

# British Council Going Global Partnerships (GGP) Gender Equality Partnerships (GEP)

Prevention of violence  
against women/girls  
so as to build safe-  
spaces for women in  
educational  
universities in Viet  
Nam

Research Report



University of  
**Salford**  
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## Executive Summary

This research report is the result of the British Council's Going Global Partnership's (GGP) Gender Equality Partnership (GEP) project, titled *Prevention of Violence Against Women and Girls to Build Safe Spaces for Women in Educational Universities in Viet Nam*. The project was a collaboration between the University of Northampton (UK), Hanoi National University of Education (Viet Nam), and the University of Salford (UK). It ran from 1<sup>st</sup> January 2024 to 31<sup>st</sup> January 2025, with a dissemination event scheduled for 28<sup>th</sup> February 2025. The project aimed to support gender-sensitive education in teacher training, raise awareness among teacher trainers, and equip them with practical methods to reduce GBV through education. The research team delivered in-person and online training workshops<sup>1</sup>, as well as a policy roundtable, to foster change in higher education and school environments.

The research used quantitative and qualitative methods to assess gender-based violence (GBV) education in Viet Nam. An online survey, developed collaboratively, collected demographic data and measured participants' wellbeing using validated academic scales, including the General Self-Efficacy and ONS Wellbeing scales. Semi-structured interviews were conducted with 10 students and 5 lecturers to examine their experiences with the training workshops. These interviews explored perceptions of gender inequality in Viet Nam, understanding of gender and GBV, critiques of existing curricula, and feedback on training workshop materials. Findings provided valuable insights into the challenges of achieving gender equality in education and society, highlighting structural and cultural barriers. The project also applied the Social Impact Matrix© (SIM©), developed by the University of Northampton, to measure the effectiveness of teacher training workshops. This framework offers the means to assess the project's short- and long-term impact on Vietnamese society, particularly in fostering gender-conscious future educators. The SIM© can be found in Section 9.3 and a separate Excel version is attached to this report as an addendum.

Findings indicate that the training workshops significantly enhanced participants' awareness and understanding of gender-based issues in education, including gender stereotypes, GBV, and strategies for creating gender-sensitive environments. Interviews with lecturers and staff highlighted key gaps in the curriculum, as well as areas where improvements could be made to address gender inequality and GBV in educational settings.

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<sup>1</sup> Training workshops refer to the in-person teacher training sessions held in Viet Nam in August 2025 and the online policy and gender training sessions held in September 2024. During the interviews and surveys, the participants referred to these training workshops as "trainings"; therefore, their quotes and answers were not changed to "training workshops."

A separate policy paper was produced from our research, with this report including a summary and recommendations from the policy paper in Section 6. This final research report includes a literature review on GBV and gender-sensitive curricula in the UK and Viet Nam; methodology; findings and recommendations from the project. The report outlines the findings and evaluates the effectiveness of these activities. It concludes with six key recommendations which are:

- 1. Developing Standardised Gender-Sensitive Resources:** Create and disseminate teaching materials that are designed to promote gender equality and challenge traditional gender stereotypes among Vietnamese schools and HEIs, ensuring alignment with the United Nations' Sustainable Development Goal (SDG) agenda.
- 2. Implementing Consistent Gender Training:** Provide regular training for educators at all levels of education to enhance their understanding of gender-related issues and equip them with the tools to deliver inclusive education in schools, HEIs and in wider business settings.
- 3. Expanding the availability of workshops:** Provide further workshops in educational settings, ensuring that they are more accessible and tailored to diverse audiences such as universities in rural Viet Nam. Moreover, integrating these workshops into professional development programmes for educators and embedding them into institutional policies could further enhance their reach and long-term impact. Where possible, making such modules compulsory (or if elective, prominent across multiple courses), could also support uptake of such educational engagement.
- 4. Curriculum Review and Reform:** Review existing curricula to identify and remove content that reinforces traditional gender stereotypes, replacing it with material that supports equality and inclusivity (please see further information about the participants comments on curriculum in Section 5.3). This could be done in a similar way to how curriculum is now decolonised in western universities.
- 5. Establish Supportive Structures and Networks:** Create frameworks within educational settings to monitor and evaluate the implementation of gender-sensitive practices and to ensure ongoing progress. Embed SIM© practices here also, so that change over time can be tracked and quantified (see Appendix 9.3 for the SIM© Framework developed as part of this project).
- 6. Establish Networking Opportunities:** Build networks for women professionals to share their experiences and receive mentoring and networking opportunities. Peer learning is an important component of career development and can enable people to understand how they can shape their work environments to better suit their needs.

# 1. Introduction

Violence against women and girls is a global problem, experienced in all areas of life, including education. It is an umbrella term that encompasses a range of violence and abuses against women, including domestic violence, sexual assault, childhood abuse, female genital mutilation (FGM), forced marriage, and harassment (ONS, 2023). Women and girls at universities are at risk of experiencing and/or witnessing violent behaviours such as physical abuse, sexual assault, harassment, and sexual attacks (UN Women, 2018). Statistics from around the world, including the United States, Australia, Bangladesh, Spain, and Cairo, reveal alarming percentages of women and girls who are victims of violence (UN Women, 2018). Despite concerted efforts to end all forms of violence against women, one in three women worldwide report having experienced physical and/or sexual violence caused by their partner at least once in their lifetime (World Health Organisation, 2021).

In the United Kingdom, approximately 9% of women aged 16 years and over were victims of domestic violence, 9% were victims of stalking, and 3% experienced sexual assault (ONS, 2023). Furthermore, 8% of women aged 18 to 74 years reported experiencing abuse before the age of 16 (ONS, 2023). In Viet Nam, on the other hand, women aged 20 to 24 years have the highest rate of experiencing sexual violence by others since the age of 15 (18 %). Younger age groups, such as those aged 15 to 19 years, have the highest rate of experiencing violence in the past 12 months (5.4%) (General Statistics Office, 2019). The teaching curriculum addressing the prevention of, and responses to, violence against women, as well as knowledge about gender and gender equality in Viet Nam, remains limited at all educational levels. Although the central government in Viet Nam demonstrates a strong commitment to gender equality, neither teaching methods nor the curriculum in Vietnamese high schools effectively promote it. As a result, gender equality is advocated in principle rather than implemented in practice (Brundrett and Thuy Dung, 2018). This lack of systematic education creates barriers for the younger generation in understanding global issues such as gender, gender equality, GBV, and gender stereotypes. To foster comprehensive understanding and to elicit fundamental and sustainable change, it is imperative to integrate efforts into formal teaching and educational activities in schools.

## 1.1. Research Aims

The objectives of this research were to address these gaps and to support gender-sensitive teaching and awareness in teacher training within universities that can change Higher Education (HE) environments and change teaching and educational activities in schools. The project had four key aims to address:

1. Conducting a detailed needs assessment and analysis of current teacher-training programmes to identify how gender sensitive they are, such as if the programme raises awareness of women's rights and if the textbooks or curriculum promote non-traditional gender roles.
2. Evaluate the environment and current situation of gender inequality and GBV in schools by engaging with officials, lecturers, staff and female students at five pedagogical universities from all three regions of Viet Nam (North, Central and South).
3. Develop and implement training materials on gender-related issues and gender equality (prevention and response to GBV) for students and lecturers at pedagogical universities in Viet Nam.
4. Make recommendations to the Ministry of Education and Training (MOET), as well as HEIs more widely, on the implementation of mainstreaming curricula on gender, gender equality and prevention of violence against women/girls (at all levels of education, but especially for pedagogical university students).

To address these aims, and to improve the environment within universities in Viet Nam, establishing a safe-space for students, lecturers and staff's physicality and mentality, the partners from the UK and Viet Nam had run in-person and online training workshops; and had a roundtable policy table with representatives of MOET. This research paper provides the findings from these training workshops and evaluation of the training workshops.

## 2. Literature Review

Our project sought to promote gender-sensitive teaching and awareness in teacher training. By equipping university staff across Viet Nam, the project aims to foster safer educational environments and advance gender-sensitive teaching practices in schools. As part of this initiative, a knowledge exchange with the UK was facilitated, where partners from Viet Nam visited the UK to engage with educators, academics and practitioners. This exchange enabled both countries to learn from each other, sharing best practices and experiences in integrating gender-sensitive approaches into teaching and curriculum development. Through this collaboration, the project strengthened international efforts to promote gender equality in education. Therefore, this literature review aims to conceptualise GBV for the project, examine relevant policies and practices, and explore how GBV education is integrated into educational settings in Viet Nam and the United Kingdom (UK).

### 2.1. Introduction

Violence based on gender is a pervasive global issue with significant impacts on individuals, families, and societies (Perrin et al., 2019). Reports from various regions, including the United States, Australia, Bangladesh, Spain, and Cairo, highlight alarming rates of violence against women and girls (UN Women, 2018). In recent years, there has been growing recognition of education's role in addressing and preventing GBV (Fancy and Fraser, 2014). GBV is a distinct form of violence that can exist alongside other common types of violence, such as physical, psychological, economic, and sexual violence (Akudolu et al., 2023). It is violence directed at a person because of their gender (European Institute for Gender Equality, 2024). GBV encompasses any act that causes or is likely to cause physical, sexual, psychological, or mental harm, stemming from gender discrimination, expected gender roles, and stereotypes (Anitha and Lewis, 2018).

### 2.2. Case of Viet Nam

GBV in schools is heavily shaped by societal gender norms, which are a major concern in Viet Nam (Bich, 2019). Research, including studies by UNESCO, highlights their harmful effects on children's mental health and overall well-being (Bich, 2019). In the context of the COVID-19 pandemic, women face increasing risks of various forms of violence. It was noted that during the COVID-19 pandemic, more than one in three women suffered at least one form of violence (UN Women, 2019).

Gender inequality and GBV are influenced by numerous complex factors including the inadequate and inappropriate awareness of these issues (Dahal et al., 2022). According to the Vietnamese National Assembly, the primary cause of GBV stems from insufficient awareness (National Assembly of Viet Nam, 2023). Instances of physical violence by husbands are often attributed to "drunkenness," while



other forms of social control, emotional and psychological violence, and sexual violence are "not properly recognised by people" (Ho Huong, 2023). To address the community's low awareness of this issue, comprehensive education and awareness programmes emerge as an effective strategy for fostering sustainable change.

One of the United Nations' Sustainable Development Goals for 2030 is to achieve gender equality and promote rights, as well as end all forms of violence against women (United Nations General Assembly, 2015). Therefore, with its mission, UN Women has committed to working with universities to join hands to protect and strive to end violence in all forms against women and girls. This is also one of the solutions to help students, especially female students, have a safe, non-violent environment to improve their learning results and personal development. In 2022, with the professional and financial support of UN Women, the initiative "Building a safe university campus" was first launched at three pedagogical universities in North Viet Nam (UN Viet Nam, 2022). This initiative aimed at increasing students' awareness of gender-based violence, with the three universities, with support from UN Women, carrying out a series of communication initiatives titled *Orange Your Campus*, *Confession Box*, and *You Are Not Alone* in December 2021 and early 2022. These activities aimed to educate students on gender-based violence and inform them about available support services for survivors (UN Viet Nam, 2022).

At present, curricula in Viet Nam addressing the prevention and response to violence against women, as well as knowledge of gender and gender equality, remain limited at all educational levels (UN Women, 2021). Official instruction on GBV is absent from school curricula, though some content is informally shared through dissemination activities and experiential events (Binch, 2019). This absence creates barriers to understanding critical global issues such as gender, gender equality, GBV, and gender stereotypes among the younger generation.

Recognising the need to enhance students' understanding of gender equality, the Ministry of Education and Training issued Decision No. 4834 in 2019, approving guidance documents on sex and sexuality education from preschool to high school. In 2021, further guidance was issued on integrating comprehensive sex education into curricula at all educational levels, covering subjects such as biology and civic education. This guidance on Comprehensive Sexuality Education (CSE) includes topics such as sex, gender, and different forms of violence, including GBV, alongside response strategies (WHO, 2023).

Several non-governmental organisations, including International Plan Viet Nam, World Vision, UNICEF, and UNESCO, have conducted training programmes for high school teachers on GBV knowledge and

provided support for its prevention (UN, 2025). They have also established consultation rooms and trained teachers in consultation skills to support students affected by violence, including GBV. Over the past five years, management agencies and administrators have increasingly recognised the importance of including content on gender equality, different forms of GBV, and prevention and response strategies (OECD, 2023). However, according to UN Viet Nam (2024) despite the progress, challenges continue to exist. Gender stereotypes remain a significant obstacle, gender disparities at birth remain substantial, and child marriage and adolescent pregnancy continue to be widespread in ethnic minority regions. Violence against women and children persists, whilst women manage a disproportionate share of household and caregiving duties (UN Viet Nam, 2024).

### 2.3. Policy on gender equality and gender mainstreaming in Viet Nam

The “Gender Equality Law” (GEL) was passed by the 11<sup>th</sup> National Assembly in 2006, with official status achieved on July 1, 2007. The GEL has contributed to increasing awareness, responsibility and action of the state, society, and people in promoting gender equality in all fields of society (Socialist Republic of Vietnam, 2006). In addition, the National Strategy on gender equality from 2021-2030 was adopted with the overall goal to continue to narrow the gender gap and create conditions and opportunities for women and men to participate and enjoy equality (Luat Vietnam, 2021).

According to UN Women (2024), Viet Nam has made significant progress in gender equality. The country ranks 83rd out of 146 in gender equality and has a strong legal framework for women's empowerment, with 36% of laws considered gender responsive. Viet Nam has a high female labour force participation rate (over 70%), among the highest globally (UN Women, 2024). Women own 20% of micro, small, and medium enterprises (MSMEs) and makeup 14% of UN peacekeeping personnel (UN Women, 2024). In politics, 30.26% of parliamentary seats are held by women, exceeding the global average of 25.5% (IMF, 2018).

Despite positive progress in Viet Nam, there are many challenges regarding gender inequality. The number of women who have experienced violence by their husbands/partners is high (62.9%), whilst the proportion of women seeking seek help is low (90.4% do not seek any help) (Báo Điện tử Chính phủ, 2021). Violence against women is higher among those with disabilities and in remote areas, whilst women earn on average, 3 million VND less than men annually (ibid). Despite making up nearly 50% of the workforce, women hold less than a quarter of leadership roles and women in Viet Nam account for 31.3% of all entrepreneurs in Viet Nam account for 31.3% (ibid). Women elected as People's Committee Chairmen range from 11–17% across various administrative levels, with only 10.3% of military officers being female (ibid). Women juggle a "dual role," contributing to production while

spending twice as much time on housework as men (ibid). Sex selection and forced abortion persist, with a birth sex ratio of 112.1 boys per 100 girls in 2022. However, overall limited data hinders the ability of the government to track progress on the United Nations Sustainable Development Goals (ibid).

The Ministry of Labour, Invalids and Social Affairs (MOLISA), in collaboration with the United Nations Population Fund (UNFPA) in Viet Nam, disseminated the review report on the ten-year implementation of the Gender Equality Law in the country in 2020 (UN Viet Nam, 2020). According to this review, Viet Nam was said to be facing new challenges to gender equality due to the impact of the global economy, the rapid development of the Fourth Industrial Revolution, natural disasters and climate change, as well as demographic shifts (UN Viet Nam, 2020). It was said that these challenges necessitate the development of specific policies and actions to safeguard past achievements while addressing both ongoing and emerging gender-related issues in the coming years (UN Viet Nam, 2020).

## 2.4. The Case of the UK

GBV encompasses a range of behaviours and actions rooted in unequal power dynamics between genders, including physical, sexual, emotional, and economic abuse (Council of Europe, 2024). Although GBV disproportionately affects women and girls, men and boys can also be victims (Office for Statistics, 2022). Approximately one in three women, equating to around 736 million, experience physical or sexual violence from an intimate partner or non-partner during their lifetime (WHO, 2021). This figure has remained largely unchanged over the past decade (WHO, 2021). Gender inequalities persist in the UK, affecting various aspects of life for both women and men. The most severe consequence of these inequalities is violence against women and girls. In the UK, one in four women will experience domestic abuse, and one in five will be subjected to sexual assault in their lifetime (Schmid et al., 2024).

In the UK, charities state that there is a strong link between poverty and violence against women as *“women who are poor, are more reliant on men to support them financially”* (Action Aid, 2018, no page number). However, cultural factors, not only in the UK but around the world, play a large role in GBV. For example, patriarchal and sexist views often serve to validate GBV (Council of Europe, 2024). Cultural influences have an impact on maintaining gender stereotypes, biased attitudes, social norms dictating female and male traits, the perception of the family domain as private and subject to male control and a widespread tolerance towards violence (ibid).

When it comes to education, in HEIs, GBV is a growing concern, with reports highlighting the prevalence of sexual harassment, assault and misconduct on university campuses (Bull, 2023). It has

been revealed that many students experience sexual harassment or violence during their time at university, often in social settings, student accommodation, or even within academic environments (House of Commons, 2022). Although there are some exceptions, most UK university policies on GBV do not explicitly acknowledge gender as both a cause and consequence of such violence (Jordan et al., 2023). The issue is often presented as something that can affect anyone without recognising the substantial evidence that women, girls, as well as gender and sexual minorities, experience victimisation at disproportionately high rates (ibid). Despite trying to increase awareness and policy efforts, underreporting remains a challenge due to stigma, fear of retaliation, and a lack of confidence in institutional responses (Humbert and Strid, 2024).

In the UK, a gender-sensitive or gender-responsive curriculum should acknowledge and address the needs, experiences, and perspectives of individuals based on their gender identity (Khalil et al., 2023; Kitchener, 2020). Chapin and Warne (2020: p.1) define gender-responsive pedagogy in higher education as addressing *"the learning needs of male and female learners... in teaching and learning processes (inside and outside of the classroom)"*. Applying gender-responsive pedagogies fosters inclusion, offering boys and girls equitable learning opportunities (Kahamba et al., 2017).

Existing literature indicates that UK curricula have traditionally perpetuated gender stereotypes and reinforced inequalities from early education onwards (Sheehy 2022; Dinella et al., 2017). It was also noted that boys and girls are increasingly exposed to gender stereotypes associated with academic subjects, which can challenge their belief in the intellectual ability of their group (Wood et al., 2021). According to the Government Equalities Office (2019) gender norms develop from an early age. For example, between the ages of 7 and 11 years, boys are nearly twice as likely as girls to aspire to become scientists, and 57% of girls aged 7 to 10 years believe that girls are more skilled at household chores than boys (ibid). The British Council's report on the Going Global Partnership Programme (2022) provides evidence that curriculum content often portrays men and boys as the default subjects and primary holders of knowledge (Mott, 2022). Research suggests that, although violence prevention curricula have been studied for decades (Magalhães, 2016), GBV has only recently gained significant attention among policy-makers (OECD, 2023).

The Scottish Government has introduced an initiative called "a whole school framework" and working groups to support schools in developing strategies to address GBV (Cabinet Secretary for Education and Skills, 2024). Organisations such as the National Education Union (NEU) have produced toolkits for

preventing sexism and sexual harassment in schools (NEU, 2024). The NEU<sup>2</sup> advocates for a curriculum that challenges harmful gender stereotypes, highlights women's achievements, and includes comprehensive relationships and sex education co-created with students. This education explicitly addresses consent, bias, violence against women, and definitions of sexual assault (NEU, 2024).

Sex and Relationships Education (SRE) in the UK demonstrates the value of early engagement with these topics, promoting gender equality and preventing harmful behaviours before university (Department for Education, 2021). Incorporating these issues into school curricula provides a valuable model for countries like Viet Nam, preparing students to navigate gender issues responsibly and equitably.

## 2.5. Policy on gender equality and gender mainstreaming in the United Kingdom

In the United Kingdom, gender equality was enshrined in the Equality Act 2010 where the following characteristics were identified as 'protected characteristics': age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation. The law prohibits direct and indirect discrimination, harassment, and victimisation on the basis of any 'protected' characteristics. The United Kingdom has established an Office for Equality and Opportunity and within that it is the Women and Equalities Unit (WEO) which leads on policy related to gender equality and coordinates efforts across government departments<sup>3</sup>. The government also has a Minister for Women and Equalities to oversee gender equality initiatives and ensure alignment with international obligations.

Gender inequality remains a persistent issue in the workplace, particularly in terms of pay disparities between men and women (The Fawcett Society, 2024). For example, employers with a minimum of 250 employees are required to provide yearly statistics on pay for women and men, and these figures demonstrate that a pay gap continues, and the aspirational goal of the Equality Act 2010 provide equal opportunities and eliminate pay discrimination remains a challenge. Accordingly, the Government UK (2024)<sup>4</sup> has provided statutory guidance on closing the gender pay gap. There are also initiatives including the Women's Business Council (WBC) to support female entrepreneurship, and the 30

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<sup>2</sup> There are also organisations such as NSPPC that have "whistleblowing advice line" to offer free advice and support professionals about children who are in risk of abuse (Please see further information here: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>). Another organisation that focuses on child exploitation and protection is CEOP. CEOP has an anonymous child line to report online abuse and bullying (Please see further information here: (<https://www.ceop.police.uk/Safety-Centre/>))

<sup>3</sup> See also the work of the Equality and Human Rights Commission (EHRC) <https://www.equalityhumanrights.com/>

<sup>4</sup> Published by the Government Equalities Office and Women and Equalities Unit.

percent club 'Path to Parity', which is a global campaign by Chairs and CEO's to achieve a minimum of 30% female membership on boards and executive committees.

The UK is also a signatory to international frameworks including:

- UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) which sets standards for eliminating gender-based discrimination.
- Beijing Declaration and Platform for Action (1995) which promotes gender mainstreaming in governance and development.
- Sustainable Development Goals (SDGs) SDG 5 explicitly focuses on achieving gender equality and empowering all women.

The United Kingdom has a number of laws aimed at intimate partner violence<sup>5</sup> and acknowledging that this is most frequently a gender-based crime. The concept of coercive control was enshrined in the Serious Crime Act (2015), which recognised that it was critical to examine the pattern of controlling and coercive behaviours in prosecuting domestic abuse, rather than looking at single incidents, which viewed individually, mask the overall impact of the abuse. The Domestic Abuse Act (2021) further expanded the provisions of the earlier law, for example to include intimate partners who are no longer living together, and also created statutory definitions of domestic abuse which included emotional and economic abuse, and introduced measures to protect victims and hold perpetrators accountable (ibid). The Serious Crime Act (2015) and the Domestic Abuse Act (2021) apply to England and Wales, and Scotland and Northern Ireland have passed similar legislation – the Domestic Abuse Act (Scotland) (2018) and the Domestic Abuse and Civil Proceedings Act (Northern Ireland) (2021). The Domestic Abuse Act (Scotland) (2018) specifically highlighted GBV and its impact on children.

Gender mainstreaming in the UK involves integrating gender considerations into all aspects of policymaking and service delivery. This is achieved through policy development, including gender sensitive analyses, which are conducted to assess how policies may impact men and women differently, and tools like Equality Impact Assessments (EIAs) that are widely used in the public sector to ensure policies do not perpetuate gender inequalities. In education, gender mainstreaming occurs in policies promoting gender equality in STEM education, addressing gender stereotyping, and combatting sexual harassment in schools. Advance HE, a charity aimed at improving higher education, has highlighted the research of Kapilashrami et al. (2021) in stressing the importance of addressing intersectionality

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<sup>5</sup> According to World Health Organisation (2022) intimate partner violence “refers to behaviour within an intimate relationship that causes physical, sexual or psychological harm, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours” (no page number).

issues which acknowledge the compounded disadvantages faced by women from ethnic minority groups, disabled women, and LGBTQ+ individuals. The United Kingdom has also developed the Violence Against Women and Girls (VAWG<sup>6</sup>) Strategy which is a comprehensive framework to prevent and respond to GBV including domestic abuse, sexual violence, forced marriage, and 'honour'-based abuse. There are local strategies across the country.

The United Kingdom's commitment to gender equality and mainstreaming is reflected in its comprehensive legislative framework, strategic initiatives, and active participation in global dialogues, as outlined above. However, there is still much work that needs to be done to achieve aspirational goals. This includes addressing persistent gender pay inequality and underrepresentation in senior roles, the high prevalence of GBV, limited access to affordable childcare, which disproportionately affects women's economic participation, and calls for stronger enforcement mechanisms for gender equality laws. There are initiatives to strengthen gender-sensitive budgeting to allocate resources equitably, expand programmes to address menstrual equity and period poverty, advocate for greater inclusion of women in green economy initiatives, and build partnerships with international organisations to advance global gender equality efforts. Achievement of full gender equality will remain an ongoing process, both locally and globally, requiring sustained and unified efforts from government, civil society, and private sectors.

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<sup>6</sup> In the UK, "Violence against women (VAWG)" is being used to reference the harm inflicted upon both victims and society by violence against women in all its forms such as harassment, stalking, rape, sexual assault, murder, honour-based abuse, and coercive control (National Police Chiefs' Council, 2024)

## 3. Methodological Approach

### 3.1. Quantitative Data Collection and Analysis: Survey Data

Primary quantitative data was collected through two bespoke online surveys designed through partner collaboration. The surveys contained a mixture of respondent demographic characteristics (i.e., age, gender, ethnicity), engagement and development, as well as the use of validated academic scales (i.e., General Self-Efficacy and ONS Wellbeing scales) to explore the wellbeing of participants. The first, survey (N=654), sought perspectives from university students across Viet Nam on their knowledge and awareness of gender equality issues, as well as their experience of gender equality and GBV in education. The second survey (N=63) (see Section 4.2) was gathered from participants who engaged in the project's gender equality workshops delivered in Ha Noi in August 2024, with data gathered from attendees both before and after their engagement in the workshop. The surveys were built on Microsoft Forms 7 and analysed using the Statistics Package for the Social Sciences (SPSS) v.28. Surveys were completed in the summer/autumn of 2024. Further information about the surveys and analysis are provided in Section 4.

### 3.2. Qualitative Data Collection and Analysis: Interviews with Staff and Lecturers

Semi-structured interviews (N=15) with students<sup>8</sup> (N=10), and lecturers (N=5) were conducted to collect information on individuals' experience with the training workshops. The interviews during and after the training workshops helped deliver a rich examination of the impact of the project. Interviews explored: i) perceptions of gender inequality in Viet Nam; ii) participants' understanding of gender equality, and awareness of gender; iii) participants' understanding of GBV and how to prevent/stop it; iv) critique of the existing curricula for teachers/students on gender issues; v) experience of the workshops, what can be improved and what participants felt worked well, and vi) how participants feel the workshops, training materials and project outputs can best be utilised to deliver positive outcomes/impacts.

All the qualitative data collected were transcribed and analysed by the research team using a thematic<sup>9</sup> analysis approach. This approach identifies patterns within qualitative data (Maguire and Delahunt, 2017), allowing researchers to familiarise themselves with data, generate codes, and define categories/themes (Braun and Clark, 2006). The analysis of the interviews brought out five essential themes: i) *Understanding Gender Equality*, ii) *Barriers to Women Achieving Leadership Positions in Viet*

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<sup>7</sup> Translated by the research team in Viet Nam.

<sup>8</sup> These students are teacher trainees at the Ha Noi National University of Education. However, throughout the analysis they are referred as students.

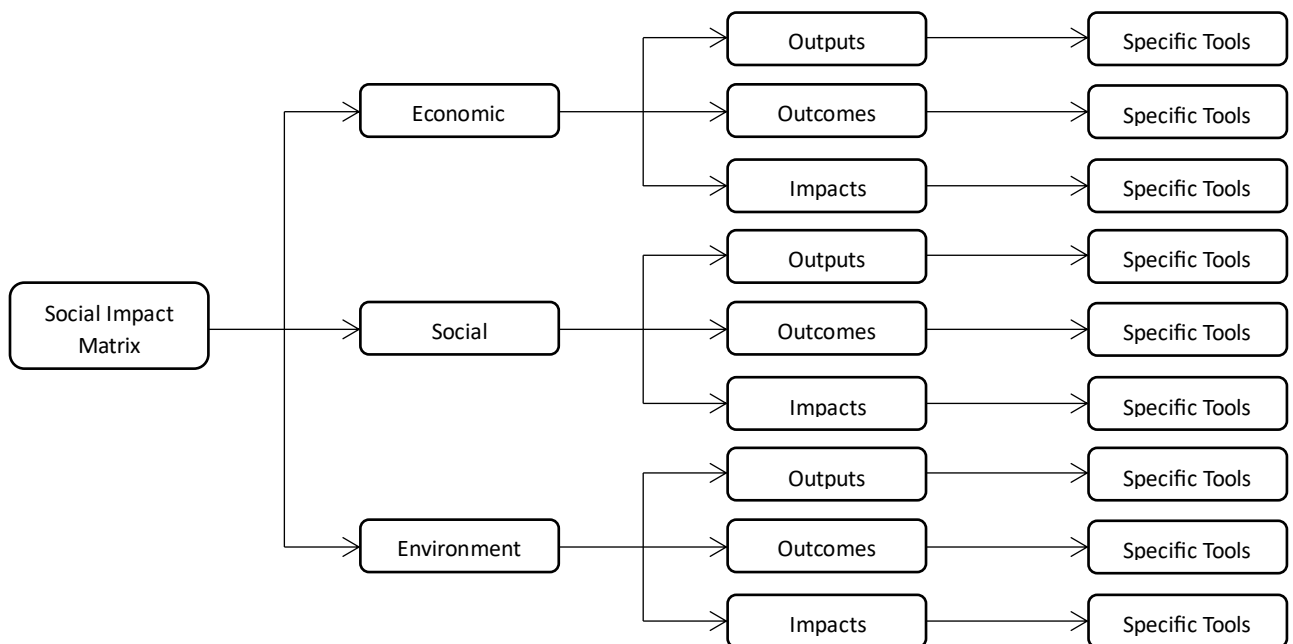
<sup>9</sup> Identification, analysis and interpretation of patterns of meaning or themes.



Nam iii) *The Current Curriculum and Gender Equality*, iv) *Ways to Address GBV*, and v) *The Impact of the Training Workshops*.

### 3.3. Social Impact Matrix (SIM©)

The project draws on the Social Impact Matrix© (SIM©), developed by the University of Northampton. The SIM© was used to identify the impact of our project and allow project partners to demonstrate the effectiveness of teacher training and workshops. Social impact measurement explores the impact, and the longer-term benefits, the project has on Vietnamese society (e.g., creating future teachers who are more gender conscious), providing a framework that could be used in future to track progress. The SIM© builds on McLoughlin et al.'s (2009) SIMPLE methodology, which focuses upon the measurement of outputs, outcomes and impact. According to this framework, an output can be defined as the direct and easily identifiable outputs of a programme (i.e. the number of women supported). Outputs are augmented with longer-term benefits called outcomes that represent positive changes to participants' states of mind that will enhance their lives and psychological well-being overall (i.e. improved well-being, greater self-efficacy). The framework also seeks to articulate impact, an even longer-term benefit relating to the wider impact on society resulting from the intervention programme (i.e. savings to society through reduction in costs of violence, such as reduced working days or withdrawal from the workforce). Figure 3.1 below illustrates this approach.



**Figure 3.1.** Social Impact Matrix

Funded by



Drawing on the SIM© and evidence from interviews, a Social Impact Measurement Framework (SIMF) was designed to allow for the measurement of the social impact of programme and initiatives that target gender inequality and GBC. The full SIMF can be found in Appendix 9.3.

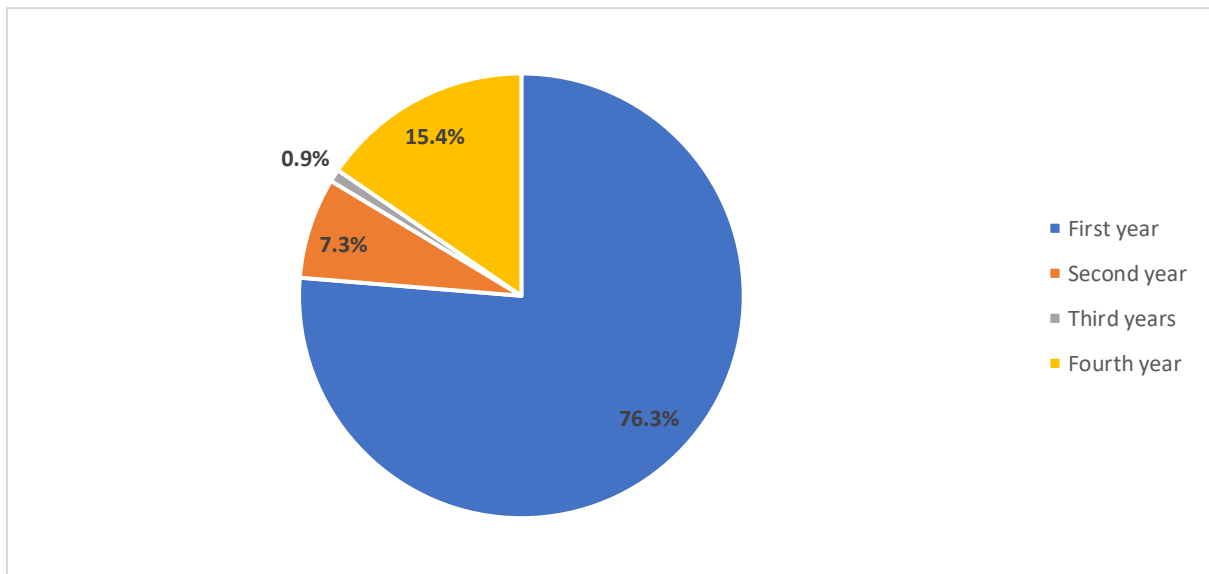
## 4. Quantitative Analysis

This section outlines the data gathered from two separate surveys. The first, detailed in Section 4.1, sought perspectives from university students across Viet Nam on their knowledge and awareness of gender equality issues, as well as their experience of gender equality and GBV in education. The second survey (see Section 4.2) was gathered from participants who engaged in the project's gender equality workshops delivered in Ha Noi in August 2024, with data gathered from attendees both before and after their engagement in the workshop. These surveys will now be explored in turn.

### 4.1. University Students Survey

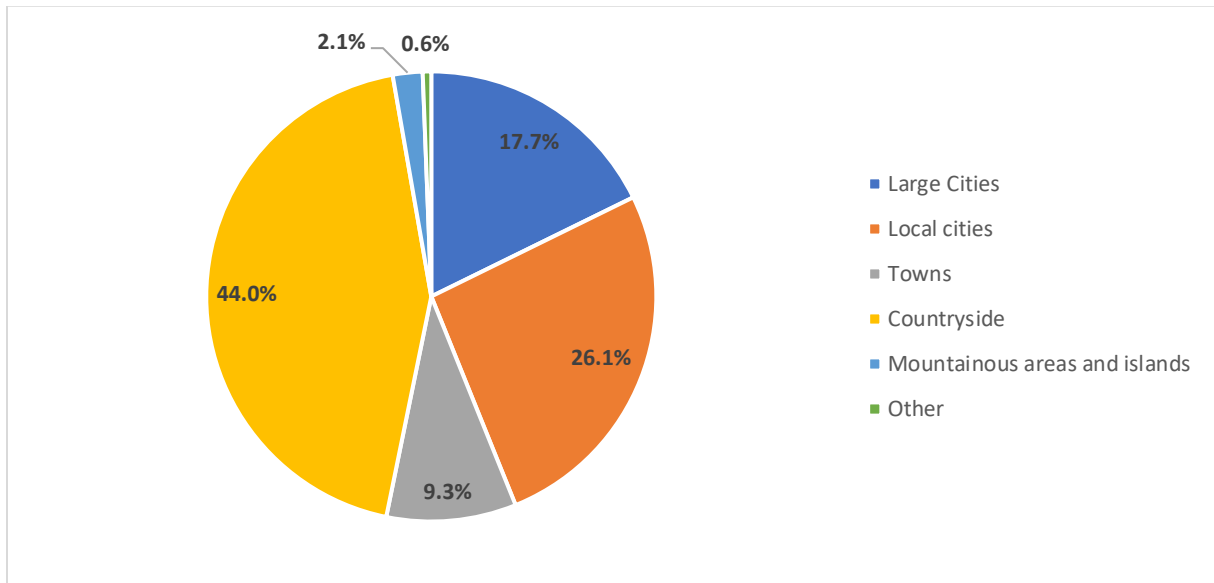
#### 4.1.1. Respondent Demographics

In total, 654 students participated in the survey, with the student respondents coming from two Vietnamese universities, namely Hanoi National University of Education (N=444; 67.9%) and Hanoi University of Education (N=210; 32.1%). Nearly all of the students (N=653) were aged 18-24 years with one individual aged 25-34 years, whilst the vast majority (N=616; 94.2%) were female students (there were 34 male respondents, whilst four preferred not to say). In terms of their year of study, the majority of students (76.3%) were first years, with 15.4% in their fourth year and 8.2% spread across Years Two and Three (see Figure 4.1).



**Figure 4.1:** Respondent Year of Study

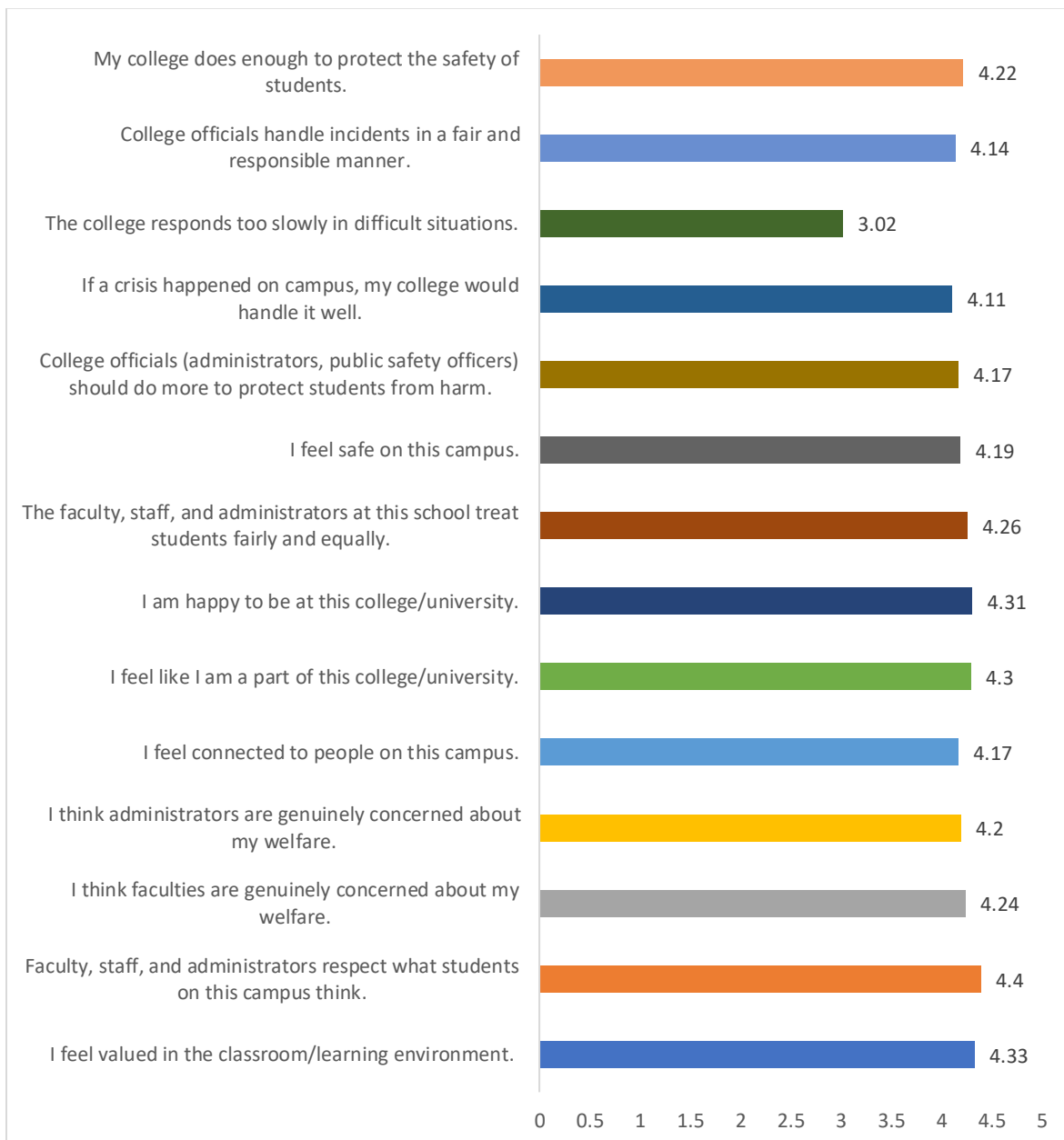
Further, there was a relatively even split as to where students had originated, with 44% having their family home in the countryside, followed by small cities (26.1%) and large cities (17.7%), meaning a quite even split between urban (53.1%) and rural (46.3%) (0.6% specified 'other'). Figure 4.2 details this data.



**Figure 4.2:** Family Home Location

#### 4.1.2. Understanding Campus Safety

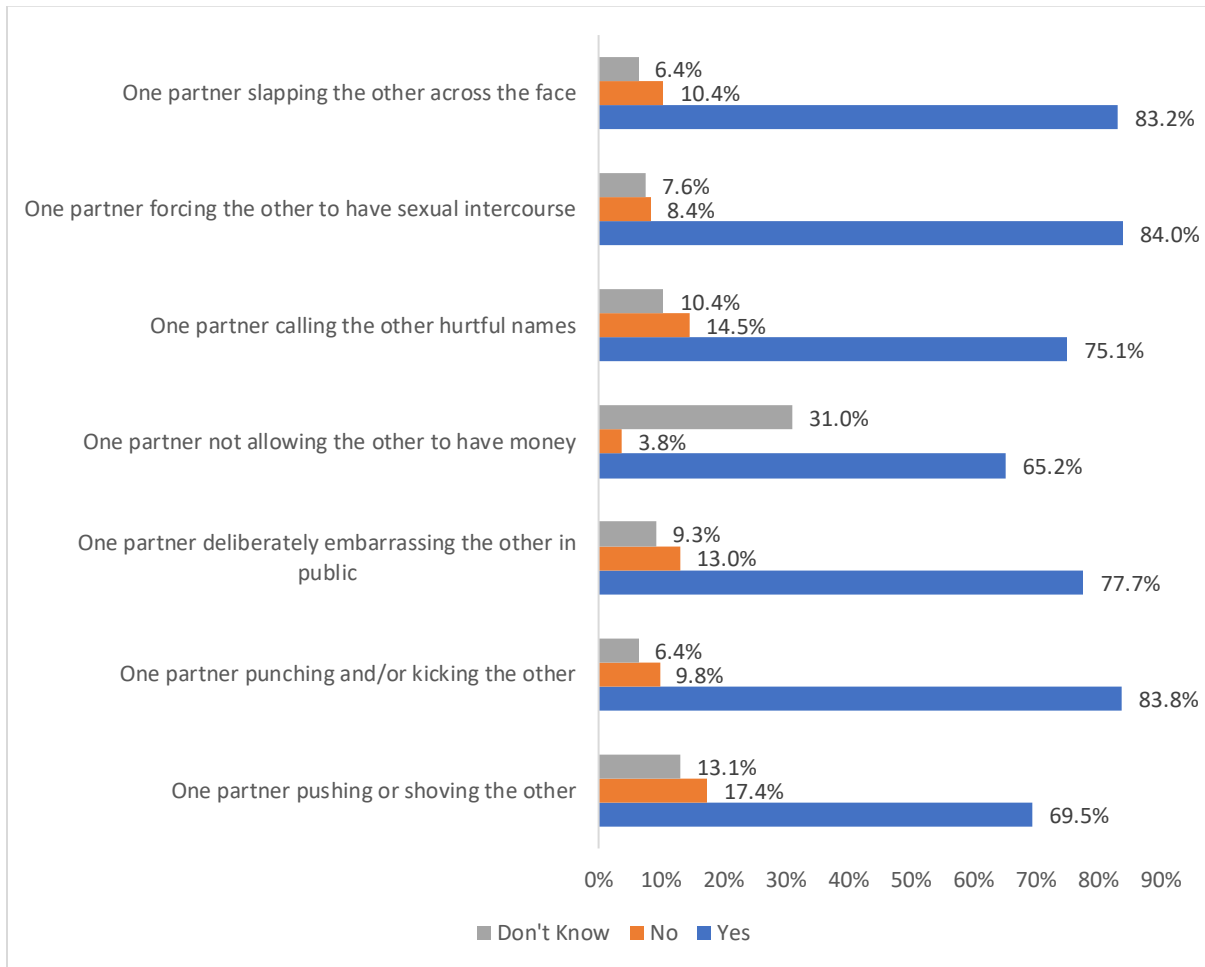
Students also responded to a 14-item survey that asked their perceptions of the safety of their university's campus, rating each of the statements against a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The data reveals relatively strong opinions of campus safety across both universities (see Figure 4.3), with particularly high average response rates for the statements 'Faculty, staff, and administrators respect what students on this campus think' ( $\bar{x} = 4.40$ ), 'I feel valued in the classroom/learning environment' ( $\bar{x} = 4.33$ ), and 'I am happy to be at this college/university' ( $\bar{x} = 4.31$ ). The lowest score was for the statement 'The college responds too slowly in difficult situations', which was reverse scored as a negative statement ( $\bar{x} = 3.02$ ).



**Figure 4.3: Understanding Campus Safety**

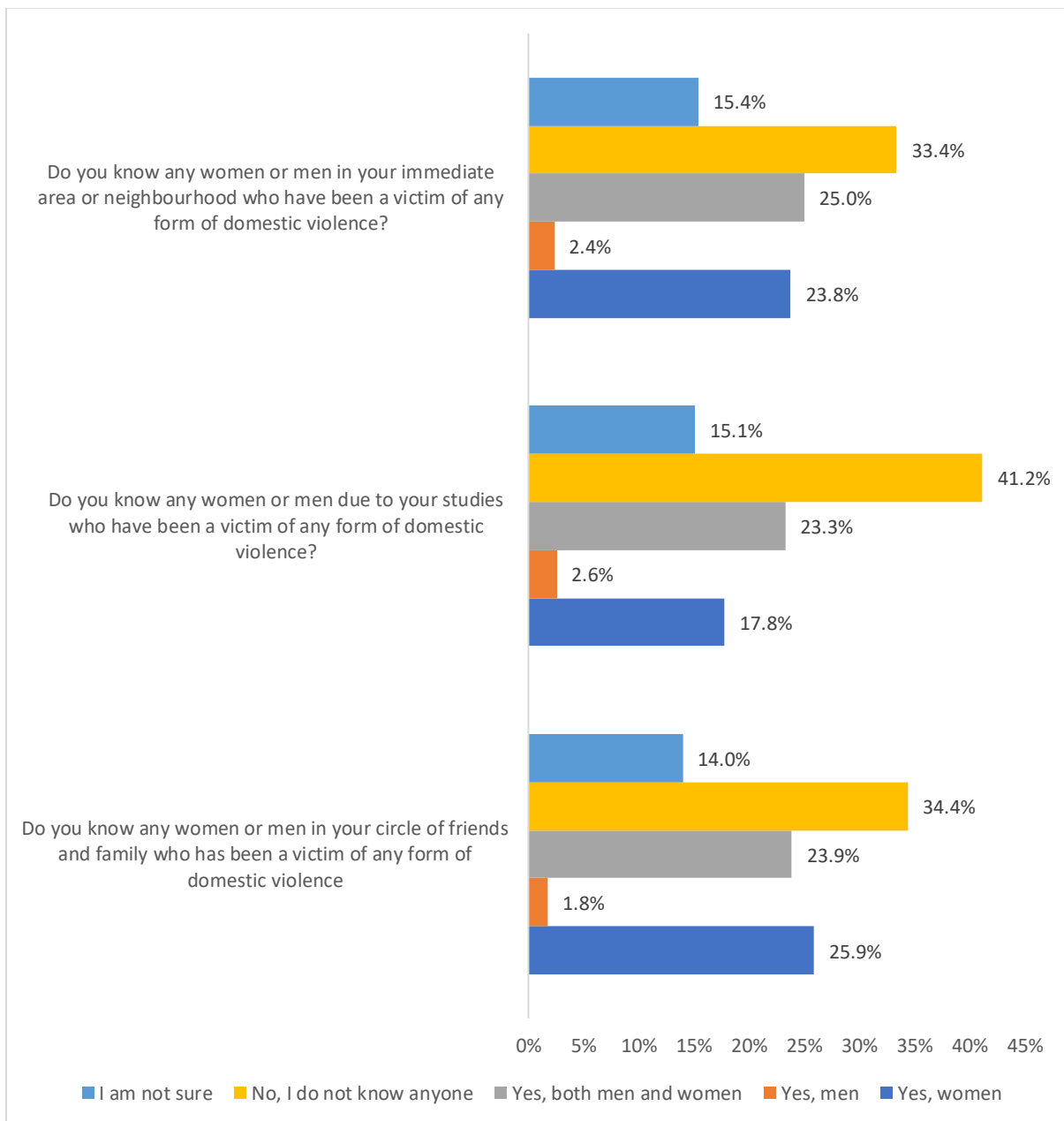
4.1.3. Understanding of Violence

Students were also presented with the statement ‘People think of different things when they hear the term GBV. Would you regard the following types of behaviour as GBV?’ followed by seven statements that they could either agree with, disagree with or state that they did not know. The data analysis reveals that the majority of participants identified all seven statements as forms of GBV, with the lowest concurrence being for the statements ‘One partner not allowing the other to have money’ (Yes=65.2%) and ‘One partner pushing or shoving the other’ (Yes=69.5%). Figure 4.4 outlines this data.



**Figure 4.4:** Defining GBV

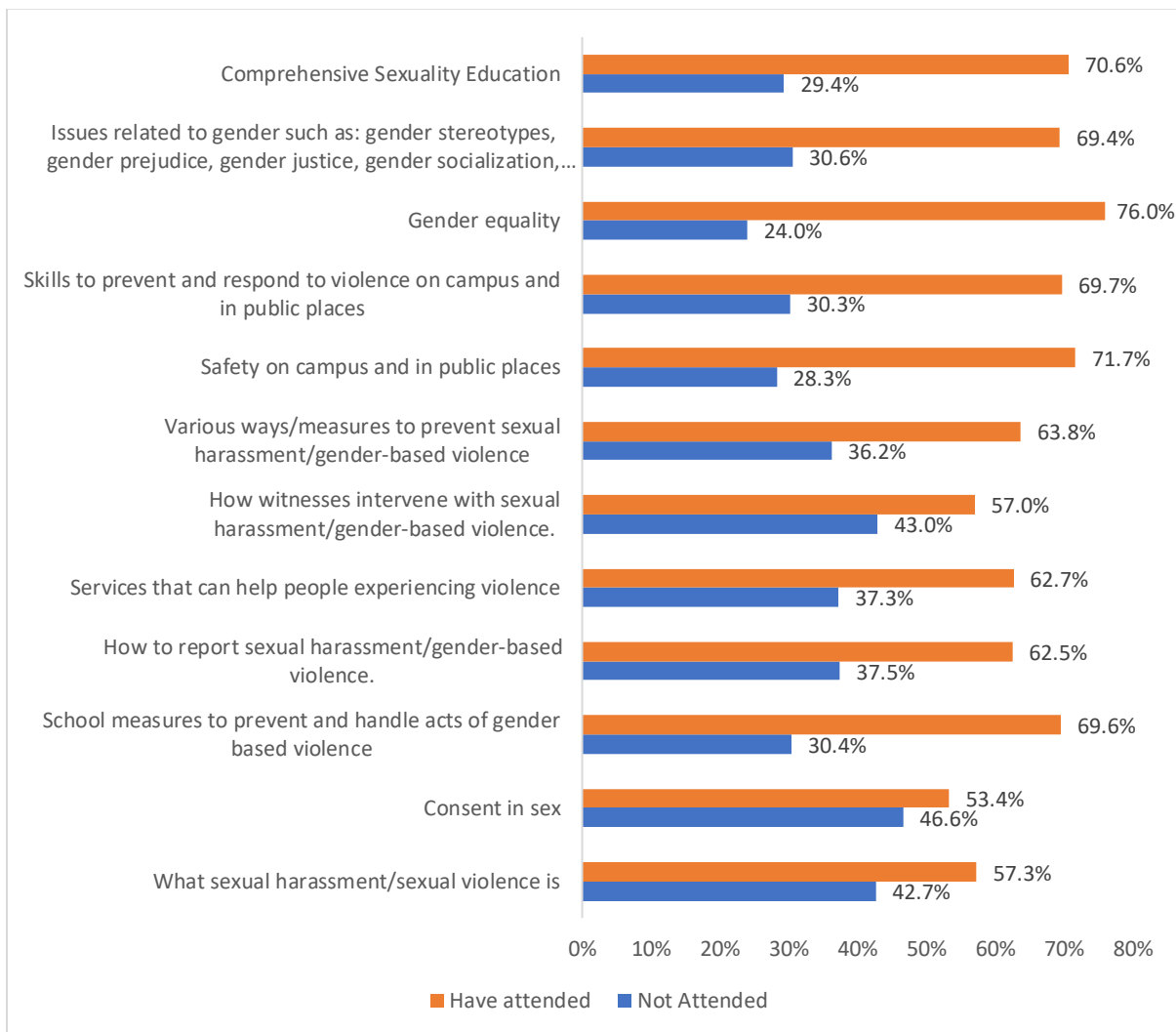
Participants were also asked if they had any personal experience of GBV through their circles of family and friends, either at home or through university and local social groups. The data revealed that 51.6% of respondents knew someone in their family/friendship groups who had experienced domestic violence, whilst 43.7% of people knew someone through their studies who had been a victim of domestic violence, alongside 51.2% who had knowledge of someone in their local neighbourhood experiencing domestic violence. When the students’ responses are merged, this reveals that 63.0% know at least one person who has experienced domestic violence. Figure 4.5 below illustrates this data.



**Figure 4.5: Defining GBV**

4.1.4. Teaching Programmes Focused on Gender Equality and Responses To Violence

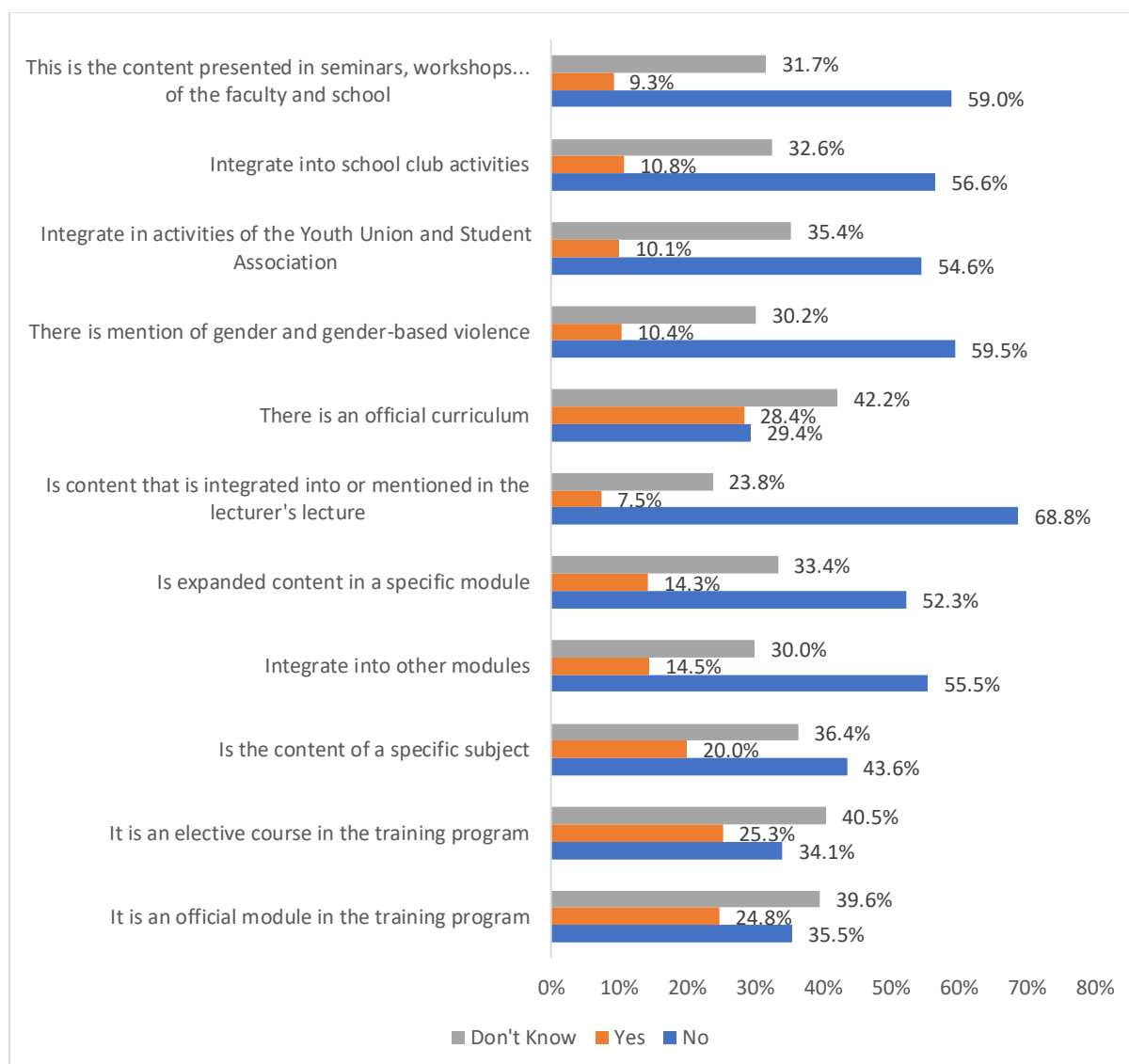
The student respondents were also asked about the provision of training at their universities across different subject areas. Encouragingly, the majority of students had engaged in training or provision around each of the 12 areas detailed, with the most popular provision being courses on gender equality (76%), campus safety (71.7%) and sexual education (70.6%), whilst the least common were sexual consent (53.4%), interventions in sexual harassment/GBV (57%) and what is sexual harassment/violence (57.3%) (see Figure 4.6).



**Figure 4.6: Gender and GBV Provision at Universities**

Figure 4.7 below also details how this support is delivered, with the most popular forms of delivery being delivery through official curriculum (28.4%), elective courses (25.3%) and official training programmes (24.8%). Table 4.1 also details the locations of this support, with local temples/churches being the most popular (57.9%), alongside shelters (42.8%) and university hotlines (38.4%). It should be noted that this survey was gathered from only two Vietnamese HEIs, with many universities in Viet Nam not necessarily having formal/official curricula in this area.





**Figure 4.7:** Format Training is Delivered

Location	No		Yes	
	N	%	N	%
Student consultation room at the school you are attending	495	75.5%	161	24.5%
Hotline of the school you are attending	404	61.6%	252	38.4%
Security/dormitory management	498	75.9%	158	24.1%
Faculty and school leaders	526	80.2%	130	19.8%
Academic advisor, student management officer	570	86.9%	86	13.1%
Union branches, Student Association	488	74.4%	168	25.6%
Temple/church	276	42.1%	380	57.9%
Regional police/police	562	85.7%	94	14.3%
Peaceful house/Shelter	375	57.2%	281	42.8%

**Table 4.1:** Location of Support

#### 4.1.5. Summary

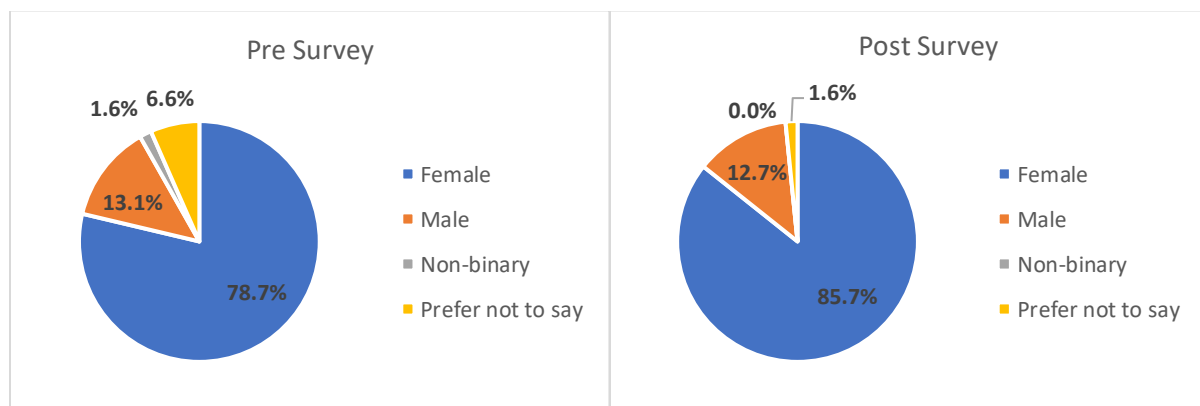
This section has detailed students’ perceptions of gender equality, GBV and domestic violence in their social and university/education lives. It has revealed that overall perceptions of campus safety are good, albeit that many students have some experience of domestic violence within their university, family or wider social networks. The section has also identified the support that is available on campus through courses and training, and the locations for this support, with religious bodies leading the way. The data reveals that students have a strong understanding broadly of what GBV is and how gender equality can be supported in universities.

### 4.2. Workshop Surveys

Participants in the workshops delivered in Ha Noi were also invited to complete surveys centred on their experiences of gender equality, both before and after the workshop delivery. This section will explore these responses to identify trends in the data and understand the impact of the workshops delivered.

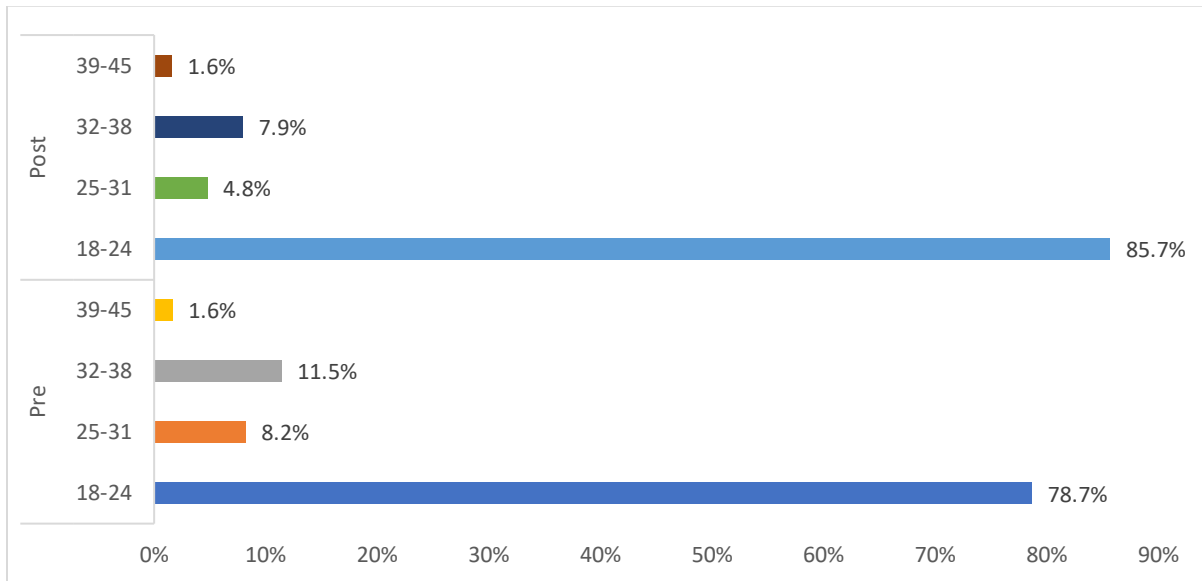
#### 4.2.1. Workshop Survey Demographics

The workshop surveys were completed by 61 participants before the workshop and by 63 participants after the workshop, with a higher proportion of female participations post-survey (85.7%) compared with pre-survey (78.7%), whilst for relationship status 82% were single (pre-survey) and 89% single (post survey). See Figure 4.8.



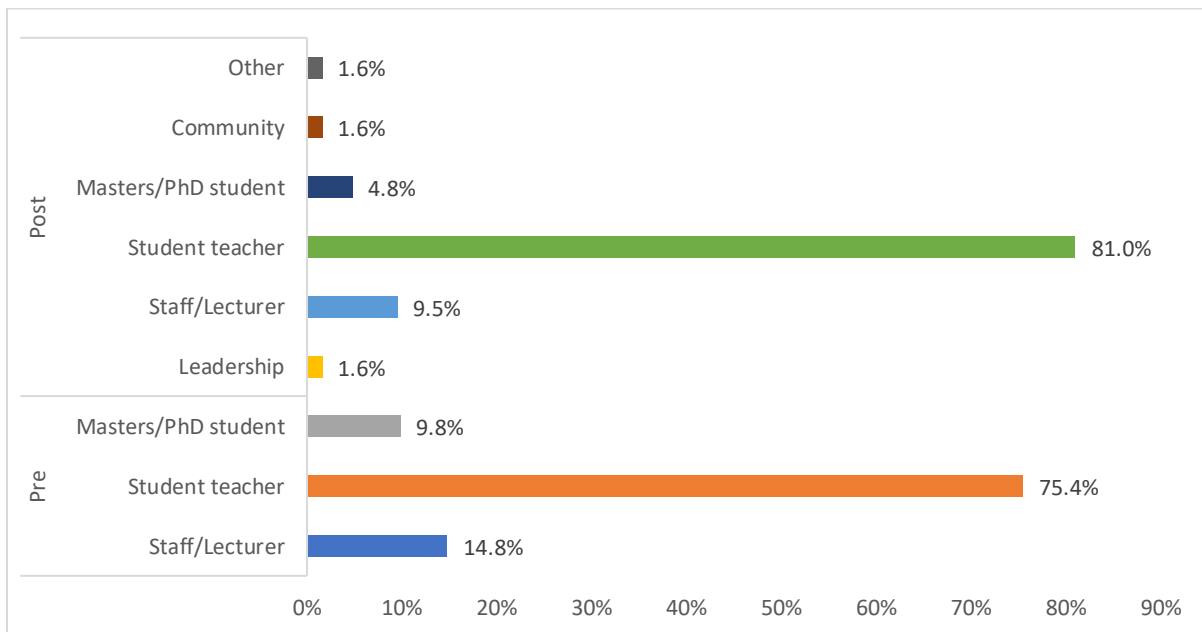
**Figure 4.8:** Gender Breakdown

For the age-ranges of participants, the vast majority of respondents were aged 18-24 years in both the pre-survey (78.7%) and the post-survey (85.7%) (see Figure 4.9).



**Figure 4.9: Age Ranges**

The majority of participants were student teachers (Pre = 75.4%; Post = 81.0%), but there was also participation from Staff/Lecturers (Pre = 14.8%; Post = 9.5%), Masters/PhD students (Pre = 9.8%; Post = 4.8%), as well as university leadership (1.8%), the community (1.8%) and ‘other’ (1.8%) in the post-surveys (see Figure 4.10).



**Figure 4.10: Employment/Study Position**

Finally, 80.0% of participants had not engaged in training before and participants were keen to learn a variety of new things from the training, with statements including: *“Understanding gender and gender equality, and methods to establish and maintain gender equality in the classroom”*; *“I hope to*

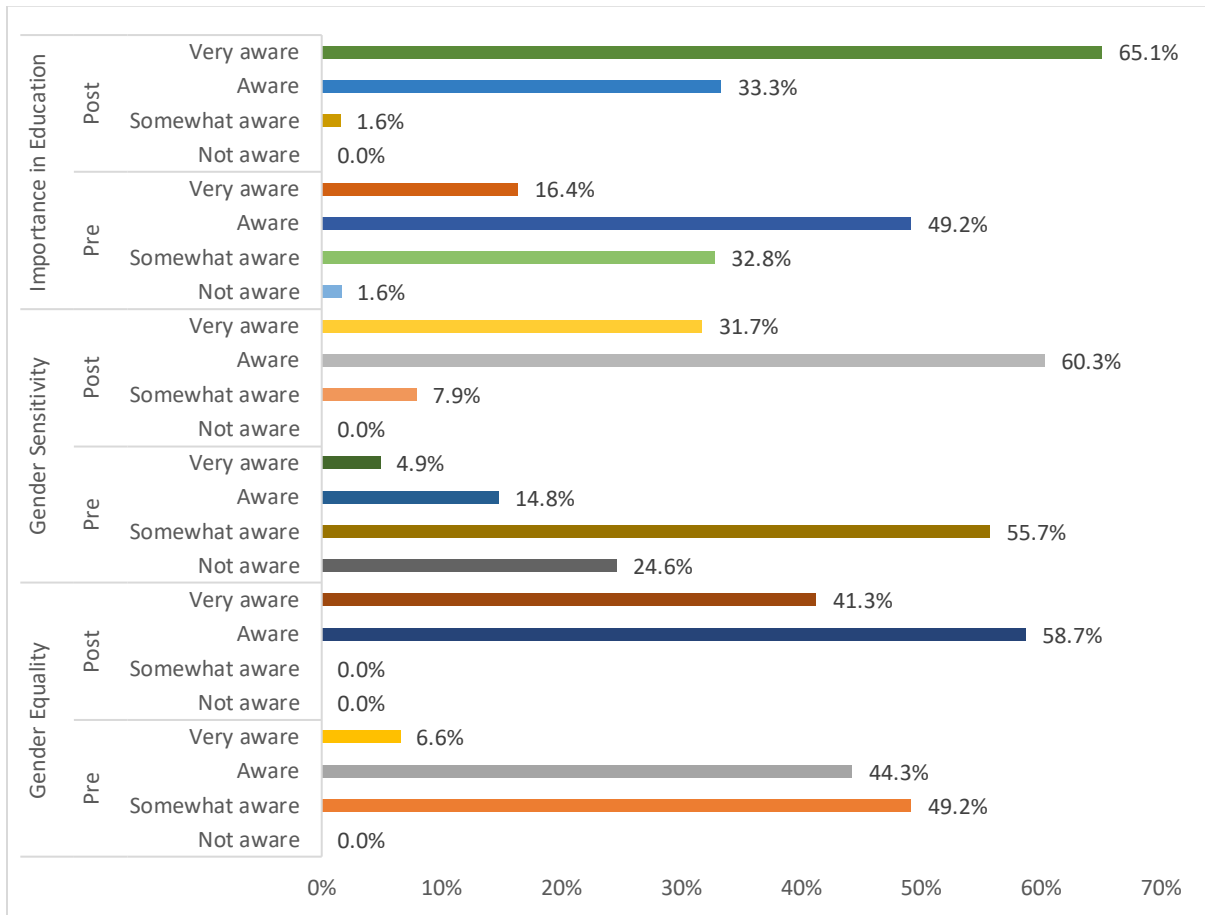
*understand gender equality better to have teaching methods that respect students, to know how to help my students when they face GBV, and to encourage them to express their individuality”*; and *“Understanding gender, gender sensitivity, and especially strategies for developing a gender-sensitive environment in education”*. Figure 4.11 also illustrates key statements in the form of a Word Cloud.



**Figure 4.11:** What did participants want to get out of the workshop?

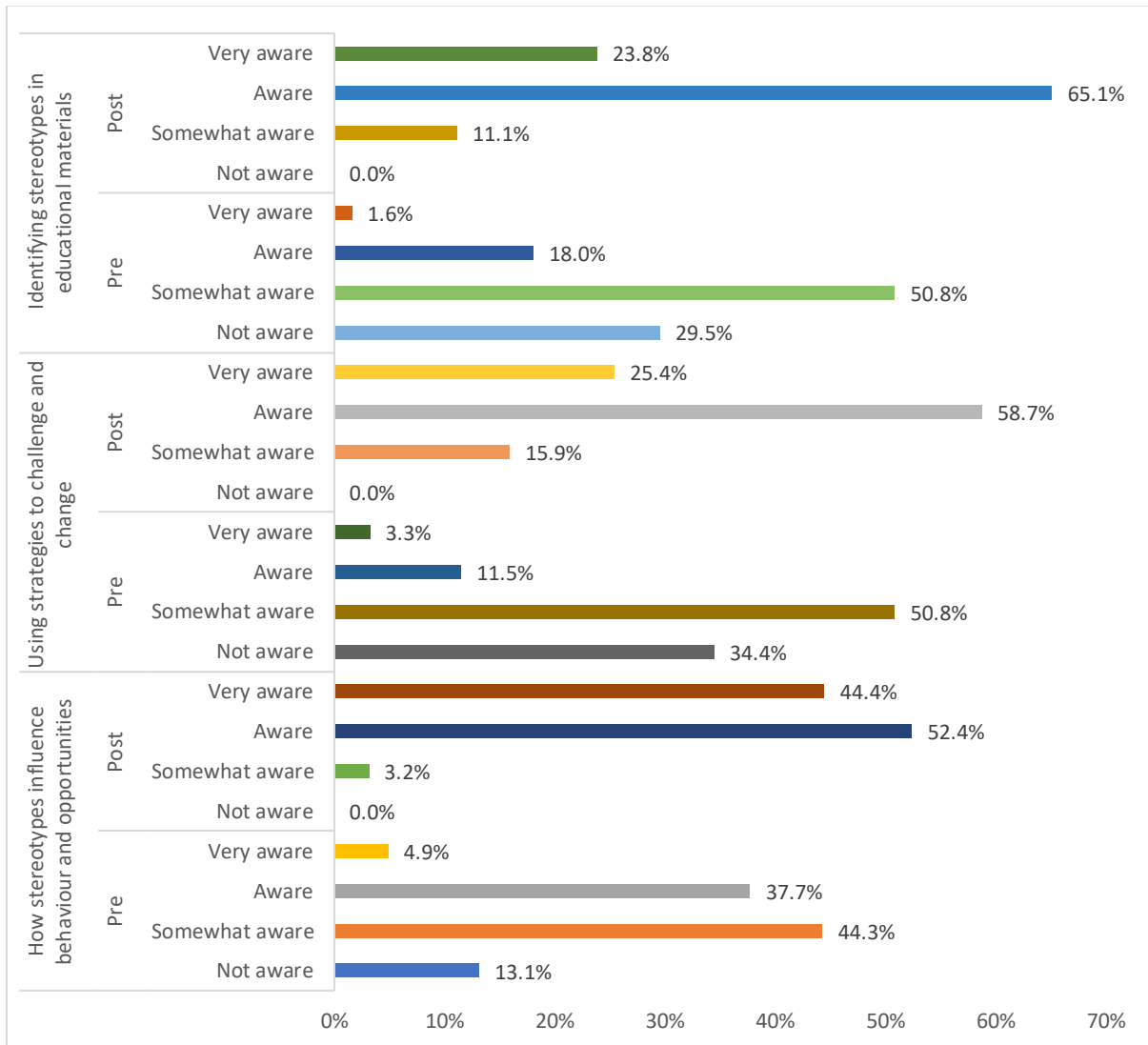
#### 4.2.2. Workshop Survey Responses

Participants were asked to identify both before and after the workshops their awareness of gender issues, with regard to gender equality, gender sensitivity and the importance of gender equality in education. Respondents were asked a series of statements and asked to respond utilising a four-point Likert scale (ranging from 1=Not Aware through to 4=Very Aware). The data reveals increased awareness across all three areas after engagement in the workshop, with 100.0% of participants Aware/Very Aware of gender equality, compared with only 65.6% before the workshop. For gender sensitivity, only 19.7% of participants were Aware/Very Aware before the workshop, compared with 92% afterwards; whilst for the importance of gender equality in education the figures were 65.6% Aware/Very Aware before the workshop, compared with 98.4% afterwards. If these figures are turned into average scores (Not aware = 1 and Very Aware = 4) then there were response average increases of +0.8 for gender equality, +1.2 for gender sensitivity and +0.8 for the importance of gender equality in education (these average increases will be reported hereon in as  $\bar{x}$  i.e. gender equality  $\bar{x}$  = +0.8). See Figure 4.12 for a breakdown of the data.



**Figure 4.12: Gender Awareness**

Data was also collected on participants’ perceptions of gender stereotypes and their impact in education. The data here reveals that participants’ understanding of the impact of stereotypes and strategies to overcome them significantly increased following the workshop engagement. In regard to the influence of stereotypes on behaviours and opportunities, before the workshop only 42.6% of participants were Aware/Very Aware, whereas after the workshop this had risen to 96.8% ( $\bar{x} = +1.1$ ). There was also an increase in participants’ knowledge of strategies to challenge and change behaviour, with 84.1% Aware/Very Aware after the workshop compared with only 14.8% beforehand ( $\bar{x} = +1.3$ ). When it came to identifying gender stereotypes when reviewing curricula/materials, participants had increased their awareness from 19.6% Aware/Very Aware before the workshops, to 88.9% Aware/Very Aware afterwards ( $\bar{x} = +1.2$ ). See Figure 4.13 for a breakdown of this data.



**Figure 4.13: Gender Stereotypes**

Participants were also asked to rate their understanding of GBV both before and after engagement in the workshop. The data reveals that there was greatly increased awareness across all seven areas following engagement with the workshop, with positive increases in the average responses for understanding around: GBV and its different types ( $\bar{x} = +1.3$ ); causes and consequences of GBV ( $\bar{x} = +1.2$ ); coercive control ( $\bar{x} = +1.3$ ); consent ( $\bar{x} = +1.1$ ); law and legal protections in response to GBV ( $\bar{x} = +1.4$ ); responding to disclosures of GBV ( $\bar{x} = +1.3$ ); and the support available for those who've experienced GBV ( $\bar{x} = +1.4$ ). Figure 4.14 provides a breakdown of this data.

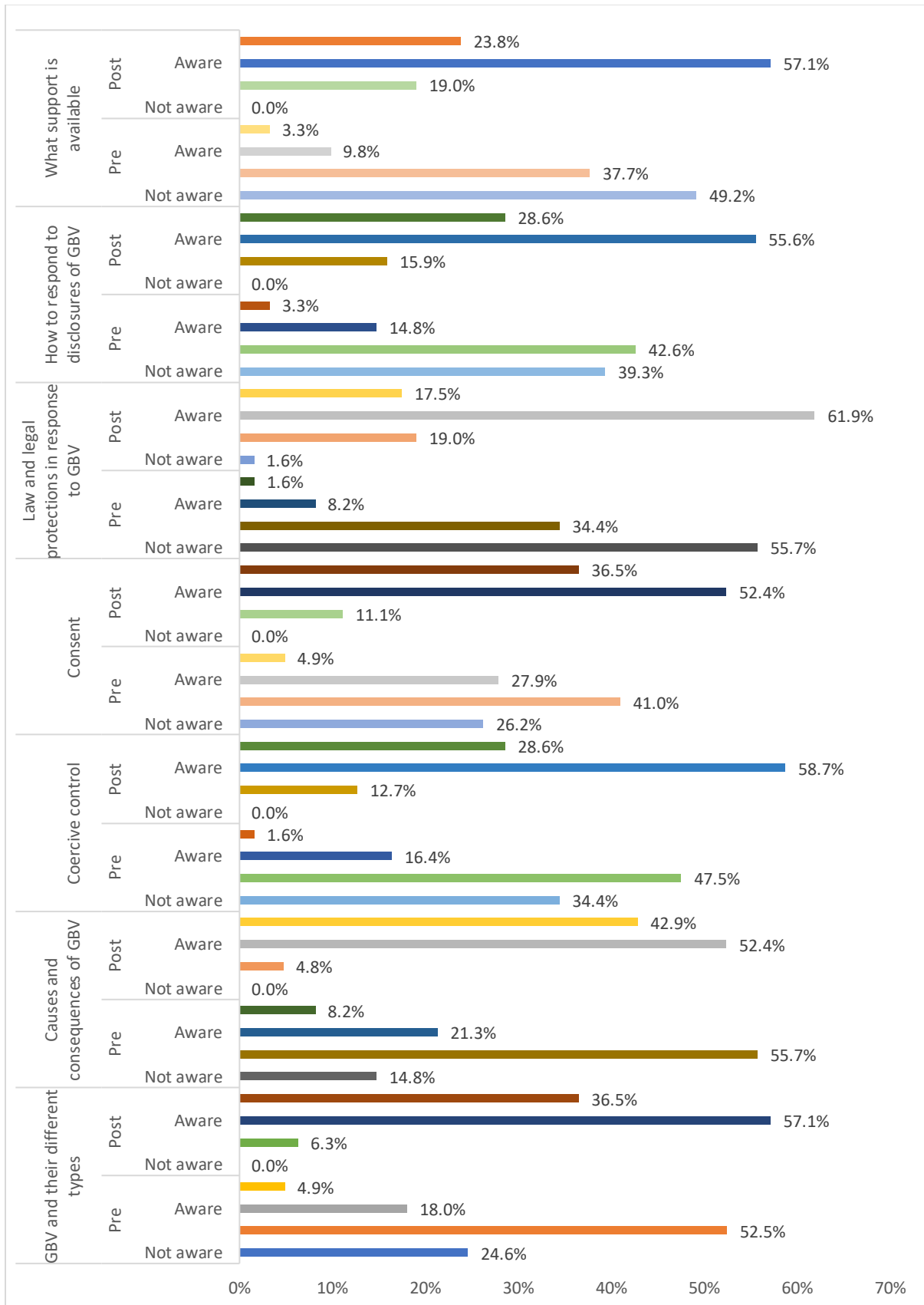
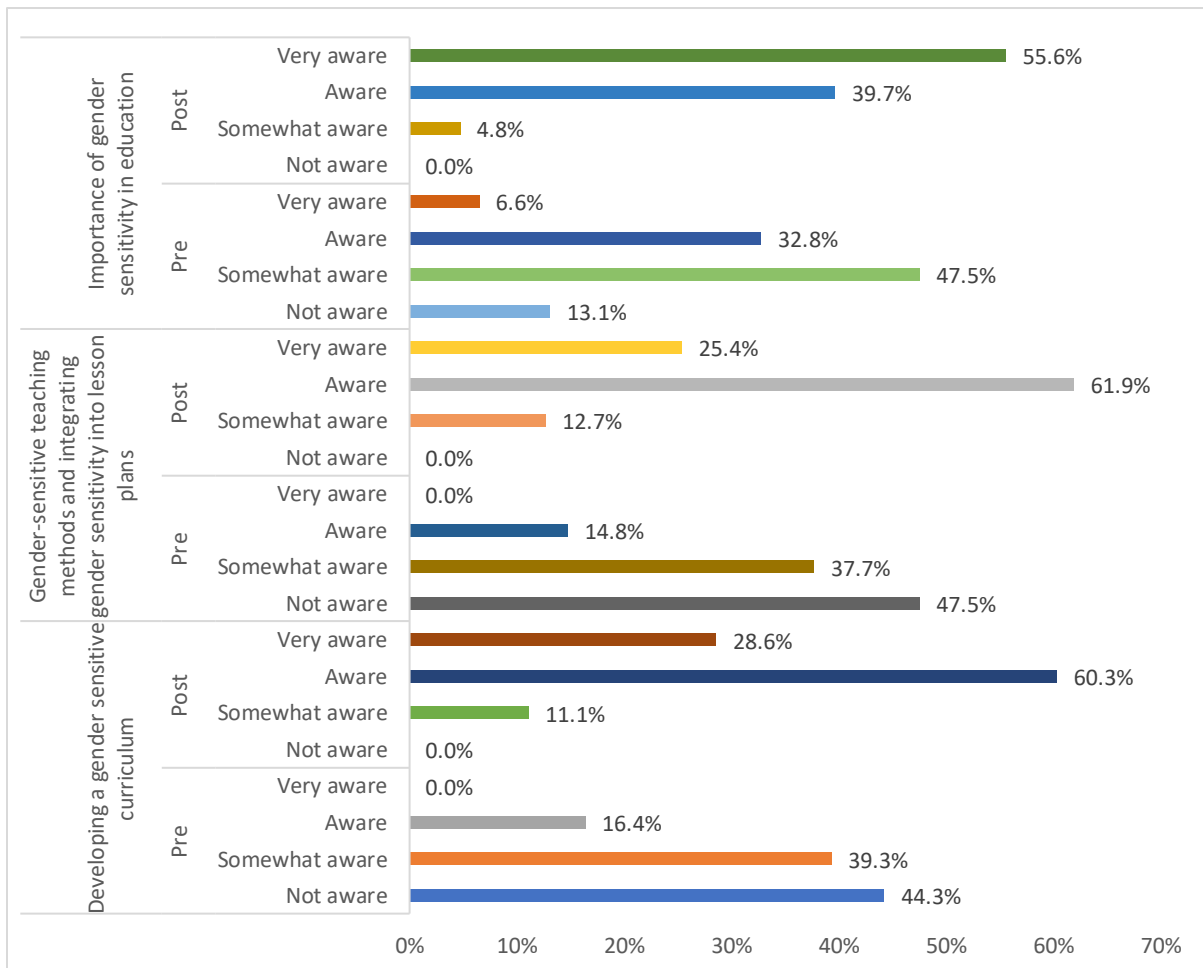


Figure 4.14: Understanding GBV

Participants were also asked to rate their awareness of embedding gender sensitive elements into education across three core areas. Again, the data reveals that awareness significantly increased following the workshop engagement. In regard to developing gender-based curriculum, before the workshop only 16.4% of participants were Aware/Very Aware, whereas after the workshop this had risen to 88.9% ( $\bar{x} = +1.5$ ). There was also an increase in participants' knowledge of gender sensitive teaching methods and lesson plans, with 87.3% Aware/Very Aware after the workshop compared with only 14.8% beforehand ( $\bar{x} = +1.5$ ). When it came to understanding the importance of gender sensitivity in education, participants had increased their awareness from 39.4% Aware/Very Aware before the workshops, to 95.3% Aware/Very Aware afterwards ( $\bar{x} = +1.2$ ). See Figure 4.15 for a breakdown of this data.



**Figure 4.15:** Understanding GBV

Finally, when it came to rating their experience of the workshop, participants rated it very highly, with 96.8% liking the training 'quite a lot' (23.8%) or 'a lot' (73%), demonstrating the positive experience of



most participants. When asked to describe how they would apply their learning from the workshop, participants made statements including:

*“I will use more stories/hypothetical situations in my teaching and be more careful with my words now that I understand gender sensitivity” (Survey Participant 1).*

*“Create/use higher quality lessons and teaching methods to develop the potential of all genders” (Survey Participant 2).*

*“As a student, I will first treat equally and defend the legitimate rights of both sexes on an equal and safe standing for all, then, as an educational psychology student, I need to improve my communication” (Survey Participant 3).*

*“After this training, I learned a lot of useful knowledge and gained a clearer view of my role in helping students in the future. I can apply the knowledge from this training to organize prevention programmes on gender and violence, design lessons related to these issues to help raise students’ awareness about gender equality, prevent inappropriate behaviours, thoughts, and stereotypes about gender. Support students to develop comprehensively (physically, mentally, and personal dignity)” (Survey Participant 4).*

#### 4.2.3. Summary

The data reveals that the impact of the workshops on participants knowledge and awareness of gender-based issues in education was significant, with greatly enhanced awareness across the different elements outlined above, including understanding gender-based stereotypes, GBV and how to create gender-sensitive environments in educational spaces. This was further complemented by the fact that the vast majority of participants (80%) had not participated in a similar workshop before, and that the workshops predominantly targeted young, female, student teachers at the start of their educational careers. Whilst the research would not seek to claim that short workshops can transform awareness, behaviours and issues around GBV and gender inequality overnight, they form an important part of wider educational strategies to promote gender equality in education.

## 5. Qualitative Data Analysis

### 5.1. Theme One: Understanding Gender Equality

In Viet Nam, gender inequality has been historically shaped by Confucian values, patriarchal systems, and socioeconomic changes brought about by globalisation (Vu and Pham, 2021; Duong 2001). Despite significant progress in areas such as education and employment, women in Viet Nam continue to face challenges related to wage disparity, political representation, and GBV (UN Women, 2020). Gender norms in the country are both evolving and persistent, with differing perceptions of gender inequality emerging in urban and rural areas (Do et al., 2023). This theme focuses on understanding gender equality and inequality in Viet Nam. It explores how the interview participants describe gender inequality and their level of awareness of it. The discussions highlight how they perceive and experience gender inequality in their personal lives, as well as in broader social and cultural contexts. One of the participants, Lecturer 1, talked about how gender inequality remains a concern in Viet Nam:

*“Gender inequality in Viet Nam has been, is, and remains a concern. Despite significant progress in raising awareness and implementing gender equality policies over recent years— Viet Nam’s Gender Equality Index improved by 11 positions in 2021, ranking 72<sup>nd</sup> out of 146 countries—gender inequality still exists in various areas such as education, labour, health, economic empowerment, and women’s political status, especially in rural areas and disadvantaged communities” (Lecturer 1).*

When talking about gender inequality in Viet Nam, most of the participants talked about the tradition, family values and responsibilities and the role patriarchy played in the society. For example, Lecturer 2 below said:

*“Viet Nam has been gradually reforming its policies and laws to promote gender equality. Education on gender equality has also received increased attention. However, some challenges remain, such as: Income disparities: Women in certain professions still earn less than men. GBV: Violence within families continues to be prevalent, with women as the primary victims. Patriarchal norms in rural and mountainous areas: Cultural preferences for male children over female children persist” (Lecturer 2).*

Mirroring this view, Student 3, noted that gender inequality remains a significant issue, despite progress in recent years. The student stated that while the recent generations have been more open-minded about gender-related issues, inequality is still embedded in cultural stereotypes:

*“Gender inequality in Viet Nam still exists and needs more attention, but in the environment around me, signs and situations of inequality seem to be less present. Generations have been progressive and open, encouraging their children to pursue what they desire and are suitable for them, with almost no imposition based on gender stereotypes. However, in many areas, there are still situations of gender inequality such as limiting the educational level of women, regulations on expressions, behaviours, and occupations of the two genders in a stereotypical way” (Student 3).*

One of the students, Student 5, discussed the challenges faced by women with children, highlighting the additional difficulties they encounter when balancing dual work and family responsibilities. This, according to Student 5, is often a key reason why women in Viet Nam are unable to pursue leadership roles:

*“In some organizations, the issue of children can greatly affect the work process, and even more so if a woman wants to pursue a leadership role. For some managers, they believe that children and family can be a strong factor that affects a woman's focus on work. Women's attempts to balance career and family are often assumed to not have good results and are forced to choose one side over the other. Giving birth, which used to be a wonderful thing for women, is now at risk of becoming a "holdback" on the path to building a career” (Student 5).*

Student 4 below also noted similar challenges for women in Viet Nam:

*“In my opinion, gender inequality in Viet Nam still exists, although there have been significant steps forward in promoting equality from the state and society. However, deeply rooted ideological things are very difficult to change, not to mention the impact of many groups receiving incorrect opinions and knowledge about gender equality floating on social networks. Women are increasingly involved in areas such as education, business and politics, but they still face many barriers ranging from social prejudice to unfair division of household labour. Domestic violence remains a serious problem in rural areas. In addition, the gap in income and promotion opportunities between men and women in many professions is also a major challenge” (Student 4).*

Students and lecturers, participating in interviews, reflected that cultural expectations placed on women to prioritise caregiving and domestic duties over professional ambitions may also contribute to this disparity. Moreover, limited access to affordable childcare and workplace policies that do not accommodate family obligations might further compound these challenges, creating systemic barriers for women aiming for leadership positions (Chanda and Ngulube, 2024).

## 5.2. Theme Two: Barriers to Women Achieving Leadership Positions in Viet Nam

There has been a growing emphasis on equal representation and opportunities for women in the workplace (UN Women, 2021). There have been initiatives to close the gender wage gap, overcome discrimination, and enhance opportunities for career advancement in Viet Nam (UN Women, 2021). Organisations and government departments are encouraged to adopt family-friendly policies, such as flexible working hours and parental leave, to promote gender equity (Earle et al., 2023; International Labour Organisation, 2016).

However, our findings show that a key challenge lies in the cultural and traditional perceptions of gender, particularly in rural parts of Viet Nam. This theme examines the various obstacles women face when pursuing leadership roles in Viet Nam, many of which are rooted in societal and cultural norms. During the interviews, participants identified similar challenges, which included restrictive social expectations; a lack of mentoring and networking opportunities; and the absence of role models to inspire and guide women into leadership positions. Student 5 talked specifically about the traditional gender roles which is part of the social expectations:

*“Traditional gender roles can limit women’s ability to take on leadership roles that require time, energy, and mobility. Women are often expected to prioritize family over career ambitions, which can hinder their advancement into leadership positions” (Student 5).*

The interviews showed that the traditional gender roles and societal expectations in Viet Nam often define leadership as a predominantly male domain, and this also influences perceptions of women's ability to lead. As Student 6 noted:

*“The main barriers that prevent women from obtaining leadership positions in the higher education system and schools in Viet Nam for me, first of all, are the barriers that women in Viet Nam have a very important role in the family, as mothers and wives. Especially for Vietnamese people in generations X and Y; they think that women, after getting married, need to have the obligation to give birth and take care of children. This makes people think that women need to invest time with their family and children. This makes management and leadership positions often not prioritize or choose women, especially when they are of marriageable age. The assumption that women will take time off to give birth causes the task to not be completed and must be assigned to others” (Student 6).*

Another student, Student 7, stated:

*“Social concepts of gender roles. Women's abilities are often underestimated compared to men's. Women always have to choose between work and family, but men don't” (Student 7).*

These perceptions of women's place in society are shaped by patriarchal norms which appears to contribute to biases that limit women's career progression. This can undervalue women's capabilities, discourage their ambitions, and reinforce structural inequalities within professional environments. Another barrier mentioned by the participants was associated with the lack of roles model for women in professional settings, especially in senior roles, as Student 5 explains:

*“Lack of representation in senior roles: A lack of female role models can discourage younger women from aspiring to achieve these positions, as they may not see women in leadership roles to look up to. Perceptions of leadership by gender: Even when women achieve leadership positions, they are sometimes not respected or recognized as being on par with their male counterparts” (Student 5).*

The existing literature illustrates that mentors and role models play a critical role in supporting women's professional advancement as they offer guidance, encouragement, and strategies to navigate workplace challenges (Hill and Wheat, 2017). Student 10 and Lecturer 1 below emphasise the importance of role models for women:

*“The lack of female role models in these fields also reduces female students' motivation and interest” (Student 10).*

*“The lack of female role models in leadership positions reduces guidance and motivation for women pursuing similar roles” (Lecturer 1).*

Lecturer 1 also suggested that there should networks for women to establish connections:

*“Establish mentorship programmes and networks for female leaders to share experiences, offer support, and promote collaboration. Create initiatives like “Mentorship for Women in Education” to connect emerging leaders with established female role models” (Lecturer 1).*

The literature shows that supportive mentoring and leadership for women play an important part as supportive leaders demonstrate understanding and concern for their team members' personal situations, helping to reduce work-family conflicts and support a healthy work-life balance (Park et al., 2023).

### 5.3. Theme Three: The Current Curriculum and Gender Equality

MOET has taken steps to incorporate gender equality into the curriculum. This includes introducing gender-awareness education in schools and universities to promote equitable treatment and challenge traditional gender biases from an early age (United Nations, 2015). Textbooks and educational materials are gradually being updated to depict gender roles more progressively, however, this process is ongoing, and gender stereotypes can still be found in the hidden curriculum (Phan and Pham, 2021).

This theme explores the perspectives of interview participants regarding the current curriculum and its approach to addressing gender inequality. Their insights offer a detailed understanding of the curriculum's strengths and weaknesses, shedding light on significant gaps and areas in need of improvement. By analysing these viewpoints, this theme highlights actionable ways to enhance the curriculum to better address gender inequality and promote greater awareness among both learners and educators. For example, one of the students, Student 3, mentioned that while the gender education in Viet Nam has seen notable advancements, it continues to face significant challenges:

*“The current gender education program in Viet Nam has made significant progress, but there are still limitations. The strengths of the program include work such as integrating into the curriculum, raising awareness of learners and training teachers. However, the program and content are still limited, and the teaching methods are not diverse and attractive” (Student 3).*

The curriculum was described as unclear and unsystematic by one of the participants, which limits its capacity to address gender issues comprehensively. It was suggested that the current curriculum overlooks broader socio-cultural and structural dimensions of gender inequality. As Student 1 said:

*“The current curriculum for teachers and students related to gender issues in Viet Nam is not really clear and systematic. Lessons are mainly related to biological sex (physical characteristics of puberty, psychological changes of puberty). There is a lack of lessons approaching from a gender perspective. Because this is also an issue that requires knowledge from the teacher, if indifferent and sketchy, the effectiveness is not clear. The gap is that there are no official documents for teaching, no specific subjects for educational professions” (Student 1).*

The interviews with students and teachers highlighted that the changes in the curriculum represent a positive step forward by challenging traditional perspectives on gender equality. However, it has also been noted by the participants that the curriculum's immediate impact on the attitudes of teachers and students may be limited due to its novelty. According to Student 2, the curriculum has succeeded in breaking outdated thinking, which has been seen as a significant achievement:

*“The curriculum is still very new and is being merged. Because it is new, it cannot clearly change the perspective of teachers and students. But it has broken the old way of thinking. There are gaps in human resources for dissemination and teaching; in experience and knowledge; in people who have received systematic knowledge to be able to spread it in society” (Student 2).*

Despite this progress, the participants reflected on challenges associated with implementing the curriculum to fully address the issues associated with gender equality. The interviews showed that there is a need to allocate sufficient staff time for dissemination and teaching. It is also important to increase the number of teachers who have expertise in gender equality. For example, Student 1 said there should be lessons dedicated only to gender equality:

*“In the field of education in particular, gender inequality is an issue that deserves attention. Because family education is not enough. In the formal education system, there should be lessons on gender inequality. So that students can approach the issue correctly, avoid developing false and incorrect gender biases, especially in the era of social networks with content that is not strictly censored” (Student 1).*

*“While awareness among educators is growing, it is not yet universal. Some individuals may lack exposure to training or hold onto traditional views that reinforce stereotypes” (Lecturer 5).*

The lecturers who took part in the interviews also talked about the strength and the weakness of the current curriculum in terms of addressing gender equality. The interviews with the lecturers collectively highlighted that there are several strengths of the curriculum. For example, subjects such as Civic Education and Life Skills include gender-related concepts, and there has been effective integration of gender topics in areas like Biology. There have also been efforts made by government and NGO initiatives that have enhanced awareness of gender issues in schools, especially through campaigns and extracurricular programmes. The lecturers also mentioned that some educational institutions promote gender equality through workshops, improving awareness among specific age groups.

One of the lecturers, Lecturer 4, summarised the issues with the current curriculum, noting that although it includes gender-related content, it often lacks practical application and depth, reducing its effectiveness in raising awareness and addressing gender issues. Another lecturer, Lecturer 3 talked about the weaknesses of the curriculum:

*“Lack of depth: Gender topics are often addressed superficially, without practical applications or detailed discussions. Limited resources: There are no comprehensive, standardized teaching*

*materials on gender issues for schools. Persistent stereotypes: Some textbook content still reflects traditional gender biases” (Lecturer 3).*

The existing literature indicates that “gender bias in teaching materials may influence students’ development and contribute to social inequalities” in Viet Nam (Vu and Pham, 2021, p. 477). Lecturer 5 made similar comments emphasising the fact that the curriculum lacks practical applications, and it still uses examples that are stereotypical about gender roles:

*“The curriculum often lacks depth and practical applications, limiting its effectiveness. There are no standardized materials focusing exclusively on gender equality and violence prevention. Some content still reinforces traditional gender stereotypes” (Lecturer 5).*

The gaps in the curriculum which should be addressed, according to Lecturer 5, were aligned with the weaknesses of the curriculum that the lecturers had addressed previously:

*“Practical skills: Students and teachers lack training in identifying and responding to GBV. Focus on intersectionality: Little attention is given to the unique challenges faced by marginalized groups, such as ethnic minorities or LGBTQ+ individuals. Community involvement: There is limited collaboration between schools and families to create consistent messaging about gender equality” (Lecturer 5).*

One gap highlighted by Lecturer 5 above is the tendency to overlook intersectionality, which refers to the overlapping and interconnected nature of multiple forms of discrimination within social relations (Nedera, 2023). Intersectionality acknowledges that an individual may simultaneously face various forms of prejudice, such as sexism, racism, and ableism (Nedera, 2023). It was emphasised by the lecturer that the significance of intersectionality in the context of gender inequality, is compounded by other factors such as belonging to an ethnic minority or LGBTQ+ group, and where these intersecting identities can intensify experiences of marginalisation (Nedera, 2023).

*“Lack of practical skills training: Students are not taught how to recognize or respond to GBV effectively. Insufficient emphasis on male roles: Programs often focus on women, neglecting the role of men in promoting gender equality. Limited real-world connections: Curricula fail to engage students in social activities that promote gender equality or address violence” (Lecturer 3).*

The lecturers recommended creating a more inclusive and gender-neutral curriculum to promote gender equality and address issues such as GBV. According to the interviewees, this will include developing comprehensive resources and teaching materials for educators, introducing programmes



specifically focused on gender equality and violence prevention, and implementing consistent gender training across all educational levels. They also noted the lack of standardised materials dedicated to these topics and highlighted that some content continues to reinforce traditional gender stereotypes.

#### 5.4. Theme Four: Ways to address GBV

According to UN Women (2017), the Government of Viet Nam has made proactive efforts to address violence against women through evidence-based policy and legal reforms, including updates to the Penal Code, Criminal Procedure Code, and the Law on Legal Aid. While these reforms mark progress, there remains a persistent gap in the effective enforcement of these laws and in ensuring moral accountability for such crimes (UN Women, 2017). Education can play a crucial role in bridging this gap. Schools provide an ideal setting for promoting knowledge and awareness of mechanisms for identifying GBV and risk behaviours (Villardón-Gallego et al., 2023). By integrating targeted educational initiatives into the curriculum, it is possible to promote greater awareness of GBV that can contribute to long-term societal change. This theme examined insights from lecturers and students on strategies to end GBV within society. Their recommendations offered the research team guidance and a potential roadmap for policymakers. The majority of participants emphasised that addressing school violence, especially GBV, requires raising awareness about gender inequality and its connection to GBV. For example, Student 3 said:

*“To end school violence, especially GBV, comprehensive solutions are needed. First, raising awareness of gender equality and understanding the harmful effects of violence is extremely important. This can be done through integrating sex education into the curriculum, organizing prevention and extracurricular activities and widely promoting. In addition, building a safe and healthy school environment is also an important factor, including training teachers, establishing support lines, developing clear regulations and cooperating with social organizations. Finally, regular and thorough evaluation and adjustment of school violence prevention programmes are necessary to ensure effectiveness” (Student 3).*

Another student, Student 2 suggested that to end GBV there should be more workshops:

*“Organize workshops and large-scale prevention programmes, provide opportunities to do work fairly and with a multi-dimensional, multi-faceted perspective” (Student 2).*

The interviews suggested that teaching about gender equality from an early age can provide an understanding of respect and challenge harmful stereotypes, forming a foundation for future generations. The participants emphasised the importance of incorporating education on gender

equality into the curriculum and starting at the grassroots level of society to raise awareness. As Lecturer 3 said:

*“Integrate gender equality education into curricula: Expand lessons about equality and gender sensitivity across all subjects. Increase teacher training: Equip educators with skills to handle GBV and promote gender sensitivity. Encourage parental involvement: Engage parents in awareness campaigns to build a supportive community. Implement prevention programmes in schools: Continuously monitor, evaluate, and adapt these programmes to address GBV effectively” (Lecturer 3).*

One of the students, Student 6, reflect on the fact that addressing GBV within educational settings is a serious concern that requires a comprehensive and systematic approach. Similar to other participants,, Student 6 emphasised the fact that the integration of gender-sensitive content into curricula and the establishment of supportive structures can contribute significantly to creating safer and more inclusive environments for students and educators:

*“Possible solutions to prevent and respond to GBV include integrating these contents into educational materials, which need to be fair and have been thoroughly reviewed for gender equality. In addition, each educational environment needs to have support psychologists, as well as leadership departments to monitor appropriate behaviour and conduct to implement a safe school environment not only for teachers but also for students. Each educational environment needs to have its own goals and missions, but all educational environments need to aim at the development and respect of each individual in the environment. Promote access to this content for staff and students through training, programmes, and lesson content. Schools also strengthen coordination with projects and non-governmental organizations to gain appropriate and correct understanding and develop a set of rules for all forces in the school to implement” (Student 6).*

The participant's quote above shows that by fostering awareness, encouraging respect for individual rights, and implementing targeted strategies, schools can play a vital role in preventing and responding to GBV. The interviews overall, suggest that preventing and raising awareness on GBV needs a combination of equitable educational materials, trained professionals, and well-coordinated policies.

### **5.5. Theme Five: The impact of the training workshops**

This theme explores the learning experiences of lecturers and students from the in-person training workshops held in Ha Noi, Viet Nam, on 6-7-8<sup>th</sup> of August 2024, which lasted three days, and the online training workshop conducted in 27<sup>th</sup> of September 2024. The participants' feedback provided

beneficial insights into how the training benefited the individuals, highlighting how these sessions shaped their thinking and influenced their professional practices. The research team was able to identify the specific areas where the training made an impact and the aspects that could be improved to enhance future learning opportunities. For example, Student 3 said:

*“Through three useful live training sessions, I had extremely interesting experiences in both theory and practice. With the enthusiastic and direct sharing from foreign and Vietnamese experts, the direct and specific examples of gender bias and inequality made me feel closer and visualize these challenges more clearly in this era” (Student 3).*

Student 1 said the training provided them with confidence to argue better with their peers, colleagues, and family members when they see or experience gender inequality:

*“After attending the training, my views on gender equality were further strengthened. I have more arguments and grounds to defend my views when asked” (Student 1).*

Lecturer 4 said as a result of the trainings provided by the research team they began to incorporate more gender neutral examples in their teachings:

*“I gained a deeper understanding of how gender inequality impacts society and individuals. I learned to incorporate gender-neutral examples in teaching and advocate for gender equality in professional and personal contexts. I recognize the role of all individuals—regardless of gender—in fostering equality” (Lecturer 4).*

Lecturer 1 mirrored this view in terms of how the trainings helped them reflect on their way of teaching and their understanding of gender equality:

*“I am very grateful to the Department of Educational Psychology for organizing a valuable training series. It has enhanced my understanding and updated my knowledge on integrating gender issues into education through insights from experts in the UK. This training has motivated me further in my career and in striving for gender equality” (Lecturer 1).*

Lecturer 2 also said:

*“I will incorporate gender sensitivity content into courses, encourage students of all genders to participate and voice their opinions, create a safe learning environment, ensure fair assessment, provide counselling, and support students” (Lecturer 2).*

One lecturer, Lecturer 4, had constructive feedback about the training sessions and advised that any training that may take place moving forward should *“include more real-life examples relevant to the education sector”* and they also said that there should be further *“collaboration and networking*

among participants after sessions” (Lecturer 4). There were also suggestions in terms of how to circulate the training materials and the outcomes of the project to wider audiences. Student 3 said:

*“Training sessions (documents, images, etc.), documents and results can be used as online/offline yearbooks so that people who did not participate or participated can refer to the data, images and stories shared in such training sessions. It not only increases the interactivity of the training sessions, but also allows trainees to refer to information with a strong scientific foundation and is a friendly and complete recap of meaningful learning sessions” (Student 3).*

Another student, Student 4, suggested that the training materials can be included in the teacher training sessions at the Hanoi National University of Education:

*“It can be included in teacher training sessions to help them understand gender-related issues and apply this knowledge in their daily teaching (because I found the training session very good and comprehensive to be able to apply in practice). In addition, it is necessary to organize regular training courses and create practical opportunities where participants can actually apply what they have learned in practice, such as drills on handling GBV situations in the school environment. To ensure that the changes are sustainable, there needs to be a system of long-term evaluation and monitoring of results to identify strengths and weaknesses in the implementation process. And participants should also share the training materials they have with their colleagues, friends, etc. to spread the value that the event builds” (Student 4).*

During the in-person training in Ha Noi, August 2024, many participants suggested several actions to promote gender equality, which were aligned with the interviews conducted after the training. For example, they recommended that the government enforce national policies and strategies focused on achieving gender equality. Another action suggested was that MOET should establish a programme that integrates gender equality education into the curriculum. The participants also suggested that schools should organise specific programmes with activities and educational content aimed at raising awareness about gender equality. There was an emphasis on the fact that individuals should be encouraged to accept, apply, and respond to gender equality principles, as well as regularly re-evaluate them. Finally, the participants agreed that society should reflect on the outcomes of these efforts and demonstrate overall progress towards achieving gender equality.

## 5.6. Summary

The interviews provided beneficial insights to the research team about how staff and lecturers involved in the project perceived gender equality. Their narratives highlighted the challenges and limitations faced in achieving gender equality, not only in educational settings but also across Vietnamese society.

These discussions offered the research team a deeper understanding of the structural and cultural barriers that persist, helping to clarify the gaps that need to be addressed. The interviews also revealed what aspects of the current curriculum are effective and where improvements can be made to address gender inequality and GBV in schools and higher education institutions. Participants shared practical ideas and examples, which can serve as a foundation for enhancing educational content and teaching methods to promote equality more effectively. Moreover, the feedback provided by the participants serves as a useful roadmap for designing a new, more inclusive curriculum. It also offers policymakers an evidence-based perspective on the changes required to support meaningful progress towards gender equality in education and beyond. By acting on these recommendations, there is an opportunity to create lasting change in how gender equality is understood and implemented within Vietnamese educational settings.

## 6. Executive Summary of Policy Paper

This report synthesises insights from a collaborative dialogue session between UK and Vietnamese stakeholders, including the MOET, universities, and international partners during roundtable discussions. The discussion focused on integrating gender-sensitive pedagogy, addressing GBV, and fostering systemic change within education systems. Key recommendations include policy standardisation, enhanced training programmes, cross-sector collaboration, and ongoing monitoring and evaluation are made. This is a summary section of a separate [policy paper](#) that was produced out of the project.

### 6.1. Policy Overview

Gender inequality and GBV remain pervasive challenges in education systems worldwide. This summary report captures the outcomes of a collaborative exchange involving Vietnamese and UK stakeholders, aiming to identify best practices and actionable strategies to advance gender equality, strengthen teacher training, and establish support systems for students and staff.

One of the goals of Viet Nam's National Strategy on Gender Equality (2021–2030) UN Report focuses on education, aiming to integrate gender, and gender equality content into the national education curriculum and formally teach it in pedagogical institutions by 2025. Key initiatives supporting this strategy include:

- A communication program on gender equality (Decision 1790/QD-TTg) extending to 2030,
- A program addressing GBV (2021–2025) (Decision 2232/QD-TTg), and
- A program promoting women's participation in leadership and policymaking (2021–2030) (Decision 2282/QD-TTg).

At present, trainee teachers in Viet Nam's universities do not have mandated curricular to address and incorporate gender sensitivity pedagogy and raise awareness of GBV and how to prevent and respond to GBV.

### 6.2. Key policy recommendations

These key initiatives and collaborative exchanges and workshops throughout the project have informed the development of the following ten policy recommendations:

- 1. Mandatory Training:** Implement nationwide mandatory gender sensitivity curricula training, GBV awareness, and prevention training for educators.

2. **Standardisation of Guidelines:** Develop and disseminate standardised guidelines for integrating gender sensitivity into curricula, teacher training, and institutional policies.
3. **Legislative Support:** Strengthen legislative frameworks to enforce gender-sensitive policies in education and provide resources for implementation.
4. **Establish Safe Spaces and Support Systems:** Establish counselling services and safe spaces at all universities, ensuring confidentiality and accessibility.
5. **Train staff and lecturers:** To handle disclosures of GBV with sensitivity, offer trauma-informed approaches and provide anonymous reporting mechanism for incidents of GBV, coercive control and sexual harassment/violence.
6. **Establish Committees for Gender Advancement:** Create and formalise gender equality committees at universities to oversee policy implementation, monitor progress and advocate for gender equality initiatives.
7. **Increase Awareness and Advocacy:** Launch targeted campaigns to raise awareness about GBV, coercive control, sexual harassment/violence and promote cultural change around harmful stereotypes and gender norms.
8. **Collaborative Initiatives:** Continue leveraging international collaborations for knowledge sharing, funding, and capacity building. Collaborate with ministries, NGOs, and national and international organisations to align efforts and resources.
9. **Monitoring and Evaluation:** Introduce robust evaluation mechanisms to measure the effectiveness of training programmes, knowledge transfer, and student outcomes.
10. **Research and Review:** Identify current changes, trends and policy alongside review and reflect on current and emerging practices.

### 6.3. Conclusion

These policy recommendations aim to create safer, more inclusive environments and promote gender-sensitivity and gender equality in education in Viet Nam. By implementing these policies and referring to the actionable steps outlined in the policy report, universities in Viet Nam can make significant strides towards creating a gender-sensitive educational framework that promotes equality, prevents GBV, challenges harmful gender stereotypes and supports survivors.

## 7. Learning from the Project

As both the quantitative and qualitative data indicated, the workshops had a significant impact on participants' knowledge and awareness of gender-based issues in education. There was a marked improvement in understanding across the various elements outlined above, including gender-based stereotypes, GBV, and strategies to create gender-sensitive environments within educational spaces.

The data revealed that whilst there is awareness of gender-based issues in Vietnamese HE, including with regard to gender equality and GBV, more work needs to be done to integrate that support into institutions. To date, there is still a significant reliance on students and staff accessing support off campus i.e. through NGOs like churches or temples, whilst formal on campus support is more limited. Indeed, this issue becomes even more pressing given the survey data showing that a significant proportion of students/staff had personal experience of GBV through friends, family or colleagues. HEIs can offer more formal support around counselling and help centres, as well as education through formalised curriculum. Indeed, 80% of workshop attendees on this project had not accessed workshops previously centred on gender equality or GBV.

The training workshops delivered within the project had a strong impact on participants knowledge and awareness of gender-based issues in education, with improved awareness of gender-based stereotypes, GBV and the creation of gender-sensitive environments in schools and universities. As was noted in Section 4, whilst training workshops do not provide the sole answer to issues around gender in education, they can support the transformation of behaviours, raise awareness and act as a pillar of wider educational strategies to promote gender equality. Indeed, our data analysis reveals that people believe that integrating gender-sensitive content into curricula and establishing supportive networks and spaces can help create safer and more inclusive environments for students and educators.

Further, lecturers and students emphasised the importance of adopting a more inclusive and gender-neutral curriculum to promote gender equality and address issues such as GBV. Interviewees suggested this should include developing comprehensive resources and teaching materials for educators, introducing programmes specifically focused on gender equality and violence prevention, and implementing consistent gender training across all levels of education. They also identified a lack of standardised materials dedicated to these topics and highlighted that certain existing content perpetuates traditional gender stereotypes.

### 7.1. Recommendations

Our **six** recommendations in the light of the findings are:



1. **Developing Standardised Gender-Sensitive Resources:** Create and disseminate teaching materials that are designed to promote gender equality and challenge traditional gender stereotypes among Vietnamese schools and HEIs, ensuring alignment with the United Nations' Sustainable Development Goal (SDG) agenda.
2. **Implementing Consistent Gender Training:** Provide regular training for educators at all levels of education to enhance their understanding of gender-related issues and equip them with the tools to deliver inclusive education in schools, HEIs and in wider business settings.
3. **Expanding the availability of workshops:** Provide further workshops in educational settings, ensuring that they are more accessible and tailored to diverse audiences such as universities in rural Viet Nam. Moreover, integrating these workshops into professional development programmes for educators and embedding them into institutional policies could further enhance their reach and long-term impact. Where possible, making such modules compulsory (or if elective, prominent across multiple courses), could also support uptake of such educational engagement.
4. **Curriculum Review and Reform:** Review existing curricula to identify and remove content that reinforces traditional gender stereotypes, replacing it with material that supports equality and inclusivity (please see further information about the participants comments on curriculum in Section 5.3). This could be done in a similar way to how curriculum is now decolonised in western universities.
5. **Establish Supportive Structures and Networks:** Create frameworks within educational settings to monitor and evaluate the implementation of gender-sensitive practices and to ensure ongoing progress. Embed SIM© practices here also, so that change over time can be tracked and quantified (see Appendix 9.3 for the SIM© Framework developed as part of this project).
6. **Establish Networking Opportunities:** Build networks for women professionals to share their experiences and receive mentoring and networking opportunities. Peer learning is an important component of career development and can enable people to understand how they can shape their work environments to better suit their needs.

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## 9. Appendices

### 9.1. Student Survey

#### A. STUDENT INFORMATION

**A1. Please tell us which university you are a student at.**

- a. Hanoi National University of Education
- b. Vinh Pedagogical University
- c. Hanoi University of Education 2

**A2. What is your age group?**

- a. 18 to 24.
- b. 25 to 34.
- c. 35 to 44.
- d. 45 to 54.
- e. 55 to 64.
- f. 65 or over

**A3. What year are you currently in?**

- a. First year
- b. Second year
- c. Third years
- d. Fourth year
- d. Other (please specify \_\_\_\_\_)

**A4. Biological sex (please circle the answer that applies to you)**

- a. Male
- b. Female
- c. Other (please specify \_\_\_\_\_)
- d. Prefer not to say

**A4. Where is your family living now?**

- a. Cities (e.g.: Ha Noi, HCM, Da Nang, Hai Phong...)
- b. Local cities (e.g.: Thanh Hoa, Nam Dinh, Thai Binh...)
- c. Town
- d. Countryside
- e. Mountainous areas and islands
- f. Other (please specify)

#### B. UNDERSTANDING SAFETY ON CAMPUS

The statements here will help understand how safe you feel in your campus and to what extent you feel comfortable to talk to others about any issues related to your safety.

**B1. Please indicate your level of agreement to the following statements:**

No	Statements	Level of agreement
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		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	I feel valued in the classroom/learning environment.					
<b>2</b>	Faculty, staff, and administrators respect what students on this campus think.					
<b>3</b>	I think faculties are genuinely concerned about my welfare.					
<b>4</b>	I think administrators are genuinely concerned about my welfare.					
<b>5</b>	I feel connected to people on this campus.					
<b>6</b>	I feel like I am a part of this college/university.					
<b>7</b>	I am happy to be at this college/university.					
<b>8</b>	The faculty, staff, and administrators at this school treat students fairly and equally.					
<b>9</b>	I feel safe on this campus.					
<b>10</b>	College officials (administrators, public safety officers) should do more to protect students from harm.					
<b>11</b>	If a crisis happened on campus, my college would handle it well.					
<b>12</b>	The college responds too slowly in difficult situations.					
<b>13</b>	College officials handle incidents in a fair and responsible manner.					

14	My college does enough to protect the safety of students.					
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**C. Students' understanding of violence:** the questions in this section focus on your understanding of GBV.

**C1. People think of different things when they hear the term GBV. Would you regard the following types of behaviour as GBV?**

No	Statements	Yes	No	I do not know
1	One partner pushing or shoving the other			
2	One partner punching and/or kicking the other			
3	One partner deliberately embarrassing the other in public			
4	One partner not allowing the other to have money			
5	One partner calling the other hurtful names			
6	One partner forcing the other to have sexual intercourse			
7	One partner slapping the other across the face			

*Adapted/Taken from European Commission 2017: Question on Attitudes towards GBV*

**C2. Please answer the following statements:**

No	Statements	Yes, women	Yes, men	Yes, both men and women	No, I do not know anyone	I am not sure
1	Do you know any women or men in your circle of friends and family who has been a victim of any form of domestic violence					
2	Do you know any women or men due to your studies who have been a victim of any form of domestic violence?					

3	Do you know any women or men in your immediate area or neighbourhood who have been a victim of any form of domestic violence?					
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*Adapted/Taken from European Commission 2017: Question on Attitudes towards GBV*

**D. TEACHING PROGRAMS IN SCHOOLS OF EDUCATION ABOUT GENDER EQUALITY/PREVENTION AND RESPONSE TO VIOLENCE:** The questions in this section focus on the understanding of any modules/classes/seminars that you may have attended about GBV.

**D1. Have you ever attended a talk, seminar or any form of training or class organized by a school on the topics below?**

No	Courses/training/talks about help support understanding:	N/A (I have not attended)	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1	What sexual harassment/sexual violence is						
2	Consent in sex						
3	School measures to prevent and handle acts of gender based violence						
4	How to report sexual harassment/GBV.						
5	Services that can help people experiencing violence						
6	How witnesses intervene with sexual harassment/GBV.						
7	Various ways/measures to prevent sexual harassment/GBV						
8	Safety on campus and in public places						
9	Skills to prevent and respond to violence on campus and in public places						
10	Gender equality						
11	Issues related to gender such as: gender stereotypes, gender prejudice, gender						

	justice, gender socialization, gender discrimination...						
12	Comprehensive Sexuality Education						

**D2. If you have attended any of the above (meaning any of the above is included in the curriculum at your school), please indicate what content is taught. How is it taught at the school where you are studying?**

No		No	Yes	I do not know
1	Is an official module in the training program			
2	Is an elective module in the training program			
3	Is the content of a specific course			
4	Integrated into other modules			
5	Is an expanded content in a specific module			
6	Is a content integrated or mentioned in the lecturer's lecture			
7	There is an official curriculum			
8	There are references to gender and GBV			
9	Integrate in activities of the Youth Union and Student Association			
10	Integrate into school club activities			
11	This is content presented in seminars, workshops, etc. of the faculty and school			
12	Other (please specify):			

**D3. Do you know the following ways/places to support people experiencing violence?**

Addresses	Yes	No
1. Student consultation room at the school you are attending		
2. Hotline of the school you are attending		
3. Security/dormitory management		
4. Faculty and school leaders		

5. Academic advisor, student management officer		
6. Union branches, Student Association		
7. Temple/church		
8. Regional police/police		
9. Peaceful house / Shelter		

**E. Open-ended questions:** We are interested in exploring your understanding/views on gender, GBV and gender equality. Please write your answers for the questions below.

1. How would you define gender?  
(Space for the participants to write their responses)
2. How would you define equality?  
(Space for the participants to write their responses)
3. How would you define GBV?  
(Space for the participants to write their responses)
4. How would you define sexual violence?
5. Are there any benefits to students being taught Gender Based Violence and Gender equality? Yes   
(now go to question 5a) /No  (now go to question 5b)

5a) What benefits do you think exist from being taught GBV and GE?

(Space for the participants to write their responses)

5b) What challenges do you think exist from being taught GBV and GE?

(Space for the participants to write their responses)

6. In what ways can information and support about GBV and GE matters be promoted further?

- a) By the Ministry of Education and Training
- b) By pedagogical universities and university teachers
- c) Within families
- d) Within schools
- e) Within hospitals and community support groups
- f) Other:

***Thank you for taking part in our research.***

## 9.2. Interview Questions

### Perceptions of Gender Inequality in Viet Nam

- How would you describe the current state of gender inequality in Viet Nam?
- Do you think gender inequality is a significant issue in the educational sector? (Why or why not?)

### **Understanding of Gender Equality and Awareness of Gender**

- How would you define gender equality in the context of education and leadership in Viet Nam?
- Do you think there is sufficient awareness of gender issues in your institution or among your peers? (Why or why not?)
- How have your views on gender equality evolved, if at all, after participating in the workshops or training?

### **Understanding of GBV and Prevention**

- What more do you think could be done to raise awareness and stop GBV within the education system?
- How do you perceive the current curricula for teachers and students regarding gender issues in Viet Nam? What are its strengths and weaknesses?
- What specific gaps do you think exist in the curricula, particularly in addressing gender inequality or GBV?

### **Barriers to Females Achieving Leadership Positions in Vietnamese HEIs and Schools**

- What do you perceive as the main barriers preventing women from reaching leadership positions in higher education institutions (HEIs) and schools in Viet Nam?
- Have you observed any specific challenges that female colleagues or students face in pursuing leadership roles? Can you share examples?
- What changes do you think are necessary to overcome these barriers and encourage more female leadership in education?
- Can you share your overall experience with the workshops (in person and online)? What aspects did you find most beneficial?
  - Were there any challenges or areas where the workshops could be improved?
  - What specific elements of the workshop materials do you feel were particularly effective in raising awareness or facilitating discussions?
- How do you think the workshops, training materials, and project outputs can be most effectively utilised to create positive outcomes in terms of gender equality?

### 9.3. SIM©

Impact Area	Output			Outcome			Impact			Notes
	Category	Sub-category (where applicable)	Data Input	Category	Sub-category (where applicable)	Data Input	Category	Sub-category (where applicable)	Data Input	
Gender Equality	Gender Pay Gap	Annual Male Earnings	\$	Improved Wellbeing	Individual wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	Improved Earnings for Women	Tax/Insurance	\$	Tax/Insurance rates for Viet Nam should be calculated and applied to improved gender earnings.  Savings in recruitment for Schools/Universities through avoidable female staff losses should be monetised. As an example, its is estimated that in Viet Nam recruitment costs can be as much as 22-27% of base salary (see: <a href="https://www.helloiundi.com/location/Vietnam">https://www.helloiundi.com/location/Vietnam</a> )
		Annual Female Earnings	\$					Disposable Income	\$	
	Female Teacher Retention	N.O. Female Teachers NOT lost from Teaching	N					Savings in Recruitment	\$	
		Women Employed	N.O. Women & Proportion					N / %	Prevention of Lost Earnings	
	Women in Training		N.O. Women & Proportion				N / %	Training Value	Cost of Training Provision	
	Girls in Education	N.O. Girls & Proportion	N / %							
Gender-Sensitive Education/Curriculum	Sessions	Internal sessions	N	Improved Self-efficacy	General self-efficacy	GSE Scale	Increase in retention/enrolment	Confidence in identifying issues	N.O. improved confidence x self-efficacy improvement (\$1,290.57 - based on proxy calculations from <a href="http://www.hotcourses.com">www.hotcourses.com</a> / Cox et al., 2012)	Self-efficacy - Identifying a suitable proxy for self-efficacy are complex however an average cost of self-efficacy improvements can be calculated at £1,017 [dollars value \$1,290.57] (based on proxy calculations from <a href="http://www.hotcourses.com">www.hotcourses.com</a> / Cox et al., 2012).
		Cost of sessions	\$					Improved outcomes for students (grades etc.)	Good Degree Outcomes x value of degree in future earnings \$	
	Students attending sessions	N.O. Female Students	N	Improved Wellbeing	Individual wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	Improvement academic performance	Increased enrolment	\$	
		N.O. Male Students	N / %					Fewer dropouts	\$	
Gender Violence Reduction	Reduction in GBV Incidents	N.O. of GBV Incidents Year-on-Year	N	Social Isolation	Individual Social Isolation	UCLA Loneliness Scale / Cornwell Perceived Social Isolation Scale	Reduced Morbidity	Reduced deaths through isolation	N	GBV has an economic cost in Viet Nam estimated at 1.8% of GDP. Therefore, it could be estimated that GBV against School/University Staff could cost Schools/Universities nearly 2% of their Gross Income per annum. See: <a href="https://vietnam.unfpa.org/en/news/journey-change-second-national-study-violence-against-women-viet-nam-2019-released">https://vietnam.unfpa.org/en/news/journey-change-second-national-study-violence-against-women-viet-nam-2019-released</a>  Social isolation has also been shown to cause up to a 32% increase in Morbidity Rates ( <a href="https://jamanetwork.com/journals/jama/fullarticle/2806852#:~:text=Social%20isolation%20and%20loneliness,noted%20in%20Nature%20Human%20Behavior.">https://jamanetwork.com/journals/jama/fullarticle/2806852#:~:text=Social%20isolation%20and%20loneliness,noted%20in%20Nature%20Human%20Behavior.</a> )  There are also costs to the investigation of murders/suicides to the State, further compounded by the lost productivity related to premature deaths. As an example for suicide, see study on global cost of suicide: <a href="https://www.sciencedirect.com/science/article/pii/S0749379724000813#:~:text=Results,life%20years%20lost%20to%20suicide">https://www.sciencedirect.com/science/article/pii/S0749379724000813#:~:text=Results,life%20years%20lost%20to%20suicide</a>  Social wellbeing value - Value of being able to rely on family - HACT \$8,597.36
	Prevention of Injuries	Minor Injuries	N					Health Service & Employment Savings	Minor Treatment Costs	
		Hospitalisation	N				Hospital Admission Costs		\$	
		Prevention of Sick Days due to GBV	N				Improved Wellbeing	Individual wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	
		Lost Work Days due to Hospitalisation	N	Investigative Costs	Police/Coroner/Health	\$				
	Creating safe and inclusive spaces in schools/ implementing clear anti-GBV policies	Students reporting feelings of safety	N	Improved perception of neighborhood/area	Safety in neighborhood/area	Neighborhood Environment Walkability Scale (NEWS)	Improved feelings of safety	N.O. reporting feelings of safety x social wellbeing value \$8,597.36	\$	
	Prevention of Deaths	Murders	N					Productivity Costs	Reduced GDP	
		Suicides	N							

Strengthening Communities	Financial Support spend	Vouchers	Cost	FS Student Performance	Progression	% progression across Years 1, 2 & 3	Debt Reduction Impact	Social Impact of Debt Reduction	\$	If bursaries are provided to support female students, or other types of provision, this should be captured.  Value of mental wellbeing services should be calculated per student/staff member.  Community investment should also be captured where possible, either in cash or in-kind support.  Volunteering value as an example can be calculated in the UK at £13,500 per year (Fujiwara, Oroyemi and McKinnon, 2023), or the hourly value can be calculated and multiplied by the number of hours of provision
		Bursaries	Cost		Attainment	% of 'Good Degrees'				
	Students/staff accessing wellbeing services	Mental Health First Aid	N / %	Improved Wellbeing	Individual wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	Medical	Reduced demand on medical services	\$	
		Other mental health support	N / %							
	Community events	No. Community Events	N	Community Cohesion	Improved Community Cohesion	Enhanced social capital	Community Cohesion & Social Mobility	Cost of Events x Participation	\$	
		No. Participants at Community Events	N							
	Investment	Investing in schools/colleges	\$							
Investing in NGOs		\$								
Volunteering	No. staff/students volunteering for schools/NGOs	N / %								
Mentoring	Participants receiving mentoring	No. Participants at Community Events	N	Improved Wellbeing	Individual wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	Participants receiving mentoring	No. hours x mentoring cost (\$500)	\$	
	Mentoring sessions	No. Sessions	N / E				Mentoring sessions	No. hours x mentoring cost (\$500)	\$	
	Committee / Advisory Board	No. attending	N	Committee / Advisory Board	No. hours x hourly time cost	\$				
	Woman Teachers/Students Support Group	No. attending	N	Improved General Self-Efficacy	General Self-efficacy	GSE scale	Woman Entrepreneurs Support Group	No. hours x hourly time cost	\$	
Staffing and Development	Recruitment	Gender balance	N / %	Improved Wellbeing	Individual wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	Equality & Diversity	Female wage spend	\$ / %	Value of staff training and development should be calculated, whilst wage spend equality should also be monitored.  It is also possible that accredited programmes lead to increases in lifetime earnings. Example for this in UK can be found at <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/32354/11-1282-returns-intermediate-and-low-level-vocational-qualifications.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/32354/11-1282-returns-intermediate-and-low-level-vocational-qualifications.pdf</a>
	Staff Training & Development	Accredited Qualifications Gained	Qualification Level	Improved Self-efficacy	General Self-efficacy	GSE scale	Improving Lives	Staff Training Qualification Equivalent Future Earnings	\$	
Engaging Students	Student numbers	N/A	N	Student Performance	Progression	% progression across Years 1, 2 & 3	Student Social mobility	Graduate Job Creation	Tax / Insurance	\$
					Attainment	% obtaining high grades			Other contributions	\$
	Student demographics	Gender balance	N / %	Improved Self-efficacy	General Self-efficacy	GSE scale			Reduction in welfare (or other support)	\$
		Students from rural areas	N / %							
		Students with disabilities	N / %							
		First generation	N / %							
	Support	Other protected characteristics	N / %							
Integrated student support offer		N / %	Improved Wellbeing	Young person wellbeing	ONS-4 / Warwick-Edinburgh &-Item Wellbeing Scale	Positive Destinations	Good Degree Outcomes x value of degree in future earnings	\$		
Specialist Personal Tutor Support		N / %								