood Education (ECE), General Education (GE), Vocational Education (VE) and Higher Education (HE). The education system also includes non-formal education. TVET is clearly specified as one of the four sub-sectors of the education system in the revised version of the Education Law of Lao PDR mentioned above. More specific topics have been covered by the Prime Minister’s Decree on TVET and Skills Development (SD) approved on 22nd January 2010. This Decree mandates cooperation between the MOLSW and the MOES on TVET, and describes the specific roles of the TVET and the skills development systems.



Source: Vocational Education Development Institute (VEDI)

Chart 2: TVET Legal Framework in Laos

There are five certificates in upper-secondary TVET and five diplomas in post-secondary TVET. At

upper secondary level, the following certifications are offered:

- The Vocational Education (VE) Certificate can be obtained after completing 9+3 regular programmes by students graduating from lower secondary education.
- IVET Certificate I after 6 months of continuous education.
- IVET Certificate II after an additional 6 months of continuous education.
- IVET Certificate III after an additional 1 year of continuous education.
- IVET Certificate IV after additional 1 year of a continuous education.
- There are three diplomas at post-secondary level, and a Bachelor's degree: The Technical Education (TE) Diploma can be obtained after completing 12+2 regular programmes by students graduating from upper secondary education or with the VE Certificate.
- The Vocational Education (VE) Diploma can be obtained after completing 1 to 2 years of a continuous programme by students who already possess the IVET Certificate IV.
- Students who already possess the TVE Diploma either as a regular or continuing programme can obtain the High TVE Diploma after completing 2 to 3 years of a regular programme by students graduated from upper secondary education, or after completing 1 to 2 years.
- The Bachelor degree can be obtained in 1.5 years or more by students who already possess the High TVE Diploma, either in regular or continuing programmes (UNESCO, 2013).

Currently, there are 21 TVET institutions under MOES, with more than 1,500 teaching staff, and more than 15,000 students training in different subjects.

Table 2: **Statistic of TVET Students and Teachers from 2007-2012**

Category	Year	Total	Female
Teacher	2007-08	1,279	411
	2008-09	N/A	N/A
	2009-10	N/A	N/A
	2010-11	1,505	502
	2011-12	1,721	591
Student	2007-08	6,276	2,746
	2008-09	7,656	2,978
	2009-10	20,072	7,561
	2010-11	18,121	6,686
	2011-12	18,484	6,990

Source: Ministry of Education, TVET Statistic

Projects Supporting TVET

From the past decade until now, Laos Government has been the main support for TVET and there are many projects which support and promote gender in Laos. Unfortunately, there are fewer formal projects, which aim at specific support for women in TVET development projects. Most of the project aims at developing a whole system of TVET in Laos, while promoting and focusing on enhancing opportunity for females to attend TVET also. However, one project tending to focus more on females

is STVET granted by ADB. Here are the details of the project that supports and improves the TVET system in Laos:

1. ADB: *Strengthening Technical Vocational Education and Training Project (SVET)*

The project seeks to improve both, the quality and access to formal TVET in Lao PDR, focusing on certificate and diploma programs. Quality improvements include developing skill standards, improving curricula and training teachers in 4 priority skill areas: (i) construction and building trades, (ii) mechanical and machinery maintenance and repair, (iii) furniture-making, and (iv) basic business. STVET also aims at increasing access-opportunities for young women in technical and vocational education and training (TVET), traditionally male occupations, adapting their skill levels and expertise, and expanding their employment potential to the current demands of the labour market.

Firstly, the project sets gender quotas of 20% for training in three non-traditional priority skill areas identified within the project as - construction, furniture making and automotive and mechanical repair.. While this target may not appear challenging, it represents a significant increase over the current near-zero levels of female participation in these skill areas.

Secondly, although TVET institutes exist in all 21 provinces in Lao PDR, distance and the lack of suitable accommodation remain key access constraints for girls. To address this, the project includes the construction of dormitories with 50% of the beds reserved for girls.

Thirdly, the project addresses access concerns by providing training vouchers that can be redeemed to undertake training in the three non-traditional priority skill areas, with 25% of vouchers allocated for girls. To encourage the hiring of girls in non-traditional skill areas, the STVET project provides a six-month wage subsidy to employers who hire girls trained under the project's voucher programme.

Fourth, the project includes two training programmes that make use of the growing private training sector in Lao PDR The second will finance training across a range of traditional and non-traditional female sectors where 50% of trainees will be women (ADB, 2011).

2. LUX+GIZ+AFD: *Lux-Development in collaboration with GIZ and AFD*

According to TVET Master Plan of MOE under this collaboration it aims at developing three main programmes and each programme contains sub projects as described below:

Table 3: **Project support by *Lux-Development in Collaboration with GIZ and AFD***

Program 1: Equitable Access in TVET(2 Projects)	
1. Construction, Expansion and Renovation of TVET Institutions	
2. Expand TVET Offer and Approaches	
Program 2: Improve Quality and Relevance of TVET (3 Projects)	
1. Develop and Improve TVET Teachers and Staff	
2. Set up the Quality Assurance System of TVET	
3. Develop the Information System of TVET	
Program 3: Improve of TVET’s Management and Administration	
1. Improve the organizational Structure of TVET	
2. Formulate the Policy and Tools	
Total:	3 Programmes, 7 Projects

Source: TVET Master Plan, MOE

TVET Development Plan

1. Education Sector Development Plan (2011-2015) emphasizes the following issues:

- Introduction of vocational stream in upper secondary schools
- Increased access to ethnic girls and women for TVET through a voucher system and dormitory accommodation and a minimum of 50,000 students by 2015 featuring 50 per cent female and 20 percent from the poorest families.
- Increased private sector involvement in TVET strategy and delivery
- Identification of national skill standards
- Social marketing campaign to improve the poor public perception of TVET
- Strengthen the TVET policy and regulatory framework so that funding for TVET is more needs based
- Greater flexibility in employment arrangements for TVET teachers
- Development of an information system to provide data on skill shortages and salary levels for TVET trained workers.

VTED System in Faculty of Engineering, NUOL

The Vocational Teacher Education Department (VTED) is one of the departments in Faculty of Engineering established few years ago. The VTED has the following duties:

- To train vocational teachers at Bachelor and Master level (in the future)
- To coordinate and cooperate with education institutes, faculties, departments within NUOL and factories in evaluating and improving vocational teacher curriculums gradually
- To focus on research of vocational education and technical fields. To organize distance integral teaching-learning (in future) for vocational teachers as well as technical teachers and trainers in theory and practice for both public and private education institutes.

Right now VTED only offers vocational teachers an undergraduate programme for those who have completed upper secondary school (grade 12). It operates a 4 year programme in the field of teacher education in Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronic and Telecommunication Engineering, Information Technology & Computer Engineering, Road-Bridge and Transportation Engineering and Water resources Engineering.

Currently the VTED consist of 10 staff members (The number of staff excludes the staff of other departments in FE). There are 32 female students of 62 according to 2010's statistics. In 2013, more than hundred students enrolled but the number of female students was fewer in some field studies such as Mechanical Engineering, Road-Bridge and Transportation and etc. According to the national static plan to promote gender equality, in the next academic year the VTED will try to promote the following points:

1. "We try to promote Technical and Vocational Education and Training (TVET) especially for Vocational Teachers. We would like to have more women studying (about 30 %) in the Technical and Vocational Subject such as Electrics, Electronics, Mechanics, Civil and IT".
2. "We have many female students (about 40 %), but they study not in fields like Electrics, Electronics, Mechanics and Civil Engineering"

3.5 Malaysia

Gender is the difference between women and men in the same household and between cultures in which a social and cultural change forms over time. These differences impact the roles, responsibilities, reach and access to resources, wealth of opportunities, needs and perceptions of others held by women and men. Hence, gender is not something synonymous with women but a consideration of both male and female between interconnected dependencies.

Gender equality, equity and the empowerment of women are fundamental to human development. From its independence in 1957, Malaysia has made remarkable progress in poverty reduction and human development. The Government of Malaysia recognizes the importance of gender equality in contributing to the development of the nation. The commitment of the government to achieve gender equality is reflected in the formulation and adoption of policies and measures taken to promote women's development and address gender issues.

Measuring Gender Equality

Equality is premised on the fact that women, like men, are to be accorded their inalienable indivisible and inherent human rights. These demand that women and men are treated alike and equally. The Ninth Malaysia Plan (2006-2010), which is much bolder than previous 5-year plans in terms of its targets for gender equality and women empowerment, proposes new policies and strategies to deepen the mainstreaming of women in development. The Ministry of Women, Family and Community Development (MWFCD) is responsible for designing greater coherence to policies for mainstreaming women in development. The project of Malaysia's Gender Gap Index (MGGI) was conducted by MWFCD to evaluate the effectiveness of interventions aimed at the integration of women into development process and advocacy purposes. The concept of MGGI consists of four parts; Part 1 is an overview of how to measure and monitor gender equality through the MGGI; Part 2 presents trends and patterns in the four sub dimensions of MGGI (health, education, and economic activities and women empowerment). Part 3 is the key policy and programme that has contributed to achieving gender equality in Malaysia. Part 4 identifies insights gained from experience of reducing gender inequality and examines future challenges (MWFCD, 2007). The indicator selections in MGGI are based on best international practice, relevance to the Malaysian situation and availability of data.

In general, female achievement in education, health and earning capacity has an impact on future generations and can accelerate socio-economic development. Higher education attainment increases women's income generating capacity and is linked to reductions in maternal and child mortality. Educated girls are more likely to delay marriage and childbearing and are face instead ways to improve their economic prospects. This, in turn, leads to better health and education for the next generation. Thus, it can be anticipated that reduction of gender disparities can contribute to the population's general well-being.

In Malaysia, women have made considerable progress in education. Education provides women with opportunities enabling them to make better choices. This is recognized by parents all over the world and they try to obtain as much education as possible for their children. The education from MGGI measures the level and change achievements in education. It includes two indicators disaggregated by sex; adult literacy rate and cross-combined enrolment at primary, secondary and tertiary level. These are the following:

- (a) **Adult literacy:** usually defined as the ability to read and write a simple statement for persons aged 15 and over.

- (b) **The combined gross enrolment ratios:** based on persons aged 6-24 years who are currently attending school and other institutions of higher learning (MGGI, 2004).

Chart 3 illustrates labour rates based on education achievement and gender. All educational attainment categories recorded are increasing, especially for those with no formal education by 1.9% up to 55.4%. The data also shows a decreasing number for those with secondary education qualifications from 0.1% to 64.2%. Recordings of those less educated Q3/2011 reach the highest LFPR of 66.9%, followed by those with tertiary education by 65.5%.

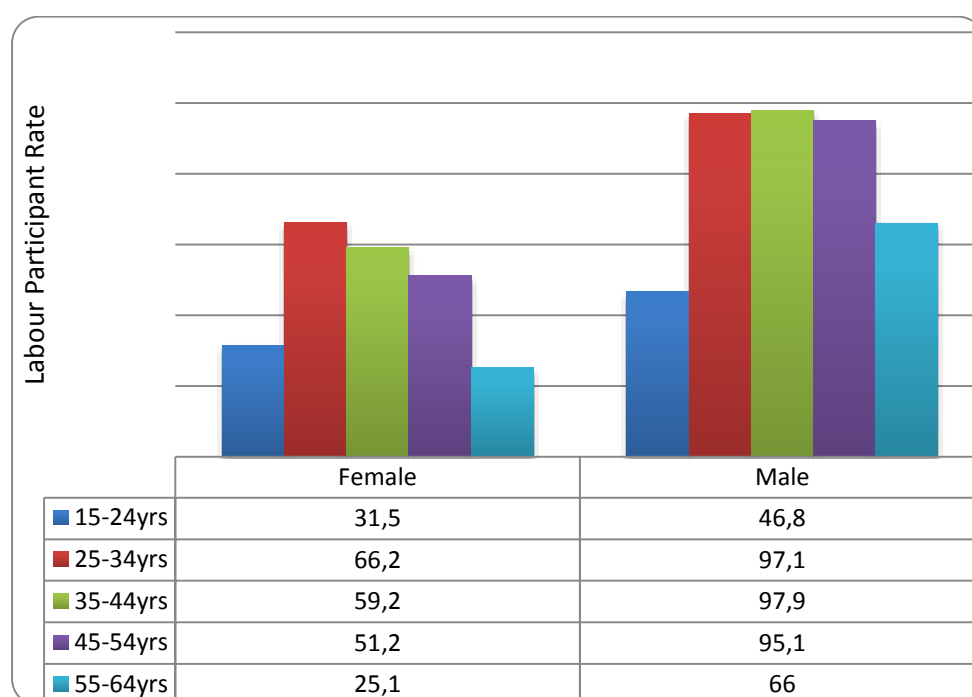


Chart 3: Labour rates based on gender and age's classification

Labour rates according to gender

During the third quarter in 2011 the statistic of gender involvement in occupational sectors is still dominated by male workers. Chart 3 shows the numbers of gender distribution based on age classification.

Factors influencing gender occupation

In Malaysia, Noor Rahmah (2009) reported secondary sources data such as the Population and Housing Census reports. Some changes have been some changes in the general trends of occupation in the country but no factual details of occupation based on gender.

Information and data obtained from the study of macro and micro data show that there are three factors affecting job selection by gender, namely (i) formal education and training, (ii) sharing of labour in the household, (iii) the conditions of work.

(i) Formal education and training

Education and training factors explain the differences in the flow study selected according to gender. Women and men are given the same opportunities in formal education but women gain less work

experience because as they have jobs in more reduced labour markets than their male counterparts (Joseph 1983). As a result, female workers earn lower wages. The decision made by women to not work continuously in the labour market is arrived at by analysing community on women's family responsibilities. Women feel familiarity and hold beliefs about their role in families, especially when the children are still small. There is a generation of respondents. The second decision was to take a long break from work to take care of children admitted to the hospital. Children feel more comfortable if they are cared for by the mother than by other parents or family members (Noor Rahamah, 2009). Thus, employment in the secondary sector lowers income and is dominated by the hierarchy of an organization dependent on women who choose not to work continuously in the labour market.

(ii) Sharing of labour in the household

Women are face problems in the labour market caused by their responsibilities in the household and childcare. This greatly affects the kind of ideological work taken up by women and their ability to participate in employment in modern sectors. Furthermore, the level and type of education received is determined by their future roles as mothers and wives. For working mothers, two basic problems can be identified, namely, childcare while they go out to work and the "second shift" they are facing upon returning home after work and performing household duties. What about the husband's willingness to help? Empirical data shows that husbands do few home duties, while at the same time increasing the housekeeping workload in the home. However, there are signs of changing attitudes in the family. Men now want to support their wives in doing household tasks such as washing clothes and dishes and keeping the house clean, duties that cannot be done by other members of the family. (Rahamah & Mohd Noor. Yusof, 2009).

(iii) Conditions of work

Associated with office working hours, based on international standards is not allowed to work more than forty-eight hours a week. Working women have to divide between working hours and the time managing household tasks, such as childrearing and house cleaning. For women, this is an onerous task. For this reason many women choose jobs that provide comfort, such as fixed working hours, location and working rules that they feel support them. The following will serve as an explanation. Micro survey results show that 53 out of 54 respondents had been and still work in jobs that have fixed working hours at eight hours per day. Work location is also an important factor when engaging women in formal employment. Half the respondents work in jobs within five miles of their home. Another aspect that has a crucial impact on working women is the protection law. This includes working rules that prohibit women from working in industry at night, or heavy lifting or other jobs that may be considered hazardous to health. These rules are in accordance with Employment Act of 1955 (Act 265).

Women's role in TVET

The role played by female workers, whether at a lower level or as managers in work, both forms are extremely vital to a country that requires not only a skilled workforce but one that performs the tasks to which it is entrusted. Enterprises are quick to recognize employees who obey and are honest and diligent in carrying out their responsibilities. In addition to playing female roles as wives and mothers, they also face the responsibility and burden to increase the family economy and in turn, the economy of the country.

Changes were also significant for the oil and gas industry in which female engineers were involved either upstream or in exploration. The article entitled 'Women Engineers: Services They tested', based on the work done, demonstrated that more men are serving in this industry. For example, the company

Esso Malaysia offers equal employment opportunities to challenge gender issues in all fields. The company has 541 engineers working in a variety of employment situations that are taught various skills. Here, women are represented by a total of 10%. Altogether of course the engineering profession is challenging and tapped primarily by women. Someone wishing to enter this field must have a committed interest and be flexible in accepting challenges aside from purely academic knowledge.

3.6 Thailand

This article is the country report of Thailand from studies carried out by Rajamangala University of Technology Thanyaburi (RMUTT) as an institute member of the Regional Cooperation Platform for Vocational Teacher Education in Asia (RCP).

According to differences of circumstances of gender issues in RCP countries that affect gender situations in each member country some significant social and political factors such as religion, political policy and social values contribute heavily to the complexity. As a result this study aimed to provide information on gender equality in Thailand based on facts backed up by statistics and conclusions featuring analysis and synthesized suggestions on gender issues in Thailand.

Policies on gender

This topic was classified into 3 topics by the Constitution of The Kingdom of Thailand (B.E.2550) 2007, Government policy on gender with the Thai Women Empowerment Fund as key policy and UNICEF as the key international player.

1. *Constitution of The Kingdom of Thailand (B.E.2550) 2007*

Constitution of The Kingdom of Thailand (B.E.2550) 2007 issues sections regarding gender issues which are identified as key words regarding women and children. The constitutional content compose of 10 sections identified as section 37, 40(6), 43, 44, 49, 50, 52, 80(1), 87(5) and 97(2). The details of each sector are as follows.

In Part 3, Personal Rights and Liberties, **Section 37** (2007: 14), states “A person shall **enjoy full liberty to profess a religion, a religious sect or creed**, and observe religious principles or religious precepts or exercise a form of worship in accordance with his or her belief; provided that it is not contrary to his or her civic duties, public order or good morals. In exercising the liberty referred to in paragraph one, a person is protected from any act of the State, which is derogatory to his or her rights or detrimental to his or her due benefits on the grounds of professing a religion, a religious sect or creed or observing religious principles or religious precepts or exercising a form of worship in accordance with his or her different belief from that of others.”

Part 4, Rights in the Administration of Justice, **Section 40(6)** (2007: 15-16) states “A person shall have the following rights in the administration of justice: (6) **the children, the youth, women the elderly or the disabled or persons of infirmity** have the right to be accorded protection with regard to appropriate trials and have the right to receive proper treatment in cases related to sexual violence.

Part 6, Rights and Liberties in Occupation (2007:16) identifies 2 sections as Section 43 and 44. **Section 43** states “A person shall enjoy **the liberties to engage in an enterprise or an occupation and to undertake fair and free competition**. The restriction on such liberties under paragraph one shall not be imposed except by virtue of the law specifically enacted for maintaining the

security and safety of the State or economy of the country, protecting the public in regard to public utilities, maintaining public order and good morals, regulating the engagement in an occupation, consumer protection, town and country planning, preserving natural resources or the environment, public welfare, preventing monopoly, or eliminating unfair competition.” Aside from that **Section 44** states “A person has *the right to security in respect of safety and welfare at work*, including security in the living both during the working life and upon leaving the state of employment.”

Part 8, Rights and Liberties in Education (2007: 21) composes of Section 49 and Section 50. The **Section 49** states “A person shall enjoy *an equal right to receive education for the duration of not less than twelve years* which shall be provided by the State thoroughly, up to the quality, and without charge. The indigent, the disabled, persons of infirmity or persons suffering a state of difficulty shall be accorded the right under paragraph one and entitled to such support from the State as to enable them to receive education comparable to that received by other persons. The provision of education by professional organizations or the private sector, alternative education by the people, self-tuition and life-long learning shall be protected and promoted by the State as appropriate.” In addition to **Section 50** which issues as” A person shall enjoy *academic freedom. Education, training, learning, teaching, researching and disseminating such research according to academic principles* shall be protected; provided that it is not contrary to his or her civic duties or good morals.”

Part 9, Rights to Public Health Services and Welfare from the State which **Section 52** states “*Children and the youth have the right of survival and the right to receive physical, mental and intellectual development* in accordance with their potential in a suitable environment, having prime regard to their participation. Children, the youth, women and family members shall have the right to be protected by the State against violence and unfair treatment and shall also have the right to receive rehabilitation in the event of such circumstances. Imposition of any interference with and restriction on, rights of children, the youth or family members shall not be made except by virtue of the law specifically enacted for preserving and maintaining the status of the family or optimal benefits of such persons. Children and the youth with no guardian shall have the right to receive appropriate care and education from the State” (2007:22).

Part 4 of Directive Principles of State Policies in relation to Religions, Social Affairs, Public Health, Education and Cultural Affairs (2007: 33-34) which **Section 80 (1)** states “The State shall pursue directive principles of State policies in relation to Social Affairs, Public Health, Education and Cultural Affairs, as follows: (1) to protect and develop children and the youth, encourage their up-keep and primary education, *promote the equality between women and men*, foster and develop solidarity of the institution of family and the community as well as provide aids and welfare to the elderly, the indigent, the disabled, persons of infirmity and persons suffering a state of difficulty to enable their better quality of life and self-dependence.”

Part 10, Directive Principles of State Policies in relation to Public Participation which Section 87 (2007: 41-42) states "The State shall pursue directive principles of State policies in relation to public participation, as follows:

- (1) to promote public participation in the determination of policies and plans for economic and social development at both national and local levels;

- (2) to promote and lend support to public participation in political decision-making, the planning of economic and social development and the provision of public services;
- (3) to promote and lend support to public participation in the scrutiny of the exercise of the State powers at all levels in the form of varying professional organizations or occupational groups or in other forms;
- (4) to promote political strength of the public, put forth the law establishing a civic fund for political development for assisting the operation of public activities of localities and lend support to the operation of civic groups forming networks in all forms in order for those groups to be able to express opinions and propose demands of localities in their areas;
- (5) to promote and provide to the public education on political development and the democratic regime of government with the King as Head of the State and promote honest and fair voting by the public at an election.

Public participation under this section is founded upon the consideration of *close proportion between men and women.*”

Part 2, The House of Representatives which *Section 97(2)* states “The preparation of a list of candidates of a political party for the election of members of the House of Representatives on a proportional representation basis shall be as follows;

- (2) The names of persons listed under (1) shall not be duplicated by names of candidates both in the constituency category and in the proportional representation category of any political party and regard shall be had to appropriate opportunities and proportions as well as *the equality between men and women*”(2007: 44, 48-49).

Even though the Constitution of The Kingdom of Thailand (B.E.2550) 2007, is the constitution that recognizes “Gender Equality” regarding the rights of gender issues the best one of all Thai constitutions, but those gender issues and other disadvantaged groups are not significantly identified and protected.

2. *Government policy on gender*

The Prime Minister Yingluck Shinawatra delivered the Policy Statement of the Council of Ministers to the National Assembly (2011: 21-26). The policy regarding gender and educational issues which identifies as 4. Policy on Social and Quality of Life and Thai Women Empowerment Fund. The details of the gender issues are as follows;

4.1 **Education Policy**

4.1.1 Improve the quality of education by undertaking the *reform of Thailand’s knowledge system*, which includes *improving the quality of the bodies of knowledge in Thai society to meet international standards*, setting up the National Book Project which contains advanced and regular levels of both universal and traditional knowledge, promoting reading and learning of foreign and local languages, establishing a knowledge management system, modifying educational curricula at all levels in keeping with globalization and meeting international standards while preserving local and national identities, improving educational outcomes at all levels measured by the passing of national and international standardized

examinations, *eradicating illiteracy* from Thai society, *producing enough qualified teachers*, ensuring *high-quality schools and vocational schools* in every area, *improving the quality of national universities to meet international standards*, focusing on teaching moral responsibilities at an individual level in addition to excelling in secular knowledge, *raising awareness in the recognition of rights, duties and equality*, ensuring that *education is a true foundation of a truly democratic society*, and *reforming the structure of the administrative system* of academic institutions through *decentralization* starting with areas that are most ready.

4.1.2 *Create and ensure equal educational opportunities for all groups of the population*, which includes the impoverished, the disadvantaged, the disabled and minority groups. Education begins during pregnancy to ensure both mothers and children are well and effectively taken care of. The government will provide *quality education for all*, according to age and development, from pre-school to compulsory basic education, and allow the transfer of credits in order to reduce drop-out rates. Additionally, *minimize obstacles hindering access to university and advanced vocational education*.

To set up the *“Student Loans Project with Repayment Tied to Future Incomes”* where borrowers will repay their debts only when they begin to earn sufficient income. Allow debt moratorium to debtors of student loans. *Streamline admissions systems for all levels of education with a view to creating equal opportunities for all* – in particular, the university admissions system must be fair and effective. *Re-establish the “One District, One Scholarship Project”* which provides opportunities for Thai students to go study abroad. Organize community education with a view to turning Thailand into a knowledge and life-long-learning society.

4.5 Life and Social Security Policy

This area composes of 4 issues as 4.5.2, 4.5.3, 4.5.4 and 4.5.5 which take up gender issues as follows;

4.5.2 Ensure human dignity by *eliminating all forms of discrimination and human rights abuse, combating human trafficking, improving and strictly enforcing laws to effectively tackle sources of vices and addictive substances*, as well as combating and taking serious punitive measures against culprits; promote consumer protection from deception and exploitation, and providing the poor with housing and career opportunities for a dignified way of life.

4.5.3 Promote *the development of children and youth* to become quality citizens through the development of children starting from gestation, birth, pre-school age and throughout their entire youth to promote morality along with knowledge; emphasizing the importance of breast-feeding during the first six months of a child’s life; supporting the establishment of quality pre-school childcare centers; *eliminating all forms of child abuse*; encouraging children to participate in community services and learn from these activities; and, promoting learning processes to develop children’s IQ and EQ.

4.5.4 Promote *equal opportunities for women* to take part in the country’s development by *protecting women’s rights; improving laws* that protect women from domestic violence and *maximize their potentials* so that they can take part in developing the country economically and politically;

Increasing educational and healthcare opportunities for women in both urban and rural areas to improve their knowledge and quality of life and to enable them ***to have income and security***; set up childcare centres in public and private workplaces, as well as community childcare centres.

Increasing the number and improving the quality of one-stop crisis centres that provide ***24-hour assistance to children and women that are victims of domestic violence***; Promoting ***women's roles in building a strong family***; and, establishing ***a foundation for improving the role of Thai women in the modern world***.

4.5.5 Improve the quality of life of the elderly, the disabled and the needy by providing public facilities to serve the elderly and the disabled, enhancing the country's readiness as an aging society; improving healthcare services, providing aid, education, benefits and job search services for the needy and the disabled; encouraging the elderly to be a productive part society under the concept that the elderly are highly experienced individuals who deserve to be a part of the country's development process.

Thai Woman Empowerment Fund

The Fund is an important policy set up the Prime Minister Yingluck Shinawatra's cabinet aimed at empowering women to be a crucial force in Thailand's development. Aside from funding to create jobs, empowering Thai women's participation in national and local politics via effective activities, it is also concerned with providing low or non interest funds for investment.

Members in this fund are identified as individuals and organizations. The individual members must hold Thai nationality and be older than 15 years with more than 6 months of House Registration. The organization member is required to be a local women's organization that operates for the well-being of the community.

The Fund is managed by 4 committees at local and national levels to consider and approve projects of activities proposed by the members. The criteria for approval are identified as application of loan, profits for women's benefits, other sources of financial supports.

Therefore, according to conclusion of the Constitution of The Kingdom of Thailand (B.E.2550) 2007, this is the constitution regarding gender issues. The Prime Minister Yingluck Shinawatra's cabinet also empowers mainly on the rights of Thai women, children, elderly and disadvantage groups. Even in key policy such as ***Thai Woman Empowerment Fund*** and other policies do not recognize ***those other sexes still have not been significantly identified and issued as well in those particular 2 national law and policy.***

3. UNICEF as key international player

This topic informed on the roles of UNICEF as an international organization in gender issues to come up with guidelines to generate activities towards gender in Thailand.

UNICEF informed via website(2013) on its mission to advocate for the protection of ***children's rights***, to help meet their basic needs and expand their opportunities to reach their full potential, ***to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities*** through its country's programmes.

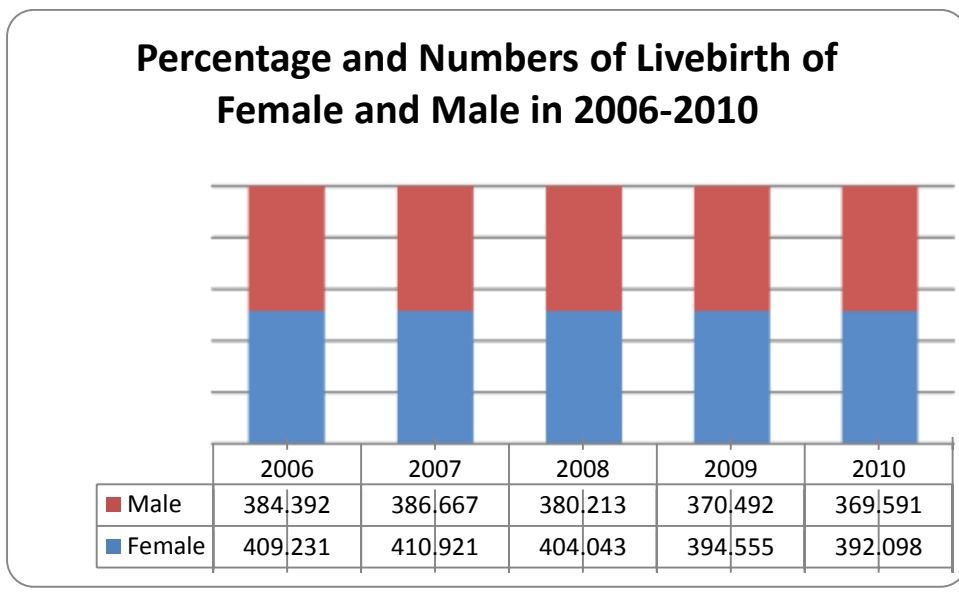
In 2008, UNICEF carried out *a one-year plan* to lay the foundation for longer-term transformation towards achieving excellence in promoting gender equality which caused gender activities in 2010.

Thus in the same year, UNICEF issued *Policy on Gender Equality and the Empowerment of Girls and Women* at the *Global Consultation* held in Istanbul. This policy was carried out as a *Three-year Strategic Priority Action Plan for Gender Equality: 2010-2012 (SPAP)* which was built on lessons learned, and outlining organizational priorities, activities and benchmarks to advance UNICEF’s gender equality efforts.

UNICEF’s policy addresses UNICEF’s contributions to the development and equal rights of girls and boys through its cooperation both in regular situations and through humanitarian preparedness, response and recovery. Besides, this policy also addresses the responsibilities and expectations of UNICEF staff at all levels towards gender parity and diversity among its staff as well.

Distribution by sex

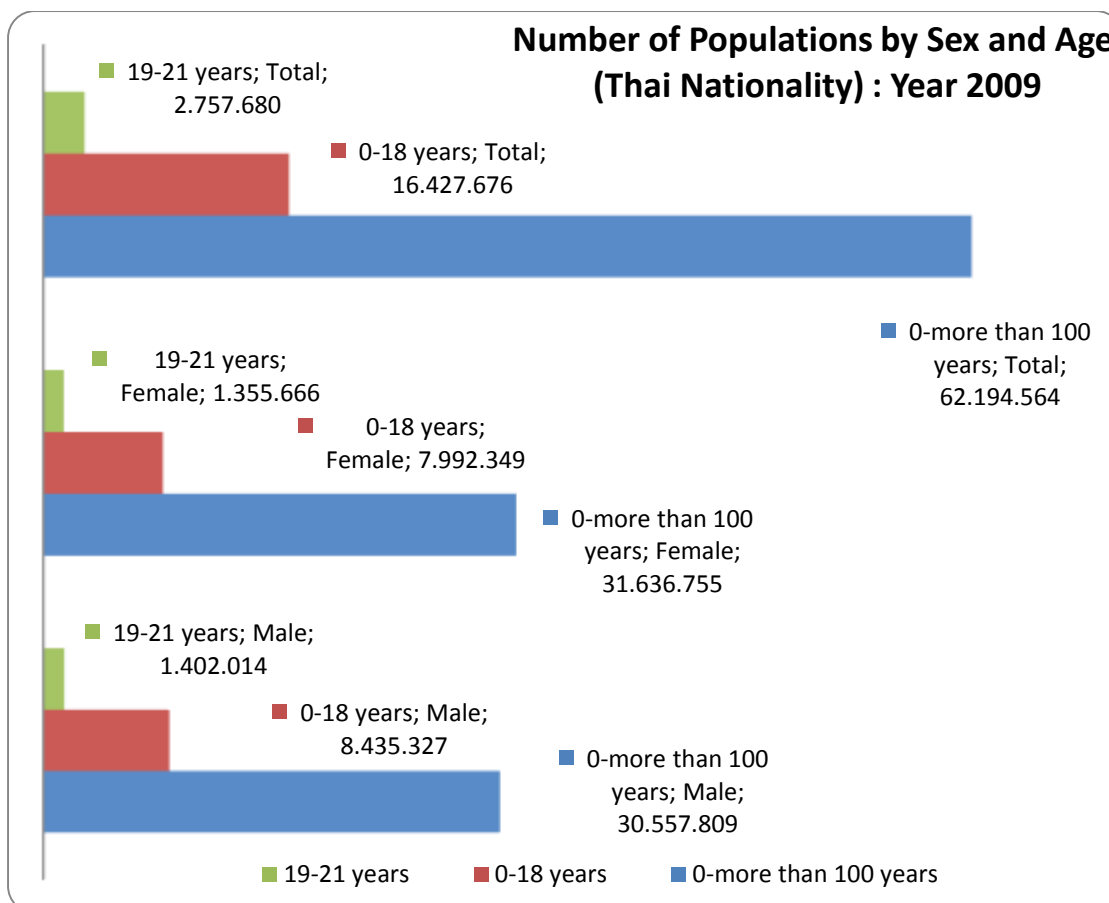
This topic gave information on numbers of the Thai population classified by sex. The statistical information showed that the birth of Thai females and males as well as 3 classes by age groups were not significantly different. The details were shown as 2 following charts.



Source: National Statistical Office Thailand

Chart 4: Percentage and numbers of male and female births from 2006-2010

The above chart demonstrates that the percentage in births of female were higher than male from 2006-2010 at an average 4.00% but were not significantly different.



Source: National Statistical Office Thailand

Chart 5: Number of Population by Sex and Age in 2009

The above chart demonstrates percentages of females holding Thai nationality were lower than males at 0-18 and 19-21 years at roughly 2.00%. The contrary was drawn from those aged 0 to more than 100, Thai female population was approximately more than the male by 2.00%.

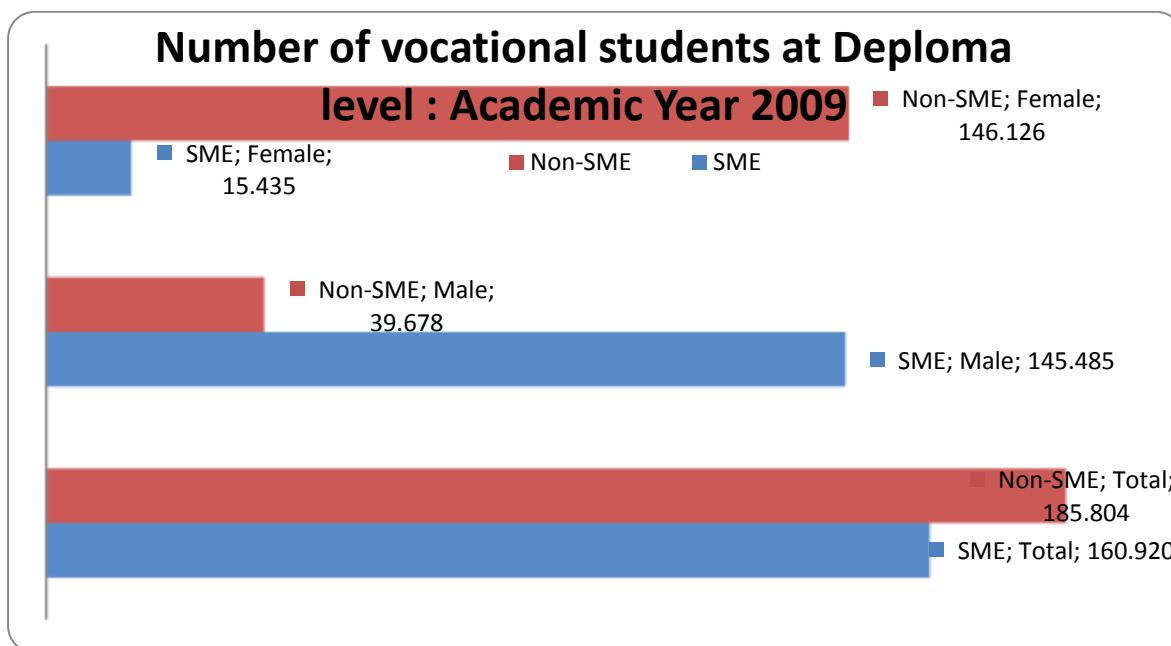
Gender discrimination

This topic aimed to give information via facts and statistics to describe gender discrimination in Thailand and has classified them into 7 areas 1) qualities of education, 2) literacy and computer literacy as life skills for education, 3) employment, unemployment and underemployment, 4) access to life-long learning, 5) poverty, 6) domestic violence and 7) women as decision-makers.

The information of this topic was reported by the Office of Woman Affairs and Family Development which reported in *Gender: Differences in Similarity (2013)*. The details of information which classified by sexes as female and males, were shown as follows.

1. Qualities of education

Thai girls and boys have access to *primary and secondary education* in quantities that *did not differ*. But Thai girls accessed high school and higher education more than boys. Especially *at higher education*, Thai *females 74.4% attended*, while *only 59.95% males attended* in 2007.



Source: National Statistical Office

Note: SME means programmes of Industry, Agriculture, Fishery, ICT

Non-SME means programme of: business administration, tourism, home economics, arts and crafts

Chart 6: Number of vocational students at diploma level in Academic Year 2009

The Ministry of education (referred in National Statistical Office), gave information on percentages of *vocational students* in 4 fields those being agriculture, arts and crafts technology, business and commercial technology and human resource technology classified by sex in 1996. Female students studying in vocational education were fewer than males at 38.51% and 38.97% in 1996 and 1997. According to field studies, female students studied less than male in agriculture and industrial technology. In business and commercial technology the contrary was found, females studied more than males but the ratio was not significantly different in art and craft technology.

In accordance with access to higher education of Thai people, 4 categories of universities from which 139 were obtained from a total of 145 universities. The sample group is composed of 26 state universities, 9 Rajamangala universities of technology, 40 Rajaphat universities and 64 private universities. The conclusions drawn from fields of studies in which more female students studied than male were health service and welfares, education, humanities and arts, social sciences, business administration, laws and sciences. Excluding *engineering and agriculture* in which *more male* students *studied than female*.

At *post-secondary level*, female and male students' educational achievements *were not significantly different*. The results of 8 subjects from Ordinary National Test or O-NET of 2007 Academic Year showed that female students attained average scores higher than the male in Thai and English languages as well as art. Aside from that, male students attained higher grades in mathematics than female, but the other subjects were not significantly different.

The report by the Office of Woman Affairs and Family Development found that female and male students in Bangkok, the capital of Thailand, achieved average scores in English language, mathematics and sciences that were higher than the other regions. Aside from female and male students from north, northeast and south regions, they all attained quite low grades.

As individual variables affect academic achievements, *the qualities of education significantly relate to many institutional factors* such as sizes and types of schools, jurisdiction and budgeting.

Thus there exist *stereotypes* of field studies, particularly in the higher education of Thai females and males that are caused by the perception of the family and social context.

2. Literacy and computer literacy as life skills for education

Literacy and computer literacy are important life skills in the education of Thai population and are identified by education years.

Thai manpower increased its average years of education from 7.2 in 2002 to 7.70 years in 2007 but it remained at a low level. Thus Thailand increased only 0.5 years in 6 years or only 30.42 days per year. The average educational years in Bangkok were the highest at 10.10 years, whereas the northern region of Thailand was the lowest at 6.80 years.

Even educational levels of Thai males were higher than females but not significantly different in 2007, however most differences occurred in northern and northeastern regions of Thailand. The report also told us that females in the northern area attained the lowest levels.

The Office of Woman Affairs and Family Development also emphasized the importance of literacy as key mechanism for education of the Thai population and reported the literacy rates of Thai people. From 2000 to 2005, the literacy rate of Thai people of 6 years and older was raised from 90.80% to 93.10%. Nevertheless, males' literacy was higher than females' in all regions. The literacy rates of both females and males were lowest in the northern region. In 2005, the literacy rate of Thai females and males at 40 years and older, were 92.70 and 85.20 respectively. The northern region was still the lowest and southern region was the highest. This could well be caused by the high amount of domestic work Thai females carry out work 6 hours a day while males only 3.5 hours per day.

According to computer literacy, Thai females were better skilled in using computer and internet, than males in all regions. Thai population of those aged 15-24 with computer and internet skills increased from 48.90% in 2005 to 51.80 % in 2007. The rate in Bangkok was highest and the lowest was recorded in the northern region. Thai male's rate was lowest in the southern region.

Even the literacy and computer literacy of Thai population of both sexes, are on the increase but the disadvantaged groups have to be identified and continue developing to ensure the whole nation's productivity and competitiveness.

The Ministry of Education needs to issue policies, strategies and establish effective mechanisms to empower the Thai workforce and continue lifelong learning to increase the nation's competitiveness.

3. Employment, unemployment and underemployment

Thais in the workforce of 15 years and older, employed and unemployed and seasonal unemployed workers *excluding domestic workers, mostly females*. From 2005-2007, "**Labor Force Participation Rate or LFPR**" was consistently at 73.7% (36.8 millions) and 73.60% (37.6 millions) in that order. The LFPR in southern region was highest.

The LFPR of Thai females was more than 60% in the same period which mostly worked in agriculture and service sectors. Even the average working hours of females was approximately 4 to 5 hours per days which were not significantly different to male's, **but female's incomes were lower**. (Social Indicators 2007 referred to in Gender: Differences on Similarity)

While comparing LFPRs between Thai females and males, found that **the latter continued to be higher in all regions of Thailand**. In 2007, the LFPR of males was 81.7% but female's only 66%. Thai males worked as employers and governmental employees, while females worked in family businesses and group works.

Even Thai females had more computer and internet skills than males but they worked less in **computer fields** than males in terms of both computer engineers and operators.

Thai females who worked in the **non-agriculture sector**, gained the lowest remuneration than males in all regions in 2007. This ratio was 1 to 1 in Bangkok which was higher than other regions, but at its lowest in the north-eastern region.

Unemployment rates improved from 2.6% in 2001 to 1.2% in 2007 of Thai workforce which combined employed and unemployed workers. The unemployment rate in the central region of Thailand was highest at 1.4%, and the northeastern at the lowest at 1%.

According to a **comparison of sexes, males' and females' unemployment rates were at 1.3% and 1.1%** Thai males were largely unemployed in Bangkok, while females were unemployed in the central and northern regions.

Under employment of Thai people, who work less than 7 hours per days or 35 hours per week. In 2005, under-employment of Thai people was 29.49 million or 81.3% and people who worked less than 7 hours a day but were prepared to work, were approximately 6.76 million or 18.7%. Thai females were underemployment at a rate of 1.3% and males at 1.6%.

Even **female labourers participated more than males**, but the important gender issues regarding employment, unemployment and underemployment, remain with the fact that Thai females earn lower incomes, welfare, under-par safety conditions and unpaid family business and domestic work.

4. Access to Life Long Learning

The Office of Woman Affairs and Family Development also reported in **Gender: Differences on Similarity (2013)** on demands on skill development and career training of Thai population from 15 years and older that were 23.2% or 11.54 million in 2000 to 16% or 8.21 million in 2008. The rate was the largest in the northeastern region in Thailand t, when the rates in Bangkok and southern region were lower than the others. **Thai females needed to develop 4.06 million which were lower than 4.15 million of males**. However **female labourers participated more than males** in all regions, especially in 4 programmes such as entrepreneurship development, skills and potential development for work in tourism and services, skill development for career and in-service trainings.

Informal workers in Thailand were 21.8 million or 61.5% of the labour force in 2001 and increased to 23.3 million or 62.7% in 2007 whereby the rate of northeastern region was the most. Males were informal labourers more than females in all regions. Average work hours were more than 50 hours per week. Most of the informal labourers worked in agriculture and fishery sectors where accidents have the highest rate of occurrence. Even female informal labourers worked in the service sector and had more work problems more than males. The problems were less remuneration, more working hours and less welfare etc.

Numbers of female home-worker more than males which descended from 592,235 in 2002 to 440,251 in 2007 or 25.6%. The home-workers required remuneration, trainings, tools and safety.

5. *Poverty*

Poverty incidence in Thailand continued reducing from 14.93% in 2002 to 8.48% in 2007, incidence in the northeastern region was highest at 13.05%. While incidences in northern, southern, central regions and Bangkok were generally lower. *In 2007, Thai females were less poor than males* except in Bangkok. Females heads of family, had *increased average incomes* from 12,987 THB (Thai Bath) in 2004 to 17,039 THB in 2007.

Even families with female heads gained average incomes less than male equivalents, but were less impoverished because of their abilities in providing foods and required substances for family members.

Thus in Thailand, most females do domestic work without remuneration. On the other hand, Thai females in employment also bear responsibilities for families. Therefore *Thai female's self-developments were less than male's*. This occurred mostly in the northern region, especially the rural areas.

6. *Domestic violence*

From 2004 to 2007, average numbers of women and children threatened by family members and admitted to 297 governmental hospitals as victims of physical and mental violence, increased from 19 to 52. The causes were narcotic and alcohol addiction and jealousy.

7. *Women as decision-makers*

This topic gave information through facts and statistics regarding discrimination and the lack of gender equality in Thailand. The percentage and number of Thai females as decision-makers were applied as key indicators. This topic also classified 3 sub-topics: the governmental sector, political sector and local government sector.

7.1 *Governmental sector*

This report confirmed that Thai women, as decision-makers, is a trend that still sees no significant increase. Although 51.9% of Thai women worked in governmental organizations more than males in 2007, in chief executive positions they occupied less than 25% of all executive positions in Thailand. While most males worked as policemen, attorneys and judges, about 50% of Thai women worked as teachers and educational personnel at 73.69%.

Thai women working as permanent secretaries, decreased from 10% in 3 years (2004 to 2006), to 5.26% in 2007. Decision-makers like secretary generals and another 11 and 10 levels, were maintained at 10%. Aside from the numbers of Thai females as deputy secretary generals and others at 9 level, there were just one-third or 33.3% over 4 years (2004 to 2007). The details of female decision-makers at ministerial level were from lowest to highest percentage as follows;

- 3.03% in Ministry of Public Health
- 7.14% in Ministry of Transport)
- 36.84% in Ministry of Education
- 38.71% in Ministry of Commerce
- 40% in Ministry of Information and Communication Technology
- 61.54% in Ministry of Social Development and Human Security).

Contrary to ministerial level, the women as decision-makers in attorneys, police and judges, have been decreasing by less than 1% and 2.86% from 2005 to 2007.

According to the Constitution of the Kingdom of Thailand, B.E. 2550 (2007), CHAPTER XI Constitutional Organs Part 1(2007: 125-145), issues 4 Constitutional Independent Organs as Election Commission, Ombudsmen, National Counter Corruption Commission as well as State Audit Commission, the proportions of Thai females as decision-makers of these 4 organizations increased from 43.75% in 2005, 44.44% in 2006 and stooped to 35.29% in 2007.

7.2 Political sector

Ms Yingluck Shinawatra became Thailand's first female prime minister when her Pheu Thai party won the majority of seats in the country's general election July 3, 2011. However, participation of Thai women in the political sector may have increased but it is still less than the male.

Female participation in senate elections from 2007 to 2013, were 64 or 12.67%, while male was 87.33%. The rate in northern region was highest at 14.17%, while the lowest in southern region at 9.00%. Most of the female group were government officers and businesswomen, but there were no Thai female farmers to participate in this election.

The participation of Thai women in the election of members of the House of Representatives, increased from 10.78% in 2005 to 14.71% in 2007 compared to male. Even this participation rate in southern region at 10% was lowest, but it increased to be the same rate in central and northeastern regions of Thailand in 2005.

In 2005, the House of Representatives consisted of 480 members voted by election on a constituency basis and election on a proportional representation basis (Constitution of the Kingdom of Thailand, B.E. 2550 (2007): 2007: 44). The proportion of female members was only 11.67% less than male. This rate in the northern and southern was highest at 17.65% and lowest at 8.93%, while 19.44% in Bangkok.

Even though a female became the first prime minister in Thailand, the rate of female proportional representatives was increased only very slowly. 6% in 2005 to 8.75% in 2007. The comparison between female and male ministers showed that there were only 5.56%, 8.57% and 7.89% from 2005 to 2008.

7.3 Local government sector

At local governmental level, the participation of Thai females was less than males. In 2007, 11.25% females were elected as administrators of local government organizations which were close to the rate in 2006. While only 4.5% of females were elected as heads of sub-districts and village heads increasing slightly from 2006. The rate in southern region remained the lowest.

Although participation of Thai females in politics has increased, they are significantly less than that of males. Political participation is a very important channel for women to become decision makers at national levels where they can propose issues of gender equality and gender equity at policy levels via appropriate laws and regulations.

Conclusion

The conclusions are classified into 2 issues as gender equality at a national level and gender discrimination.

1. Gender equality at national level

Referring to this article's definitions of "**Gender Equality**" in terms of key words such as "**realizing and contributing their full human rights**" and "**gender equity**" as "**fairness of treatment**" for all individuals, thus conclusion of gender issues in Thailand was inducted and deducted in line with these terms.

Not only gender equality in Thailand is ensured by the Constitution of The Kingdom of Thailand (B.E.2550) 2007 and by all constitutions, but also governmental policies all recognize the rights and benefits of women, children, elderly and disadvantaged groups. Aside from identified target groups as mentioned above, ***the other sexes who obviously are explicitly normal in Thai society, are not significantly identified and issued at national laws.***

At an international level, UNICEF which is a world recognised and significant organization contributes to the development and equal rights of women and youth through its programmes in many countries. But gender equality as ***gender activities for specifically the other sexes, are not operated significantly enough.***

2. Gender discrimination

The distribution by sex, Thai female population at age 0-21, was less than males by approximately 2%. Contrary to the entire lifespan, the rate was approximately 2% more than males and 4% at birth.

Thai girls and boys attending ***primary and secondary education did not differ statistically.*** But Thai girls gained more access than boys at high school. Especially ***at higher education, Thai females attended significantly more than males.*** There are ***stereotypes*** of field studies, especially in higher education of Thai females and males which have been caused by families' perception and social context. The literacy and computer literacy as key tools for self-development, have been increasing but disadvantaged groups must be identified as well.

Even ***females participating in the Thai workforce are more than males, but*** female workers including informal labourers and home-workers, still earn a lower incomes, unequal welfare, dissatisfactory safety conditions and unpaid family business and domestic work. These issues were confirmed by ***the poverty of Thai*** females which was far poorer than males.

Domestic violence has increasing within family members caused mainly by narcotics and alcohol addiction and other irrational reasons.

Role of Thai Women as decision-maker, is very important for making laws, regulations and effective strategies to counter unequal rights and operations in Thailand, but the proportions of Thai women compared to males still have not significantly increased in governmental, political and local governmental sectors.

Thus "***gender equality***" for women, youths and disadvantaged groups is ensured by national laws and governmental policies, excluding the other sexes who still have not been recognized by law in Thailand. But the "***gender equity***" which has been implicated in the Thai context, sees discrimination in all gender issues. The disadvantaged groups encounter discrimination in laws, implementations of double standards, unequal remuneration and unpaid work, fewer job opportunities and promotion, unsafe working conditions, son-bias, domestic violence and sexual harassment are but a few examples.

Suggestions on gender issues in Thailand

This topic is made up of 4 issues classified into international, national, organizational and individual level. The suggestions are showed as follows;

International level

1. To formally exert policy, strategies and programmes, especially for enforcing, empowering and enhancing equal human rights, potentials, contributions and benefits of the other sexes.
2. To cooperate with Thai governments and relevant organizations to empower the gender equity of the disadvantaged groups in all aspects.
3. To study and evaluate gender equity in collaboration with universities and non-governmental organizations, is extremely important for ensuring effective plans and programmes in Thailand.

National level

1. Thai governments should issues laws, policies and effective strategies regarding the other sexes for ensuring rights, contributions and benefits of the particular groups.
2. The importance of women and gender equality can be deployed, planned and evaluated to promote the roles of women, youths and disadvantage groups, so they can contribute their potentials better to the country. Protection of human rights of women, youths and disadvantaged groups by issuing and amending relevant laws with serious law enforcement to avoid sex discrimination creating double standards, domestic violence and sexual harassment in all kinds of performances and places.
3. The governments and relevant public and private organizations, empower the advantage groups, especially Thai women in the workforce, by enforcing and enhancing the working opportunities, remuneration and welfare systems as well as safety consideration for them.
4. The participation of women and the other sexes at decision-making level, can be generally and individually enforced, enhanced and empowered by relevant laws, career paths, processes and protocols of each occupation.
5. To commit to study gender equity in Thailand by researches and evaluation studies, is vital for planning effective policies, strategies, plans and programmes. The qualitative with significant variables and factors can be studied to describe complicated circumstances and provide effective solutions.
6. To continue informing Thai society on gender issues by appropriate media to all target groups.

Organizational level

1. Public and private organizations can recognize the important of gender issues which affect both positive and negative results on individuals, organizations and Thailand as a whole.
2. Universities as leaders in Thai society, recognize the important of gender issues, especially gender equity by issuing policy, strategies, plans and programmes to enforce, empower fair treatment for female and other sexes, faculty staff and students.
3. To integrate recognition of gender issues into daily activities and life styles of faculty staff and university students by research-based and knowledge-based activities.
4. To study gender issues, especially gender equity to prioritize significant cases and problems for effective guidelines and operations with all stakeholders through research-based activities.
5. Male and female decision-makers are important groups to be educated on gender issues.

Individual level

1. Individuals can be informed on human rights and benefits of all sexes from their contributions to family, organization, community, society and the country.
2. To prevent “subordination” of females and other sexes by clear understanding and effective movement as individual, group and network.
3. As females and members of disadvantaged groups who generate and empower each other via taskforces and networks with support from national and international organizations to propose laws and regulations regarding gender issues and create effective strategies and operations.

3.7 Vietnam

The status of gender equality in Vietnam

Over recent years, the issue of gender equality garnered great attention by the international community as the gender inequality has come sharply into focus worldwide. This is one of the reasons behind the limiting of the socioeconomic development process. Gender inequality is behind increasing poverty, hindering health care for the people, limited income opportunities and causing other serious losses to society. The countries actively promoting gender equality often achieve high socioeconomic growth and develop more sustainably. According to reports on the status of gender equality in Vietnam by the World Bank (WB), Asian Development Bank (ADB), the Department for International Development (DFID) and Canadian International Development Agency (CIDA) in December 2006: “Vietnam is one of the world’s leading countries in the proportion of women participating in economic activities, one of the world’s leading countries in gender equality, and is the country with the most rapid change achieved in eliminating the gender gap for 20 years in East Asia area.” In 1995, the United Nations (UN) ranked Vietnam at 72nd of 130 countries on the Gender Development Index (GDI). This index has been maintained for many years. From 2007 to 2008, Vietnam ranked 91st of 177 countries with an index of 0.732 belonging to the group of the best countries in South East Asia-Pacific (UNDP, Humans Development Report). The Humans Development Report of the UNDP in 2006 shows that the level of gender equality in Vietnam ranked 11th in the world. This index was even higher than Britain’s – one of the leading economically developed countries in the world. According to the Global Gender Gap Report in 2007 of the World Economic Forum (WEF), in the ASEAN and East Asia area, Vietnam ranked 2nd in the level of gender equality. The level of gender equality is shown in particular in some of the following typical areas:

- In the field of education and training: Vietnam has been very successful in increasing the proportion of girls at primary schools and secondary schools. Currently, the primary school enrolment rate for girls is 91.5% and for boys is 92.3%. The secondary school enrolment rate for girls is 82.6% and for boys 80.1%. Obviously, the differences in the rate of male and female students in educational levels have been narrowed. In addition, the percentage of literate women has increased significantly as shown in the following table:

Table 4: **Percentage of Literacy by Gender from 1989 – 2009**

Year	1989	1999	2009
Male	92.7	94.0	95.8
Female	82.7	86.9	91.4

In 2009, the literacy rate was 95.8% for males and 91.4% for females. The data indicated that there were different literacy rates between male and female. However, this difference has decreased significantly in the past 20 years. Compared with the 1989 census, the literacy rate for females increased by 8.7% and the literacy rate for males increased by 3.1% up to 2009. The table above shows that the literacy rate of the two sexes is nearly equal, meaning that gender inequality in the education field in Vietnam is very small.

- In the field of labour – jobs: Vietnam has made significant progress in the development of the labour market and expanded job opportunities for males and females. The gender gap in the economic – labour field has been improved. Women have asserted their role and position in the family and society. Female workers play an important role in the processing and export field. The percentage of female workers is significantly higher than male workers in textiles and garments (over 70%); and in agriculture, forestry and fishing (53,7%). The percentage of female workers who work periodically abroad totals 33%. Women actively participate in all activities of production and business so that they can produce physical and spiritual wealth for their family and society.

- In the field of family: Women’s role and position has been improved over the past decades, especially for women in urban areas. Women are respected and are more involved in the important decisions in the family. The percentage of females who perform activities of culture, sports, and entertainment in their free time is higher and this percentage, in some forms of entertainment, such as watching television, listening to the radio is equivalent to males. Women's awareness has been increased and they actively take part in the prevention of domestic violence based on gender equality.

Although Vietnam attained the best results in gender equality, it has not achieved the real goal of gender equality. The fact that the situation of gender inequality, the gender gap, and gender discrimination in Vietnam still exist in society, represented as gender stereotypes, domestic violence, inequality in women’s position and role compared to men in the fields of social life. This is shown below:

- In the field of politics: women in the National Assembly account for 24.4% (UN, Humans Development Report, 2011). This phenomenon against the current global trend is the percentage of females in Parliament in the countries and has been increased.

- In the field of education and training: Objectively, women have fewer opportunities to go to school than men. Subjectively, many women cannot escape from pessimism, do not strive and do not try to study to improve their knowledge. They do not know their roles and do not change the stereotypical thinking of themselves. On the other hand, education and training policies affect not only society but also gender equality. For example, the increase and decrease in tuition greatly impact students’ benefits because female students will have more opportunities to quit school than male students when their family conditions are difficult.

- In the field of labour – jobs: women play an important role in Vietnam’s economy, accounting for 48.4% of the labour force. However, women often participate in informal and vulnerable jobs. According to Vietnam Household Living Standards Survey (VHLSS) in 2008, only 24.22% of women did the non-farm work, whereas men accounted for 35.5%. Many women have to be self-employed or work in the family without being paid. According to data on employment trends in Vietnam, 53% of women worked in families without being paid, while this is true of only 32% of men. Women working in informal jobs have lower salary, lower skills, and less chance to improve their skills and training than men. According to the statistics of the General Statistics Office, the income between male and female employees was significantly different. Female income was only 74.5% although females accounted for 46.6% of the labour force. Also, there is still prejudice in recruitment advertising of businesses for women. For example, there are up to 50% of advertising for work requiring high technology requesting male candidates, only 17% require female candidates.

- In the field of family: In family life, even though wives are more involved in labour activities and production to get income, many husbands are not ready to share chores with their wives. Women are increasingly more involved in the decisions in the family, but men still make the major decisions.

Domestic violence against women is still quite common, especially in rural areas. According to data from National Research on Domestic Violence against Women in Vietnam of the General Statistics Office (GSO) in 2010, 58% of married women experienced at least a form of physical violence, sexual violence, or emotional violence; 32% of women experienced physical violence; 5% of women were beaten during pregnancy.

In Vietnam, as in some other countries in Asia, there is still a gender preference at birth. Vietnamese people tend to prefer a baby boy to a baby girl, which leads to gender imbalance. According to the survey of population change of GSO in 2011, the sex ratio at birth today is 111.9 boys per 100 girls. This rate may increase very highly, up to 115 boys per 100 girls in this decade.

The political and legal regulations concerning gender equality in Vietnam

From the feudal period, in spite of the influence of Confucian ideology men are much more respected than women. Feudal laws in Vietnam also had very progressive rules to ensure women’s rights which were shown in the brief outline of the Communist Party of Vietnam in 1930. The Party confirms that one of the main tasks of the bourgeois revolution is the implementation of equality between males and females.

Nowadays, Vietnam has a lot of actions in place to reduce discrimination and gender inequality between males and females. These actions have even been institutionalized into government policy and laws; for instance, *Law on Gender Equality* in 2006 and *Law on Domestic Violence Prevention* in 2007. This is the legal basis for handling the legal violation of gender equality. This also affirms Vietnam’s interest in the implementation of gender equality objectives, regional and international integration. There are also not many countries in the world that take action and measures to implement gender equality and put into specific action programmes for each province, each district in Vietnam such as the National programme for gender equality 2011 – 2015 and the National strategy for gender equality 2011 – 2020.

In Vietnam, there are also governmental institutions to manage gender issues including the Department of gender equality – Ministry of Labor – Invalids and Social Affairs and National committee for the advancement of women in Vietnam. These two institutions have cooperated with many international organizations to carry out activities to enhance gender equality in Vietnam. Annually, Vietnam together with the World Bank reports on gender assessment in Vietnam. Aside

from that, a conference on how to enhance leadership capacity for women was organized with the support of the UNDP. These institutions do not only pay attention to international activities but are also in charge of many local workshops on gender issues especially in some remote areas.

Vietnam has also given gender equality issues to the online forum and many women are extremely interested in it. There they are free to share experiences, difficulties in family life, looking after children and work etc.

The issue of gender equality in the world and Vietnam appeared very early. However, the question is how to achieve gender equality or how to eliminate gender discrimination, create equal opportunities for men and women in socioeconomic development and in all areas of social life and family in which the countries in the world and Vietnam see is very difficult. As a result, the issue of gender equality is still a problem that needs considering in Vietnam and throughout the world.

Projects for Women in TVET

Vietnam has also implemented active policies for women regarding vocational training issues. Recently, Korea helped Vietnam to implement the project “Enhance capacities for the vocational training”, in which the main subjects were women in Can Tho city. After surveying the needs of vocational training and employment of female workers, the centre focused on counselling, introducing and improving the working capacities for women. After implementing it for 2 years in Can Tho city, the programme guided occupations and supported employment for more than 400 women. Moreover, Vietnam is also running the project “Support to women’s vocational training and employment period 2010-2015”. The project aims at increasing training and job opportunities for women, especially middle-aged women in rural areas and minority women in harsh areas. The project also aims at enhancing investment in the development of vocational training and opportunities. It contains policies to mobilize every agency to care for vocational training, and to focus on developing vocational facilities to attract female workers, especially the vocational training institutions of the Vietnam Women’s Union. According to Pham Ngoc Tien – Director of Department of Gender Equality (MOLISA), there will be many support policies to improve capacities for rural women in the near future. The deputy of MOLISA, Nguyen Thanh Hoa also said: “The demand for vocational training and employment of women in Vietnam is now very large. Vietnam has had many policies to create favourable conditions for the economic components for improving vocational training capacities for women.”

The System of TVET

Vietnam’s system of technical and vocational education and training is characterized by a rather diversified structure. What may be labelled “formal” TVET includes various programmes at secondary education level regulated by the Ministry of Labor, Invalids and Social Affairs (MOLISA), General Department of Vocational Training (GDVT), or by the Ministry of Education and Training (MOET). Training institutions are owned and financed by a variety of different actors, including provincial and district governments, different central ministries, mass organizations, trade unions, companies and private institutions. Around 30% of all institutions under GDVT and 20% of all technical schools managed by MOET are private.

Table 5: **Synopsis of the (formal) TVET Landscape**

	Short programmes (less than 1 year)	Long term programmes (1-3 years)
Enrolment	under GDVT: 1.08 million (2006)	under GDVT: 260.000 (2006) under MOET: 550,000 (2007)
Qualification	Vocational Certificate	Vocational and technical diploma
Institutions	<p>under GDVT (2007): 40 Vocational Colleges; 232 Vocational Secondary Schools; 599 Vocational training centres; about 30% of institutions are private;</p> <p>under MOET: 272 Technical Secondary Schools; 228 Colleges and Universities; about 25% of institutions are private</p> <p>Other (non- and informal) TVET provision: (Labour exchange and vocational counselling offices, craft villages, training provided by companies, etc.)</p>	
Occupational areas	226 vocations in the following occupational sectors: industrial production, construction, agriculture, health, tourism, transport.	

Source: MOLISA 2006b; Information provided by GDVT and MOET/Department of Technical and Vocational Education

With the Vocational Training Law of 2006, a new three-tier qualification structure was introduced in the MOLISA/GDVT administered TVET system, structured into vocational elementary level provided in vocational training centres, vocational secondary level provided in secondary vocational schools, and vocational diploma level in vocational colleges (see Table 3). Simultaneously to the GDVT system programmes were run in the technical secondary schools under MOET and various technical and vocational programs at secondary level provided in colleges and universities under the MOET. Training is currently provided with a total amount of 226 vocations in the occupational areas of industrial production construction, agriculture and health (see Table 2).

Theoretically, the new qualification structure provides vertical permeability in the system and is also supposed to allow graduation from TVET into higher education. However, this system of permeability is not yet fully implemented. In particular, the interfaces between TVET and higher education still need to be agreed upon between MOLISA and MOET.

Table 6: **Qualification levels in the (GDVT administered) TVET system**

Level	Institution	Certificate	Entry qualification	Duration
Vocational elementary level	Vocational training centres	Vocational certificate	none, or according to needs of the labour market	below one year (short courses)
Vocational secondary level	Vocational secondary schools	Vocational secondary diploma	Grade 12 complete	1 - 2 years
			Grade 9 complete	2.5 - 3 years
			Grade 9 complete with vocational certificate and 2 years work experience	1.5 - 2 years
Vocational college level	Vocational college	Vocational college diploma	Grade 12 complete	3 years
			Graduation of vocational secondary or technical secondary school	1.5 - 2 years
			Technical secondary school plus 2 years work experience	1 – 1.5 years

Source: Minh 2005

Enrolment in the formal system grew substantially during recent years. According to the statistics of GDVT, by the end of 2010, there were 426 vocational schools in Vietnam, among which were 123 vocational colleges and 303 vocational secondary schools.

In terms of vocational enrolment, in 2010 277,000 students registered for vocational training, among whom 96,500 students registered for vocational colleges and 180,500 for vocational secondary schools. The rate of employees graduating from vocational schools was 30%, which increased 4% compared with the objectives of educational development strategy during 2001- 2010.

In terms of teaching staff, the number of teachers at vocational schools in 2010 was 23,167, among which 10,827 were teachers at vocational secondary schools and 12,340 teachers at vocational colleges. The number of vocational college teachers with MA degrees accounted for 14.07%, and the number of vocational secondary school teachers accounted for 7.5%. However, 21.09% of teachers taught vocational theory, 32.61% taught vocational practice and 46.3% taught both theory and practice.

The majority of small and medium enterprises do not have their own practical training programme for their workers. When they need to train their workers in practical skills, they will their workers to some vocational institutions for short-term courses or invite teachers to their enterprises. Normally, the boss of the enterprise pays the tuition fees for learners, but sometimes they may ask their workers to make a contribution toward the tuition fee.

Some big state-funded enterprises such as Vietnam National Coal-mineral Industries holding Corporation limited, Vietnam Electricity, Petro Vietnam, Corporation of machine assembly, Vietnam Posts and Telecommunications group, etc; frequently need to train a large number of their labourers. To train their human resources, they established vocational colleges or vocational secondary schools

as members of their corporations. These vocational colleges and vocational secondary schools still obey the law on Vocational Training. The curricula of these enterprises are the curricula of their schools.

Gender issues in technical careers

In Vietnam, gender stereotypes in the social division of labour and the burden of domestic work continues to affect job opportunities and the career development of women. Women are still not equally represented in many careers in technology and science. The percentage of women in the field of industry and engineering was very low accounting for 15.9% in 2006, services accounted for 30.3% in 2006 whereas women in the field of agriculture accounted for 53.8% in 2006. Based on this fact, in Hanoi, March 6th, 2013 Central Communist Youth Union of Ho Chi Minh and United Nations in Vietnam, with support from the Embassy of Ireland, organized the workshop called “Eliminate gender stereotypes on occupations. Come to gender equality.” This workshop has created a discussion effectively and successfully about raising youth’s awareness and sent a strong message to the campaign to promote gender equality, especially in the field of labour. Gender stereotypes in occupations are at the centre of gender inequality. To narrow the gap of gender inequality, male cooperation is needed so they become a factor in promoting change, along with the involvement and commitment of all stakeholders, including governments, private sectors, civil society organizations, media and communities.

In the field of vocational training, the implementation of gender equality is also limited. Although the literacy level and the quality of labour in 2007 compared to 2005 has improved, the proportion of workers (male and female) trained in technical expertise has decreased. If in 2005, the proportion of workers trained in a technical profession was 24.8%, in which males accounted for 28.9% and female accounted for 20.5%, in 2007 this proportion fell to 23.8%, in which males represented 28.4% and females 19.1%. Women with vocational certificates increased from 11% in 2005 to 14.62% in 2007. The number of students graduating from secondary vocational schools increased from 4.3% in 2005 to 5.37% in 2007. In conclusion, the rate of trained workers in Vietnam shows a proportion of trained women lower than that of trained men, thus it limits the choices of job opportunities with technical expertise and high income for female workers.

4 Methodology

4.1 Description of the Sample

During the second Gender-Workshop at the Yogyakarta State University in March 2013 the RCP-Members discussed the study collective regarding the number of participants. As each study needs a certain amount of people taking part in order to achieve reliable and valid results, the workshop participants agreed on the following composition. Each country, respectively each university, proposed its appropriate number of students and lecturers for the survey measured by its size and capacity. Nevertheless, the aim was to build a sample that is neither too small nor too big to gain accurate data.

Table 7: **Composition of the Sample**

Country	Lecturers/ Teachers	Students
Cambodia	25	50
Indonesia	50	200
Laos	15	50
Malaysia	20	100
Thailand	10	50
Vietnam	30-35	100

As the table shows, there are 150 to 155 lecturers or teachers and about 550 students planned to participate in the study. The age will be between 10 and 40 years and older. All participants will be engaged in working or studying in TVET areas.

4.2 Application Site

The questionnaire was applied in eight universities and institutions in Asia. These will be described concisely in the following, based on information given on the RCP web page.

Two universities are located in Vietnam – The General Department of Vocational Training (**GDVT**¹⁴) and the Namdinh University of Technology Education (**NUTE**¹⁵) which is attached to the Ministry of Labour – Invalids and Social Affairs (**MoLISA**) and located under the GDVT. The former is in many ways involved in improving vocational teacher education in Vietnam which includes guiding and supervising the development and implementation of training curricular and textbooks, further training for teachers and management staff. The GDVT is responsible for providing further technical training to teacher training and vocational officers. The latter continues the training of vocational teachers at secondary and college level. The mission of NUTE has always been bound to the country’s vocational (teacher) training. It has cooperated with many institutions especially vocational schools and has also built up a close relationship with foreign organizations, in particular the German International Cooperation Agency (GIZ-Germany).

¹⁴ www.rcp-platform.com/rcp-members/molisa-vietnam/

¹⁵ www.rcp-platform.com/rcp-members/nute-vietnam/

Two more universities can be found in Indonesia. The Indonesia University of Education (Universitas Pendidikan Indonesia – **UPI**¹⁶) which was founded in 1954 and which is one of the oldest universities in Indonesia mainly dedicated to teacher education. It houses the *Faculty of Technical and Vocational Education* and employs about 175 academic staff, including 8 professors. The vision of the faculty is “to become a resourceful, innovative, creative and industrious faculty of technical and vocational education, which holds national and global perspectives and relies on expertise and professionalism“. It currently has about 3,013 students (December 2011). Furthermore, Indonesia possesses the Yogyakarta State University (**YSU**¹⁷) – the university believing in “Education as a Future Investment”.

The Rajamangala University of Technology Thanyaburi (**RMUTT**¹⁸) in Thailand maintains its original focus on quality teaching and instruction in science and technology and aims for high recognition from the industry and organizations for its qualified graduates who are prepared and possess the needed knowledge and practical skills.

Malaysia and its ‘Universiti Tun Hussein Onn Malaysia’ (**UTHM**¹⁹) Its *Faculty of Technical and Vocational Education* (FPTV) has been commissioned by the Malaysian Government under the auspices of the Ministry of Education and the Ministry of Higher Education to train qualified vocational teachers for Technical and Vocational School. This is in line with the transformation of the new TVET in Malaysia. FPTV has been formally accepted by the members of Regional Co-operation Platform (RCP). The objectives of the relationship and collaboration with the RCP will ensure standard training methods for training Vocational and Technical Education teachers to obtain the appropriate and high level of vocational training acceptable and demanded internationally to serve the open global market.

The *Faculty of Engineering* (FE) was founded initially as Faculty of Engineering and Architecture (FEA) in 1995 as one of nine faculties of the National University of Laos (**NUOL**²⁰). FE/NUOL is thoroughly committed to achieving world standards of excellence in engineering education and international recognition. Within the Vocational Teacher Education Department they wish to further improve the quality of teaching, keep abreast of international developments and expand research activities. FE/NUOL has established collaborations, partnerships and exchange programmes with international universities. They follow the vision to provide qualified graduates with vital professional knowledge, creative ideas, high ethics, and great leadership skills to deal appropriately with the future challenges in the economy, technology and society as a whole.

The National Technical Training Institute (**NTTI**²¹) is the only educational institution providing Technical Vocational Teacher Education in Cambodia. NTTI began its teachers’ training programme in 2001. To this day 2,196 vocational teachers in 11 disciplines have already been employed at state-owned centre in Phnom Penh and provincial/municipal training centres. More than 300 teachers are currently receiving training for the academic year of 2012-13. Their mission is, among others, to provide the vocational teacher education and training necessary to produce more vocational teachers to support provincial training centres and national technical institutions in all the nation’s cities and to intensify teacher education to improve the quality and performance of technical institutions by providing updates in tune with the trends taking place in technology. These objectives include goals

¹⁶ www.rcp-platform.com/rcp-members/upi-indonesia/

¹⁷ www.rcp-platform.com/rcp-members/ysu-indonesia/

¹⁸ www.rcp-platform.com/rcp-members/rmutt-thailand/

¹⁹ www.rcp-platform.com/rcp-members/uthm-malaysia/

²⁰ www.rcp-platform.com/rcp-members/nuol-laos/

²¹ www.rcp-platform.com/rcp-members/ntti-cambodia/

and purposes such as the development of a set of competency-based curricula for both the provincial and urban areas of the country and research into trends and policies in TVET in the region. All this is in order to make recommendations for the future direction of TVET, to ensure the existence of a flexible and appropriate TVET system to meet the demands of the labour market.

4.3 The Questionnaire

To avoid a vast amount of paper returning from the universities, the commissaries agreed upon conducting the survey via an online-questionnaire. In order to gain valuable data the choice fell to LimeSurvey – a free and open source online survey application distributed under the GNU General Public License. For the Survey “Gender Equality in TVET” the version 1.92+ was used. LimeSurvey enables the administrator to construct a survey segmented in different groups of questions. These questions can be of various types matched to their purpose. During the Gender Equality (GE) questionnaire mostly multiple-choice questions were utilized. Due to the fact that several countries participated with different languages the use of open questions was used as little as possible to guarantee a fast and easy evaluation. The sample also gave simple yes/no-questions and dual scale arrays were implemented. All in all, the questionnaire contains 42 questions structured in 5 different groups. Every question is given as mandatory since the sample as well as the amount of questions is relatively small. Thus, numerous gaps in responses shall be avoided. The participants are not allowed to skip questions and a progress bar is given that shows the progress of editing in percent. The questionnaire is anonymous and the gained statistics are not available for public.

The first group requests personal data like age, sex, status and country of origin. This allows a country specific evaluation and analysis of females and males as well as a categorization of age. The second group of questions deals with gender equality from a general perspective. It contains questions about the experience with gender (in)equality and random affairs in family and society. It aims at revealing existing stereotypical ways of thinking and acting. This group mostly deals with single choice questions.

Another group of questions is only available for Thailand. The main topic is that of third sex and homosexuality. In this context it means individuals who are categorized as neither man nor woman. As well as other countries like Nepal and India, Thailand is engaged in including a third sex or third gender into society and its acceptance. Therefore, it is necessary, in the context of gender equality, to really include all sexes. The questions concerning third gender and homosexuality deal with the acceptance of those people in general and as friends or teachers.

The last two question groups are especially made for teachers/lecturers and students each. This guarantees two independent views on gender equality. The teachers and lecturer are asked to give their views on topics such as policies and legal frameworks on gender equality, school forms, women in leading positions and gender mainstreaming at school or university. In a dual scale array with two types of scales the teachers are required to give answers to several questions to several issues of their current teaching situation at university or school. First they have to tick whether the described circumstance exists or not and then give the impact (1 to 5) they think it has for the situation they are in. The same applies for the part prepared for the students. A hand full of questions deals with the provision of information, expected job opportunities and recommendations for the future. The same form of dual scale array is given to the students with questions that depict several conditions and circumstances at school and university which the students have to affirm or negate and the related impact it has on their learning quality.

Using the online-questionnaire is done via a link the students can open and edit easily. After saving and closing the answers the data is saved on the programme and can be visualized through graphics and diagrams.

5 Results

5.1 Cambodia

All in all, Cambodia participated with a total amount of 75 respondents of which 25 were teachers and lecturers and 50 students. The gender distribution totals 26 women and 49 men. The following table illustrates the distribution of age.

Table 8: **Distribution of Age/Years of the Sample (Cambodia)**

Answer	Count	Percentage
15-20	1	1.33
20-25	15	20.00
25-30	32	42.67
30-35	17	22.67
40 and older	10	13.33

Most of the participants studied in the field of Engineering Technology (33%) followed by 23% studying in Management and Business. The rest is allocated in the fields of Science and Technology (11%), IT (8%), Tourism (5%), Agriculture (4%) and other fields of study (16%). According to their future career plans, 75% are planning to work in the academic and educational sector, 13% in the industrial sector and 8% are planning to go into self-employment.

The next group of questions refers to gender equality from a general perspective. The sample was asked how often they experience gender inequality at the office or school. Here, 67% said they often perceived and 10% very often, whereas 19% said they rarely experienced it and 4% never.

Based on the conducted survey, women in Cambodia had to get permission for doing personal activities to a total amount of 53% of the answers. 47% answered the same question saying they sometimes had to request permission. On the other hand, 68% feel that women are permitted to express their opinions at home, whereas 32% think that this is only sometimes the case. Of 68% of the answers women actually do earn money for family economy.

The following table is representative of a variety of questions regarding the status of women in the field of gender equality. It reflects the number of answers to each question with the number of answers given by men in brackets.

Table 9: **Gender Equality from a General Perspective (Cambodia)**

Question	Strongly agree	agree	disagree	Strongly disagree	Don't know
What do you think about men helping in the household?	22 (17)	34 (19)	7 (6)	6 (3)	6 (4)
Do you agree that women should be only housewives?	1 (1)	8 (6)	44 (31)	17 (7)	5 (4)
What do you think about women who pursue a profession?	9 (6)	56 (35)	4 (4)	0	6 (4)

What do you think about women who work in a top-position?	19 (11)	40 (26)	6 (5)	1 (1)	9 (6)
Do you think that women should be under control of their husbands?	4 (2)	20 (17)	25 (15)	21 (12)	5 (3)
Do you think women should do more domestic jobs than their husbands?	8 (6)	40 (26)	19 (13)	4 (2)	4 (2)

All in all, the findings show that the majority of participants agree that men should help in the household for women who pursue a profession or work in a top-position and that women should do more domestic jobs than their husbands. A total of 59% agree that women should only be housewives or under the control of their husbands.

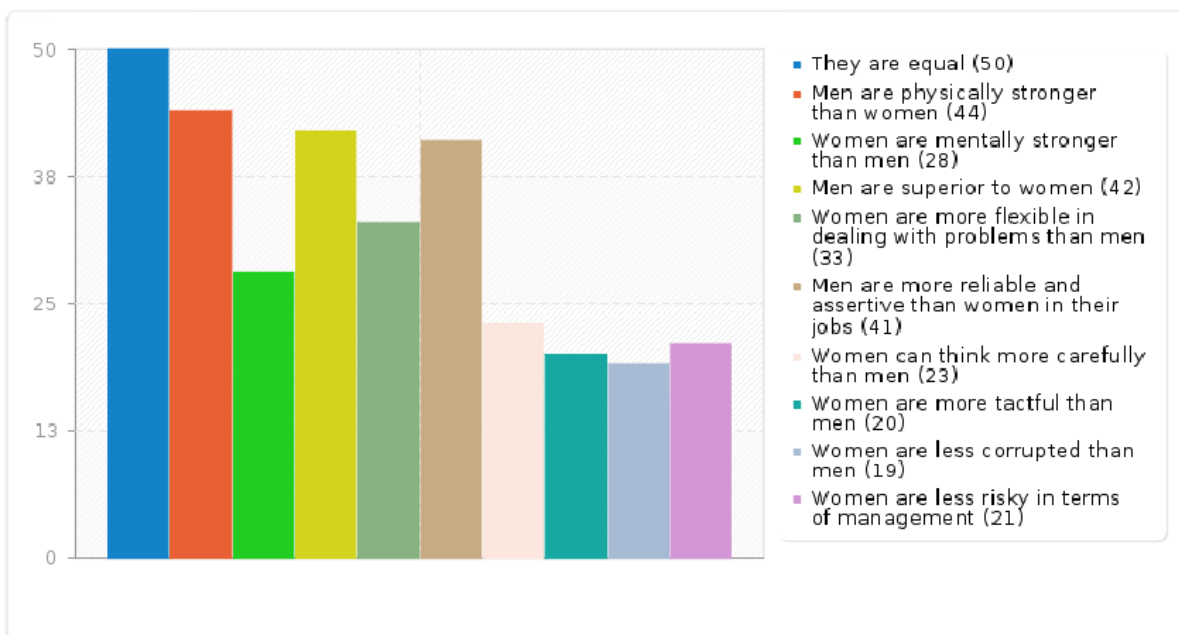


Chart 7: Men's and Women's Position in Society (Cambodia)

Chart 7 reveals the findings of a multiple choice question of men's and women's position in society. Here, 67% think that men and women are equal, followed by 59% who state that men are physically stronger than women and 56% classify men superior to women. Furthermore, 64% of the sample indicated that both parents are the final decision makers in the family, whereas 20% referred to the father. This is also the case when the participants were asked who takes on most of the important work in the family. Here, too, the majority of the respondents (79%) were assigning the father to this role.

The group of questions for the teachers starts by asking if there is an overall national policy and/or legal framework on gender equality in Cambodia, to which 96% affirmed. In answering the question whether these policies are implemented properly according to their opinion over 88% gave no answer and 12% affirmed it. Also 88% affirmed that upcoming statistics of education conducted in Cambodia separated the data into male and female and 92% negated the question concerning TVET schools that only welcome boys or girls separately. When teachers were asked if equal number of men and women were at their school or university in decision-making positions, 52% affirmed, whereas 24% negated and another 24% did not know. Furthermore, 60% of the teachers do not know if gender issues are mainstreamed in their work at their school/university, on the other hand, 40% stated that it is the case.

The next set of questions was directed to the students beginning by asking where they found information on TVET. As Chart 8 below shows, 20 out of 50 students stated they obtained information from a television or radio education programme, 33 by word of mouth, 15 answers were given on the 'internet', 10 in TVET seminars and workshops, 6 from newspapers and 2 have no media available.

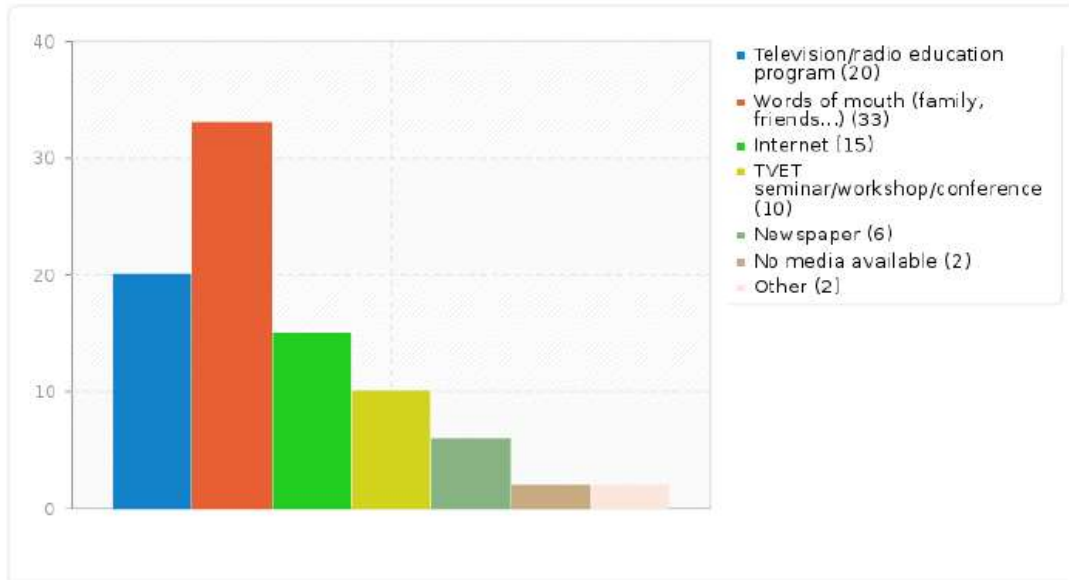


Chart 8: Sources of Information about TVET (Cambodia)

The answers to why people chose to study TVET range from good job opportunities (48%), family influence (23%) and personal preference (21%) to professional education in short time (20%) and economic background (11%). According to 56% of the students, the level of access to TVET in Cambodia is easy. The other 42% find it difficult and 2% find it extremely difficult. Beyond that, 54% answered in the negative to the question whether male and female students graduating in technological and engineering fields will have equal opportunities to find a job. The other 46% affirmed this question. The final question in this survey asked for opinions regarding improvements of gender equality in TVET. Here, 42 votes were given on the suggestion of more scholarship on a gender bias, especially female inequality, 35 votes were cast on 'enhancing opportunities for female students', 33 on developing regulations for the inclusion of all sexes and 26 on minimizing requirements for enrolment.

5.2 Indonesia

Indonesia participated with a total amount of 244 respondents, of whom 193 were students and 51 teachers and lecturers. The gender distribution was 57% females and 43% males. Most the participants were between 20 and 25 years old (44%) followed by the age box of 15 to 20 years with 34%. Only 15% were 40 years and older and 6% were between 30 and 35 years old. The smallest group was that of between 25-30 years at only 1%.

The following table shows the distribution of field of study of the participants.

Table 10: **Field of Study (Indonesia)**

Answer	Count	Percentage
Agriculture	12	4.92
Arts and Crafts	0	0.00
Engineering Technology	118	48.36
Tourism	0	0.00
Hospitality	24	9.84
Home Economics	12	4.92
Management and Business	43	17.62
IT	21	8.61
Health	0	0.00
Science and Technology	11	4.51
Other	3	1.23

With nearly half of the sample studying Engineering Technology it is the strongest field quantitatively. For 52% the academic and education sector is the participants' career plan upon completion of the current degree. 29% seek self-employment and 19% plan a career in the industrial sector.

The next group of questions dealt with gender equality from a general perspective. Of the whole group of respondents, 61% only rarely experience gender inequality in office/school, whereas 21% say that they never experience it and 17% say frequently. Only 2% of all participants observe gender inequality very frequently. Differences are only slight between the experiences of students and teachers. Most of the students experience it rarely (65%) and the teachers to almost the same extent rarely (45%) or never (43%). The question about women in the family having to obtain permission for doing personal activities 41% replied in the affirmative, however, half of the respondents were male, 36% stated it was occasionally the case and 23% replied 'no'. In 89% of the cases women were allowed to express their opinions at home, whereas it was the case for 96% of teachers and 87% of students. 67% women earn money for the family economy. Regarding the role and status of men and women in the household, 62% that men should help in the household followed by 33% who strongly agree and only 1% strongly disagree. In turn, 60% disagree that women should only be housewives, with 27% strongly disagree, 11% agree and only 2% strongly agree. When participants were asked if they think women should do more domestic jobs than their husbands, 44% agreed and 46% disagreed. The survey also revealed that 53% the father is regarded as the final decision maker or spends most of the money and 34% feeling both parents are involved equally in spending. The same was found when asked who takes on most of the important decision making tasks in the family, e.g. buying a car. 85% replied it was the father and 15% the mother. 70% agreed and 20% strongly agreed women should pursue a profession and in this context 67% agreed that women can work in top-positions with 16% strongly agreeing and 14% disagreeing. Regarding was thought about the position of men and women in society rank 44% claimed they are equal, 61% though men physically stronger than women, 39%

stated women think more cautiously than men and 27 participants felt men to be superior to women, of that 27 - 20 were male²²

One group of questions was reserved exclusively for the teachers. Based on the group's 51 participants 38 affirmed an overall policy and/or legal framework on gender equality has been set up in Indonesia. 33 teachers confirmed gender-segregated statistics to be included in the education sector in Indonesia. According to an equal number of women and men in school/university working in decision-making positions, 33 answered 'no', 11 'don't know' and 7 'yes' and 73% of all teachers do not consider gender issues to be mainstreamed at their workplaces.

The students were asked where they can find information about TVET. The following chart illustrates the answers given.

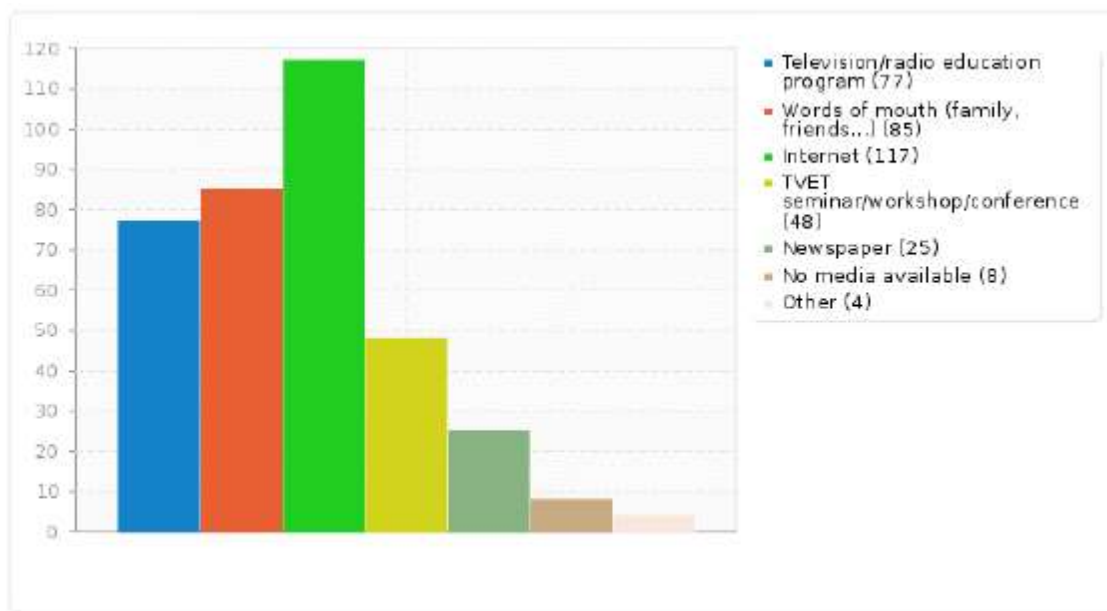


Chart 9: Sources of Information about TVET (Indonesia)

It is clear most students obtain information on TVET from the internet (48%) followed by words of mouth (35%) and television or radio 32%.

When the students were asked in a multiple-choice question why they chose TVET 53% replied with job opportunities, 34% due to personal preferences. Professional education in short term (19%) and family influence (16%) came second and third in the most frequent answers. Only 4% felt social pressure had forced their choice. Furthermore in a multiple-choice question, 52% described the access level to TVET in Indonesia to be easy. 23% of the students felt access difficult to obtain and 2% very difficult, 4% found it very easy to access. They were then asked if male and female students graduating in technological and engineering fields have equal opportunities to find a job. 89% affirmed this while 11% claimed men and women do not have equal opportunities these participants were requested to give a comment. Most comments claimed enterprises compare the abilities of men and women and only consider men for top positions. Comments revealing stereotypical thinking were made such as 'men are more powerful' or some work is too heavy for women.

The concluding multiple-choice question for the students asked how gender equality in TVET could be improved. Several kinds of answers were given 58% think more scholarship on gender bias,

²² More data to this question can be found in the annex

particularly female inequality is fundamentally necessary. 24%, said improving opportunities for female students in TVET study fields and 19% felt that developing regulations for the inclusion of all sexes is a good way to improve gender equality in TVET. 15% chose the answer “to minimize requirements for enrolment”.

5.3 Laos

Laos' contribution to the survey was made up of 25 students and 2 teachers, 12 of whom were female and 15 male. Most participants were between 20 and 25 (21), 4 respondents between 15 and 20 and two participants between 25 and 35.

According to the answers of the respondents, most study in other fields than those mentioned in Table 5. Here, more than half of the answers were given as ‘others’. The remainder study in fields like Engineering Technology, IT and Science and Technology.

Table 11: **Field of Study (Laos)**

Answer	Count	Percentage
Agriculture	0	0.00
Arts and Crafts	0	0.00
Engineering Technology	7	25.93
Tourism	0	0.00
Hospitality	0	0.00
Home Economics	0	0.00
Management and Business	0	0.00
IT	4	14.81
Health	0	0.00
Science and Technology	1	3.70
Other	15	55.56

When participants were asked what their career plan will be after finishing their degree, only 48% wished to work in the academic and/or educational sector. The other 52% wished for a career in other fields.

The following group of questions requested their opinions on gender equality from a general perspective.

Firstly, participants were asked how often they experienced gender inequality in the office or school. 63% stated it to be rare. 15% never and 22% perceived it frequently. The overall opinion in Laos is that occasionally women have to obtain permission for doing personal activities (70%) 26% confirmed this question. The same relations held for women being allowed to express their opinions at home. Here 56% claimed women are occasionally permitted to express their opinion and 41% claimed women have no restrictions. 63% of women earn money for the family economy and 30% of women are occasionally contribute to the family economy. The following table summarizes some questions regarding gender equality from a general perspective - male response numbers are in brackets.

Table 12: **Gender Equality from a General Perspective (Laos)**

Question	Strongly agree	Disagree	Strongly disagree	Don't know
What do you think about men helping in the household?	8 (6)	13 (9)	5	0
Do you agree that women should be only housewives?	0	4 (1)	8 (5)	12 (7)
What do you think about women who pursue a profession?	5 (4)	11 (6)	3 (1)	0
What do you think about women who work in a top-position?	6 (1)	17 (12)	3 (2)	1
Do you think that women should be under control of their husbands?	1 (1)	8 (5)	13 (6)	3 (1)
Do you think women should do more domestic jobs than their husbands?	0	8 (5)	14 (8)	4 (1)

Most participants agree men should help with housework. When asked how often they participate in home-caring activities and 11 men out of 15 stated that they do sometime take part in those activities. Most of them cook (11) or clean the house (7). The respondents strongly disagreed women who should only be housewives. Two questions asked about role allocations at home, 48% stated the mother as well as the father were the final decision-makers at home or spend most of the money. 33% saw this to be the function of the father and 15% regarded the mother as the final decision-maker at home. Correspondingly 63% of the participants declared the father made most of the important work and decision making such as buying a car. Only 22% felt this to be the function of the mother. The following chart illustrates the male and female position in society according to the Laos participants.

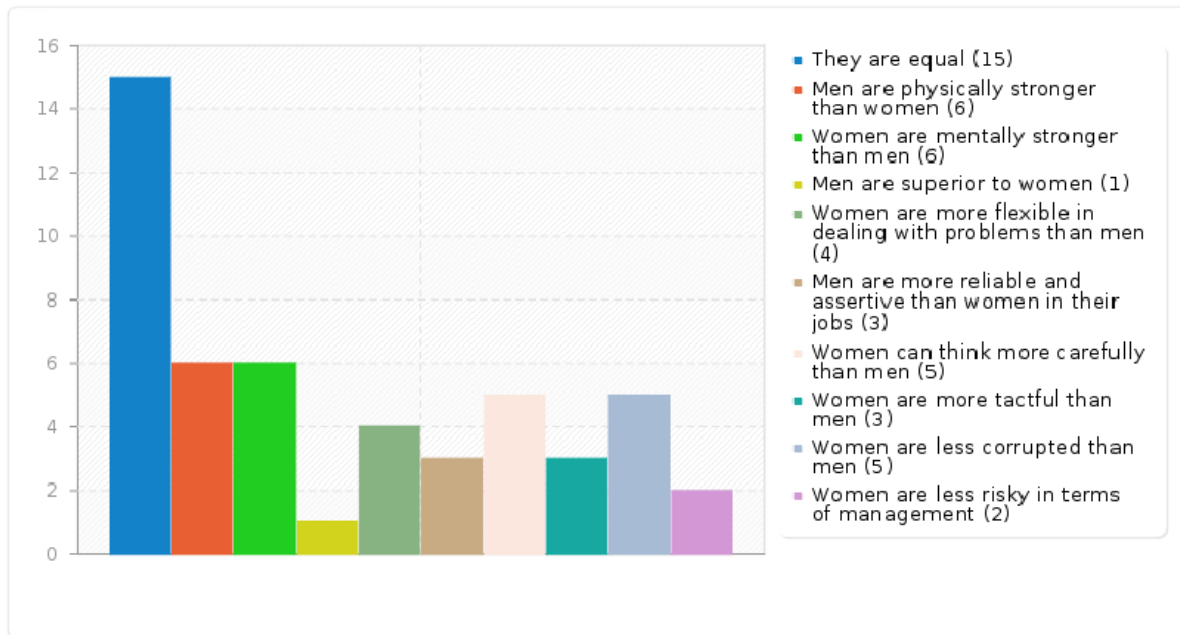


Chart 10: Men's and Women's Position in Society (Laos)

56% of answers recorded 'they are equal', 22% stated men to be physically stronger. The fewest number feel men to be superior to women.

The next group of questions was directed at teachers and lecturers in Laos. As only two respondents participated in the teacher-group, data obtained is very limited. All of participants claimed an overall or national policies and/or legal framework on gender equality in Laos to be in place. Furthermore, all confirmed these policies were implemented properly. According to all participating teachers in Laos, upcoming statistics of education separate the data into male and female. Additionally, teachers claimed gender issues to be mainstreamed in their workplace, school or university. Opinions are somewhat neatly divided on whether an equal number of men and women occupy decision-making positions at their school or university. 50% affirmed and 50% negated this question.

Subsequently students were asked where they found information on TVET. Chart 6 illustrates the given answers.

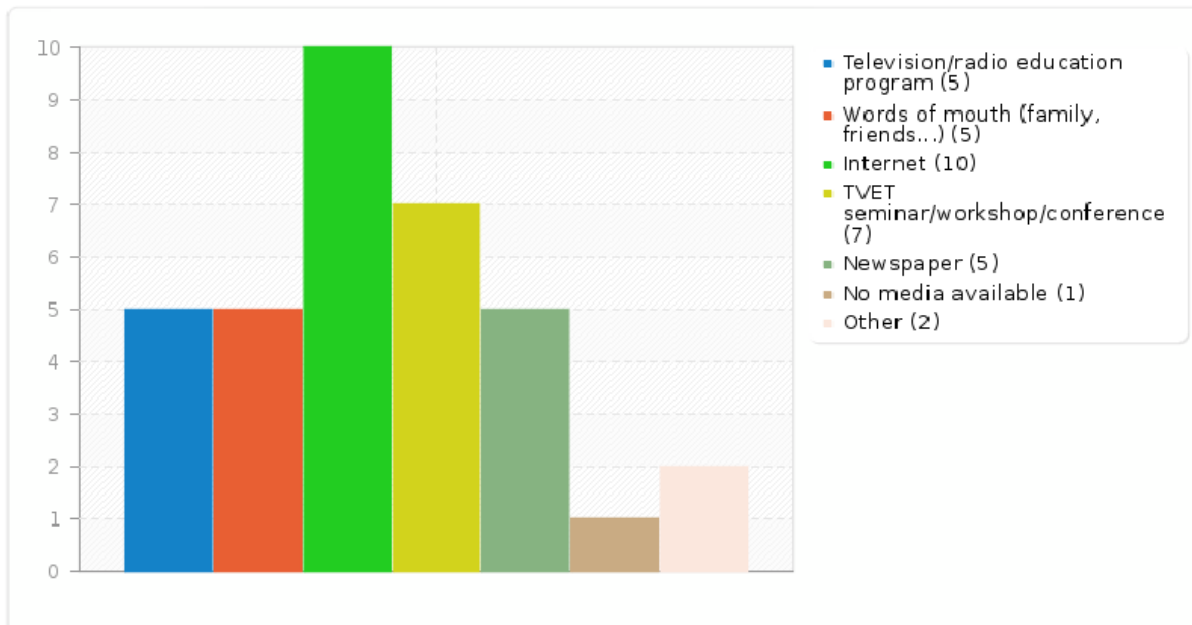


Chart 11: Sources of Information about TVET (Laos)

In response to the question why they chose TVET, students claimed good job opportunities (48%) followed by personal preference (22%), economic background and professional education in short time period (15% each), family influence and social pressure were both indicated by 11%.

When participants were asked about the level of TVET in Laos, most defined it as easy (64%), 32% difficult and 4% very difficult.

76% of students felt that male and female students graduating in technological and engineering fields will have equal opportunities when seeking employment. The other 24% did not see this to be the case.

The last question requested opinions on improvements for gender equality in TVET, 52% felt more scholarship on gender bias, particularly female inequality to be the key for improving the situation. Even more were in favour of developing regulations for the inclusion of all sexes (67%). Minimizing the requirement for enrolment and enhancing opportunities for female students obtained both 22%.

5.4 Malaysia

During the survey period, Malaysia participated with 200 respondents made up of 176 students and 24 teachers and lecturers. There were 144 women and 56 men mostly aged 25 to 30 (45%) and 20 to 25 (44%). Two participants were aged 15-20, 13 aged 30 to 35 and 9 were aged 40 and older. The following table shows the distribution of the participant's fields of study.

Table 13: **Field of Study (Malaysia)**

Answer	Count	Percentage
Agriculture	8	4.00
Arts and Crafts	2	1.00
Engineering Technology	71	35.50
Tourism	4	2.00
Hospitality	7	3.50
Home Economics	2	1.00
Management and Business	24	12.00
IT	25	12.50
Health	1	0.50
Science and Technology	21	10.50
Other	35	17.50

The distribution is quite multi-layered and largely concentrated in the fields of Engineering Technology, Management and Business, IT and others. According to the career plans of the sample, 57% stated the wish to work in the academic and educational sector, 34% a career in the industrial sector and 9 % self-employed.

The first group of questions related to gender equality from a general perspective beginning with the question whether the participants had experienced gender inequality in office or school. Here, 45% experience it often and 15% very often, whereas 34% claimed to experience it rarely and 6% never. Furthermore, 73% affirmed women had to obtain permission for personal activities and 88% confirmed women were allowed to express their opinions at home. Another 70% affirmed that women earn money for the family economy.

Table 14 summarizes questions regarding gender equality from a general perspective - male response numbers are in brackets.

Table 14: **Gender Equality from a General Perspective (Malaysia)**

Question	Strongly agree	Agree	disagree	Strongly disagree	Don't know
What do you think about men helping in the household?	109 (23)	83 (30)	4 (1)	4 (2)	0
Do you agree that women should be only housewives?	8 (5)	17 (6)	85 (31)	88 (13)	2 (1)
What do you think about women who pursue a profession?	68 (12)	108 (33)	16 (11)	1	7
What do you think about women who work in a top-position?	48 (6)	126 (29)	18 (16)	4 (4)	4 (1)
Do you think that women should be under control of their husbands?	26 (14)	103 (27)	54 (9)	13 (5)	4 (1)
Do you think women should do more domestic jobs than their husbands?	15 (11)	88 (24)	63 (10)	18 (7)	16 (4)

Most respondents strongly agreeing men should help in the household were women. 43% disagreed and 44% strongly disagreed that women should work only as housewives. Most answers, in general and those of men, agreed women should pursue a profession. 63% of all participants agreed women should work in top-position. Four respondents strongly disagreed - all were men. According to table 8, most participants agreed with women performed more domestic jobs than their husbands (44%). 44% claimed men take part in home-caring activities sometimes 39% always, whereas 29 men of 56, claimed they sometimes took part and 19 men claimed to always take part in home-caring activities such as housework and cooking. Regarding the final decision-maker is at home, answers are distributed quite evenly. In Malaysia, 45% claimed the father in this role, 20% the mother and 34% claimed both played this role. Nevertheless, the father takes on most of the important work, such as buying a car, in the family (73%).

Chart 12 illustrates the male and female position in society according to the participants.

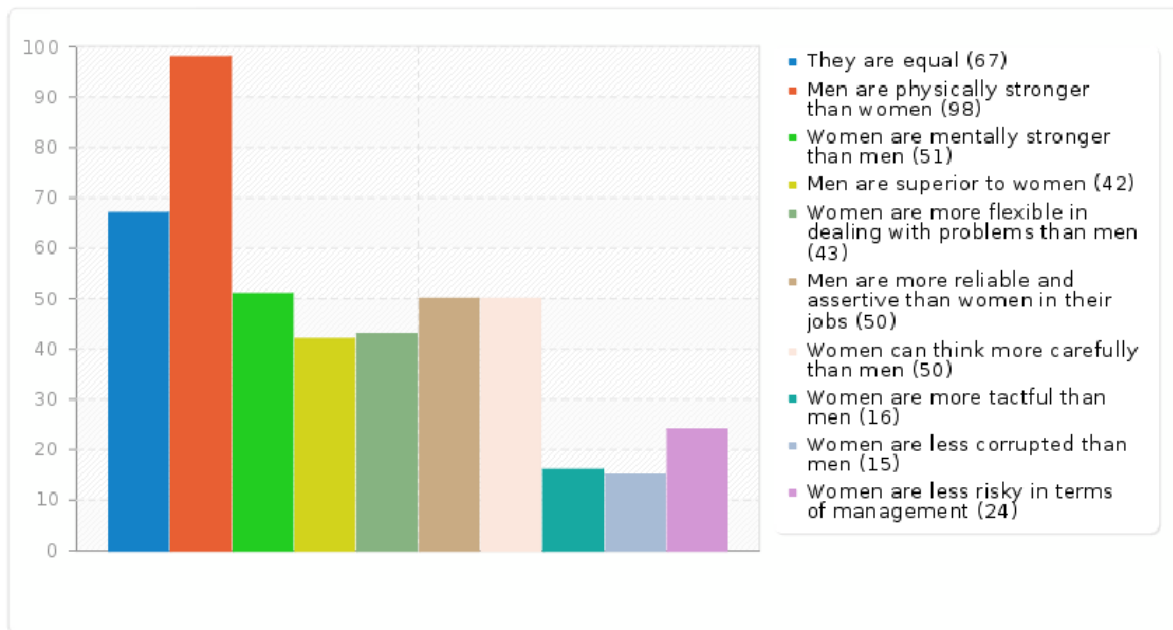


Chart 12: Men's and Women's Position in Society (Malaysia)

The second last group of questions addressed teachers and lecturers in Malaysia, where 79% claimed national policies and/or legal frameworks on gender equality were in place. Regarding a proper implementation of these policies, 34% confirmed this, 29% negated and 37% gave no answer. A total of 71%, of teachers and lecturers affirmed the existence of education statistics separating data into male and female. According to 63% no schools in which only boys or girls attend exist. However, 37% affirmed the existence of gender separating schools.

Regarding the equal number of men and women working in decision-making positions at their university, 46% negated, 21% affirmed and 33% did not know about this situation. 63% claimed gender issues not to be mainstreamed in work at schools and universities, 25% claimed it was, 12% did not know.

The last group of questions was directed at the students beginning with questions on where they found information on TVET. In a multiple-choice question the highest percentage, 55% claimed they found information on the internet and 3% claimed no access to any media. The following chart gives more information on the distribution of choices.

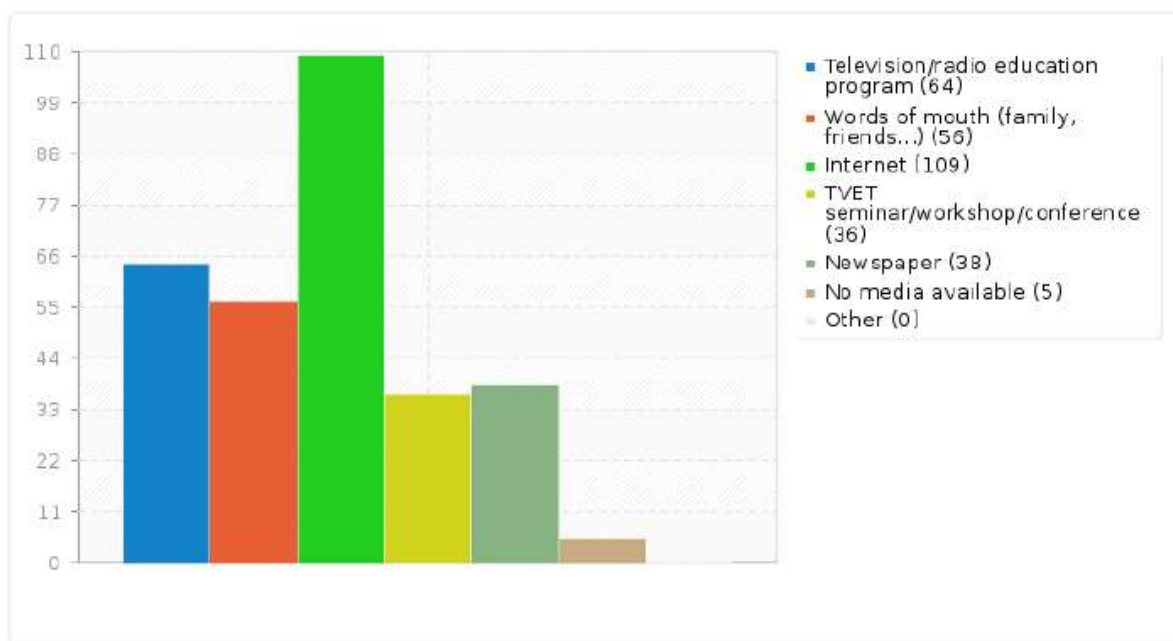


Chart 13: Sources of Information about TVET (Malaysia)

In Malaysia, 44% of the students participating in this survey, claimed to have chosen TVET for the good job opportunities. 25% due to personal preferences and 23% for professional education in short time period. The remainder were distributed among ‘family influence’ (20%), ‘social pressure’ (11%) and ‘economic background’ (7%).

Students claimed access to TVET in Malaysia easy (60%) not very easy (9%). Others claimed access difficult (30%) 1% very difficult. The second last question requested the opinions of students regarding male and female students graduated in technological and engineering fields and whether they will have equal opportunities in seeking employment. 70% claimed this not to be the case. 30% claimed the opposite. Reasons for their claims included physical weakness of women, pregnancy and all contributed to limited offers for jobs, and ones in which men will be favoured. Some comments claimed job offers addressed men specifically and that companies in the industrial sector often think women not capable of the job on offer.

The last question requested improvements on gender equality in TVET. Most participants think enhancing opportunities for female students (36%) and developing regulations for inclusion of all sexes (39%) would be helpful. Others find minimizing requirements for enrolment (23%) and more scholarship on gender bias, especially female inequality to be the key to gender issues.

5.5 Thailand

Thailand participated in the online survey with a total amount of 359 respondents, of whom 349 were students and 10 teachers and lecturers. The distribution of sex was almost equal with 169 women and 190 men. Most participants were aged 15 to 20 (298), 46 were aged 20 to 25, 6 between 25 and 35 and 9 participants were 40 and older. The following table shows the distribution of fields of study among students and teachers.

Table 15: **Field of Study (Thailand)**

Answer	Count	Percentage
Agriculture	4	1.11
Arts and Crafts	7	1.95
Engineering Technology	59	16.43
Tourism	8	2.23
Hospitality	6	1.67
Home Economics	8	2.23
Management and Business	9	2.51
IT	85	23.68
Health	2	0.56
Science and Technology	24	6.69
Other	122	33.98

As the table shows, most participants were studying in IT, Engineering Technology or other fields of study, of whom 47% wished to work in the academic or educational sector after completing the degree, 37% in the industrial sector and 13% becoming self-employed.

In terms of gender equality from a general perspective, 52% rarely experience gender inequality in the office or school 29% claimed to experience it often. Only 7% claimed very often and 12% never.

The following table summarizes the questions according to the male and female role and position in family structures.

Table 16: **Gender Equality from a General Perspective (Thailand)**

Question	Answer		
	Yes	No	Sometimes
Do women in your family have to get permission for doing personal activities?	42.62%	25.91%	31.48%
Are women in your family allowed to express their opinions at home?	87.74%	5.01%	7.24%
Do women in your family earn money for family economy?	54.60%	14.76%	30.64%

All three questions had the highest percentage of 'yes' responses. Participants strongly agree (48%) or agree men helped in the household (45%). They strongly disagree women should only be housewives (58%). Opinions of women on the job market, 59% agree women should pursue a profession and 51% agree women should occupy a top-position. Only 3 responses of 359 strongly disagree - all were male. The question regarding the final decision maker at home: 'both' at 55%, 'mother' 30% and 'father' 13%. An equal number of answers were given to the question who takes on most of the important work within the family; 47% each for mother and father.

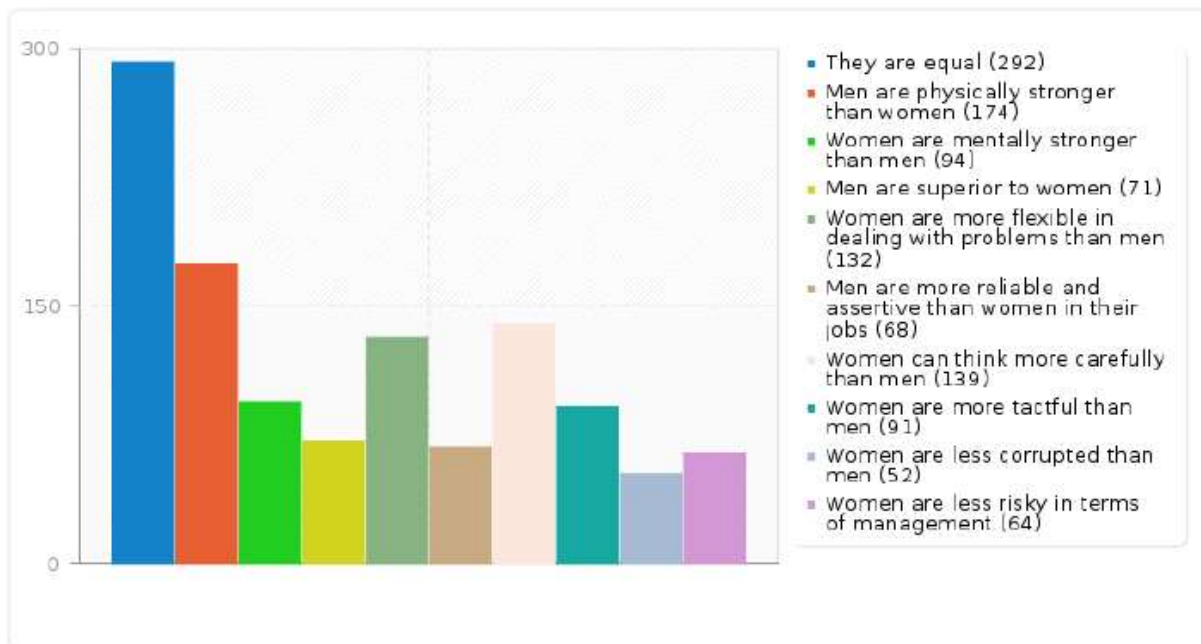


Chart 14: Men’s and Women’s Position in Society (Thailand)

This chart illustrates the distribution of opinions on the male and female position in society. A majority of 81% of participants think men and women are equal.

Asked if women should be controlled of their husbands the most frequent answer was disagreement (41%) and 29 participants strongly agreed to this statement of whom 23 were male.

A group of questions was implemented only by Thailand addressed at homosexuality and the third sex. Participants were asked to give their opinions about these topics. 47% think the third sex is acceptable and 33% find it relatively bad. A consistent distribution is identifiable among answers such as ‘not acceptable’ (8%), ‘very bad’ (6%) and ‘bad’ (6%). Agreement is expressed among the participants asked if they accept a person of third sex to be a friend with 48% saying ‘definitely yes’ and 33% ‘probably yes’. The same holds for accepting a person of the third sex as a teacher/lecturer. Regarding homosexuality, 30% find it acceptable and 35% think it is relatively bad. Accepting a homosexual person as their friend (69%) and as a teacher (69%). Asked if their best teachers were homosexuals, would they accept them as role model teachers 37% said ‘definitely yes’ and 32% ‘probably yes’.

In Thailand, teachers were asked if a national policy and/or legal framework existed on gender equality. 80% affirmed but have the impression these policies are not implemented properly. 70% of lecturers confirmed TVET schools and universities in Thailand in which only men or women are attending. The same amount of teachers negated the question if there is an equal number of men and women at their school or university. Another 60% said gender issues are not mainstreamed in the work at school/university. Only 20% claimed it was mainstreamed and another 20% are not aware of the mainstreaming processes.

The survey revealed the following data when asking students in Thailand:

Most find information on TVET on the internet (86%) followed by television/ radio education programmes (45%) and word of mouth (34%). Furthermore, the majority of students chose TVET

because of the good job opportunities (76%), personal preference (41%) and professional education in short time period (18%).

According to the level of access to TVET in Thailand, 51% think it difficult to obtain 37% think it is easy. When students were asked if they think male and female students graduating in technological and engineering fields would have equal opportunities to find a job, 93% were positive. Only 7% think that this is not the case and commented on their choice of answer. Most comments on why women have more difficulties in find a job were to do with maternity leave, marriage and physical ability. Referring to the question on how gender equality in TVET could be improved, 54% claimed more scholarships should be on gender bias; especially female inequality would be helpful. 29% opted for 'minimizing requirements for enrolment'. 25% were for both enhancing opportunities for female students and developing regulations for inclusion of all sexes.

5.6 Vietnam

As the last country in this series, Vietnam participated with 30 teachers and lecturers and 101 students featuring 58 females 73 males. Aged distribution was, 63 aged 20 to 25, 38 15 to 20, 17 at 25 to 30 and, 8 between 30 and 35 and 8 of 40 and older. The following table shows the distribution of field of study.

Table 17: **Field of Study (Vietnam)**

Answer	Count	Percentage
Agriculture	0	0.00
Arts and Crafts	0	0.00
Engineering Technology	69	52.67
Tourism	0	0.00
Hospitality	0	0.00
Home Economics	0	0.00
Management and Business	30	22.90
IT	17	12.98
Health	0	0.00
Science and Technology	7	5.34
Other	8	6.11

Over half the sample studied in the field of Engineering Technology. The others studied largely Management and Business, IT and Science and Technology. Based on these answers, 46% wanted to work in the industrial sector after finishing their degree. 23% are wish to work in the academic and educational sector, 14% wish to be self-employed.

According to questions of gender equality from a general perspective, 63% claimed they experienced gender inequality only rarely, 23% perceive never and 11% often and 3% very often. The following table illustrates further questions and answers regarding gender equality in combination with the male and female role in the family - male answers in brackets.

Table 18: Gender Equality from a General Perspective (Vietnam)

Question	Strongly agree	agree	disagree	Strongly disagree	Don't know
What do you think about men helping in the household?	48 (15)	78 (53)	5 (5)	0	0
Do you agree that women should be only housewives?	3 (2)	9 (9)	94 (57)	23 (3)	2 (2)
What do you think about women who pursue a profession?	41 (16)	76 (44)	12 (11)	0	2 (0)
What do you think about women who work in a top-position?	49 (18)	74 (48)	5 (5)	2 (2)	1 (0)
Do you think that women should be under control of their husbands?	6 (6)	19 (15)	79 (45)	20 (0)	7 (7)
Do you think women should do more domestic jobs than their husbands?	18 (14)	76 (43)	24 (14)	9 (0)	4 (2)

Furthermore, 56% of all responses claimed women do not have permission for personal activities, 31% claimed it was occasionally permitted, 13% claimed they had permission. 93% claimed women were allowed to express their opinions at home 97% of women earn money for the family economy. Half of participants taking part in home-caring activities (85%) is male and these are mending, cooking or cleaning the house. 84% claim both parents to be decision makers at home and spend most of the money and 75% claim neither the father nor the mother take on most of the important work at home, such as buying a car. Chart 10 shows the opinions of Vietnamese respondents on the male and female position in society.

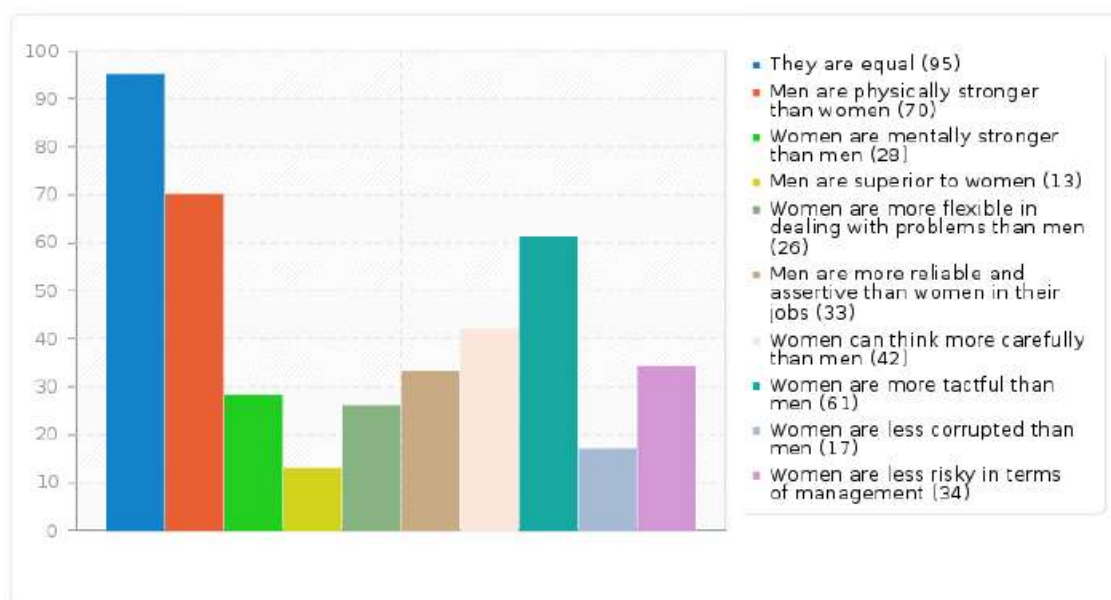


Chart 15: Men's and Women's Position in Society (Vietnam)

75% think men and women are equal, 53% think men physically stronger than women and women more tactful than men (47%). The fewest number of responses were recorded to the statement: “men are superior to women (10%).

The next group of questions was directed at the teachers asking about the existence of national policies and/or frameworks on gender equality in Vietnam, which all of the teachers confirmed existed. 70% think they are implemented properly. 60% of teachers and lecturers, statistics and conducted surveys in Vietnam separate male and female and all 30 participants denied the existence of TVET schools/universities in which only men or women attend. As far as the teachers are informed, they negated an equal number of women and men at decision-making positions at their school or university (83%). Half the teachers agreed that gender issues were mainstreamed at their workplace, 40% did not think so and 10% did not know if gender mainstreaming was implemented in curricular structures.

After this students answered a set of questions. The following chart visualizes the answers given on information sources about TVET. Most students found information on TVET on the internet (63%) 40% on television and radio and 38% by word of mouth.

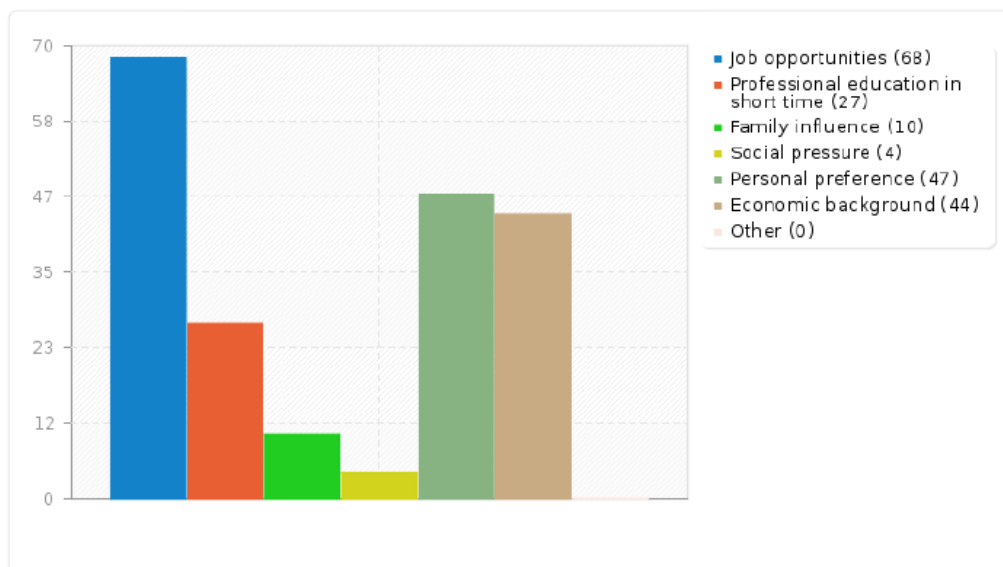


Chart 16: Sources of Information about TVET (Vietnam)

When asked why they chose TVET, 52% claimed good job opportunities, personal preference (36%), economic background (34%), professional education in short time period (21%), family influence (8%) and social pressure (3%).

The level of access to TVET in Vietnam was claimed easy by 66% and very easy 13%. To the contrary, 19% difficult to get access 2% very difficult. Whether male and female students graduating in technological and engineering fields will have equal opportunities in seeking employment, 64% think it is not the case 36% think both genders will have the same opportunities.

The final question requested suggestions for improvement in gender equality in TVET. Via multiple-choice, students claimed developing regulations for inclusion of all sexes to be most helpful (62%). 40% think enhancing opportunities for female students will support the gender issue and 32% claimed more scholarship on gender bias, particularly female inequality, as an appropriate tool for improvement.

5.7 Summary of Results

This chapter summarizes the collected data to give a brief overview of the findings in each country. The following table illustrates actual participation in each country.

Table 19: **Number of Participation**

Country	Total	Teachers	Students
Cambodia	75	25	50
Indonesia	244	51	193
Laos	27	2	25
Malaysia	200	24	176
Thailand	359	10	349
Vietnam	131	30	101
Total Amount	1036	142	894

Gender Equality from a General Perspective

Regarding gender equality from a general perspective particular questions were chosen to compare answers between all countries. These questions are considered to be the most interesting and important for revealing the situation of gender equality in the Asian region.

When all participants were asked how often they experience gender inequality in the office or school, most countries perceive it rarely except in Cambodia, where most of answers indicated people experiencing gender inequality often. Participants in Malaysia claimed 45% experience it often and 34% to perceive it rarely.

Whether women in the family earn money for the family economy, all countries replied affirmatively with a significantly high percentage of over 50%. In Vietnam, nearly 100% said this was the case. Most countries disagreed that women should only be housewives when not strongly disagreeing as was the case in Malaysia (44%) and Laos (45%).

In all countries the participants agree women should pursue a profession. Indonesia agreed with 70% of answers as did Cambodia, in which 74% of participants were in favour of women working. The other countries agreed 41% (Laos) and 59% (Thailand). The number of participants who disagreed with women working varies from 5% (Cambodia) and 11% (Laos). All countries agreed women should work in a top-position. Over 60% in Laos and Malaysia agreed and Vietnam had the highest percentage of respondents agreeing strongly. The other countries agreed - all with a percentage over 50%.

Chart 17 illustrates data of the overall opinions about men's and women's attributes and common stereotypical perceptions in all participating countries.

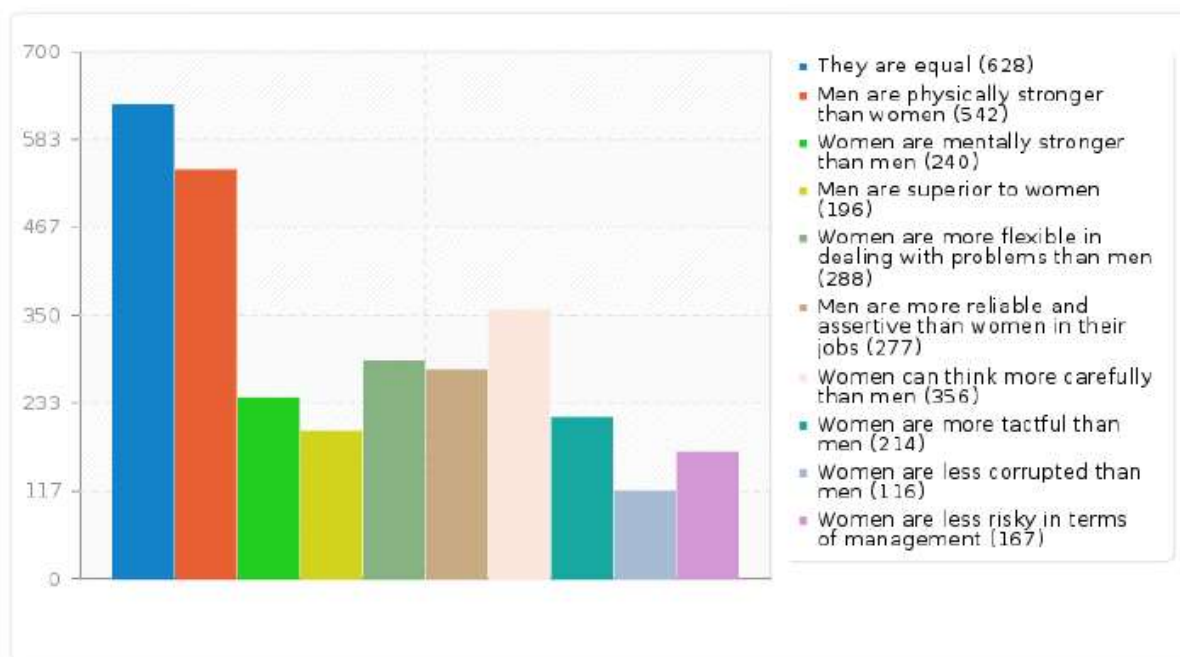


Chart 17: Men's and Women's Position in Society (all countries)

As this bar chart shows, most participants found men and women equal to each other closely followed by the idea that men are physically stronger than women. The lowest percentage holds that women are less corruptible than men.

Teacher Answers

When teachers were asked if there was a national policy and/or legal framework on gender equality, most in all countries claimed there was. In Cambodia, 96% affirmed this question and 100% of teachers in Laos knew about a national policy on gender equality. 74% affirmed this in Indonesia and in Thailand 80%, Vietnam 100% and Malaysia 79%. Asked if they think these policies are implemented properly teachers in Laos claimed 100% that it was. In Indonesia, on the other hand, 55% think it is properly implemented, 20% did not and 25% did not respond. The same applied to Malaysia where 38% gave no answer, 33% affirmed and 29% negated. In Thailand 80% found policies and frameworks on gender equality implemented properly. Only 20% thought not. By contrast, 88% of participants from Cambodia gave no answer and in Vietnam 70% are of the opinion that national policies on gender equality are unrewarding.

Furthermore, teachers were asked if, as far as they know, there is an equal number of women and men working at decision-making positions at their university or school. Here, nearly all countries negated that question aside from Cambodia, where 52% of the participants confirmed equal numbers. Additionally, the teachers were encouraged to say whether gender issues are mainstreamed in their work at their university or school. Three countries answered in the negative with a distinct high percentage in Indonesia at 73%, Thailand 60% and Malaysia 63%. Other countries such as Cambodia affirmed the existence of gender mainstreaming at their universities 40%, the other 60% claimed not to know. In Vietnam responses vary quite equally between affirming (50%) and negating (40%). 100% of teachers from Laos confirmed gender mainstreaming at their universities.

Student Answers

The group of questions designed for the students contains some revealing answers regarding gender equality in Asia. Firstly they were asked what the level of access to TVET is in their country. The given answers show a balance between ‘easy’ and ‘difficult. In Indonesia 65% find access to TVET easy, 29% think it difficult. The same applies to Cambodia, Laos, Malaysia and Vietnam, where a high percentage of participants find access easy but a significant high percentage also find it difficult. In fact, 53% in Thailand claimed access difficult and 39 % find it easy. Vietnam has the highest percentage of answers 13% finding access to TVET very easy.

In another question on gender equality the students were encouraged to give their opinion on equal job opportunities for female and male students graduating in technological and engineering fields. All countries, except Cambodia and Vietnam, replied positively to this question with the highest percentage. The following Table illustrates the precise distribution of percentages.

Table 20: **Job Opportunities in Asia**

Question	Do you think male and female students who graduated in technological and engineering fields will have equal opportunities to find a job?					
	Cambodia	Indonesia	Laos	Malaysia	Thailand	Vietnam
Yes	46%	89%	76%	70%	96%	36%
No	54%	11%	24%	30%	4%	64%

The last multiple choice question, for students, on ways to improve gender equality in TVET revealed most students think more scholarship on gender bias, especially female inequality is a good way of improvement (45%) followed by developing regulations for the inclusion of all sexes (33%). Vietnam in particular has a high percentage here at 62%.

More questions answered in the online survey are given in tables 15-26. Here, questions were designed in a double matrix asking the teachers and students about circumstances at university. Participants had to affirm or negate at first and then state the impact has for them on the current situation. For each country tables are given on what the teachers and students answered.

6 Discussion of Results

6.1 Gender Equality in TVET in Asia

The results will be evaluated and discussed in this chapter against the background of the country reports drafted by the participating countries. The information provided in the reports may support the data obtained and contribute to a better understanding of the situation in each country.

Cambodia

Compared to the other countries, the number of participants from Cambodia is rather low. Nevertheless, the results are quite significant. In this survey twice as many men than women were giving answers, which may be caused by the underrepresentation of women in higher levels of education. Although Cambodia is a highly agricultural country with 60% of adults engaged in agricultural work, of whom 62% are women, most participants claimed to plan for a career in the educational and academic sector. Only 4% wished to work in agriculture. This appears to be a step forward into a service society away from a rural agricultural life, based on the fact that 13% wished to work in industry. Although 75% wished to work in the educational sector, 8% seek to be self-employed. No respondents here are women. This could support the statement that it is hard for women to get a loan to start a business. Highly conspicuous is the fact that 67% do experience gender inequality in school or office and 10% experience it very often. This totals 77% which is an extremely high number.

According to women's position in society and social life, the authors of the country report from Cambodia claimed, "women are still facing vast inequalities in nearly all areas of social life". Aside from underrepresentation at higher levels of education, women are also often submissive at home. The results clearly show that women are indeed allowed to earn money for the family economy but 35% of men felt women should be under the control of their husbands. Aside from the exploitative working places featuring worse working conditions for women, they appear to be supported by their husbands when it comes to household duties. Nevertheless, the participant's opinion on the male and female position in society is primarily that they are equal (67%). This, however, contradicts with the 56% that think men are superior to women. All in all, the fact that more men than women were participating from Cambodia, a highly stereotypical thinking about men as the breadwinners and women as housewives prevails. This assumption is supported by the 79% that see the father as the person in the family who takes on most of the important work.

Considering the results from the teachers and lecturers in Cambodia, it is striking that although 69% affirmed the existence of policies and frameworks on gender equality in Cambodia, 88% evaded the question asking if they think these policies are implemented properly by giving no answer. This may be because the majority know of policies and frameworks on gender equality but see no changes, implementations or achievements. Additionally, 60% of all teachers do not know if gender issues are mainstreamed at their university or school. This is a high percentage. One explanation could be that either there is no mainstreaming of gender issues in place or the communication and distribution of information at university has to be improved.

Nevertheless, a career in TVET appears to offer good job opportunities, as this is the reason most given for studying in TVET. Even access to TVET is considered too easy, which is a positive finding. Anyway, more than half of the respondents think opportunities on the job market are not equal between males and females who are in possession of the same degree.

All in all, Cambodia has already implemented projects and policies to support women and to reduce poverty. Nevertheless, women are still seen inferior to men in some aspects of social life. Gender issues have to be more promoted at university and the employment market must recognize women's efforts and create better circumstances. The number of people experiencing gender equality must be reduced.

Indonesia

The total amount of participants from Indonesia is, by comparison, very representative not least due to the equal distribution of male and female respondents. The authors of the country report of Indonesia claimed “women will make career choices like psychologists, nurses and teachers” and “social sciences are generally dominated by female students and technical sciences are dominated by male students”. This statement can be verified against the background of the findings in this survey. Here, only 43 participants of 118 studied in engineering fields and that is also true for the IT field in which only 6 of 21 participants were female. In the fields of hospitality and home economics almost all students were female.

Regarding the experience with gender inequality Indonesian people feel they are not often confronted with. The total of 83% claiming to experience it rarely and even never, appear to have women-friendly working conditions. This could be due to the efforts shown by the variety of political and legal regulations on gender equality recently passed in Indonesia.

Furthermore, a less stereotypical thinking on women was recognizable among Indonesian participants compared to other countries, based on 41% who say women need to get permission for doing personal activities but 89% of women can express their opinions at home and this is a significantly high number. Nevertheless, the father is regarded as the most important decision-making person in the home. This underlines the statement in the country report that women are not completely financially independent and have to look after the home. Furthermore, they do not hold decision-making roles or voices at home.

However, the statement that perpetuating gender stereotypes feel girls need no higher education contradicts with the findings that 80% agree women should pursue a profession and 67% agreeing women should occupy top-positions albeit 60% of the 80% and 63% of the 67% were women. Most male participants disagreed women should pursue a profession or work in a top-position. The same holds regarding the male and female position in society. Here, 27 participants think men are superior to women 20 of these respondents were male.

All in all, stereotypical thinking in Indonesia prevails but there is great potential for women to be successful and independent on the job-market.

It often appears that most teachers (74%) in Indonesia know of national policies and frameworks on gender equality and most find them implemented properly but the same amount of teachers are unaware of gender issues being mainstreamed at their workplace or university. The government seems to be actively involved in making laws and regulations on gender equality but seem not to reach universities, schools and the employment-market to the full extent

Among students in Indonesia, TVET appears to offer good job opportunities and access is easy for 56% if not very easy as 25% think it is difficult to obtain which might be due the fact that for many young rural men and women, schools are not reachable.

The result showing 89% think both genders graduating in the same field of study will have the same opportunities on the job market can be evaluated positively.

To sum up, Indonesia has made great improvements for women regarding gender equality via a vast amount of laws and regulations. Nevertheless, promotion of gender issues at university and changing stereotypical thinking are inevitable. The opportunities for women to start a technical career are present but not used fully.

Laos

Due to organizational problems in Laos, this country had the lowest number of participants. As only 27 people participated from Laos, detailed statements cannot be made on the distribution of women in the field of study. One reason is that many respondents stated they were studying in other fields than listed and secondly because of the small number of participants. As a result, no information can be given on how many Lao women enrol in TVET or what kind of occupations they prefer in this study.

The statement in Laos' country report that "women contribute about 54% to the national economy" can be supported by the fact that 63% of the participants claimed women to be earning money to support the family economy.

The fact that women are significantly overrepresented in traditionally female occupations such as hospitality and business and IT can neither be verified nor falsified for no participants in this survey were enrolled in hospitality and only 4 were involved in the IT sector.

A result that can be evaluated positively is the high number of participants who never or rarely experience gender inequality (78%). Furthermore, it can be seen that there is no strong stereotypical thinking among the participants. Both genders are seen as equal at home with same duties to fulfil. Most respondents see both parents as the final decision makers. This strengthens the result that 56% think men and women are equal.

For more detailed information on the opinions on gender equality in Laos more teachers and students have to attend a survey.

Malaysia

Malaysia's 200 participants yield a representative number and the fact that more women than men participated allows a deeper insight into women's opinions regarding gender equality. According to the field of study a lot of women are studying in engineering and technological fields like engineering technology, IT and science and technology often considered to be male-dominated branches. However, a high number of participants often experience gender inequality although Malaysia is endeavoring to create equal opportunities and conditions for women in the labor market.

In private, women in Malaysia have to get permission for personal activities but earn money for the family economy confirming the claim in Malaysia's report that there are "signs of changing attitudes in family foundation". Women gain more possibilities for self-realization. A lot of participants strongly disagreed with the claim that women should only be housewives. The statement that "men now want to support their wives in doing household tasks" can be verified regarding the fact that 96% agreed or strongly agreed with men helping in the household. Here, 53 of 56 men approved of helping in the household with activities such as cleaning and cooking. Working women and those in top-positions are tolerated and supported but surprisingly a lot of women agreed they did more domestic jobs than their husbands. Most men agreed here also. However, there were women who disagreed with this attitude. Of 144 women, 68 agreed and 64 disagreed. It appears women are taking on their

new roles as businesswomen but are not prepared to let go their family duties. This underlines the report's claim that many women choose jobs that provide convenient and fixed working hours located near the place of residence.

However, the father is often seen as the most important person for deciding on crucial financial purchases. It appears women must strike a balance between old and new traditions.

Although teachers from Malaysia affirmed the existence of national policies on gender equality the answers regarding their proper implementation is rather ambiguous and 37% gave no answer. A deeper analysis of this issue would be useful. Moreover, no balance between men and women working at university exists and gender issues are not mainstreamed; at least, many participants are unaware of it or denied its existence. It would be useful for universities in Malaysia, as long as they have courses on gender equality or trainings for teachers, to promote them among the teachers and lecturers to guarantee a gapless state of knowledge.

Access to TVET in Malaysia seems to be easy for young people, and the efforts of the government to create equal opportunities for men and women in the labour market seem to be successful. This is reflected by the great amount of people who feel men and women with the same degree in technological and engineering fields will have equal opportunities in finding a job. Those who felt that was not the case thought the physical weakness of women matches the high percentage of participants who find men physically stronger than women. Women are stereotyped in this case and their knowledge is reduced to their physical capabilities.

Thailand

Thailand contributed most of the answers. They presented the largest sample group with 359 participants but also a very unequal distribution of teachers and students. Nevertheless, the distribution between male and female participants was equal so opinions from both sides can be evaluated equally.

Regarding the percentage of women in technical fields, results show that in engineering technology and IT half the students were female. Nevertheless, branches often dominated by women such as arts and crafts, tourism and hospitality are here, mostly occupied by women. Thailand has a remarkably low rate of participants experiencing gender inequality. Most respondents claimed they experienced it rarely or never. This is a good indicator for efficient gender politics and this kind of tolerance is also significant concerning homosexuality and the third sex. Most people would accept a person of third sex or a homosexual person as their friend and/ or teacher and lecturer.

As in several other countries, women in Thailand must obtain permission for personal activities but are allowed to express their opinions at home. To give a detailed explanation further exploration of this circumstance would be useful. It could well be caused by the fact that women inhabit separate spheres: a private sphere where they are mostly housewives raising children and a public sphere in which they earn money for the family economy and interact in social life. The fact that most participants agree or strongly agree women should pursue a profession or work in top-positions supports the public sphere for women. It seems as if the role allocation of men and women in the family is in a rebuilding phase as most Thais see the father as well as the mother to be decision makers and important contributors to the family economy. Here, the importance of women in the private sphere is strengthened and should not be underestimated.

Among the teachers and their perception of gender issues being mainstreamed at their university - answers are multi-layered. 60% affirm gender mainstreaming whereas 20% negate and 20% do not

know if it exists. This kind of unclear situation needs to be analysed more closely. It could be that teachers were all from different universities or, if all teachers come from one university, communication and information distribution has to be improved.

Most students study TVET because of the good job opportunities which indicate the advantages of studying in TVET are known among young people, especially women. Half of participants from those who claimed personal preference their reason to study in TVET were women, which shows women are interested in studying and working in TVET and it appears more women would be interested in this field if they could get more information on it. Access to TVET seems, nevertheless, difficult, if not very difficult, although 45% found it easy. A more detailed analysis of this would be useful to discover the reasons behind such conflicting views. In contrast, a very high number of participants think male and female students with same degree in technical and engineering fields will have the same opportunities on the employment market.

To conclude, there appears to be sufficient interest in TVET which could be expanded to attract even more young men and women but somehow access for some students may be difficult although after finishing a degree in TVET job opportunities are actually provided.

Vietnam

Although there is a good balance between men and women participating in this survey most women here study Management and Business or IT. Only 6 participants of 69 studying in engineering technology were female. This is a small number and underlines the frequently observed fact that women tend to study in the service sector. Nevertheless, fields like agriculture, arts and crafts or hospitality, normally dominated by females, were not taken in this survey. All in all, the small number of women supports the statement in Vietnam's country report that "women are still not equally represented in many careers in technology and science".

The fact that 15 of 17 participants studying IT were women supports the efficiency of the projects for women in TVET indicating the rising number of women who obtain certificates. Moreover, only 14% experience gender inequality often and 86% rarely or never which is a high number and can be evaluated positively. It supports the statement that "Vietnam is a leading country of gender equality". The authors also mentioned that gender inequality has not diminished fully which explains the other 14%.

Vietnam's country report claimed, "women are respected and more involved in the important decisions in the family". This can be verified by the result that 84% of all participants see both parents as decision makers at home and 75% stated that neither the father nor the mother take on most of the important work at home. It is true that wives are getting more involved in labour activities underlined by the result that 97% of women earn money for family economy. Most women and most men agreed with women should do more domestic jobs than their husbands. Here, the claim in the country report that women sometimes have stereotypical thinking of themselves and many husbands are not ready to share chores with their wives can be upheld.

All in all, by viewing the Vietnam results a strong equality of gender is noticeable.

By taking the teachers' results into account it is striking that all teachers know about national policies on gender equality which indicates good politics. In addition, 70% find these policies implemented properly which is understandable considering all the efforts Vietnam has made to guarantee gender equality.

According to the students in Vietnam, most of them are studying in TVET for the good job opportunities and personal preference which is a good indicator of the opportunities opened up by an apprenticeship in TVET. This argument can be fortified by the 79% that felt access to TVET was easy or very easy.

6.2 Methodological Limitation

6.2.1 Participants

The survey is quite representative due to the great amount of participants. Most of the respondents are aged between 15 and 25 and a few between 30 and 40 or older. As this survey was set out to find out more on the situation of gender equality in TVET in Asian countries and the opportunities for young women entering the job market the consultation of the young generation is reasonable. Nevertheless, participants had difficulties with the English language. Here, questionnaires in their mother tongue would have been more helpful and could have avoided the number of responses in the survey that are incomplete and therefore not evaluable.

6.2.2 Application Site

The application site of the survey was mainly in universities or schools in the participating countries. Thus, a survey that includes rural sites would be interesting to discover how the results would differ and what kind of new insights could be observed.

6.2.3 Questionnaire

While analysing and evaluating the results it became clear that some questions had to be more detailed. For example the question concerning the frequency of experiencing gender inequality could have been expanded by questions on the various kinds of inequalities involved.

7 Exploratory desiderata and next steps

Vocational training should guarantee learning facilities and developmental conditions for both genders so that even the potentials of young women can be recognized and valued in TVET.

Due to that fact, the next step would be for each country to evaluate their data for personal purposes and think of future programmes, measures and applications. The significance of the data can be used for future research projects. As the results reveal, each country has areas for improvement. An appropriate starting point could be the, in particular the training of teachers and lecturers on gender equality and mainstreaming at their workplaces - to get the ball rolling towards an extended basis of knowledge on gender equality in all parts of society.

To continue this study, qualitative interviews with students and teachers for differentiated results would be exploratory desiderata. These could solidify the data gained in this study, remove ambiguity and follow up on specific fields of interest as this online survey investigates a wide field regarding gender equality.

As the results show, in some countries participants find access to TVET difficult if not very difficult. Here it would be useful to determine the obstacles and search for reasons behind these opinions.

It is a long process to shape, transform and implement new projects on gender equality in which all parties involved at university are briefed. Nevertheless, events such as a *Girls-Day* can raise the interest of young (urban) women regarding an apprenticeship in technological and engineering fields. Here, young girls and women could gain an insight in vocational education and training and the working processes at university. It is patently clear that trained staff is required to mediate the knowledge on gender equality and promote TVET.

Broadly speaking, the next steps should now be:

4. Promotion of the actual status, policies and workshops of gender equality at each university
5. Development of an action plan based on the data gained in this survey
6. Advanced training/ further education of teachers and lecturers.

Based on the answers given on questions regarding the paths for the improvement of gender equality, most participants spoke out for more scholarship on gender bias, particularly female inequality, followed by developing regulations for the inclusion of all sexes and improving opportunities for female students. Therefore, a survey that includes not only young men and women at universities not just in urban areas but from rural areas too, would be appropriate to the demand to include all sexes from all areas and cultural backgrounds. For the current conditions at universities and schools more training courses for teachers as well as for students with gender aspects could promote equal enrolment of male and female students. Spreading a positive image of male dominated branches using women who perform a technical career as role models can raise the interest and awareness. This can be realized via mass media, especially TV, radio and the internet as these media were quoted as the most frequent sources for students to get information about TVET.

Some countries mentioned in their personal reports that a lot of young women are not aware of training opportunities and career aspects in TVET. They need to be motivated by giving them reasons for studying in technological and/or vocational fields. If advertising manages to present an apprenticeship in TVET as something that can be combined with traditional values of women, more women could be drawn to it. Moreover, in some countries, it is not young women who must be convinced about a technical career with good job opportunities and equal payment but rather the

parents who hold on to traditional values and stereotypical thinking - feeling that women should be married early and raise children.

For those universities and schools in which gender issues are not mainstreamed, an action plan of implementation of gender equality into school curricula would be useful. Only when gender competence is regarded as a key competence equal let's say to methodological competence, social competence or communication skills, and implemented in lessons and trainings (for employees), can a truly gender sensitive vocational training or working condition be attained. Hence, "Doing Gender" is of vital necessity for gender equality in the labour market.

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Annex

Table 21: **Gender Equality in Education in TVET in Cambodia (Teachers Answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Are there gender-sensitive assessments of current curricular in order to evaluate the impact they have on both genders?	25	0	0	1	5	8	6	5
Are there gender-sensitive analysis and assessments of main school materials and other learning/teaching tools?	25	0	0	0	4	4	13	4
Has there been a gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion?	24	0	1	2	8	5	7	3
Were there gender-sensitive assessments of current teacher initial education?	24	1	0	2	5	10	7	1
Is there a training on gender mainstreaming for lecturers or teachers in your school/university (Continuous Professional Development)?	24	0	1	1	2	11	8	3
The learning process in classrooms is responsible to gender equality!	22	3	0	1	2	9	9	4
Do the whole school policies and strategies committing the schools/university to gender equality?	24	1	0	2	4	6	10	3
Is there promotion of technical and scientific professions among women?	23	2	0	1	4	9	8	3
Are there extra-curricular activities available designed to attract women and men equally?	23	2	0	2	3	11	7	2
Is there a training for teachers on procedures for responding to sexist homophobic behavior?	19	5	1	2	5	11	5	2

Table 22: **Gender Equality in Education in TVET in Cambodia (Student's answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Do you think learning facilities exist: learning media, library, laboratory that can be accessed equally by male and female students?	47	3	0	5	5	13	9	18
Do you think male and female students are equal in teaching, learning in classroom, library, laboratory, gym, etc.?	47	2	1	2	5	11	12	20
Do you think the infrastructure in school/university such as toilet, classroom etc. can fulfill access, proportion and needs of all sexes?	40	7	3	2	8	18	6	16
Do you think male and female students have equal opportunities to learning processes in classroom such as asking, discussions etc.?	46	4	0	2	8	5	13	22
Do you think the school management treats all sexes equally?	38	9	3	3	4	10	22	11
Do you think the proper infrastructure management and procurement matches the needs of all sexes?	39	6	5	4	7	15	9	15
Do you think school assessment is equal for all sexes?	41	7	2	3	7	9	15	16
Do you think the industry gives different opportunities to man and woman regarding apprenticeship?	35	8	7	2	9	12	13	14
Do you think teachers treat all sexes equally?	46	4	0	2	7	6	15	20
Are there extra-curricular activities designed for all sexes to attract students?	38	6	6	4	8	10	11	17

Table 23: **Gender Equality in Education in TVET in Indonesia (Teachers Answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Are there gender-sensitive assessments of current curricular in order to evaluate the impact they have on both genders?	5	40	6	6	6	26	12	1
Are there gender-sensitive analysis and assessments of main school materials and other learning/teaching tools?	6	41	4	4	8	27	11	1
Has there been a gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion?	8	38	5	6	5	31	9	0
Were there gender-sensitive assessments of current teacher initial education?	6	41	4	5	6	30	9	1
Is there a training on gender mainstreaming for lecturers or teachers in your school/university (Continuous Professional Development)?	5	40	6	4	6	29	11	1
The learning process in classrooms is responsible to gender equality!	30	19	2	3	5	24	17	2
Do the whole school policies and strategies committing the schools/university to gender equality?	30	19	2	3	5	28	14	1
Is there promotion of technical and scientific professions among women?	25	23	3	6	4	28	12	1
Are there extra-curricular activities available designed to attract women and men equally?	22	22	7	5	3	28	13	2
Is there a training for teachers on procedures for responding to sexist homophobic behavior?	3	44	4	7	6	27	9	2

Table 24: **Gender Equality in Education in TVET in Indonesia (Student's answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Do you think learning facilities exist: learning media, library, laboratory that can be accessed equally by male and female students?	155	34	4	14	11	71	69	28
Do you think male and female students are equal in teaching, learning in classroom, library, laboratory, gym, etc.?	160	28	5	9	20	73	59	32
Do you think the infrastructure in school/university such as toilet, classroom etc. can fulfill access, proportion and needs of all sexes?	107	77	9	14	25	72	54	28
Do you think male and female students have equal opportunities to learning processes in classroom such as asking, discussions etc.?	175	16	2	12	15	60	65	41
Do you think the school management treats all sexes equally?	147	33	13	14	12	73	60	34
Do you think the proper infrastructure management and procurement matches the needs of all sexes?	141	36	16	12	16	81	60	24
Do you think school assessment is equal for all sexes?	136	41	16	11	14	84	56	28
Do you think the industry gives different opportunities to man and woman regarding apprenticeship?	110	55	28	14	12	85	58	24
Do you think teachers treat all sexes equally?	138	52	3	16	14	55	82	26
Are there extra-curricular activities designed for all sexes to attract students?	149	27	17	14	15	63	69	32

Table 25: **Gender Equality in Education in TVET in Laos (Teachers Answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Are there gender-sensitive assessments of current curricular in order to evaluate the impact they have on both genders?	1	1	0	0	0	0	0	2
Are there gender-sensitive analysis and assessments of main school materials and other learning/teaching tools?	1	1	0	0	0	0	1	1
Has there been a gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion?	1	1	0	0	0	1	0	1
Were there gender-sensitive assessments of current teacher initial education?	0	2	0	0	0	0	1	1
Is there a training on gender mainstreaming for lecturers or teachers in your school/university (Continuous Professional Development)?	0	2	0	0	0	0	0	2
The learning process in classrooms is responsible to gender equality!	1	1	0	0	0	0	1	1
Do the whole school policies and strategies committing the schools/university to gender equality?	1	1	0	0	0	0	1	1
Is there promotion of technical and scientific professions among women?	1	1	0	0	0	0	1	1
Are there extra-curricular activities available designed to attract women and men equally?	0	2	0	0	0	0	1	1
Is there a training for teachers on procedures for responding to sexist homophobic behavior?	1	1	0	0	0	0	0	2

Table 26: **Gender Equality in Education in TVET in Laos (Student's answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Do you think learning facilities exist: learning media, library, laboratory that can be accessed equally by male and female students?	23	2	0	3	3	5	8	6
Do you think male and female students are equal in teaching, learning in classroom, library, laboratory, gym, etc.?	20	3	2	3	10	6	2	4
Do you think the infrastructure in school/university such as toilet, classroom etc. can fulfill access, proportion and needs of all sexes?	13	9	3	5	5	8	2	5
Do you think male and female students have equal opportunities to learning processes in classroom such as asking, discussions etc.?	22	0	3	1	4	9	3	8
Do you think the school management treats all sexes equally?	21	2	2	5	4	6	6	4
Do you think the proper infrastructure management and procurement matches the needs of all sexes?	13	7	5	5	3	7	5	5
Do you think school assessment is equal for all sexes?	17	4	4	4	5	8	4	4
Do you think the industry gives different opportunities to man and woman regarding apprenticeship?	20	1	4	3	7	6	5	4
Do you think teachers treat all sexes equally?	19	6	0	3	6	6	5	5
Are there extra-curricular activities designed for all sexes to attract students?	20	4	1	3	3	10	3	6

Table 27: **Gender Equality in Education in TVET in Malaysia (Teachers Answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Are there gender-sensitive assessments of current curricular in order to evaluate the impact they have on both genders?	5	14	5	4	6	7	5	2
Are there gender-sensitive analysis and assessments of main school materials and other learning/teaching tools?	5	15	4	4	8	5	5	2
Has there been a gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion?	7	11	6	5	4	8	5	2
Were there gender-sensitive assessments of current teacher initial education?	4	14	6	5	5	5	7	2
Is there a training on gender mainstreaming for lecturers or teachers in your school/university (Continuous Professional Development)?	5	16	3	3	4	9	5	3
The learning process in classrooms is responsible to gender equality!	13	9	2	4	4	4	8	4
Do the whole school policies and strategies committing the schools/university to gender equality?	16	6	2	2	5	5	9	3
Is there promotion of technical and scientific professions among women?	13	7	4	1	5	7	6	5
Are there extra-curricular activities available designed to attract women and men equally?	13	5	6	3	4	7	8	2
Is there a training for teachers on procedures for responding to sexist homophobic behavior?	6	9	9	5	7	4	6	2

Table 28: **Gender Equality in Education in TVET in Malaysia (Student's answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Do you think learning facilities exist: learning media, library, laboratory that can be accessed equally by male and female students?	160	9	7	9	6	45	100	16
Do you think male and female students are equal in teaching, learning in classroom, library, laboratory, gym, etc.?	157	12	7	4	7	44	107	14
Do you think the infrastructure in school/university such as toilet, classroom etc. can fulfill access, proportion and needs of all sexes?	150	18	8	5	5	51	95	20
Do you think male and female students have equal opportunities to learning processes in classroom such as asking, discussions etc.?	156	14	6	4	5	43	100	24
Do you think the school management treats all sexes equally?	159	10	7	4	7	51	96	18
Do you think the proper infrastructure management and procurement matches the needs of all sexes?	150	17	9	3	7	39	112	15
Do you think school assessment is equal for all sexes?	152	19	5	5	7	46	107	11
Do you think the industry gives different opportunities to man and woman regarding apprenticeship?	133	34	9	8	8	53	96	11
Do you think teachers treat all sexes equally?	126	43	7	3	8	45	106	14
Are there extra-curricular activities designed for all sexes to attract students?	146	17	13	5	12	45	99	15

Table 29: **Gender Equality in Education in TVET in Thailand (Teachers Answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Are there gender-sensitive assessments of current curricular in order to evaluate the impact they have on both genders?	5	3	2	3	0	4	2	1
Are there gender-sensitive analysis and assessments of main school materials and other learning/teaching tools?	6	3	1	2	2	4	1	1
Has there been a gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion?	3	6	1	3	0	3	2	2
Were there gender-sensitive assessments of current teacher initial education?	2	6	2	2	2	3	1	2
Is there a training on gender mainstreaming for lecturers or teachers in your school/university (Continuous Professional Development)?	3	4	3	3	0	5	1	1
The learning process in classrooms is responsible to gender equality!	7	3	0	3	1	2	2	2
Do the whole school policies and strategies committing the schools/university to gender equality?	7	3	0	3	1	3	1	2
Is there promotion of technical and scientific professions among women?	6	3	1	2	0	4	2	2
Are there extra-curricular activities available designed to attract women and men equally?	4	5	1	2	1	4	2	1
Is there a training for teachers on procedures for responding to sexist homophobic behavior?	4	3	3	2	2	3	1	2

Table 30: **Gender Equality in Education in TVET in Thailand (Student's answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Do you think learning facilities exist: learning media, library, laboratory that can be accessed equally by male and female students?	320	14	15	92	49	94	60	54
Do you think male and female students are equal in teaching, learning in classroom, library, laboratory, gym, etc.?	297	30	22	89	33	107	64	56
Do you think the infrastructure in school/university such as toilet, classroom etc. can fulfill access, proportion and needs of all sexes?	301	29	19	87	43	101	62	56
Do you think male and female students have equal opportunities to learning processes in classroom such as asking, discussions etc.?	307	24	18	83	47	104	57	58
Do you think the school management treats all sexes equally?	300	21	28	86	49	108	46	60
Do you think the proper infrastructure management and procurement matches the needs of all sexes?	301	24	24	86	40	115	49	59
Do you think school assessment is equal for all sexes?	290	30	29	88	31	106	63	61
Do you think the industry gives different opportunities to man and woman regarding apprenticeship?	264	47	38	75	49	110	62	53
Do you think teachers treat all sexes equally?	293	28	28	93	31	103	62	60
Are there extra-curricular activities designed for all sexes to attract students?	297	24	28	87	33	106	58	65

Table 31: **Gender Equality in Education in TVET in Vietnam (Teachers Answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Are there gender-sensitive assessments of current curricular in order to evaluate the impact they have on both genders?	12	12	6	21	4	3	0	2
Are there gender-sensitive analysis and assessments of main school materials and other learning/teaching tools?	13	9	8	22	0	8	0	0
Has there been a gender-sensitive review of data on pupil attainment, attendance, drop-out and exclusion?	15	7	8	16	2	11	1	0
Were there gender-sensitive assessments of current teacher initial education?	15	8	7	23	3	4	0	0
Is there a training on gender mainstreaming for lecturers or teachers in your school/university (Continuous Professional Development)?	17	8	5	19	1	4	0	6
The learning process in classrooms is responsible to gender equality!	17	8	5	20	5	2	3	0
Do the whole school policies and strategies committing the schools/university to gender equality?	18	8	4	23	0	6	1	0
Is there promotion of technical and scientific professions among women?	25	2	3	19	0	3	1	7
Are there extra-curricular activities available designed to attract women and men equally?	24	1	5	18	3	3	1	5
Is there a training for teachers on procedures for responding to sexist homophobic behavior?	15	9	6	21	5	3	0	1

Table 32: **Gender Equality in Education in TVET in Vietnam (Student's answers)**

Question	Yes	No	Don't know	Impact				
				1	2	3	4	5
Do you think learning facilities exist: learning media, library, laboratory that can be accessed equally by male and female students?	94	5	2	32	13	19	23	14
Do you think male and female students are equal in teaching, learning in classroom, library, laboratory, gym, etc.?	95	5	1	28	8	19	38	8
Do you think the infrastructure in school/university such as toilet, classroom etc. can fulfill access, proportion and needs of all sexes?	86	10	5	26	12	23	28	12
Do you think male and female students have equal opportunities to learning processes in classroom such as asking, discussions etc.?	97	2	2	32	6	14	29	20
Do you think the school management treats all sexes equally?	95	1	5	36	13	13	12	27
Do you think the proper infrastructure management and procurement matches the needs of all sexes?	95	2	4	27	20	8	36	10
Do you think school assessment is equal for all sexes?	101	0	0	26	7	8	31	29
Do you think the industry gives different opportunities to man and woman regarding apprenticeship?	98	1	2	31	8	14	21	27
Do you think teachers treat all sexes equally?	96	3	2	23	14	7	36	21
Are there extra-curricular activities designed for all sexes to attract students?	100	1	0	22	8	14	46	11

