



Original Article

Discrimination Toward Women with Disabilities (WWDs) in Vocational Training in Vietnam

Pham Thi Lan Huong^{1,*}, Nguyen Thuy Anh²

¹VNU Vietnam Japan University, 144 Xuan Thuy, Cau Giay, Hanoi, Vietnam

²VNU University of Economics and Business, 144 Xuan Thuy, Cau Giay, Hanoi, Vietnam

Received 09 July 2022

Revised 09 December 2022; Accepted 09 December 2022

Abstract: With 6 million people with disabilities (PWDs) accounting for 7.8% of the total population [1, 2], Vietnam has one of the highest rates of disability in the world. Compared to men with disabilities (MWDs), women with disabilities (WWDs) have to face more challenges in approaching vocational training [3]. Using a qualitative approach, this research conducted in-depth interviews with various stakeholders to evaluate the vocational training from both internal input and external output aspects. For this purpose, first the paper outlines the definition of disability and provides a statistical overview of the WWDs and vocation training for them in Vietnam. The following part explains the theoretical framework and methodology used in this research. The fourth part presents the research results and discussion. Finally, the paper proposes some policy implications to improve vocational training for WWDs in Vietnam. The results show that i) WWDs face more discrimination in daily life and employment than men with disabilities (MWDs); ii) There are companies that support WWDs to get a job and integrate with society; and iii) Current support from the government is not as effective as expected and that they should have more policies to encourage the involvement of companies in vocational training for WWDs.

Keywords: People with disabilities, women with disabilities, vocational training, discrimination.

1. Introduction

The share of PWDs has increased from 10% in the 1970s to about 15% of the world population in 2011 [4]. The aging population is

one of the reasons for this upward trend in the number of PWDs [5]. Most PWDs have a low level of education; very few of them have attended higher education. Due to disabilities, especially learning disabilities, some PWDs are

* Corresponding author.

E-mail address: phamlanhuong2704@gmail.com

<https://doi.org/10.25073/2588-1116/vnupam.4403>

not able to finish their study programs. The reason could also come from prejudices held by family members, who consider it a wiser choice to let them enroll in vocational schools and work rather than study. Therefore, compared to the academic paths, going to vocational training and getting a job are more common for most PWDs. In the case of WWDs, they have to face double discrimination against their gender and disability [6]. It is recognized that “*girls with disabilities are often even more vulnerable to discrimination due to gender discrimination*” [7].

The number of PWDs in Vietnam has been among the world's highest [4]. They are seen as people who need to be protected and helped and are unable to contribute to society. This mindset underestimates their ability to integrate into society and their contribution to it. Research show evidence that WWDs have more disadvantages than MWDs within the education setting in Vietnam, and only a few interventions have been made to improve the situation [8]. WWDs are often viewed as abnormal and

inferior to people without disabilities, and they are considered the shame of their families and a burden for the future economy that requires a productive labor force, hindering the industrialization process of their countries [8]. Therefore, WWDs in Vietnam have even fewer opportunities to get employed and work a normal job. The International Labour Organization (ILO) also states that WWDs have more difficulties in finding jobs and accessing vocational training than MWDs, while vocational training is necessary for PWDs to enhance their social integration [3]. Since the majority of the population with disabilities has vocational training rather than attends school, improving the quality of vocational training will help enhance the integration of PWDs into society. Especially for WWDs, who now face greater barriers to vocational training and employment than MWDs. Hence, evaluating vocational training in Vietnam is necessary to get a clear view of the current situation and empower the voice and perspective of WWDs.

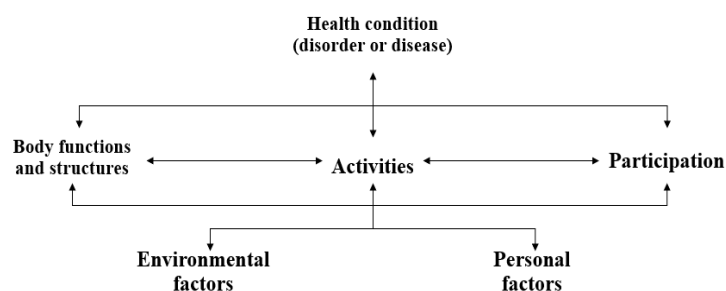


Figure 1. The interaction between the components of the ICF.
Source: Adapted from [10].

2. Overview of WWDs and Vocational Training for WWDs in Vietnam

2.1. Definition of Disability

The conventional definition of disability is based on the medical approach. Accordingly, disability tends to be perpetuated as a deficiency. However, there has been a transition in how to define disability, as it shifts from the perspective

that is solely based on the medical viewpoint to the “social model” approach, where they include the other factors into understanding disability. This social model is reflected by the definition provided by the United Nations, which said: “*PWDs include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with*

others” [9, pp. 4]. The difference between the new concept and the old one is that the modern approach perceives a person as disabled by social, cultural, and environmental barriers. Considering disability as an interaction indicates that disability is not an attribute of a person. The International Classification of Functioning, Disability, and Health (ICF) has provided a framework which takes into consideration both the medical model and the social model, which emphasizes the effects of environmental factors on disability (Figure 1).

In Vietnam, as indicated in the Law on PWDs, PWDs are “those who have impairment of one or more parts of their body, which is shown in different forms of disability, and may cause difficulties in work, daily life, and study” [2, pp. 1, Article 2]. This approach is based on the medical aspects, and rarely mentions other effect of other factors. The Law on PWDs also clarified the six main groups of disability as: mobility disability; hearing and speaking disability; visual/seeing disability; intellectual disability; and other disabilities/ impairments. The law also classified the three levels of severity of disability: severe, moderate, and minor disability.

2.2. Statistics of PWDs and WWDs in Vietnam

Vietnam is located in Southeast Asia, one of the regions with the highest percentage of PWDs in the world. According to WHO, Southeast Asian countries have a high rank in the prevalence rate of moderate disability and severe disability at 16% (the second highest) and 12.9% (the third highest) [11]. Viet Nam is regarded as having one of the highest rates of PWDs [4]. According to [4], PWDs account for 7.8% of the Vietnamese total population (nearly 6 million people). In Vietnam, the number of WWDs is higher than MWDs. The VHLSS 2008 also revealed the percentage of MWDs and WWDs in the total population of Vietnam was 13.69% and 16.58%, respectively. The Census 2009 adds more evidence of the proportion of males and females in the total PWDs population. In the census, males account for 46.2% and women for

53.8%. Regarding the age groups, 41.8% of PWDs are of working age (from 16 to 59 years old) [12], indicating that they are abundant sources for the labor force in Vietnam. Among several types of disabilities, physical disability is the most common, accounting for 29.4%. The other types, namely visual, hearing, mental, intellectual, and multiple disabilities, account for 13.8%, 9.3%, 16.8%, 13.6%, and 17%, respectively [12].

PWDs tend to have lower education levels than people without disabilities (PWODs). The rate of school attendance of PWDs tends to decrease at the higher levels of education. The literacy rate of PWDs (older than 15 years old) is 76.3%, much lower than the rate of PWODs (95.2%). The low level of education background led to a limited mindset and fewer opportunities for getting employed for PWDs. The unemployment rate of PWDs is higher than normal people.

The percentage of PWDs who are employed varies between different types of disability (Figure 2). People who cannot take care of themselves tend to have a low rate of employment. This is reasonable because they usually have a severe level of disability. The highest employment rate belongs to two groups, namely lower mobility disabilities and cognition disability.

On a national scale, there are now around 256 institutions/organizations that provide vocational training services for PWDs, 55 of which are special institutions that are only for PWDs [14]. The number of vocational training organizations for PWDs has been increasing over the years.

According to the survey report on PWDs by the ILO in 2010, the number of organizations for WWDs is quite limited [15]. Up until July 2008, there were only 3 associations of WWDs established in the northern part of Vietnam: Hanoi, Da Lat, and Thai Binh, with a total of around 60 members. Some branches of the Vietnamese Women’s Association also provide support for the WWDs in Hue. In the southern area, a group of 50 WWDs is also supported by

the Ho Chi Minh City Youth with Disabilities Association. It can be seen that the supporting

institutions that are solely for WWDs are scattered and limited in Vietnam.

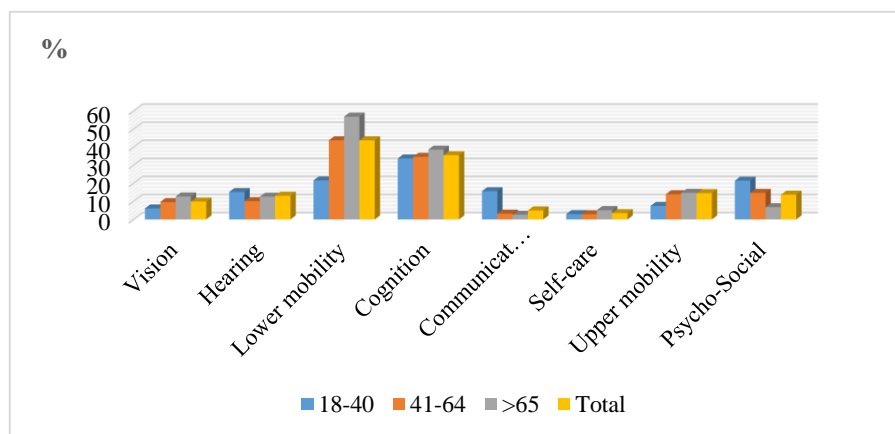


Figure 2. Percentage of PWDs (18 years old and above) in the labor force. Source: Adapted from [13].

2.3. Vietnam's Legislation for PWDs

In Vietnam, the Ministry of Labor, Invalids and Social Affairs (MOLISA) is the main government agency in charge of the matters of PWDs and the management of the vocational training and education of PWDs. In 2010, according to Decision No. 1717/Q-TTg, the National Coordinating Council on Disability (NCCD) has been established and become the agency that takes care of the issues related to PWDs in Vietnam. The Vietnamese Constitution of 1992 stated that all Vietnamese residents, including PWDs, have equal rights. This could be considered as the first document that entitles the PWDs to have the same rights as other citizens of Vietnam, and they need support and protection. Six years later, the Ordinance for Disabled Persons was promulgated on July 30th, 1998, by the Standing Committee of the Vietnam National Assembly. The Ordinance specified the responsibilities of different stakeholders toward PWDs, such as the government and families.

From 2011 to 2015, Vietnam's law and policies on PWDs were institutionalized, as evidenced by the National Law on PWDs in 2010, several law documents with integrated content, 5 decrees, 16 circulars, and 10 decisions

relating to PWDs. The 2010 Law on PWDs and the Ordinance on Disabled Persons in 1998 are "the two most comprehensive legal documents on disabilities in Vietnam" [4]. The PWDs in Vietnam have received much concern and attention from the government. The efforts of Vietnam's government can be seen from the contents of the laws and police released in the last 20 years.

For instance, according to Articles 26 and 27 of the Vocational Education Law of Vietnam [16], the government encourages the vocational training institution to recruit more PWDs by providing financial support for these institutions to prepare suitable facilities, equipment for training PWDs, and land allocation in places that are convenient for PWDs.

3. Theoretical Framework and Methodology

3.1. Theoretical Framework

Literature review on relevant studies points out that there are two ways to approach assessing vocational training; one is evaluating based on internal inputs and the other is evaluating based on external output. The criteria for evaluating each piece of research are summarized in Table 1.

Table 1. Different methods to evaluate vocational training

Research	Method	Main criteria
[17]	Evaluate the effectiveness of vocational training based only on the external output.	Employment rate (How long it takes to find a job after vocational training, duration of employment); Wage rate.
[10]	Evaluate the impact of getting a job on PWDs: economic, social, and psychological aspects.	Economic aspect; Social aspect; Psychological aspect.
[18, 19]	Evaluate the effectiveness of vocational training based only on internal inputs.	Ensure curricula relevance; Maintain close labor market contact; Ensure high-quality training; Establish qualification framework; Limit the risk of creating a dead-end vocational schooling track.
[20]	2 approaches: evaluating internal input and external output.	Internal Inputs: Policy and Program, Management, Teacher qualifications and performance, Stakeholders' involvement; Student Teacher Ratio, Classroom size, Physical Facilities; Equipment, Materials; External Output: economic output (employment, wages,...), social output (equity, social cohesion, poverty reduction,...).

Source: Compiled by authors.

Table 1. Theoretical framework to evaluate vocational training used in the study

<i>Before the vocational training</i>	<i>During the vocational training (Internal Inputs)</i>	<i>After vocational training (External Outputs)</i>
<i>Access to vocational training</i>	Policy and Program; Involvement of Stakeholders; Teacher qualification and performance; Facilities, materials, equipment; Learning ability.	Economic aspect;; Social aspect; Psychological aspect.

Source: Compiled by authors.

3.2. Research Flow

This research uses qualitative methods to evaluate the vocational training for WWDs in Vietnam.

According to the theoretical framework shown in Table 2, this paper will evaluate vocational training based on the factors during the training process (internal inputs) and the results after the training (external outputs). Moreover, for the period before a student attends a training course and for those WWDs who have never received vocational training, the research will investigate whether they have any challenges in accessing vocational training services.

The qualitative method includes desk research and in-depth interviews. As illustrated in Figure 3, through reviewing and analyzing the secondary data from existing studies and international reports and resolutions, the research aims at providing an overall picture of the statistical data of PWDs and vocational training for them. Also, the legislative framework on disability is reviewed and summarized to examine whether the Vietnamese government makes efforts to help the PWDs in general and the WWDs in particular in accessing vocational training and supporting them during the training process. The primary data in the research is collected through in-depth interviews

with several stakeholders involved in vocational training for PWDs.

3.3. In-depth Interview

The in-depth interviews were conducted to investigate the current situation of vocational training for WWDs and the challenges and difficulties that the stakeholders were facing. The main target of the interview is WWDs who are older than 15 years old (the labor age in Vietnam). The authors had approached the owners and leaders of the organizations that

provide vocational training for PWDs, the company that employs PWDs, and the social organizations that work on issues related to PWDs. The list of interviewees is illustrated in Table 3.

The total number of interviewees is 16, of which there are 11 students are WWDs. Despite the small number of interviewees, the research covered a wide range of stakeholders involved in vocational training for PWDs, including the student, teacher, owner, employer, and social organization worker.

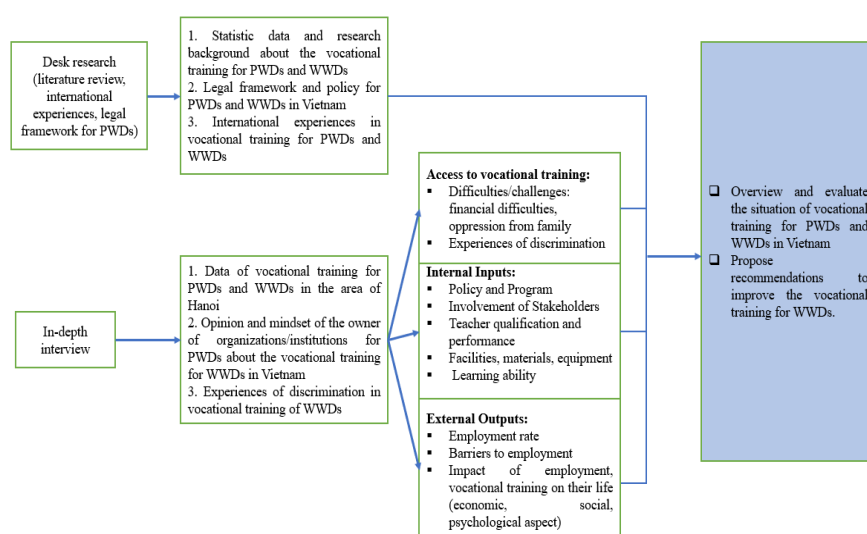


Figure 3. Research flow.
Source: Compiled by authors.

Table 3. List of interview sites

No.	Name of the interview site	Brief introduction	Reason for choosing as interview site
1	Hold the future Center/ <i>Trung tâm Vì Ngày Mai</i>	Health support, vocational training, and job matching for PWDs; The two representative people that accepted to take the interview are the Vice President and the teacher. Both were former students of the center.	Typical model of a traditional vocational training center for PWDs, focusing on providing job training in handicraft products.
2	Dream Seed Center/ <i>Trung tâm Nghị lực sống</i>	The center was established in 2003. The center focuses on training for PWDs in IT and Photoshop skills. The authors have interviewed the owner of the center and four female students of the center.	Different from the traditional vocational training centers for PWDs that mainly provide training related to handicraft products, this center focuses on providing training for jobs related to IT and

No.	Name of the interview site	Brief introduction	Reason for choosing as interview site
			Photoshop. The founder of this center is a WWD herself.
3	Quynh Hoa Vocational Training Charitable Center/ <i>Trung tâm dạy nghề từ thiện Quỳnh Hoa</i>	The authors have interviewed the director and vice director of the center and seven female students.	Typical model of a traditional vocational training center for PWDs, focusing on providing job training in handicraft products.
4	EsoftVietnam Ltd. Company	A company that employs workers who are PWDs and a social organization that has activities relating to PWDs to get a more comprehensive view on the issues of vocational training for WWDs. The company provides services that produce photos and images for the European and American markets.	One of the companies that emphasizes corporate social responsibility (CSR), focusing on vulnerable groups (including PWDs), up to 2021, Esoft Vietnam has 10% of total employees are PWDs and 34% of total employees are women. Besides provide job opportunities for the PWDs, the company also provide several skills training and donation projects for PWDs.
5	Action to the Community Development Center (ACDC)	The center no longer provides vocational training for PWDs. However, in the past, the center had several activities related to PWD rights. The authors conducted an interview with the employee in charge of the PWDs matter at the center.	This center has participated in supporting a project called "Monitoring Educational Rights for Girls with Disabilities," promoting the right to education of girls with disabilities.

Source: Compiled by authors.

4. Research Findings and Discussion

4.1. Interview Results

4.1.1. From the Perspective of Owners of Vocational Training Center for PWDs

All three centers are privately owned and are financially independent; they do not receive any financial support from the government. Two centers mostly get donations from non-government organizations' projects on vocational training for PWDs and from the contributions of the students; one center gets donations mostly from the contributions of the students. The interviewees said that the government had made an effort to support the PWDs, though it was only reflected in paper documents. The cumbersome administrative procedures and the attitude of government officers were the reasons why the owners have been reluctant to call for support from the government.

All three centers do not have specific equipment or facilities to support the study of visually impaired and hearing and speaking impaired people. Students with different types of disabilities study in the same class. The number of students and teachers per class is different between the three centers, but in general, there are often fewer than 35 students and 1-2 teachers in one class. Most of the centers use the former students as teachers. One center also sent students to a training course for teachers or got teachers from collaborating vocational training schools and colleges. One center has the stairs designed for people with wheelchairs. The class is located on the first floor to help the PWDs easily access the class.

Regarding the learning ability, one interviewee who is teacher at the center stated that the male students tend to have higher learning ability and catch up with the lesson faster than female students; one interviewee

indicated that the learning ability of male and female students are the same but female students tend to face more obstacles because the family member tend to favor and invest more on their son. The other two interviewees did not give their opinion on the learning ability of WWDs.

All interviewees agreed that the WWDs had experienced discrimination and stigma due to their disabilities. Some say women face more discrimination than men, while some say that the discrimination toward MWDs and WWDs is quite similar regardless of gender. Two centers acknowledge that in some cases, the discrimination can come from relatives. The WWDs consider them a burden to their families, so they want to attend job training to avoid it. Two centers, where most of the students apply by themselves, indicated that sometimes obstacles could come from parents because they are over-protective with their children. They are afraid that their children will suffer and be bullied if they are out in society. One owner, who is also a WWD, said that in some cases, the parents usually favor the male child more and give them the choice to study instead of the female child.

All the interviewees agreed that vocational training is necessary for the WWDs, and they also stated that it is not only for WWDs but for PWDs in general. Vocational training provides them with the skills so that they can get jobs and make a living, become independent and escape from poverty. In the vocational training center, besides job skills training, the students can learn soft skills, business skills, management skills, and attend activities to integrate with the other PWDs and PWODs. Two centers have the students work at the centers if their products are qualified for sale. The product is sold at the center or by order of the customer. One of these two centers is planning to export products abroad. However, they are postponing this plan due to a lack of logistics workers. One center collaborates with a company to train students according to the company's request or participate in non-government organizations'

projects. "80% of the students after training can get employed", the owner of that center said.

To answer the question relating to whether they are facing any difficulties in providing vocational training for WWDs, one center stated that they do not have any difficulties or obstacles, but they also do not get any support from the government. One center indicated that their difficulties come from the shortage of financial resources, so they could not open and expand the scale of the class. The other center answered that they have difficulties in training jobs for WWDs. According to the owner, the women have limited mindsets because they have low education levels (the highest level of education of female students in the center is high school; some of them have not finished primary school or never went to school). Due to this mindset, they tend to have low self-esteem and be afraid to communicate. Secondly, due to the limited budget, the center could not hold classes for separate types of disability; hence, students with different types of disabilities studied in the same class. It is very difficult for the teacher to provide a suitable teaching method to fit all the students. To deal with this issue, the center is applying the method of on-the-job training. The students get to practice at the same time as learning from textbooks. For hearing and speaking impaired students, the teacher uses pictures and videos to show them how to do the job with action instead of words. They also said that the center provided hearing support devices for students, but sometimes the students refuse to use them for the reason that they are uncomfortable with them.

One of the centers stated that getting the disability assessment also causes difficulties for the center in recruiting students. "One of the required documents that the applicants need to submit to the center when they are applying to join the training course is the certificate of disability assessment. However, some of the PWDs have not been through disability assessment because the local authority does not propagate this information to them and did not deploy the disability assessment for them. Some

individuals have heard of the certificate, but they do not recognize the importance of this certification. Thus, they are reluctant to take the disability assessment test”.

Table 4. Interview results from the perspective of owners of vocational training centers for PWDs

Content	Hold the future Center	Dream Seed Center	Quynh Hoa Vocational Training Charitable Center
Receive support from the government	No (they mainly get financial donations from NGOs and student contributions).	No (They mainly get financial donations from NGOs and contributions from students).	No (Contribution of students, self-finance from the owners).
Type of job training	Handcraft, sewing; Sometime also training for jobs that according to NGO's vocational training projects.	IT, photoshop.	Handcraft paper roll product (used to have other types of job but they think this is the most suitable job for PWDs).
Facilities and equipment	Students with different types of disabilities study in the same class (15–20 students/class); No special equipment to support the PWDs.	Students with different types of disabilities study in the same class (20–25 students/class); No special equipment to support the PWDs Build specialized going-up stairs for wheelchair users.	Students with different types of disabilities study in the same class (all students from the centers studied in the same classroom: around 25 students/class with 1-2 teachers); No special equipment to support the PWDs.
Opinion on the learning ability of WWDs	Slower than men with disabilities (from the view of the teacher).	The same as men with disabilities, but WWDs have more obstacles.	Do not have any opinion regarding this issue.
The meaning of vocational training for WWDs	Necessary.	Necessary.	Necessary.
Ensure employment	Training according to projects of NGOs; The number of students is limited according to the regulations of the Ministry of Trade and Industry.	80% students get employed after training.	The center sells the products made by students; after training, the students can stay to work at the center.

Source: Compiled by authors.

4.1.2. From the Perspective of Female Student with Disabilities

Two interviewees who are female students with disabilities are 19 years old; seven students are in their 20s and two students are in their 30s.

Seven students are learning to make handcrafted paper roll products. Among them, only one student indicated that she had learned another job, but she did not reveal the name of the occupation. For the rest of the students

(6 students), they have never attended any vocational training besides the job that they are currently training for. Four students are learning Photoshop and IT-related jobs. One student had studied embroidery picture before; the other three students had never had any other job training. To answer the question why she changed from sewing to the current job, she said: “Before this job, I studied embroidery and made pictures from fabric for 9 months. After the

training, I worked on embroidering pictures for some time. However, in my hometown, this type of job has not developed, so it is very difficult to find a job. After that, by searching for information on the internet and a recommendation from a friend, I switched to learning IT and Photoshop”.

There are 8 students chose their job based on the recommendation of family and friends (six cognitively disabled people, one person with physical disability, and one person of short stature); the other three students chose their job based on their own decision (1 person with physical disability and 2 people with disability related to health condition).

All 11 respondents received financial support from the government. Their support ranges from 405.000 VND to 525.000 VND (depending on the level of disability according to

the regulations in law). 7/11 interviewees agreed that the amount of financial support they receive each month is enough for them. 4/11 interviewees said that the support is not enough (one person indicated that because of her health disorder, she has to do health checkups every month and the financial support is not enough for her).100% of respondents said that the current job they are training is suitable for their health condition, the other profession required hard work, and not suitable for them.

Five students stated that they had not experienced any discrimination due to their gender and disability (all five of these five people have a cognitive disability; one has a minor level of disability). The remaining six students stated that they had experienced discrimination and stigma due to their disability.

Table 5. Interview results from WWDs who have vocational training

Basic information of interviewed students		
Total number of students: 11		
Types of disability	Cognitive disability.	6 students
	Physical disability.	2 students
	Little person (person of short stature).	1 student
	Disability resulting from diseases (Thalassemias - blood disorder and skin disease disability).	2 students
Age range	10s (19 years old).	2 students
	20s.	7 students
	30s.	2 students
Type of job training	IT, photoshop.	4 students
	Handcrafted paper roll products.	7 students
Opinion regarding WWDs and vocational training for WWDs		
The current job is suitable	11/11 students: the job they are training is suitable for their disability and health condition.	
Receive support from government	11 students receive financial support from the government: 7/11 students: the support is enough (They are financially dependent on their families); 4/11 students: the support is not enough.	
Learning ability of WWDs	8/11 students: MWDs have better learning ability than WWDs; 1/11: learning ability of WWDs and MWDs are the same; 1/11: WWDs learn faster than MWDs; 1/11: do not have any opinion regarding this issue.	
Family prevented from pursuing vocational training	10/11: no oppression from family (7 students: parents encourage them to attend vocational training school); 1/11: family oppression due to concern of financial issues and her health condition.	

Source: Compiled by authors.

Ten students responded that they do not have any oppression from parents to let them attend vocational training school. Seven of them said that their parents encourage them to go to vocational training school and recommend the center to them (through introduction from acquaintances or relatives). One student said her parents do not want her to go to vocational training school. She said, *“My parents oppress me from going to vocational training school because they are worried about my health condition. They also think that we are not financially well-off. The financial support from the government is too little”*. (She is disabled as a result of her disease and must have a health check-up and purchase medication every month.)

Eight respondents think that male students with disabilities have higher learning abilities than women. One respondent said that *“the male students are more quick-witted than the women in the class. The female students often do the job slower than men”*. (The job is making handcraft paper roll). Three remain respondents have

different evaluation regarding the learning ability of the WWDs: one said that she think men and women with disabilities has the same learning disabilities, one said that female student are catching up in class faster than men for the handcraft job, one said that she had not communicate and meet male students so she does not know (however, this respondent is cognitive disabled, she had difficulties in understand the questions and very shy).

All respondents (11/11 students) agreed that vocational training is very necessary for women with disabilities. They said that vocational training helps them learn skills so that they can make a living for themselves. Also, through vocational training classes, they have the chance to meet with people with the same background. Therefore, they can communicate and make friends, be more sociable and confident.

Vocational training helps me to improve my patients. I feel more confident when I can make a product. I want to learn more about the job.

Table 6. Interview results from companies that employ PWDs

ontents	Interviewee's answer
Basic information about disabled employees in the company	12% of total employees in the company are PWDs (around 70 people out of 600 employees); 30-40% of the employees with disabilities (around 20-30 people) are WWDs.
Working ability of WWDs	The working ability of men and women with disabilities is the same; People with physical disabilities and those with visual impairments have fewer opportunities than others because most jobs are done on computers.
Difficulties of the company in hiring PWDs	“The company certainly faces challenges when hiring PWDs”. + Communication: For people who are hard of hearing or have difficulty speaking, the company needs to provide a translator (who is also an employee) to support and assist them with job training. Thus, it is difficult when the company wants to provide job training and foreign language classes for them; + The construction of facilities adapted to the special needs of PWDs is costly, and sometimes it is hard for the company to pursue and convince the building owner to let them change the design of the office; + It is difficult to find a way to integrate and bond the employees with disabilities harmoniously with the other employees of the company.
Receive support from the government	Yes, but not enough. “The support is not much, compared to the efforts the company made”.

Source: Compiled by authors.

4.1.3. From the Perspective of Companies that Employ PWDs

The representative from the company is the employee who is in charge of the human resources matters in the company. The company provides services relating to making and producing images and pictures for the European and American markets. There are two departments that the company recruits PWDs for: the production department and the customer service department. The office design of the company is very friendly and easy to access for disabled people. They consider the special needs of PWDs in designing the office: the toilet room has a low sink for people of short stature; they build a private and designed toilet room for PWDs;

the stairs and inferior furniture are also designed to be suitable and comfortable for PWDs.

Regarding the recruitment process, the company collaborates with several vocational training centers in Hanoi and the nearby provinces. The recruitment information is published in many channels. Besides that, the company also recruits PWDs that are still on training. The applicants must take an ability test related to the job. The content of the test includes English proficiency and job-related skills. The company provides translators to support applicants with hearing and speech disabilities during the test.

4.1.4. From the Perspective of Social Organization that Work on Matters Related to PWDs

Table 7. Interview results from perspective of social organization that work on matters related to PWDs

Content	Interviewee's opinion
Type of jobs available at vocational training centers for PWDs	Sewing, office work, graphics, IT, and Photoshop; “For groups of PWDs that do not have opportunities to go to school or have a low level of education (usually people who were born in the 1980 s; younger generations have more access to education), they tend to learn sewing, farming, and breeding, or self-business (opening a convenience store). Besides that, PWDs are trained in office-related skills, graphics, IT, and Photoshop. The type of job depends on the type of disability”.
Discrimination against WWDs in vocational training	“PWDs tend to face more discrimination in employment (recruiting process) than in vocational training”; “WWDs have more disadvantages in many fields. They are facing double discrimination. They have fewer opportunities than men with disabilities in accessing education”; All males and females with disabilities have the opportunity to access vocational training. However, the chances are less for some types of disabilities, such as cognitive disability.
Learning ability of WWDs	The same as men with disability.
The propaganda of the government on policy related to PWDs	Limited, not effective.
Meaning of vocational training for WWDs	“It is very important because it helps them develop their thinking ability, develop their relationships in the community, and provides them with the skills so they can live independently and make a living for themselves”.

Source: Compiled by author.

4.2. Discussion of Research Findings

The government has made efforts to support the PWDs in vocational training, but their support is not enough and effective

The PWDs themselves and the owners of vocational training centers acknowledge the change in the government's attitude to the problem relating to PWDs. They take into consideration the needs of PWDs in law and policy making. Their efforts are shown in the privileges and rights that are provided for the PWDs: free bus tickets; financial support every month; the level of money depends on the type and level of disability (the basic financial support is 405.000 VND per month). To get financial support from government offices, PWDs need to prove their level of disability through a certificate of disability. However, many PWDs do not know the importance of this certificate, or they are not informed and propagated this information from the local authority. Therefore, in some cases, the PWDs still do not get the financial support.

Aside from that, the level of assistance is insufficient and ineffective for PWDs. A person with a health condition-related disability requires money for health checkups and medicine in addition to daily living and educational expenses. Therefore, for people that have not been able to make a living, that amount of money is insufficient for them, and they still need to depend on their families.

Due to the difficulties in administrative procedures, the vocational training centers for PWDs and companies that hire PWDs do not get support from the government. Furthermore, government support is insignificant in comparison to the cost and effort required to improve the quality of teaching or working conditions for PWDs. It is stated that the government has shown interest and consideration more than in the past, but most of the policies about the rights of PWDs now are still in paper documents, and the implementation is not effective. For instance, it is indicated in the law that vocational training centers for PWDs

can get support and privilege from the government in renting land for their facilities. However, in reality, the paper documents and the administrative procedure are cumbersome and difficult, which reduces the desire to call for support from the government. The government needs to play a more active role in supporting the organization of PWDs.

WWDs have experience of discrimination, but mostly in daily life and in employment rather than in vocational training

The WWDs tend to face discrimination in daily life rather than in the vocational training process. The majority of interviewees believe that all PWDs, not just women, face discrimination. The stigma and discrimination are usually shown in the attitude of PWDs and are mostly based on appearance rather than gender. The discrimination based on gender tends to come from family members as they give the son more opportunities in education than the daughter. This is associated with the gender discrimination mindset of the Asian people, as they favor their sons more.

Most of the students in the vocational training center for PWDs have the same background, so they understand and are more open with each other. Therefore, in vocational training, they do not feel discriminated against. In employment, students tend to be discriminated against because of their disability and gender.

However, this is also affected by the gender discrimination mindset. Due to the limited access to education, most of the WWDs have a lower level of education than men. They also have fewer opportunities to communicate with society. The limited mindset, poor social skills, and the prejudices from family and friends make them consider themselves burdens to their families and society. They do not have common sense knowledge. In some cases, WWDs may not even be aware that they are victims of sexual abuse or violent abuse. At some vocational training centers, the owners were aware of this issue and held classes to teach knowledge related

to family abuses to teach the WWDs their rights and how to protect themselves.

Models of vocational training for PWDs are diverse and open to all PWDs

Most of the private centers are financially autonomous; they call for donations and investment from NGOs or contributions from the students. The students are provided with living accommodation and meals if their house is far from the center. Therefore, the contribution of the students tends to be small and can only cover their tuition fee.

The teachers in the center tend to be former students or teachers from collaborated organizations, vocational colleges, or experts from NGOs projects. Due to the limited budget, the scale of the centers tends to be small. The classes usually have 20–30 students with 1–2 teachers. Male and female students have equal opportunities, and they are not discriminated against based on their gender, but rather on their level and type of disability. One of the requirements for the vocational training center when they are recruiting students is that the applicant be able to take care of themselves in daily life. The reason is that the centers do not have enough financial and human resources to take care of each student if they are not able to take care of themselves.

Recently, at the vocational training center for PWDs, they not only provide job-related skills training, but they also provide classes on business, management, computer skills, soft skills, and language skills. They are progressing in the direction of preparing PWDs with not only technical skills but also knowledge that will be useful to them in daily life, allowing them to be more independent and capable of protecting themselves.

Social responsibility companies pay more attention to the rights and special needs of PWDs

Companies that are moving in the direction of social responsibility tend to focus more on gender equality and human rights issues for PWDs. Therefore, these companies produce policies to encourage hiring PWDs as employees

and invest facilities to make the office easier to access and friendlier for the PWDs. The WWDs are treated fairly and equally in the company. They are assessed based on their true ability. This type of company model existed in Vietnam. However, not many companies make efforts to improve the working conditions for PWDs because it is costly and takes time.

5. Implications

The government needs to be more active in supporting the provision of vocational training for WWDs. Besides the public vocational training organization, the local authorities should do research and find a good private vocational training center in the area as a good candidate for collaborating in government projects related to vocational training for PWDs or with the public vocational training school. The policy lobby should focus on the gender equality and human rights of PWDs. The policy should emphasize these matters to meet the needs of PWDs:

i) Policy advocates for incorporating the economic and social factors that can lead to disability into the assessment framework. This will promote the implementation of the CRPD and help to redefine the concept of disability according to international standards;

ii) The government should establish an agent and a framework to monitor and ensure equality and justice for PWDs in general, and WWDs in particular, in the hiring process and working conditions; promulgate documents requiring the firms and organizations that employ PWDs to adapt reasonable accommodation according to the CRPD;

iii) Vocation training centers should provide career orientation and diversify the jobs in vocational training for PWDs that are suitable to the type and level of disabilities;

iv) Conduct research and report on the data of PWDs in Vietnam to systemize the data and information of PWDs in Vietnam and promote the international definition of disability to society;

v) Promote the development of socially responsible companies. Encourage and assist them in recruiting PWDs;

vi) Hold campaigns and projects to raise awareness of WWDs about their rights and teach them knowledge related to family abuse and sexual abuse so they can protect themselves. Besides that, propaganda of gender equality also needs to be enhanced and continued to eliminate gender discrimination toward WWDs.

References

- [1] ISEE – UNDP, Eliminate Discrimination: Perspective and Evaluation of Disabled People, 2017.
- [2] National Assembly, The National Law on Persons with Disabilities, Hanoi: National Assembly, 2010.
- [3] ILO, Survey Report on Vocational Training for Disabled People in Vietnam, 2008.
- [4] N. T. Anh, Inclusive Learning Environment for Students With Disabilities in Vietnam'S Higher Education – an Analysis of the Existing Policies and Legal Framework, VNU Journal of Science: Policy and Management Studies, Vol 34, No. 4, 2018, pp. 50-63, <https://doi.org/10.25073/2588-1116/vnupam.4162>.
- [5] World Health Organization, Disability and Health, <https://www.who.int/news-room/fact-sheets/detail/disability-and-health> (accessed on: May 12th, 2022).
- [6] N. X. Thuy, C. Mitchell, N. D. Lange, K. Fritsch, Engaging Girls with Disabilities in Vietnam: Making Their Voices Count, Disability and Society, Vol. 30, No. 5, 2015, pp. 773-787, <https://doi.org/10.1080/09687599.2015.1051515>.
- [7] CRC Committee, General Comment No. 9, The rights of children with disabilities, 2006.
- [8] N. X. Thuy, C. Mitchell, Inclusion in Vietnam: An Intersectionality Perspective on Girls with Disabilities and Education, Childhood, Vol. 21, No. 3, 2014, pp. 324-338, <https://doi.org/10.1177/0907568214524459>.
- [9] United Nation, United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), 2006.
- [10] World Health Organization, International classification of functioning, disability and health: ICF, Geneva: World Health Organization, 2001.
- [11] World Health Organization – Regional Office for Southeast Asia, Disability in the South-East Asia Region, 2013.
- [12] United Nation Economic and Social Commission for Asia and the Pacific (UNESCAP), Building Disability – Inclusive Societies in Asia and the Pacific, Assessing Progress of the Incheon Strategy, United Nations Publication, 2018, <https://doi.org/10.18356/33d778b1-en>.
- [13] General Statistic Office of Vietnam (GSO), The National Survey on People with Disabilities 2016 (VDS2016), Final Report, Hanoi, Vietnam: General Statistics Office, 2018.
- [14] N. T. Hang, Managing Vocational Training in Vocational School According to Social Demand, University of Education, Vietnam National University, 2013.
- [15] ILO, Survey Report on Vocational Training for Disabled People in Vietnam, 2010.
- [16] Vocational Education Law, No. 74/2014/QH13, Vietnam National Assembly.
- [17] M. R. P. Nuri, M. T. Hoque, S. M. Waldron, M. M. K. Akand, Impact Assessment of a Vocational Training Program for Persons with Disabilities in Bangladesh. Disability, CBR & Inclusive Development, Vol. 23, No. 3, 2012, pp. 76-89, <https://doi.org/10.5463/dcid.v23i3.81>.
- [18] L. Gambin, Initial Vocational Education And Training (IVET) in Europe: Review, Thesaloniki: CEDEFOP, European Centre for the Development of Vocational Training, 2009.
- [19] L. Woessmann, Efficiency and Equity of European Education and Training Policies, International Tax and Public Finance, Vol. 15, No. 2, 2008, pp. 199-230.
- [20] D. Fretwell, A Framework for Evaluating Vocational Education and Training (VET), European Journal of Education, Vol 38, No. 2, 2003, pp. 177-190, <https://doi.org/10.1111/1467-3435.00137>.