

Overcoming the challenges women face in Technical and Vocational Training in Côte d'Ivoire



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Abstract. This study examines through qualitative data collection and analysis the multifaceted challenges encountered by Côte d'Ivoire students in technical and vocational education and training (TVET) across four essential stages: enrollment, attendance, completion, and entry into the labor market. During enrollment, financial constraints, family influence, and the perception of the limited value of TVET affect student decisions, with bureaucratic complexities further complicating the process. Women, in particular, face cultural biases which restrict their access to technical fields. Attendance is generally impeded by limited geographical distribution, inadequate boarding facilities, and security concerns, with young women experiencing additional hardships, such as harassment and the need to balance schooling with domestic responsibilities. These factors contribute to emotional distress and stand in the way of academic achievement and personal well-being. Completion is negatively influenced by ongoing financial burdens, and early pregnancy and motherhood exacerbating the challenges for young women. Finally, the transition to the labor market is hampered by limited job opportunities, gender discrimination, and insufficient institutional support for job placement, with internships and practical work experiences being crucial yet often inadequate. The study highlights the need for multi-faceted efforts to address the challenges across stages of the engagement cycle with a particular focus on the additional and specific needs of women and girls.

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Table of Contents

| | |
|---|----|
| List of Acronyms | 4 |
| Exploring Gender Disparities in Technical and Vocational Training: Executive Summary | 5 |
| 1. Introduction | 7 |
| Inequality of opportunity | 8 |
| Inequality in education | 9 |
| A commitment to equality. | 11 |
| Purpose and methodology of this research | 12 |
| 2. Findings | 15 |
| Enrollment. | 18 |
| Attendance | 24 |
| Completion | 28 |
| Entry into the labor market | 32 |
| 3. Conclusions and recommendations | 36 |
| 4. References | 41 |
| 5. Appendix | 44 |
| FGD-1: For Young Women in Male-Dominated TVET Fields. | 45 |
| FGD-2: Guide to Focus Groups for Women Not Selected for TVET Enrolment in the Last 3 Years | 46 |
| IDI-1: Interview Guide for Women Who Dropped out of TVET Education. | 47 |
| IDI-2: Interview Guide for Women Who Have Completed TVET and Are Working or Unemployed (Excluding Women Who Are Only in Education). | 48 |
| Complete set of quotations | 50 |

List of Acronyms

| | |
|---------|--|
| AGREE | World Bank's Adolescent Girls' Resilience, Education, and Empowerment initiative |
| BEP | Brevet d'Études Professionnel (Certificate of Professional Studies) |
| BEPC | Brevet d'Études du Premier Cycle (Certificate of Completion for the First Cycle of Secondary Education) |
| BT | Brevet Technique (Technician's Certificate) |
| BTS | Brevet de Technicien Supérieur (Higher Technician's Certificate) |
| CAP | Certificat d'Aptitude Professionnelle (Certificate of Professional Aptitude) |
| CQP | Certificat de Qualification Professionnelle (Certificate of Professional Qualification) |
| DEEG | Direction de l'égalité et de l'équité entre les femmes et les hommes (Directorate of Gender Equality and Equity) |
| DPS | Direction de la Planification et des Statistiques |
| EHCVM | Enquête harmonisée sur les Conditions de Vie des Ménages (Harmonized Survey on Household Living Conditions) |
| FGD | Focus group discussion |
| KII | Key informant interviews |
| METFPA | Ministère de l'enseignement technique, de la formation professionnelle et de l'apprentissage (Ministry of Technical Education, Vocational Training and Apprenticeship) |
| NDP | Plan national de développement (National Development Plan) |
| PSAEF | Plan stratégique pour l'accélération de l'éducation des filles (Strategic Plan for Accelerating Girls' Education) |
| PSE | Plan sectoriel éducation/formation (Education/Training Sector Plan) |
| PSRETFP | Plan stratégique pour la réforme de l'enseignement technique et de la professionnelle (Strategic Plan for the Reform of Technical Education and Vocational Training) |
| RGAP | World Bank's Regional Gender Action Plan |
| TVET | Technical and Vocational Education and Training |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WASH | Water, sanitation, and hygiene |

Exploring Gender Disparities in Technical and Vocational Training: Executive Summary

This study explores the gender disparities in Technical and Vocational Education and Training (TVET) in Côte d'Ivoire, identifying the barriers that confront young women and the “enablers” that can help overcome them. The research on which the findings are based used a qualitative methodology, including a desk review and stakeholder mapping, followed by individual interviews with key informants, such as TVET staff members, students, and private sector representatives, as well as focus group discussions with young women who participated in TVET and those who applied but were not selected for a program. The findings are structured according to four critical stages of a student's education: **enrollment**, **attendance**, **completion**, and **entry into the labor market**. This approach provides a comprehensive framework for understanding how the different challenges and enablers intersect at each phase of girls' and women's participation in TVET programs. While some affect both boys and girls, there is a set of issues that uniquely affect girls and young women.

Enrollment in TVET programs is inhibited mainly by bureaucratic hurdles, a lack of recognition of the value of TVET, financial constraints, and limited geographical distribution. Financial constraints and the influence of family and relatives seem to weigh more heavily on girls' options to pursue technical education, and cultural biases discourage them from enrolling in nontraditional fields. These barriers can be countered by a simplified enrollment process, with clear guidance and support provided to students throughout registration. Financial support mechanisms, such as increased availability of scholarships, grants, and microloans specifically targeted to women in TVET programs, are also vital, as are information campaigns to increase women's enrollment in nontraditional sectors. Addressing infrastructural challenges by improving the geographical distribution of TVET facilities and providing safe, affordable accommodations can further support girls' enrollment.

Consistent **attendance** in TVET programs is hampered by inadequate resources, poor financial management, security concerns, and the need for students to balance work and education. Women face additional challenges, such as sexual harassment, a lack of female staff in schools, mis-

treatment in host families, and the pressures of balancing household responsibilities with studies. Girls' attendance is further complicated by insufficient boarding accommodations. Promising measures to address these problems include investments in equipment, reduced class sizes, and gender-responsive infrastructure (such as separate lavatories) and improved resource efficiency through transparent financial management, regular facility audits, and ongoing maintenance plans. Security concerns can be mitigated by providing safer transportation, enforcing disciplinary measures, and the provision of safe, affordable accommodations. Financial support through scholarships, grants, and microloans can reduce students' need to work while studying. Flexible scheduling and free childcare services can help women manage household duties alongside their educations, while hiring more female staff and highlighting role models in male-dominated fields will foster a more supportive institutional culture.

Similar to attendance issues, the predominant barriers to completion of TVET programs for both boys and girls are rooted in financial constraints, academic performance issues, and a lack of boarding facilities. Women's completion is further affected by the need to balance household responsibilities and education, the impact of sexual harassment by teachers, and pregnancy. Reopening and upgrading boarding facilities will provide safe, affordable housing, especially for girls and women from distant areas. Ways to combat sexual exploitation and harassment include establishing safe reporting mechanisms and enforcing swift disciplinary actions against perpetrators. Supportive policies for pregnant students, such as flexible schedules and remote learning, will help them complete their TVET education.

Entry into the labor market from TVET education is challenging because of insufficient job opportunities and limited institutional support, especially for women, who are subject to gender disparities and biases. This transition can be facilitated by strengthening partnerships among TVET institutions, employment sectors, and youth employment agencies to create clear job pathways and effective placement programs. Gender-awareness programs and tailored career counseling can boost women's confidence and challenge

norms, while private sector incentives and campaigns highlighting successful women can shift employer biases. Mentorship programs and enhanced career services can connect students with industry professionals, while entrepreneurship training and female mentor networks can provide women with better economic opportunities.

In summary, several issues pose challenges to both boys and girls equally throughout the four stages, including bureaucratic hurdles, inadequate resources and infrastructure, and limited academic performance. However, some barriers –while also affecting boys– are more pronounced among girls: particularly those related to financial constraints, lacking family support, and difficulties related to accessibility or missing boarding facilities. In addition to all of these, girls also face unique challenges: gender stereotypes, mistreatment and sexual harassment (by host families, peers in school, and school staff), pregnancy and motherhood as well as household duties. While the intensity of each of these factors may vary from individual to individual, it is noteworthy though that a multitude of constraints in place undermine girls' ability to successfully enroll, attend and complete TVET in ways that differ significantly from the ways boys are affected. Multi-sector, multi-level efforts need to be applied simultaneously to address these challenges.

This research also shows that, to support women and girls through all four stages of their educations, general

administrative gender mainstreaming efforts are needed across TVET institutions. This includes mainstreaming gender equality in staffing, programs, and budgetary processes, conducting extensive capacity building on gender mainstreaming, setting up job counseling units within all TVET institutions, and enhancing gender-sensitive human resource development. For continuous improvement and accountability, establishing a robust monitoring and evaluation (M&E) framework to collect administrative data, strengthening the collection of sex-disaggregated data, and introducing participatory gender audit systems are also essential. Importantly, several of the 'solutions' identified in the report affect multiple stages of the cycle, namely financial support mechanisms and safety related issues. Another way of prioritizing would be to deliberately address – in a first place– those issues that prevent girls who successfully enrolled and attended TVET from completing their education: sexual harassment, pregnancy, motherhood and unpaid work.

Addressing those challenges and building on the identified enablers will be crucial, as access to TVET has transformative potential in promoting women's economic autonomy and contributing to the broader goal of gender equity and economic development in Côte d'Ivoire.



1. Introduction

Despite legal advances in recent years, many challenges persist in Côte d'Ivoire's technical and vocational education and training sector. Although school enrollment overall has increased, TVET remains a less popular option for both men and women, with enrollment rates particularly low among women. Women and girls in Côte d'Ivoire continue to be more disadvantaged than men and boys in terms of getting access to and completing technical education, with female representation in technical fields remaining minimal, especially in rural areas. Furthermore, women's participation in educational, leadership, and managerial roles

within TVET institutions is limited. While such reforms as the 2022 enactment of the TVET Law (No. 2022-795) mark substantial legislative progress, their implementation is uncertain from a practical standpoint. This study seeks to offer a deeper understanding of the institutional context and challenges associated with technical and vocational education and training in Côte d'Ivoire by using data from students and local stakeholders. The objective is to provide the comprehensive insight essential for developing effective tools to operationalize the country's new legal framework for gender equality in TVET.

Inequality of opportunity

Persistent gender disparities in economic opportunities hinder women's full participation in economic activity in Côte d'Ivoire. While this gender gap has been halved since 2001, it remains one of the largest in the West African region. According to the latest data from the *Enquête Harmonisée sur le Conditions de Vie des Ménages*,¹ female participation in the labor force reached 38.6 percent, compared to 66.9 percent among men (EHCVM 2021). Female participation is lower in urban areas, where the gender gap is also larger than in rural areas. Participation is especially low among younger people (ages 15 to 24), although the gaps are smaller. The quality of employment, which is generally poor, is especially so for women: they have higher rates of part-time work (32.9 percent versus 18.9 percent for men) and higher rates of self-employment (with 7 in 10 employed women versus almost 6 in 10 employed men being working for themselves). Among working women, 61.2 percent have jobs in the informal sector, compared to 38.8 percent of working men. In nonagricultural employment, almost all employed women were informal in 2022 (92.6 percent versus 82.1 percent of men) (EHCVM 2021). Women disproportionately work in the service sector (60.2 percent of working

women), with 14 percent in industry and 26 percent in agriculture. This concentration in specific sectors further limits women's access to the higher-paying jobs typically found in the industrial sector (EHCVM 2021). Importantly, the lower quality of women's labor force participation is reflected by a considerable gender gap in wages, with women earning 41 percent less than men (World Economic Forum 2023); 74 percent of this disparity is unexplained by objective factors, such as workers' individual characteristics (Bediakon et al. 2022).

Large gender differences also exist in access to and ownership of assets and finances. Compared to 64 percent of men, just 37.4 percent of women owned accounts with financial institutions or mobile money service providers in 2021. In terms of land ownership, 87.5 percent of all landowners were men in 2022. Furthermore, only 2.5 percent of women owned land alone, compared to 20 percent of men, and only 8 percent of women held land titles, compared to 22 percent of men (EHCVM 2021). These disadvantages not only curtail women's capacity to save, invest, and grow businesses; they amplify their economic vulnerability and restrict their options.

1 Harmonized Survey on Household Living Conditions in Côte d'Ivoire.

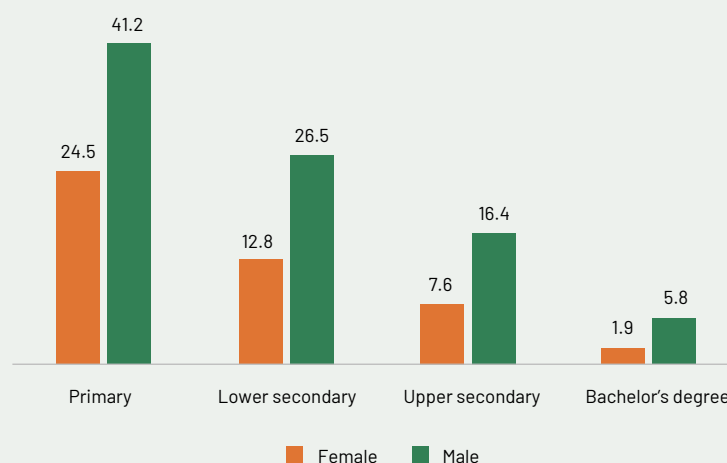
Inequality in education

The quality of the workforce in Côte d'Ivoire is limited by the low level of educational attainment among the adult population, especially women (figure 1.1). In 2021, only 24.5 percent of women had completed primary education, compared to 41.2 percent of men. This indicates that a large portion of the population lacks foundational skills, with over 75 percent of adult women and more than half of adult men having either no formal education or only a few years of primary school. Moreover, only 1.9 percent of women (versus 5.8 percent of men) hold bachelor's degrees. Their lack of education relative to men contributes to women's access to work being generally limited to vulnerable types of employment. Among secondary education teachers, for in-

stance—a profession requiring specific qualifications—only 15.5 percent are women.

Still, enrollment in education has been increasing at all levels for both boys and girls in recent years (figure 1.2). The most recent data show a gross enrollment rate in primary school of 97 percent for boys and 92 percent for girls, while enrollment in secondary education has reached 57.8 percent for boys and 52.2 percent for girls.² While girls' enrollment still lags, a reduction of the gender gap is observable. The most recent estimates regarding progression to secondary school even show a slight advantage for girls (92.5 percent, as compared to 91.5 percent for boys).³

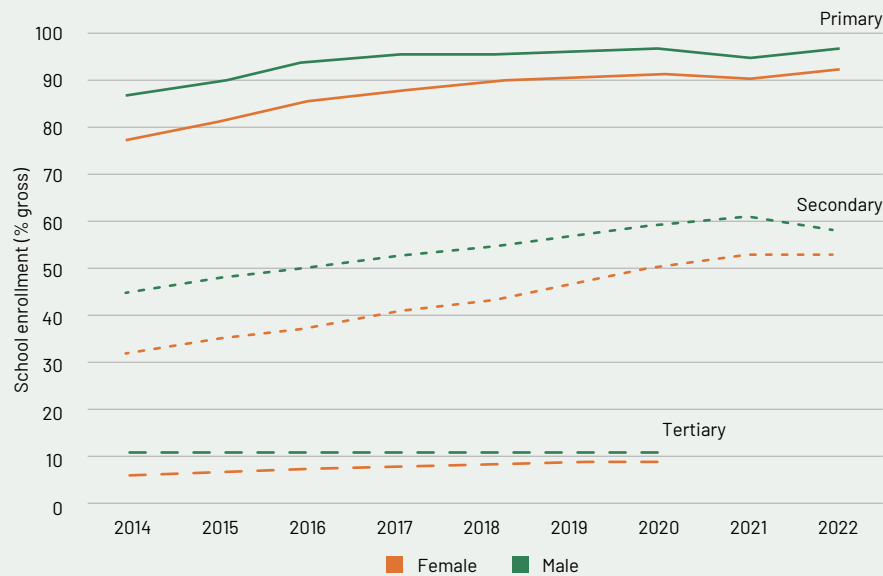
Figure 1.1. Educational Attainment by Sex (population 25+ that at least completed each cycle) (Percent)



Source: World Bank WDI 2021.

- 2 Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown.
- 3 Progression to secondary school refers to the number of new entrants to the first grade of secondary school in a given year as a percentage of the number of students enrolled in the final grade of primary school in the previous year (minus the number of repeaters from the last grade of primary education in the given year).

Figure 1.2. School Enrollment by Level of Education (gross, percentage)



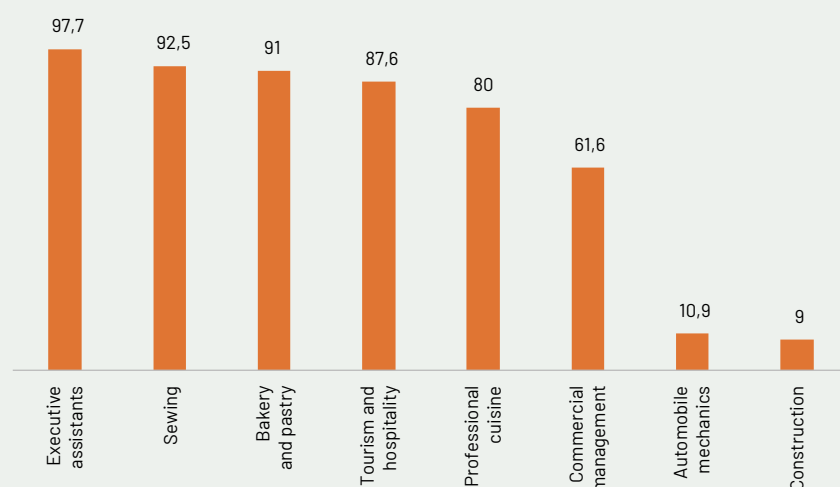
Source: World Bank WDI 2021.

Note: The 2018 data point was missing for tertiary enrollment, so the value was imputed as the average of 2017 and 2018 values.

With respect to TVET programs, enrollment data from Côte d'Ivoire highlight the disparity between female and male enrollment in technical courses. Women constitute only 48 percent of all new applicants and are underrepresented in public TVET schools, making up just 36.9 percent of students, compared to men's 62 percent (DPS 2021). Additionally, women account for a mere 10 percent of enrollment in industrial tracks in both TVET and general education (METFPA 2020). Within TVET, they enroll predominantly in service sector courses, representing 68.2

percent of students. Their presence in industry sectors is limited to 18.1 percent, with high concentrations in fields such as bakery and pastry (where they comprise 91 percent of students), professional cuisine (80 percent), and commercial management (61.6 percent). Conversely, men dominate in construction (91 percent) and automobile mechanics (89.1 percent), while women lead in tertiary sector activities, notably as executive assistants (97.7 percent), in sewing (92.5 percent), and in tourism and hospitality (87.6 percent) (figure 1.3).⁴

4 Tertiary sector refers to the service sector of the economy.

Figure 1.3. Presence of Women in Different TVET Fields (Percentage, 2020)

Source: METFPA 2020.

Research from other countries further confirms that gender policies in TVET can offer important economic benefits to women and society. TVET increases women's likelihood of engaging in income-generating activities and starting their own businesses (Bandiera et al. 2020), including as first-time entrepreneurs (Rosas Raffo et al. 2017). Additionally, TVET boosts women's income and business profits (Adoho et al. 2014), improves their job prospects, even in male-dominated sectors like information technology (IT; Alvares de Azevedo et al. 2013; Honorati 2015), and

encourages financial stability and independence through increased bank account ownership and savings (Honorati 2015). In Côte d'Ivoire, the correlation between higher education and increased returns on education is especially pronounced for women. Those with TVET education experience a return rate of 124 percent, compared to men's 93 percent (EHCVM 2018), underscoring the transformative potential of TVET policies in fostering women's economic autonomy and entrepreneurship.

A commitment to equality

In line with this evidence, Côte d'Ivoire has demonstrated a strong commitment to advancing gender equality within the education sector through a series of transformative legal and policy reforms intended to rectify gender imbalances and set a foundation for future initiatives. Relevant legislative changes introduced over the years include the following:

- **2009:** Order no. 0075/MEN/DELIC established a prohibition against physical and degrading punishment of students.
- **2014:** The creation of the Working Group for the Protection of the Child in the school environment introduced a code of conduct with a particular emphasis on

the ethical treatment of adolescent girls (Order nos. 0112/MENET/CAB and 0111 MENET/CAB).

- **2015:** Law No. 2015-635 made school compulsory for all children ages 6 to 16. Its passage coincided with the inauguration of the "Child-Friendly, Girl-Friendly" initiative's Steering Committee.
- **2017 and 2019:** The establishment of clubs for mothers of girl students and the introduction of a flexible schooling system to accommodate students starting at nontraditional ages marked further progress.

In conjunction with these legislative measures, the government has instituted several policy frameworks to foster gender equality within the educational sector:

- **2016–20:** The National Development Plan (NDP) focused on accelerating human capital development and advancing social well-being. This plan includes specific targets for improving educational access and quality.
 - **2016–25:** The Strategic Plan for the Reform of Technical Education and Vocational Training (PSRETFP) prescribed equal access and opportunities for girls in industrial fields.
 - **2016–25:** The Education/Training Sector Plan (PSE) sought to equip Côte d'Ivoire with high-quality and productive human resources through equitable, inclusive education aligned with labor market needs.
 - **2018:** The Strategic Plan for Accelerating Girls' Education (PSAEF) proposed budgeted actions to promote girls' educational outcomes through scholarships, mentoring programs, and community outreach initiatives.
 - **2018:** The Directorate of Gender Equality and Equity (DEEG) was established to reduce gender disparities across all educational levels, particularly by monitoring progress and advocating for policies that promote equal opportunities for girls.
- Strides have also been made in the advancement of gender equality, specifically within TVET:**
- **2012:** Order No. 2012-383 established the Gender Cell of the Ministry of Technical Education and Vocational Training.
 - **2022:** The Law on the Orientation of Technical and Vocational Education and Training mandated the integration of gender equality principles in TVET (table 1.1).

Table 1.1. Relevant Gender Directives in the Law on the Orientation of TVET of 2022

| | |
|-------------------|---|
| Article 7 | TVET should be based (among others) on the principle of gender equality. |
| Article 9 | There should be no discrimination for accessing vocational training, based on sex. |
| Article 18 | One of the core objectives of the TVET is to integrate the culture of gender and social inclusion in all its strategies. |
| Article 22 | The state is responsible for ensuring quality, equity and equality in the system of TVET. |
| Article 25 | The access to TVET should be available for all, and in particular for women and different vulnerable groups. |
| Article 30 | The state is responsible for reforming the TVET, taking into account gender equity and equality. |
| Article 73 | Prohibits all forms of violence and harassment on the premises of TVET institutions. Committing violence is a subject to administrative and disciplinary sanctions. |
| Article 78 | Principles of gender equity and equality are to be followed by TVET staff in performing their professional duties and ensuring the functioning of the TVET system. |

Purpose and methodology of this research

This study seeks to identify the challenges young, poor women in Côte d'Ivoire encounter in gaining access to, participating in, and completing TVET programs and the enablers that can help them overcome those challenges. The study has the following specific objectives:

- To identify the challenges women and girls face in Côte d'Ivoire's TVET system, specifically across enrollment, attendance, completion, and transition to the labor market.
- To determine existing enablers that facilitate women and girls' success throughout the four phases of the TVET cycle study.

- To recommend actionable, evidence-based interventions that address these barriers and build on the identified enablers to enhance women's participation and outcomes in TVET programs.

The paper emerging from this research aligns with the priorities outlined in the World Bank Group Gender Strategy 2024–2030. It contributes to Outcome 2 of Strategic Objective 1 by focusing on enhancing human capital, challenging gender-unequal attitudes and gender barriers in skills development, offering insights to address sexual harassment in the TVET sector, and promoting inclusive education. Moreover, its findings can be used toward developing women's and girls'

skills for better jobs, improving the design of technical and vocational training, and unveiling biases among employers and educators. At the same time, this research supports the promotion of women's economic participation and opportunities, as described in Strategic Objective 2 and its Outcome 3. More and better jobs for women means equal access to remunerative and satisfying employment. Providing this access requires action on multiple fronts, such as developing women's technical and socio-emotional skills and fostering their participation in male-dominated sectors through school and community programs.

Similarly, the World Bank's Regional Gender Action Plan (RGAP) for Western and Central Africa 2023–2027 emphasizes the importance of closing gender gaps in earnings through targeted interventions in skills training and education. The emphasis of this paper on identifying interventions specifically designed for women, both urban and rural, recognizes the vital role these efforts play in enhancing their economic participation. Initiatives like scholarships and efforts to challenge restrictive societal norms complement the widening of women's access to technical and vocational education and foster an environment where they are encouraged to pursue work in higher-paying, traditionally male-dominated sectors. Together, these efforts align with broader regional goals to promote economic empowerment and create more equitable opportunities in labor markets. Similarly, a new initiative in the World Bank's Africa West and Central region – the Adolescent Girls' Resilience, Education, and Empowerment (AGREE) flagship initiative – also contains a high level of ambition to support relevant gender policy reforms in the education sector with a view to close existing gaps, this work hence, will have potential broader reach and inform initiatives beyond the Côte D'Ivoire context.

This study explores gender disparities within the TVET system in Côte d'Ivoire using a qualitative research design with the following stages:

- *Desk review of relevant national instruments and documents:* A comprehensive review of legal texts, policy guidelines, parliamentary reports, national budgetary allocations, the constitution of Côte d'Ivoire, and quantitative data.
- *Literature review on gender and TVET:* Identification of effective strategies for closing gender gaps and promoting gender equality in the TVET sector.
- *Mapping and identification of key stakeholders:* Systematic identification of relevant parties for policy development discussions.
- *Qualitative data collection:* Collection of qualitative data through key informant interviews, focus group discussions, and individual interviews. This approach provides a nuanced understanding of subjective and complex aspects of the institutional context for TVET and the challenges presented to staff and students.

The selection process for the qualitative data sample was executed, in collaboration with the Ministry of Technical Education and Vocational Training. To ensure the study captured diverse perspectives and contexts, a careful sampling approach was designed. Côte d'Ivoire was divided into five macro-regions based on the Regional Directorate of Vocational Training (DRFP) units. The DRFPs were chosen using two key criteria: regions with the lowest female representation in the secondary sector (e.g., manufacturing and construction) or regions with the highest poverty rates where women were overrepresented. This process identified five regions—Korhogo, Dabou, Bouaké, Man, and Abengourou. From these, 68 public TVET institutions offering male-dominated courses were shortlisted. Finally, school visits helped assess feasibility of incorporating those schools into the final selection, leading to data collection from seven high schools and vocational training centers across the chosen regions.

Key informant interviews (KIIs) were conducted with various stakeholders to gain insights into the systemic challenges, promising initiatives, and opportunities for improving gender equality in TVET education in Côte d'Ivoire. The interviewees included the following:

- *Central and regional administration officials*, who provided a complete picture of systemic challenges and promising initiatives
- *TVET principals and staff*, who offered insights into the specific challenges women face in TVET programs and the institutional measures implemented to promote gender equality
- *Local elected representatives*, who shared knowledge of the local needs and challenges women face
- *Civil society organizations working on women's rights and education*, who provided information on existing gaps and persistent barriers

- *Private sector representatives*, who highlighted employer expectations regarding skills and initiatives to promote diversity and gender equality and how to align educational programs with labor market needs

The focus group discussions (FGDs) and individual interviews (IDIs) conducted with various groups of female students sought to gather perspectives on the challenges encountered by women in TVET and ways in which they might be addressed in Côte d'Ivoire. They were designed to capture a comprehensive view of the experiences of women in TVET programs, including those who are actively pur-

suing education, those who have faced barriers to entry, and those who have completed their programs and are at different stages of their careers or educations (see table 1.2 for the sample distribution).

The ethical guidelines for these discussions and interviews included assurances of confidentiality, the obtaining of signed consent forms, and the use of private spaces to conduct the interviews.⁵ Specific data collection tools (provided in the appendix to this report) were developed for each sample group and used by the interviewers during fieldwork.

Table 1.2. Sample Distribution

| Sample group | | Total |
|--------------|---|-------|
| FGD-1 | Women ages 18–24 who are currently pursuing education in TVET traditionally male-dominated fields of studies | 11 |
| FGD-2 | Women ages 18–24 who wished to pursue TVET education but were not selected for enrollment in the previous three years | 1 |
| TOTAL FGDs | | 12 |
| IDI-1 | Women ages 18–24 who pursued TVET education but dropped out after being enrolled in the previous three years | 9 |
| IDI-2 | Women who have completed TVET and are currently working, including as interns | 6 |
| IDI-3 | Women who have completed TVET and are not currently working or studying | 10 |
| TOTAL IDIs | | 25 |
| KII-1 | Central administration and regional management | 3 |
| KII-2 | Directors and principals of training high schools, members of the administration and teachers of the establishment | 20 |
| KII-3 | Civil society, local elected officials in charge of education | 4 |
| KII-4 | Private Sector | 4 |
| TOTAL KIIs | | 32 |

Note: FGD = focus group discussion; IDI = individual interview; KII = key informant interview.

This report presents the findings from the study outlined above. By collecting data directly from students and from local stakeholders who are intimately familiar with the realities of policy implementation, the research offers valuable insights into the subjective and complex aspects of students'

lives, as well as the institutional context and challenges—insights essential for evaluating the effectiveness and inclusiveness of current TVET programs and developing more effective educational policies.

5 The research protocols were informed by ethical guidelines included in the Belmont Report (National Institute of Health 1978); Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence against Women (World Health Organization 2001); and Researching Violence against Women: A Practical Guide for Researchers and Activists (Ellsberg and Heise 2005). The team also followed the guidelines established by the National Ethics Committee on Life Science and Health in Côte d'Ivoire and the relevant local laws, including the laws on statistics and on data protection. The study was approved by an international ethical review board before research was initiated; see HML IRB.

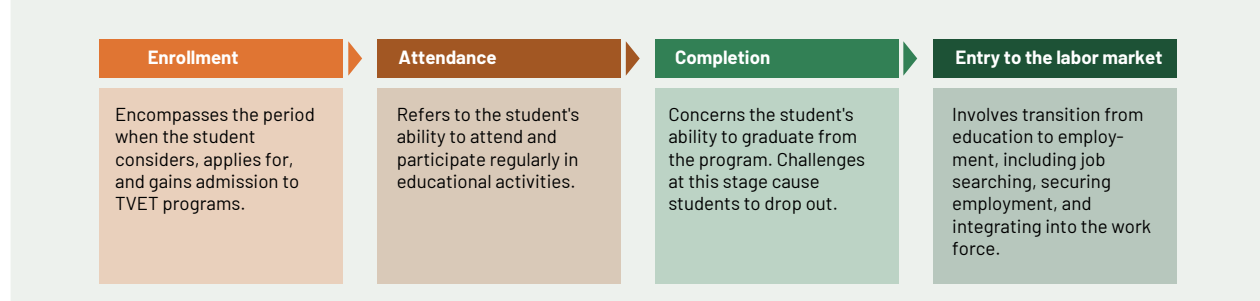


2. Findings

The research findings presented in this section highlight the various factors that influence the experiences of women and girls as students in TVET institutions in Côte d'Ivoire. They are broken down into four main stages of the student experience: enrollment, attendance, completion, and entry into the labor market (figure 2.1). The discussion at each stage sheds light on the general issues affecting all students, as well as those challenges and enablers that affect young wom-

en more strongly. This approach provides a comprehensive understanding of the barriers and supports that shape the course of students' educations, with particular attention to gender-specific dynamics. It is important to acknowledge, however, that these stages are interconnected. Some challenges may span stages, affecting students' experiences in complex ways.

Figure 2.1. Framework for Analyzing Student Experiences in TVET



Key findings across the four stages are summarized in figure 2.2 and below:

- **Enrollment:** Financial limitations, family influence, limited geographical distribution and the lack of recognition of the value of TVET as a fallback option all impede student enrollment. The bureaucratic processes involved in enrollment and registration are difficult to navigate. Women additionally have to contend with cultural biases and strong family influence that discourage them from pursuing technical fields further limiting their opportunities. Conversely, family financial support and social encouragement can help motivate girls to pursue TVET education, and the perception of TVET's practical benefits and the availability of institutional scholarships serve as strong enablers for enrollment.
- **Attendance:** Geographical distribution constraints, poor financial management, inadequate boarding facilities, security concerns and the need to balance work and education affect student attendance. Long distances to schools, coupled with a lack of reliable boarding options, can severely hinder regular attendance,

particularly for students from rural areas and women and girls. For young women, concerns about harassment, lack of female staff, mistreatment in host families and the balancing of household responsibilities with school commitments seem more pronounced.⁶ The hostile environment created by these factors often leads to emotional stress and affects academic performance and overall well-being. Despite these challenges, encouragement from teachers and family support help motivate girls to attend classes regularly. Additionally, the resilience and intrinsic motivation of the young women themselves spur them to persist.

- **Completion:** Financial stress, academic difficulties and compromised quality of TVET institutions (due to resource constraints, limited ability of learners to attend classes regularly and outdated equipment) influence student completion rates. Financial constraints not only affect enrollment but continue to burden students throughout their education, often leading to high dropout rates. The heavy involvement in unpaid household work, early pregnancies and societal stigma, the impact of sexual harassment by teachers, and

⁶ Since only female students were interviewed for this study, the claim that certain issues apply "more" to women is based not on a comparison between male and female students but, first, on the fact that women generally are more affected than men by issues associated with gender roles, such as care, sexual harassment, gender-based violence, and so on; and, second, on confirmations from key informants that women are disproportionately exposed to and affected by these issues.

pregnancy particularly affect the ability of young women to complete their educations. Nevertheless, many students, especially young women, show remarkable resilience and determination to overcome these obstacles and succeed in their studies. Family, financial and institutional support, including flexible school policies for pregnant students, are crucial to enabling young women to complete their educations.

- **Entry to the labor market:** Limited employment opportunities and lack of institutional support for job placement are common challenges faced by graduates. Gender disparities in job opportunities biases by employers further hinder young women's transition into the labor market. Internships and practical work experience provide paths to employment, but the availability of these opportunities are often inadequate.

Collaboration with youth employment agencies, however, and positive perceptions from some employers regarding women's work ethic facilitate young women's entry into the labor market. Additionally, mentorship and career guidance programs help young women navigate the job market more effectively.

Figures 2.2 and 2.3 provide a visual overview of the main challenges students encounter as they pursue technical education and vocational training in Côte d'Ivoire. Figure 2.2 distinguishes among issues that affect all students, regardless of gender (boxed in grey); issues that affect all, but likely affect girls to a greater extent (yellow); and issues that affect girls more (red). These distinctions are merely indicative, however, since the groupings are based on subjective assessment of the interviewees and also because no male students were interviewed for this study.

Figure 2.2. Overview of Challenges Faced by Students in TVET

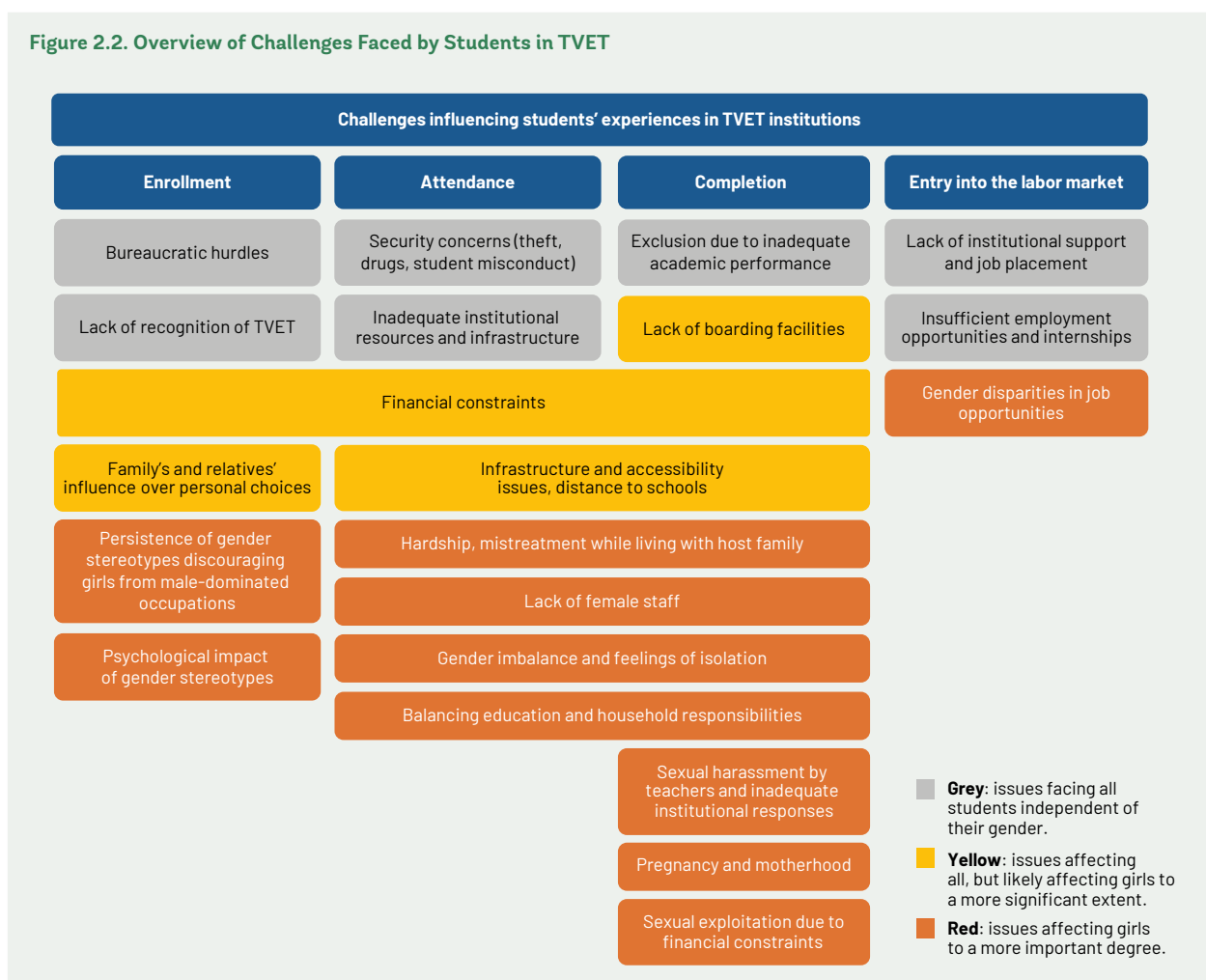
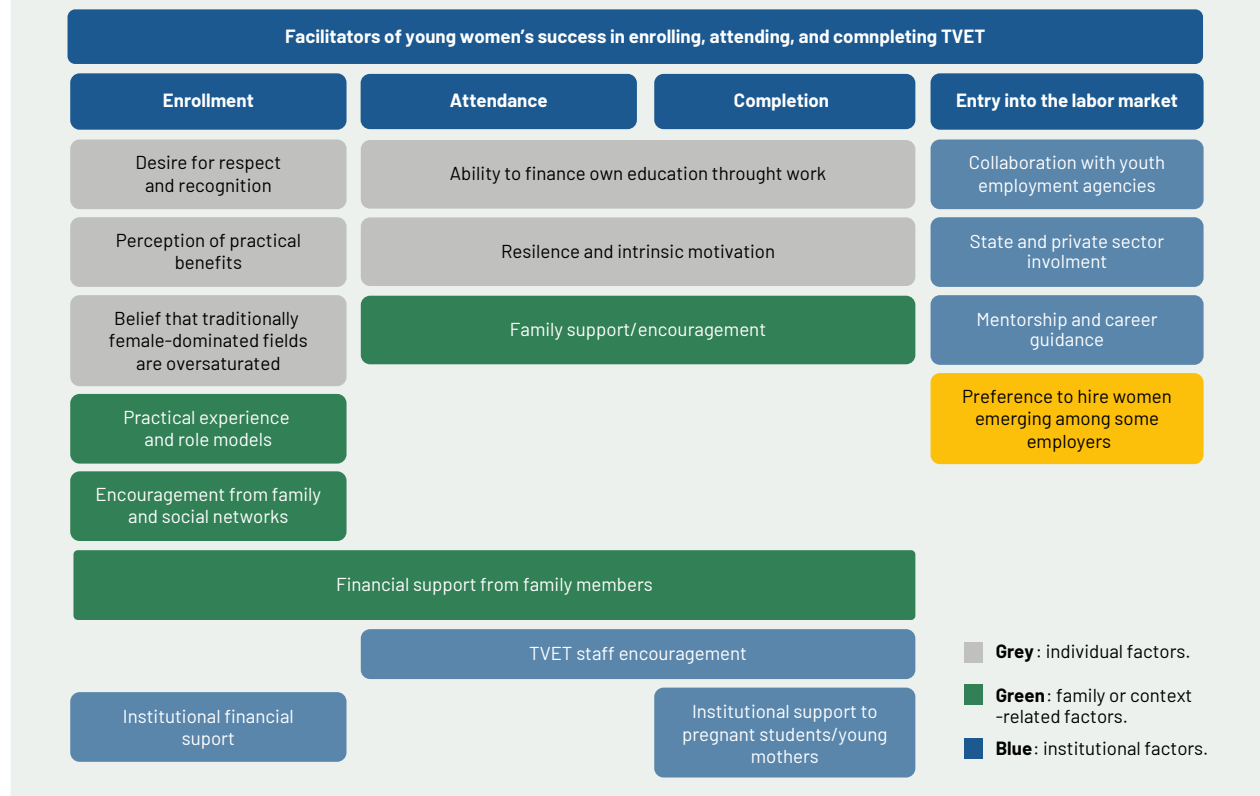


Figure 2.3 provides an overview of the factors that were identified as enablers for girls' enrollment and attendance in and completion of TVET education and for their more

effective transitions into the labor market. In this figure, individual-level factors are marked in grey, family- and context-related factors in green, and institutional factors in blue.

Figure 2.3. Enablers of Women's Success in TVET



The discussion of each of the four stages presented below summarizes, in turn, the findings of the study regarding, first, the general challenges affecting youths' TVET experiences; second, the challenges relevant for young women; and third, the enablers of young women's success in TVET.

Enrollment

This section examines the factors influencing enrollment in TVET programs in Côte d'Ivoire. This first stage of the student experience involves the initial decision to join a TVET

Throughout the discussion, the findings are illuminated by quotes drawn from the key informant interviews, focus group discussions, and individual interviews conducted in the qualitative data collection stage of the research.

program and the process of doing so. To provide context, box 2.1 offers an overview of the TVET structure and admissions process.

Box 2.1. TVET Structure and Admissions Process

TVET in Côte d'Ivoire targets youth ages 15 to 27. Students enrolling in upper secondary school at grade 11 can choose to enroll in TVET facilities. Students having completed the BEPC (end of lower secondary school diploma) have the option of pursuing technical studies in technical upper secondary schools leading to a technical baccalaureate (B, G1, G2, E, F1, F2, F3, F4 and F7), or they can choose to pursue vocational training in vocational high schools/centers leading to the BT (Brevet de Technicien), BEP (Brevet d'étude professionnelle), or BP (Brevet Professionnel). They also have the option to pursue technical and professional streams earlier on at the end of the second year of the lower secondary school. Students can opt to pursue a first vocational degree, known as CAP (Certificat d'Aptitude Professionnelle) that lasts 2 to 3 years, or get a CQP (Certificat de Qualification Professionnelle) which is a proof that they possess a given qualification. Students having completed the CAP and who have 3 years of professional experience can further pursue their vocational training in Centres de Perfectionnement aux Métiers (CPMs) or in Centres de Formation Professionnelle (CFPs) and obtain a BP or BEP after 2 years.

Access to all forms of TVET is low and unevenly distributed throughout the country with a high concentration of schools and centers in the autonomous district of Abidjan. The national system for developing technical and professional skills remains weak in relation to potential demand. This demand is projected at 1.1 million young people by 2026, according to the Education-Training Sector Plan. However, the current system, with 142,741 learners (49% of which are female) in 2023 under the METFPA covers barely 13% of this potential demand. Public supply comprises 67 public facilities, including 3 technical high schools and 64 vocational training centers. Since 2020, each region of the country has had at least one vocational training facility. However, the system only receives the equivalent of 6.2% of secondary school-age learners. With more than 657 private facilities, private sector accounts for 91% of technical and vocational training supply, nonetheless the quality of private facilities and training is considered poor.

Admissions process: The common admission process in public TVET schools and centers includes orientation and entrance exams. TVET is free for learners who are admitted through these ways. However, some learners who do not meet the age criterion or who are not available to take the daytime classes may apply for the night school. Those learners must pay for their tuition fees. This ensures broad accessibility to technical education and vocational training by accommodating a diverse range of learners through several modalities. Because of the low level of public supply of TVET, the ministry places some learners in private TVET facilities and subsidize the tuition fees for every learner it sends them. Learners who are not admitted in public facilities can choose private institutions where they have to pay for the entire tuition fees.

Registration process: Once admitted, students follow these steps:

- **Initial reception:** Students are welcomed by an education inspector who collects necessary information and directs them to educators.
- **Documentation:** Students provide identification documents and pay ancillary fees
- **Class allocation:** After paying fees, students present their receipts for verification and receive their class timetables.

Inclusive admissions: According to key informants, technical schools conduct awareness campaigns to inform the public about educational opportunities, particularly targeting children who have dropped out of school, ensuring they can continue their educations.

The experiences of general TVET students are influenced by both challenges and positive support. Financial barriers greatly affect students' ability to enroll and persist in TVET programs. Many rely on their families for financial support, and education can become inaccessible when resources are scarce. The perception of TVET as inferior to general education also reduces morale and commitment, while the lack of formal guidance in navigating the bureaucratic process makes the process cumbersome and discouraging. On the other hand, family support, the influence of relatives, practical experiences, and the perception of TVET's practical benefits provide important motivators for students to pursue and succeed in vocational education.

General challenges affecting youths' enrollment in TVET

Perception of TVET as a fallback option: TVET is frequently viewed as inferior to general education. Students often turn to TVET after not succeeding on traditional academic paths, which may diminish their morale and self-esteem, and the feeling that they are settling for a less prestigious option can deter them from fully committing to their vocational education. In some cases, however, students grow to appreciate the practical nature of TVET.

"I found out about this opportunity when I received my BEPC [Brevet d'Études du Premier Cycle] results. I didn't pass, so the director suggested I aim for vocational high schools and technical schools. That gave me the courage to try, and I ended up liking it and stayed." (Young woman currently enrolled in TVET)

Navigating bureaucratic processes: The registration process for TVET programs is often cumbersome, and formal guidance is lacking. Gathering multiple documents and managing logistical hurdles can be exhausting and discouraging, creating an administrative burden that can deter prospective students from enrolling.

"Sending an extract and a photocopy of my parents' identity cards . . . was exhausting, and doing the nationality paperwork was also tiring." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Financial barriers: The cost of education can be prohibitive to students wishing to enroll in TVET programs, and many rely for financial support on family members, who may lack the necessary resources.

"I received help from my big brother, who helped me pay my registration fees." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Challenges particularly relevant for young women's enrollment in TVET

As noted in the introduction, administrative data highlight a significant gender disparity in TVET participation in Côte d'Ivoire, with fewer women enrolling in technical courses than men. The qualitative data indicate that the substantial deterrents to women's enrollment include financial barriers and cultural biases, with some families prioritizing boys' education, discouraging girls from pursuing male-dominated fields, and imposing expectations for domestic life limited by traditional gender roles. The psychological impact of these stereotypes affects girls' confidence and career choices. Infrastructure and accessibility issues also pose barriers, particularly for women, who often have greater mobility restrictions, safety concerns, and cultural expectations that limit their ability to travel or live away from home.

On the positive side, girls are also motivated to pursue TVET education by supportive factors, such as family financial assistance, social encouragement, and institutional scholarships, while the desire for respect and better career prospects drives many to challenge gender norms. Role models and success stories of women in male-dominated fields are also inspiring to others to follow similar paths.

Infrastructure and accessibility issues: The geographical distribution of TVET facilities makes enrollment difficult for many students. Of these facilities, 31 percent are located in Abidjan (DPS 2021), which hosts only 22 percent of the country's population. The differential implies that students from other regions must travel or relocate to take advantage of these educational opportunities—a necessity that disproportionately affects women, who are often subject to greater mobility restrictions, safety concerns, and cultural expectations that limit their ability to travel or live away from home. Additionally, the lack of proximity to TVET institutions means women must secure safe and affordable accommodation, which is not always possible. This finding is consistent with those of the International Labour Organization, which has also found that the limited availability of TVET schools, especially in rural and remote areas, poses a significant barrier to women's enrollment (ILO 2020).

“There was no BT [Brevet de Technicien] in Korhogo. It was in Man, Daokouro... To go—since I don't know anyone if I leave—I'm going to have [to have] a house. So, when I thought about all this, I said, I'm going to have to forget the training, I'm going to look after myself in the [job] market” (Young woman who completed TVET education and is currently unemployed or in informal employment)

Financial barriers exacerbated by cultural biases: Students' ability to enroll in TVET programs depends on their families' ability to pay for them. Women are at a particular disadvantage because some families prioritize boys' education; when financial constraints arise, girls are more likely than their brothers to be pulled out of school or denied further education. The current disparity in scholarship rates for different levels of training further increases the likelihood that they will not pursue higher levels of vocational education. These financial barriers prevent many capable young women from even considering TVET programs. This finding is consistent with the international literature, which suggests that, on a global scale, the high direct and indirect

costs of TVET education, coupled with limited access to finance and assets, pose a disproportionate financial challenge for many women, particularly those from low-income households (ILO 2020).

“When families are struggling financially, they prefer to educate the boys over the girls.” (Young woman who pursued TVET but dropped out)

“I think we need to make sure that the scholarship rate for young girls can be the same, whether it is at the CAP [Certificat d'Aptitude Professionnelle] or the BT [Brevet de Technicien].” (Local key informant)

Social bias and gender stereotyping: Traditional gender roles and stereotypes continue to discourage girls from pursuing vocational education in male-dominated fields. This bias is reinforced by family members, peers, and society at large.

“Many parents were initially reluctant for their daughters to take up a profession called a man's profession. When the girl wanted to do painting or electrical work, their parents let her know that it's a man's job, so you have to do sewing or hairdressing.” (Local key informant)

“People saw me and told me that's not women's work, that I wouldn't be able to do it. My older brother told me not to come after him anymore, but I wanted to show that I can surpass that.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

“They say that women, normally, women do not have their place in school. A woman's place is in the kitchen, in one way or an-

other.” (Young woman who applied but was not selected for TVET)

Psychological impact of gender stereotypes: The internalization of these stereotypes affects girls’ confidence and their choices in vocational education. The fear of being judged or not taken seriously in the workplace, particularly in traditionally male-dominated fields, deters many from pursuing certain careers, sometimes diminishing their long-term aspirations and self-worth.

“Well . . . women don’t have, don’t have confidence in themselves, they don’t have confidence in themselves. They tell themselves that if it’s African culture that does that. But women tend to say that it is the man who must go to work. The woman has her place in the home.” (Local key informant)

Other barriers: Although not explicitly mentioned by the research participants in this study, other important barriers to women’s enrollment that are highlighted in the literature likely apply to Côte d’Ivoire. The International Labour Organization, for instance, indicates that, globally, women and girls often perform poorly on entrance exams because they lack essential knowledge and skills, such as math and digital literacy (ILO 2020). Limited access to good quality education and preparation resources exacerbates this issue. This is likely to apply as well in Côte d’Ivoire, where women’s primary education attainment rates stand at 24.5 percent versus men’s 41.2 percent, and lower secondary education attainment rates are even more disparate, with women at 12.8 percent and men at 26.5 percent. These disparities suggest women may be less prepared than men for entrance exams, thereby limiting their opportunities to enroll in TVET programs.

Enablers of young women’s enrollment in TVET

The enablers contributing to young women’s enrollment in TVET programs stem from a multitude of factors, including individual motivations, family support, and broader context-

tual and institutional influences. Because the participants in this study did not include male students, these enablers cannot be distinctly categorized by gender. The findings are, rather, based on subjective assessments and references from key informants, which highlight the enablers disproportionately applicable to women as a result of gender roles and societal expectations.

Family financial and logistical support: Many students rely heavily on parents, uncles, aunts, and other family members to cover educational expenses, including tuition, transportation, and supplies. Some parents are even willing to take on debt to finance their children’s educations. Students also mentioned receiving small but significant financial contributions from various sources, such as partners, neighbors, and sometimes even acquaintances. Parents and family members often handle, as well, the logistics and financial aspects of registration, helping to mitigate the bureaucratic and financial barriers mentioned among the challenges described above. Chores such as gathering necessary documents and paying fees, for example, are frequently managed by family members, allowing students to concentrate on preparation for their studies.

“My dad paid for everything; he came here to enroll me in school.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

“My dad had no money, but he took [out] credit to register me to take this test to come here. He didn’t have enough money. He [took out] more credit to take this exam, to register me. It was a little difficult.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Encouragement of family and social networks: The role of family and social networks in encouraging participation in education was frequently mentioned, confirming the positive influence of supportive societal and familial expectations. Many participants highlighted the encouragement of family members to pursue TVET courses. Such support

helps counteract societal expectations and biases and can significantly boost a girl's confidence and determination to succeed in a nontraditional field. The choice of field of study is also influenced for many students by family members, especially parents and uncles. Such advice can, in fact, sometimes override personal choice, with students selecting courses based on their relatives' decisions rather than their own interests. While this can limit personal agency, it also provides a strong support system that encourages students to pursue vocational education.

"Dad suggested it to me, and since it's dad . . . I preferred to follow what he said." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

"My uncle encouraged me. He said, 'You have to come and do this boys' work. If you do that, you're going to be loved by a lot of people.' So, I liked it, too." (Young woman who completed TVET education and is currently unemployed or in informal employment)

Practical experience and role models: Exposure to practical experiences and to role models within the family and the community can be pivotal to students' choices. This practical exposure helps counter the negative perceptions of TVET and highlights its tangible benefits. Additionally, providing role models and examples of successful women in traditionally male-dominated fields can inspire girls to pursue similar paths. The data highlight a "contagion effect," whereby seeing women succeed motivates others to follow in their footsteps, creating a positive cycle of influence.

"My uncle used to do the same job. He always gave us advice and said this job, if you've done it, you'll never lose." (Young woman who completed TVET education and is currently unemployed or in informal employment)

"The young people of the village are getting into it a little. They take their example from me." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

"There is a female student . . . the teacher started to explain to us what she was like and, after her training, how she became, so I said I, too, will become like her." (Young woman who completed TVET education and is currently unemployed or in informal employment)

Perception of practical benefits: Despite the stigma female students may encounter, many are attracted to TVET for its practical benefits, such as increasing their prospects for employment and the potential to start a business. These benefits can offer a more immediate and tangible return on education than general academic tracks, making TVET an appealing option for those looking for direct pathways to economic stability.

"Often, when I'm on the road, I see metal constructions and small containers. When you finish doing that [course learning how to build those] as a girl, you're not going to be idle; you can work for yourself, start your own business, and make a little corner to get by." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Institutional financial support: Financial incentives, such as scholarships, are vital to motivating girls to pursue technical and vocational education. Some girls received significantly higher scholarships than boys in their schools. The provision of scholarships specifically for girls with good academic performance appears to be a particularly important motivator.

Desire for respect and recognition: The desire for respect and recognition drives many young women to chal-

lenge gender norms and excel in their chosen fields. They believe that succeeding in male-dominated professions will earn them greater respect both professionally and socially. Women who ultimately enroll in TVET express determination to overcome the challenges they face. This determination is often fueled by the desire to set an example for other girls.

“We want to be among the best girls, so that tomorrow we can tell our child to do it like this, etc. So, as a girl, you have to transform yourself, like becoming a boy, [and] others will respect you, too.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Expectation of oversaturation of female fields: The belief that traditionally female-dominated fields are oversaturated and offer limited job opportunities influences girls to pursue nontraditional fields where they perceive better employment prospects. This strategic choice is driven by the desire for tangible job opportunities and career advancement.

“I did mechanical welding because you see that there are so many of us women [in traditionally female jobs]. It’s a little easy to hire women because they know there are enough boys [in male-dominated jobs].” (Young woman currently enrolled in a traditionally male-dominated field)

Attendance

This section examines the factors influencing attendance in TVET programs in Côte d’Ivoire. Attendance refers to the student’s ability to attend and participate consistently in their classes and educational activities. Challenges to attendance can be both short-term and persistent, affecting the student experience and performance. While they adversely affect students, these challenges do not appear in the data as primary reasons for dropping out.

TVET institutions themselves face significant challenges that affect student attendance and engagement. Inadequate funding and resources result in insufficient and outdated equipment, overcrowded classrooms, and a scarcity of qualified teachers, all of which hinder learning and lead to higher absenteeism. The learning environment is further degraded by poor financial management and administrative conflicts that cause resource shortages. Security issues, such as drug use and theft, disrupt the educational setting, making regular attendance difficult. Many students who must finance their own educations through work struggle to balance their job commitments with school, often missing classes as a result. Furthermore, long distances between home and school, compounded by inadequate transportation, cause students to arrive late or miss classes entirely. These factors collectively affect the overall experience and success of students in TVET programs.

General challenges affecting youths’ attendance in TVET

This section examines the factors influencing attendance in TVET programs in Côte d’Ivoire. Attendance refers to the student’s ability to consistently participate in their classes and educational activities. While challenges affecting attendance may arise, they are often related to irregular participation, which can disrupt the student’s experience and performance. These challenges are not directly cited as primary reasons for dropping out but may lead to disengagement, which, over time, contributes to completion issues.

Inadequate institutional resources and infrastructure: The quality of TVET institutions is often compromised by inadequate funding and resource constraints, with direct effects on students’ motivation to attend classes regularly. Disincentives to attend include insufficient and outdated equipment, which limits practical learning experiences and makes the training less effective and less engaging. Additionally, overcrowded classrooms and a scarcity of qualified teachers deprive students of the individual attention they need, while poor financial management, including equipment sales, and internal conflicts within the administration make the learning environment less appealing.

Security and misconduct problems: Drug use, theft, and student misconduct severely disrupt the learning environment, making it less conducive to regular attendance. Inadequate security measures, including understaffing and insufficient surveillance, lead to frequent thefts and other security breaches, which affect students' ability to engage in educational activities.

"We experienced thefts, especially at our electronics workshop. We had screens there that were taken away." (Local key informant)

Financial constraints for students: Many students finance their own educations through various forms of work. While this demonstrates resilience and resourcefulness, balancing work and study can be highly challenging. The need to work to fund their education often forces students to miss classes or arrive late, affecting their overall attendance and academic performance.

"I previously worked as a servant in a family for three years. I saved up before starting the training. But during the training, it wasn't easy because the money I saved wasn't that much." (Young woman who completed TVET education and is currently unemployed or in informal employment)

Distance from school: Long distances between home and school, combined with inadequate transportation, make regular attendance challenging. Many students must walk long distances, which is both exhausting and discouraging. The time and effort required to travel can lead to tardiness and absenteeism, particularly when coupled with housing issues.

Challenges particularly relevant for young women's attendance in TVET

Significant challenges affect the regular and continuous attendance, and thereby their overall academic success and well-being of young women in TVET programs. Many are mistreated and harassed while living with host families, with

financial control and exploitation creating severe emotional stress. The fear of harassment or assault in these living situations adds to the women's anxiety and makes it hard for them to focus on their studies. Harassment by peers, in the form of persistent advances and inappropriate messages, creates a hostile learning environment. Gender imbalance within TVET programs causes female students to feel isolated and subject to skepticism from peers and instructors, while the absence of female staff deprives them of role models and support.

Moreover, balancing education with household responsibilities and work causes further stress and academic disruption for young women, while inadequate water, sanitation, and hygiene (WASH) facilities impose additional burdens, especially during menstruation; both lead to absenteeism.

Hardships, mistreatment, and abuse while living with a host family: Many young women experience hardships, mistreatment, and harassment while living with host families. In some cases, host families withhold food, resources, or other forms of support from the student until they receive the money promised by the student's family. This practice places students in a precarious financial and emotional situation, as their ability to access basic needs is delayed until payment arrives. While the money itself has not yet been received, the expectation of payment creates a dynamic in which students may be pressured into performing labor or enduring harsh conditions until their families send funds. This financial and emotional strain severely affects their academic performance and well-being. Additionally, the environment is often hostile when family members are unwelcoming, compounding the student's challenges.

"My dad says if that's it, you're going to tell me your price and then . . . I'll pay at the end of the month, and then the man [father of the host family], as long as my dad hasn't sent the money, he won't give me the money . . . His wife, however, she sells, she makes placali, you make her placali, her attiéké, you make her fish, everything, everything . . . But if you haven't paid, she won't serve you. If you want, you have to be hungry, you're going to want to die, she won't serve

you . . . I had to stay there for a year, I said I can't . . . it even affects my grades here, I don't sleep, I don't rest . . . The daughter, that's what she says her dad does. If she told her . . . dad that she doesn't want to see strangers in the house, [her dad would say] that no, he can't keep me there." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Living with relatives or acquaintances can also expose young women to unsafe situations, including the potential for sexual harassment or assault. The fear of being alone with male members of the household can create an environment of constant anxiety and stress that affects their ability to focus on their studies.

Harassment by peers and teachers: Harassment of young women in TVET programs also comes from their peers and teachers. Persistent advances, inappropriate messages, and physical threats create a hostile learning environment, severely detracting from their sense of safety and belonging.

Participant: At first, it wasn't the first time it happened. When it happened, I called my uncle and told him what was going on. He told me to leave, and if it happened again, to come and tell them. When it happened again, I called him, but he said I can't leave the courtyard like that. If I leave, it would cause a conflict between them. But if I stayed, it wasn't good for me either.

Moderator: How was it not good for you?

Participant: It wasn't good because often everyone was out of the yard, and when I left school, I was alone with him. You never know; he could assault me at any time, so I told him I can't stay there. I called . . . my dad's little brother, who said if it's like that,

I shouldn't stay in the yard. That's what happened. (Young woman who completed TVET education and is currently unemployed or in informal employment)

"I was harassed in my first year by a guy in BTS [Brevet de technicien Supérieur], second year. He made advances on me, which I didn't accept. At night at 11 p.m., he sent me messages as if I were a prostitute." (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Participant A: I've noticed that sometimes when I ask for help in class, some of the boys think I'm hitting on them or that I want to get closer to them. It's like, no, I just need help with this problem. And then they start acting weird or overly nice, and it makes me uncomfortable.

Participant D: Yeah, and when you're not interested in them, they sometimes get a bit hostile or just dismissive. It's like they can't handle the fact that we're there to learn and not to be their potential girlfriends or something.

(Young women currently enrolled in TVET in traditionally male-dominated fields)

Gender imbalance and feelings of isolation: The gender imbalance within TVET programs creates feelings of isolation and discomfort for female students. Females in a predominantly male setting often feel out of place and struggle to integrate, and the lack of a supportive and inclusive atmosphere stands in the way of their educational success. Female students often face skepticism and lower expectations from their male peers and even from instructors, who may push them into the background.

“(...) here, there are only boys, four girls in the room. We saw each other as weird among the boys. We weren’t used to it.” (Young woman who completed TVET education and is currently unemployed or in informal employment)

“Some boys say, ‘That’s not a woman’s job; women can’t lift a lot; it’s for us boys.’ When she’s in a group with four, five, six boys and she’s the only girl, they tend to put her in the background.” (Local key informant)

Lack of female staff. Women comprise only 17.7 percent of all TVET educational staff. This proportion is consistent across regions, with minor variations between public (18.7 percent) and private (16.9 percent) TVET institutions. Women’s representation in various other roles within these institutions—administrative, managerial, or support—remains notably lower than that of their male counterparts. Specifically, women constitute 33.4 percent of administrative staff, 32 percent of managerial staff in both private and public TVET, and only 25 percent of support staff in public TVET. This lack of representation not only affects the learning environment but limits the availability of role models for female students.

“Yes, that’s what I’m telling you, the teachers who teach purely the profession are only men. All workshop teachers are men. There are no women among us. We only have men.” (Local key informant)

Balancing education, household responsibilities, and work: Female students often have to balance their studies with work or entrepreneurial activities to support themselves financially. This balancing act also involves household responsibilities, such as cooking, cleaning, and taking care of siblings or other family members.

“Like you come to school, and there is a child at home. I wake up at 5 a.m.; at 5 a.m. I’m awake, I want to take my notebook to study a bit at 5 a.m., but I’m forced to do the child’s things so that he can eat, and then [I] come to school. Often, when I come, it’s until 5 p.m. that I leave. So, I have to keep something for the child and for the one who watches the child, too, I can’t leave her like that. In any case, it’s not easy. Often I’m at school, even [then] I think about the child, [whether] he cries, or, I don’t know...” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Infrastructure (WASH facility–related) issues: While the specific data provided comes from a 2018 report on secondary schools in Côte d’Ivoire, it highlights the broader challenges in the education system regarding access to WASH facilities. The report showed that 5.6 percent of secondary school students had no access to a water point, 11.7 percent had no latrines, and 35.7 percent lacked hand-washing facilities. These figures, while based on secondary education, likely reflect similar deficiencies in many TVET institutions. Where such facilities exist, maintenance is often lacking, which contributes to absenteeism, with girls missing up to five days of school per month during menstruation (METFPA 2020).

Enablers of young women’s attendance in TVET

Various factors are crucial in encouraging young women’s participation and attendance in TVET programs. Institutional support, particularly from teachers and principals, helps challenge traditional gender norms and builds confidence. Personal resilience and strong motivation also drive many women to pursue and succeed in male-dominated fields. Finally, family support, both financial and emotional, plays a significant role in helping young women continue their education despite the challenges they face.

Encouragement by teachers and principals: Institutional support from school authorities is an important motivator for girls to continue pursuing traditionally male-dominated fields. Positive reinforcement from educators helps dismantle gender stereotypes and instills confidence in female students. Some school principals and teachers, for example, help female students to overcome societal barriers and self-doubt by encouraging them to engage in fields dominated by men.

“What motivated me, when we went to school, the principal came to talk with us. He said here, there’s no need to say that this is a boy’s job, this is a woman’s job . . . With all that, it motivated me to do my job.”
(Young woman who completed TVET education and is currently unemployed or in informal employment)

Resilience and intrinsic motivation: Women in TVET programs exhibit strong aspirations and motivation to succeed, often driven by deep personal interests and passion for their chosen fields. Despite societal expectations and gender biases, their intrinsic determination helps them overcome obstacles and excel.

“Often, we see men, this great type of men, on television, speaking in public. We see these people, and we are proud. Why not me? Tomorrow, I can be on TV, such a person. She got there. It’s a bit like that.”
(Young woman currently enrolled in TVET in a traditionally male-dominated field)

Family support (encouragement and financial): Support from family members is crucial to helping students persist in their education. This support ranges from financial assistance to moral encouragement and logistical help.

Completion

This section examines the factors influencing the completion of TVET programs in Côte d’Ivoire. This stage is concerned with the student’s ability to persist in and finish their educational programs successfully. The challenges to completion can be short-term or ongoing and appear as primary reasons for discontinuities in educational trajectories. Financial barriers are a major issue, with many students struggling to afford basic necessities, such as food and housing, which may lead to their dropping out. Additionally, academic challenges, including heavy emphasis on theoretical knowledge and strict performance criteria, often cause students to feel overwhelmed and excluded from the system.

General challenges affecting youths’ completion of TVET

Financial barriers: A recurring theme among students in continuing their educations is the financial difficulties that confront them. Many students struggle to afford such basic necessities as food and housing. The financial stress and pressure to manage limited resources often adversely affect

their academic performance and mental health, leading some to drop out.

“There are people who can’t even eat, and that’s just it . . . I know a young man, it’s good, he wasn’t there every day, but he finds a bit of food with me. You see, there are people, even because of everything, they dropped out. They left because of what? Because of lack of means, food, house, housing. It’s not because they didn’t have the grades to go to higher classes, but because of the means, they left.”
(Young woman currently enrolled in TVET in a traditionally male-dominated field)

Academic challenges and exclusion resulting from academic performance: Students may struggle to cope with the academic demands of TVET programs, particularly when they have difficulty understanding the material or fail

exams repeatedly. The heavy emphasis in these programs on theoretical knowledge with limited practical application can be both overwhelming and discouraging, leading some students to consider dropping out. Moreover, requirements to meet strict academic performance criteria often result in discontinuities in education among students who do not achieve satisfactory grades. While alternative educational opportunities are available, such as l'École de la Deuxième Chance (the Second Chance School Program), the effectiveness of such programs in reducing dropout rates is unclear.⁷

“In my first year, I wanted to drop out, I couldn’t understand people in class. There is a teacher here, he tires me so I couldn’t understand . . . the mechanics courses. However, we have exams in six months, we take subjects. In French, math, a total of thirty-eight subjects, the subjects we take in the exam, that counts as seven, so often we have difficulty studying all these subjects. What’s the point of putting it in the program to overload our brains? Now we don’t do practicals, it’s only theory, so [they] should review that for us.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

“When the child does not achieve this [grade] average, he or she is naturally excluded from the system. But what we do is that we often try to refer these children to other types of training that are organized by the ministry. There is the Second Chance School Program, all those who are ejected from the system can come back to train . . . through the second chance school.” (Local key informant)

Challenges particularly relevant for young women’s completion of TVET

The closure or inadequate operation of boarding schools has forced many students to find and pay for private housing, often leading to financial strain and high dropout rates for young women. Financial hardships and lack of proper accommodation can push some into exploitative transactional relationships to meet basic needs. Pregnancy also disrupts educational trajectories, with 28.3 percent of women abandoning training when they become pregnant and facing societal stigma and isolation (DPS 2021). Additionally, sexual harassment by teachers, including grade manipulation and public shaming, creates a hostile learning environment, further contributing to dropouts. Inadequate institutional responses exacerbate these situations, leaving many young women feeling unsupported.

Family and institutional support are key to enabling young women to overcome gender-specific challenges, such as pregnancy, and continue their educations. Encouragement from family members and flexible school policies for pregnant students are important enablers. Additionally, attaining financial resilience through savings and part-time jobs helps students manage educational expenses, ensuring they can persist in peak moments of financial stress.

Lack of boarding schools: For some students, particularly those coming a long way for school, boarding schools provide an environment conducive to learning. The closure or inadequate operation of boarding facilities poses a significant challenge for students, especially girls. Those who end up residing with extended family members or friends due to financial constraints often find their living arrangements less than ideal for promoting their academic performance and overall well-being. The alternative is for students to find and afford their own housing, which is often too expensive. The financial strain causes many to drop out of school in their first year.

“One of the strong recommendations we want to make is that the boarding school reopen, not only for all the trainees but

⁷ It is worth noting that, although educational gender disparities locally suggest women may be less prepared for entrance exams, once admitted, they often excel in their training, demonstrating higher pass rates in professional exams at the end of their TVET courses than men. In 2020/21, the admission rate for women in professional exams was 68.8 percent, compared to 62.4 percent for men. This indicates that, despite initial barriers to entry, women tend to outperform men in their vocational training outcomes.

particularly for the young girls. You can imagine these young girls who arrive from everywhere, some come from Korhogo, from Abidjan, from Bouaké, everywhere. Sometimes when they arrive here, if they don't have a tutor, they are forced to find accommodation that is often not decent and to take care of themselves, which is not easy. Whereas with a boarding school, the administration would have more possibility to follow them, to supervise them, to guide them. It's a big challenge.” (Local key informant)

“When we came here, we said there is no boarding school here, it's now, it's coming, we've just changed, it's a training center. And then they did this vocational high school, so separate vocational high school, as they say boarding school. Here, there is no place to live so it was difficult for us because of that . . .” (Young women in training in traditionally male-dominated fields)

Sexual exploitation as a result of financial constraints:

Financial hardship and lack of proper accommodation may compel some female students to resort to transactional relationships to obtain food or other necessities. This economic necessity can lead to exploitative circumstances, even if it does not involve sexual activities.

“In the neighborhoods, they can be pushed into the oldest profession in the world to get by because the boarding school is not functional far from their parents.” (Local key informant)

Pregnancy: Becoming pregnant usually disrupts educational trajectories, often forcing young women to choose between continuing their studies and meeting societal and familial expectations. The responsibilities and demands of

pregnancy and motherhood make it extremely challenging for them to continue their education. Moreover, the societal pressure on them to conform to traditional roles compounds the difficulty of balancing school and family life. Local data indicate that, on average, 28.3 percent of women abandon their vocational training due to pregnancy, with a huge disparity between women in private versus public institutions (53.5 percent and 3.1 percent, respectively; DPS 2021). Early pregnancy accounts for 16.8 percent of women dropouts, with a higher prevalence of 26.7 percent in private TVET and a lesser 6.7 percent in public TVET (DPS 2021).

“The other, she [a female student] got pregnant last year, so she postponed her schooling. She's going to be a second-year next year.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

“Well, I have a child. And I had a child in fourth grade, so I had to drop out of school.” (Young woman who completed TVET education)

“When a woman, according to them, gets pregnant, they have another image; there were others who were talking, there was gossip. They treated you badly, thought badly of you, they said dirty things to you in my case.” (Young woman in training in traditionally male-dominated fields)

Additionally, the stigma and social repercussions of pregnancy can lead to emotional distress and isolation, further hindering women's ability to continue their studies.

Sexual harassment by teachers: Some female students may drop out of TVET in part because of sexual harassment by teachers. This may include coercion and retaliation tactics through deliberate exclusion from the classroom, manipulation of grades, and public shaming, creating a hostile learning environment. Victims of such harassment face severe consequences, including disrupted education, demoralization, and long-term psychological stress.

“Well, some teachers made advances toward me. I refused. So, it became weird, weird . . . And it’s shameful, so to hurt you, they play with your grades. They think that if they mess with your grades, you’ll give in.” (Young woman who abandoned TVET education)

“When you refuse his advances, it’s threats.” (Young woman in training in traditionally male-dominated fields)

Inadequate institutional responses: When they attempt to report instances of sexual harassment, students frequently encounter dismissive and punitive responses from school administrations. Instead of receiving support, they may be blamed or threatened with academic penalties, such as failing grades, punitive assignments, or even expulsion. This distressing lack of institutional support and empathy leads many to feel that dropping out is their only viable option.

“I went to see [the dean]: ‘Ah sir, I want to talk to you.’ I started to explain, and then the second one came in . . . He said, ‘What are you doing in my office? Get out.’ . . . So, he told me, ‘If you leave the school, you leave with your files.’ So I said, ‘But I didn’t do anything.’ So, I left, and then I went home . . . And then I went home, and after that, I had some other issues, and I didn’t come back.” (Young woman who abandoned TVET education)

when they encounter gender-specific challenges, such as pregnancy. A participant shared her experience of becoming pregnant at age 19. Her parents initially struggled to accept her pregnancy, but her father’s encouragement and emphasis on determination was instrumental to her perseverance. Institutional flexibility and support, especially for pregnant students, can also make a difference for women. Schools that accommodate the unique needs of pregnant students help them continue their education without interruption.

“It was difficult for my parents to accept the case . . . I said to want is to be able . . . My mom came with me. So we proceeded with the registration as I was pregnant. They informed her that it ‘depends on her behavior and courage. If she’s brave, we can deal with it’ . . . My mother decided to have me stay at the boarding school. Well, there were difficulties there; they couldn’t accept because they thought I would have a bad image on the other girls. So they said no . . . So I had to stay with my tutor when I came to take lessons; the distance was very far, it was very far, but I coped with it, that’s courage . . . I followed my classes normally until I was due to give birth . . . teachers, members of the administration, they were always there for me; they encouraged me to work . . . They always motivated me to work . . . I gave thanks, I was able to continue . . . I had good [grade] averages to the point where people congratulated me . . . They have congratulated me so far.” (Young woman in training in traditionally male-dominated fields)

Enablers of young women’s completion of TVET

Family and institutional support and encouragement: Family support is especially important for young women

Self-financing of education. In the face of financial constraints, the ability of many students to finance their own educations through various forms of work is a significant enabler. This self-reliance showcases the determination and adaptability that enable the students to continue their

educations despite economic hardships. Many students take on part-time jobs or entrepreneurial ventures to help cover tuition, transportation, and other indirect costs related to

school. While balancing work and study can be demanding, the income generated from these efforts provides the necessary resources to continue in TVET.

Entry into the labor market

This section examines the factors influencing entry into the labor market for TVET graduates in Côte d'Ivoire. This final stage involves the transition from education to employment. It includes searching for and securing a job and the initial phase of integrating into the workforce.

The transition from education to employment for TVET students in Côte d'Ivoire is both fraught with challenges and facilitated by various support mechanisms. A scarcity of meaningful internships and clear pathways to permanent employment highlights the need for robust job placement programs and stronger linkages between TVET institutions and industries to ensure graduates can make smooth transitions into the workforce. Additionally, financial insufficiencies hinder youths' ability to sustain themselves through unpaid internships, to start businesses, or to purchase necessary work materials.

On the positive side, collaboration between TVET institutions and youth employment agencies supports the placement of graduates in companies. State mandates for private sector involvement and employment opportunities in such sectors as the military and civil engineering further facilitate integration into the labor market.

General challenges affecting youth entry into the labor market

TVET graduates face challenges entering the job market due to limited internships and job opportunities. Inadequate support from institutions and financial barriers exacerbate the situation. Stronger links between TVET institutions and industries are needed to improve these transitions.

“We did the training, we got the diploma, they were also supposed to help us move forward . . . Without the means, too, nothing can be done.” (Young woman who completed TVET education)

Insufficient employment opportunities and internships: The scarcity of meaningful internships and clear pathways to permanent employment is a critical issue for TVET graduates. Internships are provided, but, without strong linkages between the TVET institutions and industries, they rarely translate into job offers. The lack of job opportunities leads many graduates to abandon their fields of study and take up unrelated jobs to make ends meet. This represents not only a loss of potential for the individuals but a waste of the resources that were invested in their education.

“We really need to be able to follow the students, lead them to different companies and even those who refuse because currently we are giving them internships. And after the internships, after the internships? What do the students do?” (Young woman who completed TVET education)

“Now, with the degree, I wanted to move forward. But since there were no means until now, the diploma is in the house. I left it in the house [and am] selling [for a living].” (Young woman who completed TVET education)

Institutional support and job placement: Students repeatedly expressed the need for better job placement and ongoing institutional support after completing their training. The absence of clear pathways to employment and lack of follow-up from educational institutions are major sources of frustration. TVET institutions clearly need to develop stronger partnerships with industries to facilitate the transition from education to employment.

Financial barriers and lack of resources: The lack of capital to sustain themselves through unpaid internships,

start a business, or purchase necessary materials for work prevents many TVET graduates from effectively putting their skills and education to use.

“I had to stop my internship because it was unpaid, and I couldn’t afford transportation and food.” (Young woman who completed TVET education)

Challenges particularly relevant for young women’s entry into the labor market

The transition of young women in Côte d’Ivoire from TVET education to employment is impeded by persistent gender disparities in job opportunities, with systemic biases favoring male candidates and societal norms restricting women to traditional roles, such as clerical workers. These barriers necessitate improved career counseling and training for women in job search skills.

Gender disparities in job opportunities: Gender disparities often impede young women seeking employment after TVET training. They find it harder to “sell themselves” in the labor market, indicating a need for better career counseling and training in job search skills tailored to them. Systemic biases favor male candidates, leading to their being more readily hired than women; participants noted that men are often called faster after applying for jobs. Women’s opportunities are further limited by societal norms that often restrict them to certain roles, such as office or secretarial workers.

“I don’t think that all of us are facing the same challenge . . . because the boys, when they go to file their applications, I find that [they] call the boys fast, fast, compared to the women, the boys win work fast, fast, compared to the women.” (Young woman who completed TVET education)

“For example, in their cement corner, they say women don’t work there. The women

who work there, they work in the office, secretarial work, [doing] the little things there.” (Young woman who completed TVET education)

Enablers of young women’s entry into the labor market

Participants have observed some shifts in employer attitudes, with a preference for hiring women driven by their perceived work ethic and incentives for employing them. Additionally, supportive policies that ensure immediate hiring and internships for qualified young women following graduation, as well as mentorship and career guidance, can significantly aid their entry into the labor market.

Collaboration with youth employment agencies:

One enabler of labor market entry is collaboration between TVET institutions and youth employment agencies, which play a vital role in placing graduates in companies.

“But, the youth employment agency, because when they finish, in collaboration with the youth employment agency, eh, they place our learners in companies.” (Local Key Informant)

State and private sector involvement: The state can facilitate young people’s integration into the workforce by mandating the private sector to absorb TVET graduates, including young women. Various sectors, such as the military, police, and civil engineering, can also provide employment opportunities.

“The state can have them absorbed by the private sector. Today, the state is asking the private sector to take on young people. The state can give, says to the private sector, those. Take.” (Local key informant)

Positive perceptions and encouragement by employers: Perceptions about the ease of job acquisition for women are mixed. Some participants noted that women might be preferred in certain cases, particularly due to their work ethic. There were also mentions of potential incentives offered to employers for hiring women, although details about these incentives remain unclear. Nonetheless, these positive perceptions suggest a shift in some employer attitudes.

“The job opportunity is great because a job called a man’s job carried out by a woman, we will not hesitate to take the girl because . . . these girls are more hard working than men.” (Local key informant)

“With all the incentives that there are of-ten in terms of job openings, when people

have to recruit between a young girl and a boy, people often prefer to take young ladies when they have the required profile, often they are the ones who are chosen.” (Local key informant)

Mentorship and career guidance: Career counseling and training in job search skills, particularly for women, can help graduates navigate the job market more effectively. Knowing how to “sell themselves” is essential for young women entering competitive fields.

“When you’re looking for work, you have to have a flair. You have the diploma, but you have to know how to sell yourself.” (Local key informant)

Box 2.2. TVET Aspirations and Future

Understanding the future aspirations of women in TVET programs is essential for developing strategies that support their professional and personal growth. This research provided insights into the goals and ambitions of these women, highlighting their desire for independence, leadership, and professional success. Addressing the aspirations noted below can better align TVET programs with the needs and dreams of their students.

Support for family: Many respondents aspired to lift their families out of poverty and provide better living conditions for them.

“My life plans... it’s to build a big, pretty house for my parents with at least seven bedrooms.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

Independence, leadership, and entrepreneurial dreams: Many women in TVET programs aspire to achieve independence and take on leadership roles by starting and managing their own businesses, ranging from hair salons to electrical companies and clothing stores. They hope to break gender stereotypes and prove that women can be successful entrepreneurs and leaders.

“I want to start my business... I’m going to start a big hair salon.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

“My dream is to build a business . . . Work is not only a boy’s work, it’s a woman’s job, too.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

“I want to work for myself . . . they only need to know that women can also do this work to make their own corner, too.” (Young woman who completed TVET education)

Career and professional goals: Students express a strong desire to pursue higher education and professional careers, such as obtaining BTSs [Brevet de Technicien Supérieur], joining the navy, or becoming engineers and businesswomen.

“After the BT [Brevet de Technicien], I am going to do a BTS [Brevet de Technicien Supérieur]... I want to be a marine machine engineer and also be a businesswoman.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)

International ambitions: Some study participants wished to seek better opportunities abroad, particularly in countries like Canada and the United States.



3. Conclusions and recommendations

This report delves into the factors influencing the experiences of students, particularly young women, in technical and vocational education and training programs in Côte d'Ivoire. Its objective is to provide insights into gender-related barriers that prevent girls from entering, attending, and completing TVET and making transitions into the labor market on the same footing as their male counterparts and to identify enablers that help overcome such barriers. The lessons learned and recommendations generated from this research are expected to inform the translation of the gender equality principles in the 2022 TVET Law (Law No. 2022-795) into concrete policy measures and interventions. By addressing these key areas, stakeholders can work toward ensuring TVET programs in Côte d'Ivoire not only equip students with the necessary skills but provide them with the support they need to succeed, from enrollment to successful entry into the labor market. This comprehensive support will enhance the personal and professional growth of young women and contribute to the broader goal of gender equity and economic development in Côte d'Ivoire.

The recommendations outlined below are based on the literature review conducted for the study and the challenges and enablers identified from the data gathered. They are organized into the stages at which specific issues and barriers may arise: enrollment, attendance, completion, and entry into the labor market.

In summary, several issues pose challenges to both boys and girls equally throughout the four stages, those include bureaucratic hurdles, inadequate resources and infrastructure as well as limited academic performance. However, some barriers – while also affecting boys – are more pronounced among girls: particularly those related to financial constraints, lacking family support and difficulties related to accessibility or missing boarding facilities. In addition to all of these, girls also face unique challenges: gender stereotypes, mistreatment and sexual harassment (by host families, peers in school and school staff), pregnancy and motherhood as well as household duties. While the intensity of each of these factors may vary from individual to individual, it is noteworthy though that a multitude of constraints in place undermine girls' ability to successfully enroll, attend and complete TVET in ways that differ significantly from the ways boys are affected. Multi-sector, multi-level efforts are needed to be applied simultaneously to address these.

Enrollment. The barriers identified can be effectively countered by family support, awareness campaigns, financial support mechanisms, and gender-responsive policies, such as affirmative action measures. Addressing infrastructural challenges by improving the geographical distribution of TVET facilities and providing safe, affordable accommodations can further support girls' enrollment.

To address issues related to **attendance**, it is essential to ensure the safety of students and provide financial support to reduce the need for students to work while studying. Encouraging family and institutional support can also help students, particularly young women, maintain regular attendance.

Completion rates can be improved by ensuring financial resilience through scholarships and part-time work, providing academic support, addressing the specific needs of pregnant students and young mothers, and instituting policies that create a safe learning environment free from harassment.

Entry into the labor market from TVET education can be facilitated by collaboration between TVET institutions and youth employment agencies, involvement of the state and the private sector, and supportive policies. Implementing job placement programs, providing financial support for internships and entrepreneurial ventures, and promoting gender-awareness training can enhance the employability of TVET graduates. Also important for improving labor market outcomes are encouraging mentorship and career guidance and highlighting positive shifts in employer attitudes toward hiring women.

Finally, to provide further support to students through all four of these stages, general administrative gender mainstreaming efforts are needed across TVET institutions. This includes mainstreaming gender equality in staffing, programs, and budgetary processes, conducting extensive capacity building on gender mainstreaming, setting up job counseling units within all TVET institutions, and enhancing gender-sensitive human resource development. For continuous improvement and accountability, establishing a robust monitoring and evaluation (M&E) framework to collect administrative data, strengthening the collection of sex-disaggregated data, and introducing participatory gender audit systems are also essential.

Table 3.1 provides a summary of the issues and recommendations in detail. While these reflect the multitude of issues and challenges raised, it will also be important to note that several of the ‘solutions’ identified affect multiple stages of the cycle, namely financial support mechanisms and safety related issues. Another way of prioritizing would be to deliberately address – in a first place– those issues that prevent girls who successfully enrolled and attended TVET from completing their education: sexual harassment, pregnancy, motherhood and unpaid work.

Table 3.1. Recommendations for addressing gender gaps in TVET

| Stage | Issue identified | Recommendation |
|------------|--|---|
| ENROLLMENT | Financial constraints: Financial constraints have a significant impact on women’s ability to enroll in TVET programs, with families often prioritizing boys’ education. Greater financial support can help mitigate this barrier. | Enhance financial support mechanisms by increasing the availability of scholarships, grants, and microloans specifically targeted to women in TVET programs (Ajayi & Koussoubé, 2024). These financial support mechanisms should cover tuition, transportation, and necessary materials for education and internships. Additionally, equalize scholarship rates across different levels of vocational training to encourage more female enrollment in higher levels of technical education. |
| | Infrastructure and accessibility issues: The geographical distribution of TVET facilities limits access for women due to mobility restrictions and safety concerns. Improving accessibility can mitigate these barriers. | Improve the geographical distribution of TVET facilities by establishing more institutions in rural and remote areas. Address transportation issues and explore mobile TVET strategies to reach rural areas. Financial assistance, such as vouchers to attend either public or private TVET schools, presents options for schooling that could address the distance barrier (Hicks et al., 2011). |
| | Disincentives for women to enroll in nontraditional sectors: Gender disparities and societal biases discourage women from enrolling in sectors traditionally dominated by men, such as mechanics and construction. | Develop enrollment strategies and training offerings for sectors traditionally dominated by men. Develop strategies, such as information campaigns, affirmative action programs, and quotas, to increase women’s enrollment in nontraditional sectors. Implement communication campaigns to shift social norms around gender-appropriate occupations. Enhance exposure of adolescent girls to male-dominated sectors to avoid path dependence in female-concentrated fields at a young age (WB, 2020; 2021a). |
| | Lack of awareness and community engagement: Continued lack of awareness among parents, communities, and young girls themselves about the value and opportunities in vocational training for females limit enrollment in TVET. | Implement awareness campaigns and mentorship programs to challenge gender stereotypes and encourage more women to enter technical fields. Conduct community outreach to change traditional perceptions about gender roles in technical and vocational education. Provide sector-specific information on financial returns during program applications to increase the chances of women’s selection of male-dominated trades (Gassier et al., 2022). |
| | Hurdles in navigating the bureaucratic processes involved in enrollment and registration: The registration process for TVET programs is often cumbersome and lacks formal guidance. Students face significant challenges, such as gathering multiple documents and managing logistical hurdles. | Simplify and streamline the enrollment process, providing clear guidance and support to students throughout registration. This can be achieved by developing enrollment guides that provide clear, detailed step-by-step instructions and offering support services such as help desks or dedicated teams to assist with enrollment queries. |
| ATTENDANCE | Inadequate equipment, staffing, and resources to enable high-quality training: Inadequate resources and infrastructure in TVET institutions reduce student attendance and engagement. | Update equipment and reduce class sizes. Set up gender-responsive infrastructure facilities within all TVET institutions (WASH facilities, separate lavatories). Implement a facility and environmental audit of TVET premises, identifying a list of high-priority maintenance requirements and developing an effective ongoing maintenance plan with actions, targets, areas of responsibility, and timelines. Ensure the availability of qualified teachers to provide enhanced attention and enhance the learning experience. |
| | Gender-based biases: The societal biases present within TVET institutions diminish women’s confidence and deter their participation in nontraditional fields. | Implement comprehensive gender-awareness training for instructors and employers to challenge and overcome preconceptions about the abilities of women and girls in nontraditional fields. This training should focus on recognizing and mitigating biases, creating supportive environments, and promoting equitable treatment. This can help address the gender imbalance and feelings of isolation that discourage female students from attending classes regularly. |

| Stage | Issue identified | Recommendation |
|------------|---|---|
| ATTENDANCE | Poor administrative and management practices: Poor financial management exacerbates attendance issues by degrading the learning environment and discouraging regular attendance. | Implement transparent financial management practices to ensure that funds and resources are used effectively to support students and improve the learning environment. |
| | Security concerns: Security concerns, such as drug use and theft, disrupt the educational setting and make regular attendance difficult. | Improve security by issuing disciplinary measures in cases of student misconduct. |
| | Need to work while in school: Many students balance work and study to finance their educations, affecting their attendance and academic performance. | Increase the availability of scholarships, grants, and microloans to support students financially, reducing the need for them to work while studying (Adoho et al., 2014; Dunbar et al., 2014). |
| | Lack of transportation: Long distances between home and school, coupled with inadequate transportation, hinder regular attendance. | Establish more safe, affordable transportation options for students. |
| | Lack of housing options and mistreatment by host families: Financial control and exploitation by host families create severe stress and affect academic performance. | Ensure TVET institutions are accessible and provide safe, affordable, and gender-responsive accommodation for female students and teachers. Establish better oversight and support mechanisms for students living with host families. Provide alternative safe housing options for students who are abused or mistreated by their host families. |
| | Household responsibilities: Balancing education with household responsibilities and work causes stress, academic disruption, and absenteeism. | Provide flexible scheduling options and support services, such as childcare, to help female students manage their household responsibilities alongside their educations. Provide free-of-charge childcare services in some instances to enable women to attend TVET courses. Examples include the Colombia model of home-based childcare, <i>hogares comunitarios</i> ; the Argentina Proyecto Joven, financed by the Inter-American Development Bank; the Uruguay community-based model; and the SERVOL program in Trinidad and Tobago. |
| COMPLETION | Lack of female staff representation and inclusive learning environments: Role models and family support significantly influence women's decision to pursue and succeed in TVET. | Hiring more female instructors and highlighting successful women in male-dominated fields can inspire and guide female students. Recruit more female instructors and provide role models within TVET institutions, as developing role model interventions at the secondary or postsecondary level is particularly crucial (WB, 2021a). Provide better support infrastructure to women students and staff. Highlight successful women in traditionally male-dominated fields to motivate others to pursue similar paths (Bray-Collins et al. 2022). Foster a supportive institutional culture where educators actively encourage and motivate female students to pursue their educations and overcome societal barriers. |
| | Academic challenges: Many students struggle with the heavy emphasis on theoretical knowledge and strict performance criteria, leading to feelings of discouragement and exclusion. | Revise the curriculum to include more practical, hands-on learning experiences. Provide additional academic support through tutoring, mentoring, and flexible learning schedules to accommodate different learning styles. |
| | Lack of boarding facilities: The closure or inadequate operation of boarding schools forces students to find and afford private housing, leading to financial strain and high dropout rates. | Reopen and improve boarding facilities to provide safe, affordable, and supportive living environments for students, particularly young women from distant areas. |
| | Sexual exploitation and harassment: Financial constraints and lack of proper accommodation can lead female students into exploitative transactional relationships, while sexual harassment by teachers creates a hostile learning environment. | Implement strict policies and support systems to combat sexual exploitation and harassment. This includes appointing qualified staff, such as psychologists and social workers, to manage cases of gender-based violence, providing safe reporting mechanisms, and ensuring swift disciplinary actions against perpetrators. Train school administrators and staff to respond appropriately and supportively to reports of harassment and other student issues. Establish clear protocols for handling such cases to ensure students feel safe and supported. Establish measures to prevent and criminalize all forms of gender-based violence in educational institutions. |

| Stage | Issue identified | Recommendation |
|---------------------------|--|---|
| COMPLETION | Pregnancy: Pregnancy significantly disrupts educational trajectories, with many young women dropping out due to societal stigma and the demands of motherhood. | Develop and implement policies that support pregnant students, such as providing flexible schedules, offering remote learning options, and creating a supportive environment that encourages them to continue their education (Schomer and Hammond 2020). Similarly, facilitate the reentry of out-of-school married girls or girls with children into the education system (Ajayi & Koussoubé, 2024). |
| | Limited ability to pay for educational expenses throughout their studies: Costs are a problem throughout the entire study cycle. For successful students one critical factor mentioned was that they managed to save money from scholarships or part-time jobs, helping them cover educational expenses during times of scarcity. | Provide financial literacy training to help students manage their finances effectively and encourage savings as a strategy for financial resilience. In Tanzania, funding and support during apprenticeships boosted completion rates for women to 86%, compared to 20% for self-supported participants (WB 2021a). |
| | Inadequate job placement: The scarcity of meaningful internships and clear pathways to permanent employment hinders TVET graduates' transition into the workforce. | Foster stronger partnerships between TVET institutions and the employment sector to ensure clear pathways to employment. Develop robust job placement programs that facilitate the transition from education to the workforce (Bray-Collins et al., 2022) for either self or wage employment (Adoho et al., 2014). TVET institutions could provide continuous career services and support, including job placement assistance, resume writing workshops, interview preparation, and planning to increase job search efficiency and effectiveness (WB, 2020). Follow up regularly with graduates to track their employment status and offer additional support if needed. |
| ENTRY IN THE LABOR MARKET | Gender disparities and societal biases: The restriction of women to certain roles affects their ability to secure employment in nontraditional fields. | Implement gender-awareness programs and provide career counseling tailored specifically to women. These programs should focus on building confidence, teaching job search skills, and challenging societal norms about gender-appropriate occupations. |
| | Insufficient collaboration with youth employment agencies: Lack of collaboration between TVET institutions and youth employment agencies hampers the placement of graduates in suitable jobs. | Foster stronger partnerships between TVET institutions and youth employment agencies to enhance job placement rates. These agencies could work closely with schools to match graduates with suitable job opportunities. |
| | Lack of engagement with the private sector: Greater involvement is needed from the private sector to provide significant employment opportunities for TVET graduates. Despite some positive shifts in employer attitudes toward hiring women, more substantial efforts are required to build on these changes and ensure equal opportunities for women in the labor market. | Encourage private sector involvement through incentives such as tax breaks for companies that hire TVET graduates. Highlight successful stories of women in nontraditional fields and promote employer incentives for hiring women. Campaigns to showcase women's work ethic and capabilities in various fields can help shift societal norms and employer biases. Assess work-seekers' skills and communicate the assessment results to both work-seekers and firms to avoid information frictions and increase employment rates (Carranza et al., 2020) |
| | Inadequate mentorship and career guidance: Many young women lack access to adequate mentorship and career guidance programs. The absence of structured support systems and networking opportunities makes it difficult for them to market themselves effectively and secure suitable employment. | Establish mentorship programs that connect students with industry professionals who can provide guidance, support, and networking opportunities. These mentorship programs could also boost business performance (WB, 2021a). Matching female entrepreneurs with male mentors could be particularly helpful (WeXchange & IADB, 2020). Enhance career counseling services to help students market themselves effectively. |
| | Barriers to female entrepreneurship: Many women aspire to start their own businesses but face numerous barriers, including limited access to entrepreneurship training programs and networks of female entrepreneurs and mentors. | Complement technical training with entrepreneurship support to provide women with more options for economic stability and growth. Develop entrepreneurship training programs that equip women with the skills and resources they need to start and manage their own businesses. Provide access to networks of female entrepreneurs and mentors to support aspiring businesswomen (Bray-Collins et al. 2022). Partner support is also crucial for female entrepreneurs' performance (WB, 2021a; Wolf & Frese, 2018). Similarly, creating awareness about the benefits of supporting women's entrepreneurship among male relatives can foster understanding, reduce exclusion, and improve household communication and decision-making (Vu et al., 2015). |



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5. Appendix

The following section provides the detailed instruments used to conduct the study, including focus group discussions (FGDs) and individual interviews (IDIs). These instruments were designed to gather perspectives from diverse groups of women at different stages of their educational and profes-

sional journeys, as well as insights from key stakeholders involved in TVET education in Côte d'Ivoire.

For a detailed breakdown of the sample groups and instruments used in the study, please refer to Table 1.2 in Section 6 of the report. Below, you will find the specific discussion and interview guides for each sample group.

FGD-1: For Young Women in Male-Dominated TVET Fields

Thank you for agreeing to participate in this study. Through this study, we would like to understand the challenges that young men and women face, not only in accessing and completing their education, but also in obtaining employment after graduation. Today, we want to hear from you and learn from your experience as a student in a TVET (Technical Education and Vocational Training) school. Our ultimate goal is to identify opportunities to make the TVET system more inclusive and effective. Your experiences and ideas will help us come up with ways to improve these programs for everyone.

1. Let's start by getting to know each other a little better. Could you please tell us which TVET stream you are enrolled in, your level of study and something fun or unique to you?
2. Now, let's talk about your journey to becoming a TVET student in your field. What made you choose this path? Explore:
 - Can you tell us how you decided what you wanted to study?
 - What made you choose this particular TVET school? Why a public/private school? What do you think of the training modules, the duration of the training?
 - How did you find out about this opportunity?
 - How was the preparation and registration for this course?
 - Were there any difficulties during this process? Who or what helped you overcome them?
 - How did your family and friends react to your decision? Were they supportive or critical?
3. Let's discuss your experiences as students in a male-dominated field. What obstacles did you face in your studies? Explore challenges related to transportation, attendance, housing, financial hardship, routine, and support:
 - Is it difficult to keep up with the classes?

- Is it difficult to reach your TVET school due to distance or transport issues?
 - How do you manage to support yourself financially?
 - Could you describe your daily routine? How do you reconcile your day-to-day tasks with your TVET studies?
4. What do you think of the fields of study usually chosen by girls?
 5. Have you ever considered studying a field that is usually chosen by girls? What encouraged or discouraged you from doing so?
 6. Have you ever thought about interrupting your studies? What led you to think about it or discouraged you from doing it?
 7. Now let's talk about the experiences of the men and women in your school.
 - Are there more boys or girls in your classes? How many girls and how many boys?
 - We discussed some of the challenges you face as TVET students. Do these challenges affect boys and girls differently? If so, how?
 - Have you ever felt treated differently because you're a girl in a male-dominated field, either in school or outside of school? Can you share what happened and how it affected you?
 8. Let's imagine the future...
 - What are your dreams/plans after completing your studies in TVET? What will your life be like? Explore professional and personal goals
 - What needs to happen for you to make this dream/project come true? Explore factors at the individual, family, and structural level.
 - Are you worried that there are obstacles that could prevent you from achieving your dreams/projects?
 9. You mentioned some current and potential future challenges. Now let's discuss possible solutions and strategies.

- *If you could change one thing in the TVET system, what would you change?*
- *What are your recommendations and tips to motivate girls to join and succeed in their studies in TVET streams?*
- *If a young girl asked you for advice on how to join and succeed in TVET studies, what would you tell her?*

10. Is there anything else you'd like to share before we wrap up?

Thank you for sharing your experiences and thoughts today. Your ideas will help us work towards improving TVET education for all women in Côte d'Ivoire, especially those who wish to pursue male-dominated fields. If you would like to share more or have any questions, you can contact us at [Contact Information]. We appreciate your time and participation.

FGD-2: Guide to Focus Groups for Women Not Selected for TVET Enrolment in the Last 3 Years

Thank you for agreeing to participate in this study. Through this study, we would like to understand the challenges that young men and women face, not only in accessing and completing their education, but also in obtaining employment after graduation. Today, we want to hear from you and learn from your experience as women interested in technical education. Our ultimate goal is to identify opportunities to make the TVET (Technical Education and Vocational Training) system more inclusive and effective. Your experiences and ideas will help us come up with ways to improve these programs for everyone.

1. Let's start by getting to know each other a little better. Could you please tell us your age, what you are currently doing and something fun or unique about you?
2. Can you share your experience in your attempts to become a TVET student? What led you to consider it?
 - *Can you tell us how you decided what you wanted to study?*
 - *What made you choose this particular TVET school? Why a public/private school?*
 - *How did you hear about this opportunity?*
 - *What was it like to prepare and try to enroll in this course?*
 - *Were there any difficult steps during this process? What or who helped you through these difficulties?*
 - *What did your family and friends say about your decision? Were they supportive or not?*
3. If applicable: Have you ever thought about studying something usually chosen by boys? What encouraged or discouraged you?
4. Let's talk about what's next, after I haven't been admitted to TVET. What difficulties have you encountered since then? Explore as problems arise:

- *Are you currently working? Where?*
- *Have you tried to find other training opportunities?*
- *How do you manage to support yourself financially?*
- *What does your daily routine look like now?*

5. Now, let's imagine the future...

- *What are your dreams/plans for the future? What will your life be like? Survey for both professional and personal levels.*
- *What needs to happen to make this dream/project a reality? Explore the factors at the individual, family and structural levels.*
- *Are there any obstacles that you think might prevent you from achieving your dreams?*

6. You mentioned a few challenges that you are currently facing or may face in the future. Now let's discuss the potential solutions and strategies to overcome them.

- *If you could change one thing in the TVET system, what would you change?*
- *What could encourage more girls to join and succeed in TVET studies?*
- *What advice would you give to girls trying to join a TVET stream?*

7. Is there anything else you'd like to share before we wrap up?

Thank you for sharing your experiences and thoughts today. Your ideas will help us work to make TVET education more accessible to all women in Côte d'Ivoire. If you would like to share more or have any questions, you can contact us at [Contact Information]. We appreciate your time and participation.

IDI-1: Interview Guide for Women Who Dropped out of TVET Education

Thank you for agreeing to participate in this interview. This study aims to understand the challenges young men and women face in accessing and completing education and transitioning from education to employment. We are particularly interested in your personal journey in Technical and Vocational Education and Training (TVET), including any interruptions to your studies and subsequent experiences. Your ideas are valuable in helping us identify ways to improve the inclusiveness and effectiveness of the TVET system. We respect your privacy and assure you that all information shared will be treated confidentially.

1. Let's get to know each other first.
 - *Could you tell us what course you were taking, what year you were in when you interrupted your training, and how old you were at that time?*
 - *Tell us about your family history. Who are your family members and what do they do for a living?*
 - *Can you describe your living conditions while you were in the TVET programme? Were you staying with your family, independently or in another setting?*
2. Let's take a look at your journey from the moment you considered a TVET programme to your actual enrollment.
 - *How did you find out about the TVET programme and what sparked your initial interest?*
 - *Describe the steps you took after you decided to enroll in a TVET programme.*
 - *Follow-up questions may include:*
 1. *What research or preparation was required?*
 2. *How did the application process go? Did you have to fill out specific forms, take tests or interviews?*
 3. *How did you prepare for the registration process?*
 - *Did you encounter any obstacles or requirements that made your application difficult? How did you overcome these challenges?*
 - *Are there any people, resources, or information that have been particularly helpful to you? Can you give examples of how this support has been given to you?*
 - *What were the factors that led you to choose your field of study and the TVET school you attended?*
 - *How did your family, friends or partner react to your decision to enroll in a TVET programme? Did they support them or did they have concerns?*
3. Let's reflect on your time as a TVET student.
 - *What was your daily routine like and how did you reconcile it with your studies?*
 - *How did your expectations at the time of your application compare to the reality of the program once you started?*
 - *Are there any aspects of the course, academic or practical, that you found challenging? Explain.*
 - *Additional questions may be asked:*
 - *Have you encountered any difficulties with transport or accessibility?*
 - *How did you manage your finances during your studies?*
 - *What helped you or helped you overcome these difficulties and how?*
 - *You've taken a course with more students than female students. Have there been any particular cases where this gender imbalance has affected you?*
 - *How do you think the experiences and challenges you've faced have been compared to those of your male counterparts?*
4. Now let's talk about why you left the TVET program.
 - a) *Can you describe the process and circumstances that led to your departure?*
Additional questions may be asked :
 1. *What were the main factors that motivated your decision to leave?*
 2. *Have you sought help or support to overcome these difficulties? Which?*
 3. *What administrative steps did you take when you left the program?*
 4. *How did your family/friends/partner react to your decision to leave the TVET programme? Can you provide specific examples of support or resources that would have made a significant difference in your ability to complete the program?*
5. What have you done/have you done since leaving the TVET programme?
 - a) *What challenges, if any, have you faced or are currently facing after leaving school?*
 - b) *Do you think that the skills you learned during your TVET training helped you in any way after leaving TVET? What for?*

6. *For women who have returned to school after dropping out:* Could you describe the process and circumstances that led to your return to school? *Additional questions may be asked:*
 - *What were the main factors that motivated your decision to return to school?*
 - *Have you encountered any difficulties or obstacles in your efforts to re-enroll?*
 - *Have you sought solutions or help to overcome the difficulties you have encountered?*
 - *What administrative steps did you have to take to re-enroll in the program?*
 - *How did your family/friends/partner react to your decision to re-enroll in TVET?*
7. Let's talk about the future...
 - *What are your dreams for your future? Probe professional and personal goals.*
 - *What needs to happen for you to make this dream come true? Probe the factors at the individual, family, and structural levels.*
8. Are there any obstacles that you think might prevent you from achieving your dreams?
 - *You shared some of the challenges you faced during and after your studies in TVET. Now let's discuss potential solutions and strategies to address these issues.*
 - *Reflecting on your experiences, what do you think might encourage more young women to return to school after leaving for a while?*
 - *What do you think could encourage more young women to enroll in and succeed in TVET programmes?*
 - *What other changes would you suggest for the TVET system?*
9. Is there anything else you'd like to share before we wrap up?

Thank you for taking the time to share your story with us. Your contribution is crucial to our work to improve TVET for women in Côte d'Ivoire. If you have any further ideas or questions, please do not hesitate to contact us at: [Contact Information]. Thank you for your participation.

IDI-2: Interview Guide for Women Who Have Completed TVET and Are Working or Unemployed (Excluding Women Who Are Only in Education)

Thank you for agreeing to participate in this interview. This study aims to understand the challenges faced by women after completing their TVET studies. We want to know more about your transition from training to working life, your current employment situation, and how your TVET training has influenced your work and life choices. Your views will help us identify solutions to improve the TVET system and support women in the labor market. We respect your privacy and assure you that all information shared will be treated confidentially.

1. Let's get to know each other first.
 - a) Could you tell us what training you have completed, when you graduated, and at what age you graduated?
 - b) Can you tell us about your family history? Who are your family members and what do they do for a living?
 - c) Can you describe your living conditions when you were enrolled in TVET and how it has changed since you graduated?
2. Let's find out what your background has been since you considered your actual enrolment in TVET.
 - a) How did you find out about TVET and what sparked your initial interest?
 - b) Describe the steps/processes you followed after you decided to enroll in TVET. Additional questions may be asked:
 - *What research or preparation was required?*
 - *How did the application process go? Did you have to fill out specific forms, take tests, or interviews?*
 - *How did you prepare for the registration process?*
 - c) Did you encounter any obstacles or requirements that made your application difficult? How did you overcome these challenges?

- d) Are there any people, resources, or information that have been particularly helpful to you? Can you give examples of how this support has been given to you?
 - e) What were the factors that led you to choose your field of study and the TVET school you attended?
 - f) What was the reaction of your family, friends, or partners to your decision to enroll in TVET? Did they support you?
3. Let's reflect on your time as a TVET student.
- a) What was your daily routine and how did you reconcile it with your studies?
 - b) How do you relate your expectations at the time of your registration to TVET to reality once you have started the courses?
 - c) Are there any aspects of the course, academic or practical, that you have struggled with? Explain. Additional questions may be asked:
 - *Have you encountered any difficulties with transportation or accessibility?*
 - *How did you manage your finances during your studies?*
 - d) What has helped you or who has helped you overcome these difficulties and how?
 - e) Have you taken a course where there were more students than female students? Have there been any particular cases where this gender imbalance has affected you?
 - f) How do you think the experiences and challenges you have faced can be compared to those of your male counterparts?
4. 4) Now let's talk about your life after graduation.
- a) Have you received any further training or education after completing your TVET training? If so, what motivated you to keep learning?
 - (b) For those who are working or have worked since graduation:
 - i) *Can you describe the jobs you have had since graduating?*
 - ii) *To what extent were these jobs relevant to your TVET training?*
 - iii) *How did you get this job(s)?*
 - (c) For those who are working or have worked since graduation:
 - i) *What factors have influenced your professional situation?*
5. 5) For those who worked after graduation:
- a) Can you describe the specific difficulties you encountered in the process of finding a technical job?
 - b) Can you describe the specific difficulties you have encountered in the workplace?
 - c) Regarding the challenges of finding and succeeding in a technical job, do you think that men and women face the same challenges?
 - d) What are the strategies or support systems that have helped you the most to develop your career after TVET?
6. Let's talk about the future...
- a) What are your plans for your future? Probe professional and personal goals.
 - b) What needs to happen in order for you to carry out this project? Probe factors at the individual, family, and structural levels.
 - c) Are there any obstacles that you think could prevent you from carrying out your projects?
7. You shared some of the challenges you faced during and after your TVET studies. Now let's discuss potential solutions and strategies to address these issues.
- a) Reflecting on your experiences, are there any particular areas of the TVET program that you think need to be improved to better support graduates in their transition to the world of work?
 - b) What do you think could encourage more young women to enroll and succeed in TVET programs?
 - c) What other changes would you suggest for the TVET system?
8. Is there anything else you'd like to share before we wrap up?

Thank you for taking the time to share your experience with us. Your contribution to this work is crucial for the improvement of technical education and training and vocational training for women in Côte d'Ivoire. If you have any further ideas or questions, please do not hesitate to contact us at: [Contact Information]. Thank you for your participation.

Complete set of quotations

| Report section | Quotation in English | French original (NOTE: BACKTRANSLATION TO HELP FIND ORIGINAL QUOTE) |
|----------------|---|---|
| 2.1.1 | <i>"I found out about this opportunity when I received my BEPC [Brevet d'Études du Premier Cycle] results. I didn't pass, so the director suggested I aim for vocational high schools and technical schools. That gave me the courage to try, and I ended up liking it and stayed." (Young woman currently enrolled in TVET)</i> | « Moi j'ai connu cette opportunité lors du résultat de BEPC, je suis parti prendre le résultat, ça n'a pas marché, donc le directeur dit de viser les lycées professionnels et écoles techniques, que de tenter notre chance pour voir, qu'on ne sait jamais et puis ça m'a donné le courage, je suis venu et puis ça m'a plu aussi et puis je suis resté. » (Jeune femme actuellement inscrite dans un programme d'EFTP) |
| | <i>"Sending an extract and a photocopy of my parents' identity cards... was exhausting, and doing the nationality paperwork was also tiring." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Mais la difficulté qui m'a fatigué un peu, bon : On dit d'envoyer extrait, photocopie des cartes d'identité des parents, puisque moi je n'étais pas là, j'étais à Abidjan, donc ici ça m'a fatigué un peu. Et puis de faire la nationalité, tout ça, ça m'a fatigué. Mais quand j'ai fini de faire tout ça, là, ce n'était pas trop compliqué. » (Jeune femme actuellement inscrite dans une filière traditionnellement masculine) |
| | <i>"I received help from my big brother, who helped me pay my registration fees." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Maintenant, troisième année. Là, par la grâce de Dieu, j'ai reçu l'aide de mon grand frère et il m'a aidée à payer mes frais d'inscription et je suis allée passer le concours par la grâce de Dieu, ça marchait. » (Jeune femme actuellement inscrite dans une filière traditionnellement masculine) |
| 2.1.2 | <i>"There was no BT [Brevet de Technicien] in Korhogo. It was in Man, Daokouro... To go—since I don't know anyone if I leave—I'm going to have [to have] a house. So, when I thought about all this, I said, I'm going to have to forget the training, I'm going to look after myself in the [job] market" (Young woman who completed TVET education and is currently unemployed or in informal employment)</i> | « Non, quand on a fini le B.T., là, (00:43:00) il n'y avait pas de B.T. à Korhogo. C'était en Man, Daokouro avec les autres villes, là. Maintenant, moi, pour me déplacer, pour aller, puisque je ne connais personne, si je m'en vais, là, je vais avoir une maison comment. Donc, quand j'ai pensé à tout ça, là, j'ai dit, je vais laisser la formation, je vais me chercher au marché. Donc, je suis allé vendre au marché. » (Jeune femme ayant achevé une formation en EFTP et actuellement au chômage ou dans un emploi informel) |
| | <i>"When families are struggling financially, they prefer to educate the boys over the girls." (Young woman who pursued TVET but dropped out)</i> | « Lorsque les familles ont des difficultés financières, elles préfèrent éduquer les garçons plutôt que les filles. (Jeune femme ayant suivi l'EFTP mais l'ayant abandonné) |
| | <i>"I think we need to make sure that the scholarship rate for young girls can be the same, whether it is at the CAP [Certificat d'Aptitude Professionnelle] or the BT [Brevet de Technicien]." (Local key informant)</i> | « Je pense qu'il faut peut-être faire en sorte que le taux de bourses des jeunes filles puisse être le même, qu'on soit au niveau du CAP, du diplôme CAP au BT. » (Informateur clé local) |
| | <i>"Many parents were initially reluctant for their daughters to take up a profession called a man's profession. When the girl wanted to do painting or electrical work, their parents let her know that it's a man's job, so you have to do sewing or hairdressing." (Local key informant)</i> | « La différence est faite matérialisée d'abord au niveau des parents nombreux sont des parents qui au départ étaient retissant pour que leurs filles embrassent un métier dit un métier d'homme parce que pour eux ce métier-là n'est fait et n'est destiné que pour les hommes. Donc quand la fille a voulu fait la peinture ou l'électricité bâtiment leurs parents leur ont fait savoir que c'est un métier d'homme toi tu vas faire la coiffure ou la couture c'est destiné aux femmes. » (Informateur clé local) |
| | <i>"People saw me and told me that's not women's work, that I wouldn't be able to do it. My older brother told me not to come after him anymore, but I wanted to show that I can surpass that." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Donc, quand je parlais là-bas, les gens me voyaient. Ils me disent non, ça ce n'est pas le travail des femmes que tu ne vas pas pouvoir faire, tu ne vas pas pouvoir faire. Donc ça fait que les gens mettaient leurs bouches sur moi, mon grand frère m'a dit de ne plus venir derrière lui. J'ai dit que je peux. Comme il a dit, je ne peux pas faire mécanique. Je vais lui montrer que moi je peux dépasser ça même. Donc j'ai fait électro mécanique. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"They say that women, normally, women do not have their place in school. A woman's place is in the kitchen, in one way or another." (Young woman who applied but was not selected for TVET)</i> | « Ils disent que la femme, normalement, la femme n'a pas sa place à l'école. La femme, sa place est à la cuisine d'une manière ou d'une autre. » (Jeune femme qui a postulé mais n'a pas été sélectionnée pour l'EFTP) |

| Report section | Quotation in English | French original (NOTE: BACKTRANSLATION TO HELP FIND ORIGINAL QUOTE) |
|----------------|---|--|
| | <i>"Well... women don't have, don't have confidence in themselves, they don't have confidence in themselves. They tell themselves that if it's African culture that does that. But women tend to say that it is the man who must go to work. The woman has her place in the home." (Local key informant)</i> | Bon...les femmes n'ont pas, n'ont pas confiance en elles, elles n'ont pas confiance en elles. Elles se disent que si c'est la culture africaine qui fait. Mais les femmes ont tendance à dire que c'est l'homme qui doit aller travailler. La femme a sa place dans le foyer. (Informateur clé local) |
| 2.1.3 | <i>"My dad paid for everything; he came here to enroll me in school." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Mon papa a payé tout, il était venu ici pour venir m'inscrire à l'école. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"My dad had no money, but he took [out] credit to register me to take this test to come here. He didn't have enough money. He [took out] more credit to take this exam, to register me. It was a little difficult." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Mon père n'avait pas d'argent, mais il a pris crédit pour aller m'inscrire pour passer ce concours pour venir ici. Il n'avait pas assez d'argent. Il a plus de crédit pour aller passer son concours, pour m'inscrire. C'était un peu difficile. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"Dad suggested it to me, and since it's dad... I preferred to follow what he said." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Bon, papa m'a proposé et puis c'est papa, ce sont ses moyens, donc j'ai préféré suivre ce que papa a dit. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"My uncle used to do the same job. He always gave us advice and said this job, if you've done it, you'll never lose." (Young woman who completed TVET education and is currently unemployed or in informal employment)</i> | « Il y a mon tonton qui faisait même travail-là. Ils nous donnaient toujours conseil, il dit ce métier si tu as fait tu ne vas jamais perdre dedans » (Jeune femme ayant achevé une formation en ETFP et actuellement au chômage ou dans un emploi informel) |
| | <i>"The young people of the village are getting into it a little. They take their example from me." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Même les jeunes du village, en tout cas quand ils s'approchent de moi, on cause. En tout cas, je les explique. Et en tout cas, c'est intéressant. Donnez-vous, donnez-vous dans ça. Les jeunes du village sont en train de rentrer dedans un peu. Ils prennent exemple sur moi. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"There is a female student... the teacher started to explain to us what she was like and, after her training, how she became, so I said I, too, will become like her." (Young woman who completed TVET education and is currently unemployed or in informal employment)</i> | « Le prof a commencé à nous expliquer comment elle était et après sa formation, comment elle est devenue donc j'ai dit moi aussi je vais devenir comme elle. Chaque jour quand je me lève je me dis-moi aussi je vais devenir comme celle-là, celle qui est partie à l'école. Chaque jour quand je prends la route de l'école, je me dis aujourd'hui on doit faire telle chose, je dois être parmi les premiers. » (Jeune femme ayant achevé une formation en ETFP et actuellement au chômage ou dans un emploi informel) |
| | <i>"Often, when I'm on the road, I see metal constructions and small containers. When you finish doing that [course learning how to build those] that as a girl, you're not going to be idle; you can work for yourself, start your own business, and make a little corner to get by." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Souvent en partant sur la route je vois les constructions métalliques, en fer, en fait les petits conteneurs. Et puis souvent, une fois que tu finis de faire ça, tant qu'une fille là tu ne vas pas chômer ; tu peux travailler, toi-même, tu peux créer ta propre entreprise, tu peux faire un petit coin pour te débrouiller là-bas. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"We want to be among the best girls, so that tomorrow we can tell our child to do it like this, etc. So, as a girl, you have to transform yourself, like becoming a boy, [and] others will respect you, too." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « Donc, maintenant nous, on a rassemblé parmi les meilleures filles quoi celles qui font construction métallique. Là demain, on peut dire à notre enfant, c'est comme cela on fait, fait ça. Donc en tant qu'une fille là il faut te transformer pour être genre comme un garçon, d'autre vont te respecter aussi. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |

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| | <i>"I did mechanical welding because you see that there are so many of us women [in traditionally female jobs]. It's a little easy to hire women because they know there are enough boys [in male-dominated jobs]."</i> (Young woman currently enrolled in a traditionally male-dominated field) | « Bon moi j'ai fait la mécano soudure au lieu de métier de femme parce que tu vois que nous les femmes, nous sommes tellement nombreuses. C'est un peu facile d'embaucher les femmes parce qu'ils savent qu'il y a assez de garçons. S'il y a quelques filles pour encourager la fille, on l'embauche facilement pour l'encourager. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| 2.2.1 | <i>"We experienced thefts, especially at our electronics workshop. We had screens there that were taken away."</i> (Local key informant) | « On a connu des vols, notamment au niveau de notre atelier d'électronique. On avait des écrans didactiques là-bas qui ont été emportés. » (Informateur clé local) |
| | <i>"I previously worked as a servant in a family for three years. I saved up before starting the training. But during the training, it wasn't easy because the money I saved wasn't that much."</i> (Young woman who completed TVET education and is currently unemployed or in informal employment) | « J'ai travaillé avant en tant que qu'une servante dans une famille pendant trois ans, j'ai économisé avant de commencer la formation. Mais au cours de la formation, franchement, ça n'a pas été facile parce que l'argent que j'ai économisé, ce n'était pas aussi beaucoup. Et la formation coûte aussi un peu cher il faut payer le matériel et tout, donc ce n'était pas facile. Mais bon j'ai fait avec. » (Jeune femme ayant achevé un cycle d'enseignement et de formation techniques et professionnels et actuellement au chômage ou dans un emploi informel) |
| 2.2.2 | <i>"My dad says if that's it, you're going to tell me your price and then... I'll pay at the end of the month, and then the man [father of the host family], as long as my dad hasn't sent the money, he won't give me the money... His wife, however, she sells, she makes placali, you make her placali, her attiéké, you make her fish, everything, everything... But if you haven't paid, she won't serve you. If you want, you have to be hungry, you're going to want to die, she won't serve you... I had to stay there for a year, I said I can't... it even affects my grades here, I don't sleep, I don't rest... The daughter, that's what she says her dad does. If she told her... dad that she doesn't want to see strangers in the house, [her dad would say] that no, he can't keep me there."</i> (Young woman currently enrolled in TVET in a traditionally male-dominated field) | « Mon papa dit si c'est cela tu vas me dire ton prix et puis je vais payer chaque fin du mois et puis le monsieur tant que mon papa n'a pas envoyé l'argent, il ne va pas me donner l'argent. C'est que je vais mourir de faim. Sa femme pourtant elle vend, elle fait placali, tu vas faire son placali, son attiéké, tu as fait son poisson, tout, tout tout. Mais si tu n'as pas payé, elle ne va pas te servir. Si tu veux, il faut avoir faim tu vas avoir envie de mourir, elle ne va pas te servir c'est comme ça, je devais rester là-bas un an moi j'ai dit que je ne peux pas. Franchement, je ne peux pas ça, ça agit même sur mes notes ici, je ne dors pas, je ne me repose pas. Sa fille aussi, franchement c'est là que j'ai vu que vivre chez les gens ce n'est pas du jeu. La fille là c'est ce qu'elle dit que son papa fait, si elle a dit à son papa qu'elle ne veut pas voir d'étrangers dans la maison et son papa a dit que non lui peut pas me garder là-bas. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>Participant: At first, it wasn't the first time it happened. When it happened, I called my uncle and told him what was going on. He told me to leave, and if it happened again, to come and tell them. When it happened again, I called him, but he said I can't leave the courtyard like that. If I leave, it would cause a conflict between them. But if I stayed, it wasn't good for me either.</i> <i>Moderator: How was it not good for you?</i> <i>Participant: It wasn't good because often everyone was out of the yard, and when I left school, I was alone with him. You never know; he could assault me at any time, so I told him I can't stay there. I called... my dad's little brother, who said if it's like that, I shouldn't stay in the yard. That's what happened.</i> (Young woman who completed TVET education and is currently unemployed or in informal employment) | « Au début, parce que ce n'était pas la première fois, au début quand cela s'est passé, j'ai appelé mon oncle en question, je lui ai dit voilà ce qui se passe ici, il m'a dit moi de laisser, s'il reprend encore, de venir leur dire, j'ai dit ok, j'ai compris. Donc quand il a repris, je l'ai appelé, il dit non moi je ne peux pas quitter la cour comme ça, si je quitte comme ça, ça va devenir palabres entre eux, pourtant si je reste là-bas aussi, ce n'est pas bon pour moi aussi. KKK : Comment ce n'est pas bon pour toi ? SEE: Ce n'est pas bon parce que souvent même tout le monde est sorti de la cour, quand je quitte l'école, je suis seul avec lui. On ne sait jamais, il peut aller m'agresser à tout moment, donc je lui ai dit que je ne peux pas rester là-bas. Et puis j'ai appelé son grand frère, le petit frère de mon papa, il a dit si c'est comme ça, ne faut pas je vais rester dans la cour là-bas. Que ce n'est pas à cause de ça je suis partie. C'est dans ça je suis partie. » (Jeune femme ayant achevé un cycle EFTP et actuellement au chômage ou dans un emploi informel) |

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| 7 | <p><i>"I was harassed in my first year by a guy in BTS [Brevet de technicien Supérieur], second year. He made advances on me, which I didn't accept. At night at 11 p.m., he sent me messages as if I were a prostitute." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i></p> <p><i>Participant A: I've noticed that sometimes when I ask for help in class, some of the boys think I'm hitting on them or that I want to get closer to them. It's like, no, I just need help with this problem. And then they start acting weird or overly nice, and it makes me uncomfortable.</i></p> <p><i>Participant D: Yeah, and when you're not interested in them, they sometimes get a bit hostile or just dismissive. It's like they can't handle the fact that we're there to learn and not to be their potential girlfriends or something.</i></p> <p><i>(Young women currently enrolled in TVET in traditionally male-dominated fields)</i></p> | <p>« Concernant les stagiaires jeunes, moi j'ai été victime de ça cette année, ma première année quand je suis venue. Le gars il est en BTS, deuxième année, il m'a harcelé donc il me dit non, il veut de moi puisqu'il m'a fait ses avances. Je ne lui ai rien dit, je ne sais pas ce qu'il pensait. Un jour il m'appelle la nuit à 23 h, il m'envoie les messages comme si prostituée puisque je n'ai pas accepté ses avances » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes)</p> <p>Participant A :</p> <p>« J'ai remarqué que parfois, quand je demande de l'aide en classe, certains garçons pensent que je leur fais des avances ou que je veux me rapprocher d'eux. C'est comme, non, j'ai juste besoin d'aide pour ce problème. Et ensuite, ils commencent à agir bizarrement ou à être trop gentils, et ça me met mal à l'aise. »</p> <p>Participant D :</p> <p>« Ouais, et quand tu n'es pas intéressée, ils deviennent parfois un peu hostiles ou juste méprisants. C'est comme s'ils ne pouvaient pas gérer le fait qu'on est là pour apprendre et non pas pour être leurs potentielles petites amies ou autre chose. »</p> |
| | <p><i>"(...) here, there are only boys, four girls in the room. We saw each other as weird among the boys. We weren't used to it." (Young woman who completed TVET education and is currently unemployed or in informal employment)</i></p> <p><i>"Some boys say, 'That's not a woman's job; women can't lift a lot; it's for us boys.' When she's in a group with four, five, six boys and she's the only girl, they tend to put her in the background." (Local key informant)</i></p> | <p>« Puisqu'on est habitués en général. En général, il y avait plusieurs filles, garçons, femmes. Mais ici, on vient, il y a garçons seulement, les filles, dans la salle, 4 filles. On se voyait bizarres parmi les garçons. En tout cas, on n'était pas habitués. » (Jeune femme ayant achevé un cycle de l'EFTP et actuellement au chômage ou dans un emploi informel)</p> <p>« Il y a aussi le côté de marginalisation des petits garçons voilà ce n'est pas péjoratif, ça ne s'est pas travail de femme ça, femme peut pas soulever tel ou tel, ça c'est pour nous les garçons. Et quand elle se trouve dans un groupe de quatre à six garçons et qu'elle est la seule fille parmi les garçons, ils ont tendance à vouloir la mettre en arrière-plan parce qu'en se disant que ça c'est travail d'homme. » (Informateur clé local)</p> |
| | <p><i>"Yes, that's what I'm telling you, the teachers who teach purely the profession are only men. All workshop teachers are men. There are no women among us. We only have men." (Local key informant)</i></p> | <p>« Les enseignants qui enseignent purement la profession, là, c'est que des hommes. Voilà. Tout ceux les professeurs d'atelier sont des hommes. Il n'y a pas de femmes parmi nous. On n'a que des hommes. » (Informateur clé local)</p> |
| | <p><i>"Like you come to school, and there is a child at home. I wake up at 5 a.m.; at 5 a.m. I'm awake, I want to take my notebook to study a bit at 5 a.m., but I'm forced to do the child's things so that he can eat, and then [I] come to school. Often, when I come, it's until 5 p.m. that I leave. So, I have to keep something for the child and for the one who watches the child, too, I can't leave her like that. In any case, it's not easy. Often I'm at school, even [then] I think about the child, [whether] he cries, or, I don't know..." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i></p> | <p>Genre tu viens à l'école et il y a enfant à la maison. Je me réveille à 05h, à 05h je suis réveillée je veux prendre mon cahier pour étudier un peu à 05h, mais je suis obligée de faire les trucs de l'enfant pour qu'il puisse manger puis venir à l'école. Souvent, quand je viens, c'est jusqu'à 17 h que je pars. Donc, il faut que je garde quelque chose à l'enfant et à celle qui surveille l'enfant aussi je peux pas la laisser ainsi. En tout cas c'est pas facile. Souvent je suis à l'école même je pense à l'enfant si il pleure ou bien je sais pas. En tout cas, c'est pas facile.</p> |
| 2.2.3 | <p><i>"What motivated me, when we went to school, the principal came to talk with us. He said here, there's no need to say that this is a boy's job, this is a woman's job... With all that, it motivated me to do my job." (Young woman who completed TVET education and is currently unemployed or in informal employment)</i></p> | <p>« Ce qui m'a motivé même, quand on est allé à l'école, le directeur est allé à l'école, il est allé parler avec nous. Il a dit ici là, ce n'est pas la peine de dire que ça c'est travail de garçon, ça c'est travail de femme, donc je ne veux pas faire ça, comme c'est travail de garçon je ne veux pas faire ça donc avec tout ça, ça me motivait de faire mon métier » (Jeune femme ayant achevé un cycle EFTP et actuellement au chômage ou dans un emploi informel)</p> |

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| | <p><i>“Often, we see men, this great type of men, on television, speaking in public. We see these people, and we are proud. Why not me? Tomorrow, I can be on TV, such a person. She got there. It’s a bit like that.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i></p> | <p>« Par la manière que non. Souvent, on dit. Les hommes, ce grand type d’hommes, on les montre à la télévision. Prendre la parole dans le public. On voit Ces personnes-là, nous sommes fières, pourquoi pas moi? Demain, et je peux être à la télé, c’est telle personne. Elle est arrivé là-bas. C’est un peu ça. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes)</p> |
| 2.3.1 | <p><i>“There are people who can’t even eat, and that’s just it . . . I know a young man, it’s good, he wasn’t there every day, but he finds a bit of food with me. You see, there are people, even because of everything, they dropped out. They left because of what? Because of lack of means, food, house, housing. It’s not because they didn’t have the grades to go to higher classes, but because of the means, they left.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i></p> | <p>« Ça seulement, ça arrive. Je pensais que ça, sûrement, c’est la même chose parce qu’il y a les gens même qui sont ici, même là. Je connais un jeune, bon je ne dis pas tous les jours, mais c’est avec moi qu’il trouve un peu de nourriture. Tu vois, il y a des gens, même à cause de nourriture, ils ont abandonné, ils sont partis à cause de manque de moyens, nourriture, maison, logement, ils ont abandonné. Ce n’est pas parce qu’ils n’ont pas eu les moyennes pour aller en classe supérieure, mais à cause des moyens, ils sont partis. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes)</p> |
| | <p><i>“In my first year, I wanted to drop out, I couldn’t understand people in class. There is a teacher here, he tires me so I couldn’t understand . . . the mechanics courses. However, we have exams in six months, we take subjects. In French, math, a total of thirty-eight subjects, the subjects we take in the exam, that counts as seven, so often we have difficulty studying all these subjects. What’s the point of putting it in the program to overload our brains? Now we don’t do practicals, it’s only theory, so [they] should review that for us.” (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i></p> | <p>« Moi, ce qui a changé, c’est qu’ici, on nous fatigue pour rien. On a en fait 18 matières... Pourtant on compose dans huit matières. En français, maths, total fait sept huit matières. En fait, on peut dire les matières qu’on fait, ce qu’on les matières qu’on fait ici, ce qu’on enlève, quand on va composer ça vaut sept, comme ça ils vont enlever, donc ça sert à quoi de mettre dans le programme pour surcharger notre cerveau.</p> <p>Les matières EDHC et CMC, éducation, quelque chose que on appelait avant nous on appelle ça éducation civique et morale. On fait ça ici aussi CMC c’est comme histoire, Legia, c’est comme droit comme ça, c’est comme droit. Il y a les matières. On dit hydraulique. On fait en première année, on ne fait pas en deuxième année. Si on ne fait pas en deuxième année, pourquoi on fait ça en première année ? Ils peuvent attendre la troisième année, on va faire certaines matières. Ici, il y a certaines matières on ne fait pas donc si on pouvait nous réduire un peu les matières. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes, Grand-Lahou)</p> |
| | <p><i>“When the child does not achieve this [grade] average, he or she is naturally excluded from the system. But what we do is that we often try to refer these children to other types of training that are organized by the ministry. There is the Second Chance School Program, all those who are ejected from the system can come back to train... through the second chance school.” (Local key informant)</i></p> | <p>« Quand l’enfant n’arrive pas à avoir cette moyenne, naturellement il est exclu du système. Mais ce que nous faisons, c’est que on essaie souvent d’orienter ces enfants-là vers d’autres types de formations qui sont organisées, notamment par notre ministère. Également en ce qui concerne notre ministère, nos programmes écoles de la deuxième chance. Tous ceux aujourd’hui qui sont rejetés par le système peuvent revenir se former dans nos structures à travers l’école de la deuxième chance pour se donner une seconde chance. » (Informateur clé local)</p> |
| 2.3.2 | <p><i>“One of the strong recommendations we want to make is that the boarding school reopen, not only for all the trainees but particularly for the young girls. You can imagine these young girls who arrive from everywhere, some come from Korhogo, from Abidjan, from Bouaké, everywhere. Sometimes when they arrive here, if they don’t have a tutor, they are forced to find accommodation that is often not decent and to take care of themselves, which is not easy. Whereas with a boarding school, the administration would have more possibility to follow them, to supervise them, to guide them. It’s a big challenge.” (Local key informant)</i></p> | <p>« Vraiment, l’une des fortes recommandations que nous voulons faire, c’est que cet internat rouvre non seulement pour l’ensemble des stagiaires, mais particulièrement pour les jeunes filles. Parce que vous imaginez ces jeunes filles qui arrivent de partout. Il y en a qui arrivent de Korhogo, d’Abidjan, de Bonouaké, d’Abengourou et de partout en Côte d’Ivoire. Quand elles arrivent ici, elles sont obligées de, si elles n’ont pas un tuteur, de trouver un logement qui n’est souvent pas décent et de se prendre soi-même en charge. Donc ce n’est pas facile pour les jeunes filles, alors qu’avec l’internat, l’administration aurait eu beaucoup plus de possibilités de les suivre et les encadrer, de les conseiller, de les orienter. Voilà, donc ça c’est un des gros défis. » (Informateur clé local)</p> |

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| 11 | <i>"When we came here, we said there is no boarding school here, it's now, it's coming, we've just changed, it's a training center. And then they did this vocational high school, so separate vocational high school, as they say boarding school. Here, there is no place to live so it was difficult for us because of that..." (Young women in training in traditionally male-dominated fields)</i> | « Quand on est venu ici, on dit Il n'y a pas internat ici, c'est maintenant, ça vient, on vient de changer, c'est un centre de formation. Et puis ils ont fait ça Lycée professionnel, donc lycée professionnel à part, comme on dit internat. Ici, il n'y a pas de toit, donc c'était difficile pour nous à cause de ça. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| 12 | <i>"In the neighborhoods, they can be pushed into the oldest profession in the world to get by because the boarding school is not functional far from their parents." (Local key informant)</i> | « Nous, ce que nous déplorons, c'est que quand nos jeunes filles arrivent, elles soient livrées à elles-mêmes dans les quartiers. Elles peuvent être poussées vers le plus vieux métier du monde pour pouvoir s'en sortir parce que loin des parents, l'internat n'étant pas fonctionnel, elles pouvaient être confrontées à des difficultés. » (Informateur clé local à Man) |
| | <i>"The other, she [a female student] got pregnant last year, so she postponed her schooling. She's going to be a second-year next year." (Young woman currently enrolled in TVET in a traditionally male-dominated field)</i> | « L'année passée, nous étions trois filles. Cette année, nous sommes deux. L'autre, elle est tombée enceinte l'année passée, donc elle a fait report de scolarité. Elle va faire deuxième année, l'année prochaine. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"Well, I have a child. And I had a child in fourth grade, so I had to drop out of school." (Young woman who completed TVET education)</i> | « Bon, moi. J'ai un enfant. Et j'ai eu un enfant en classe de quatrième donc j'ai dû abandonner l'école. Mais mon souhait ce n'était pas vraiment de laisser, c'est parce que les moyens n'y étaient pas. Les conditions n'étaient pas ça. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"When a woman, according to them, gets pregnant, they have another image; there were others who were talking, there was gossip. They treated you badly, thought badly of you, they said dirty things to you in my case." (Young woman in training in traditionally male-dominated fields)</i> | « C'est au début, parce que quand une femme, d'après eux une femme tombe enceinte, les filles tombent enceintes. Ils ont une autre image, il y a d'autres qui parlaient, il y avait des ragots. Ils te traitaient mal, te considéraient mal, ils te lançaient des sales propos selon mon cas. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"Well, some teachers made advances toward me. I refused. So, it became weird, weird... And it's shameful, so to hurt you, they play with your grades. They think that if they mess with your grades, you'll give in." (Young woman who abandoned TVET education)</i> | « J'ai eu certaines difficultés avec d'autres profs... Il y a d'autres qui m'ont dragué, j'ai refusé. Donc là, c'est devenu bizarre, bizarre... En fait, vouloir une personne et puis ne pas avoir la personne, ça, ça fait mal et puis c'est honteux. Donc là, pour te faire du mal, s'il joue dans ta moyenne. Il se dit quoi ? quand il va jouer dans ta main, tu vas céder. Pourtant, c'est pas ça. » (Jeune femme ayant achevé une formation en EFTP, Man) |
| | <i>"When you refuse his advances, it's threats." (Young woman in training in traditionally male-dominated fields)</i> | « Quand tu refuses à ses avances, ce sont les menaces. Maintenant, toi, tu es comme ci, tu es comme ça. Au fait, ça me fait bizarre. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes) |
| | <i>"I went to see [the dean]: 'Ah sir, I want to talk to you.' I started to explain, and then the second one came in... He said, 'What are you doing in my office? Get out.'... So, he told me, 'If you leave the school, you leave with your files.' So I said, 'But I didn't do anything.' So, I left, and then I went home... And then I went home, and after that, I had some other issues, and I didn't come back." (Young woman who abandoned TVET education)</i> | « Je suis parti le voir à monsieur [le décan], je veux vous voir. En même temps, le deuxième est rentré, ça c'était quelques jours après. En même temps, le deuxième est rentré. Il dit, toi tu fais quoi dans mon bureau? Sors!... Donc moi, je suis sorti du premier. L'éducateur dit vient prendre, j'ai dit monsieur moi je n'ai rien fait donc je ne peux pas prendre. Quand il m'a dit si tu sors de l'école, tu sors avec tes dossiers. Donc moi j'ai dit ah mais moi je n'ai rien fait donc je sortais. Puis je suis partie à la maison... et puis il y a eu certains deux trois trucs là et puis je ne suis plus revenue. » (Jeune femme ayant abandonné l'EFTP) |

| Report section | Quotation in English | French original (NOTE: BACKTRANSLATION TO HELP FIND ORIGINAL QUOTE) |
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| 2.3.3 | <p><i>"It was difficult for my parents to accept the case . . . I said to want is to be able . . . My mom came with me. So we proceeded with the registration as I was pregnant. They informed her that it 'depends on her behavior and courage. If she's brave, we can deal with it' . . . My mother decided to have me stay at the boarding school. Well, there were difficulties there; they couldn't accept because they thought I would have a bad image on the other girls. So they said no . . . So I had to stay with my tutor when I came to take lessons; the distance was very far, it was very far, but I coped with it, that's courage . . . I followed my classes normally until I was due to give birth . . . teachers, members of the administration, they were always there for me; they encouraged me to work . . . They always motivated me to work . . . I gave thanks, I was able to continue . . . I had good [grade] averages to the point where people congratulated me . . . They have congratulated me so far."</i> (Young woman in training in traditionally male-dominated fields)</p> | <p>« C'était difficile pour mes parents d'accepter le cas. Mais j'ai dit une parole à mon père qui l'a marqué, j'ai dit vouloir, c'est pouvoir. Donc de venir avec ma mère pour m'accompagner dans le lycée. Donc nous sommes venus quand nous sommes arrivés. Bon, la distance, de chez ma tutrice et de l'école, c'était très éloigné de l'école, donc ma mère a décidé pour qu'on me . . . Si je pouvais rester à l'internat. Bon, il y a eu des difficultés là, ils n'ont pas pu accepter parce qu'ils ont pensé que j'aurais une mauvaise image des autres filles. Donc ils ont dit que non, ce n'était pas trop logique. Donc j'étais obligée de rester chez ma tutrice en venant prendre les cours, la distance était très loin, c'était très loin, mais je faisais avec, c'est le courage. J'ai suivi mes cours normalement jusqu'à arriver à terme de l'accouchement. Au niveau des professeurs, les membres de l'administration, ils étaient toujours là pour moi, ils m'encourageaient à travailler. Ils m'encourageaient sincèrement dire à travailler, de ne pas me laisser abattre par cette situation, de prendre courage pour travailler. Moi j'ai fait grâce, j'ai pu continuer. J'ai eu des bonnes moyennes jusqu'au point où on me félicite, qu'on me félicite. Ils m'ont félicité. » (Jeune femme actuellement inscrite dans un domaine traditionnellement dominé par les hommes)</p> |
| 2.4.1 | <p><i>"We did the training, we got the diploma, they were also supposed to help us move forward... Without the means, too, nothing can be done."</i> (Young woman who completed TVET education)</p> | <p>« C'est l'État, puisque c'est eux qui nous ont donné la formation. On a fait la formation, on a eu le diplôme, ils devaient nous aider aussi à avancer, puisqu'on n'a pas les moyens. Sans les moyens aussi, on ne peut rien faire. » (Jeune femme ayant achevé une formation en ETFP)</p> |
| | <p><i>"We really need to be able to follow the students, lead them to different companies and even those who refuse because currently we are giving them internships. And after the internships, after the internships? What do the students do?"</i> (Young woman who completed TVET education)</p> | <p>« Bon, quand je pense qu'après la formation, il faut vraiment que l'on puisse suivre les élèves, les conduire dans les différentes entreprises et même ceux qui refusent parce qu'actuellement on leur donne des stages. Et après les stages, après les stages? Qu'est-ce que les élèves font? » (Jeune femme ayant achevé une formation en ETFP)</p> |
| | <p><i>"Now, with the degree, I wanted to move forward. But since there were no means until now, the diploma is in the house. I left it in the house [and am] selling [for a living]." (Young woman who completed TVET education)</i></p> | <p>« Maintenant, avec le diplôme, je voulais avancer. Mais comme il n'y avait pas de moyens jusqu'à présent, le diplôme est dans la maison. J'ai laissé dans la maison, je vends. » (Jeune femme ayant achevé une formation en ETFP)</p> |
| | <p><i>"I had to stop my internship because it was unpaid, and I couldn't afford transportation and food."</i> (Young woman who completed TVET education)</p> | <p>« Toujours compliqué parce qu'après la formation, je suis allée en stage, mais par manque de moyens, je n'ai pas pu continuer le stage. Je n'ai pas pu continuer le stage, j'ai arrêté parce que mon stage n'était pas rémunéré donc c'était difficile. Le moyen de transport, la nourriture, tout ça a été compliqué. » (Jeune femme ayant achevé une formation en ETFP)</p> |
| | <p><i>"I don't think that all of us are facing the same challenge... because the boys when they go to file their applications I find that [they] call the boys fast, fast, compared to the women, the boys win work fast, fast, compared to the women."</i> (Young woman who completed TVET education)</p> | <p>« Moi je ne pense pas que nous tous on est confronté au même défi parce que le travail parce que les garçons quand ils s'en vont déposer dossier moi je trouve qu'on appelle les garçons vite, vite, par rapport aux femmes, les garçons gagnent travail vite, vite, par rapport aux femmes. » (Jeune femme ayant achevé une formation en ETFP)</p> |
| | <p><i>"For example, in their cement corner, they say women don't work there. The women who work there, they work in the office, secretarial work, [doing] the little things there."</i> (Young woman who completed TVET education)</p> | <p>« Je ne sais pas, par exemple dans leur coin de ciment-là, on dit femme ne travaille pas là-bas. Les femmes qui travaillent là-bas, elles travaillent dans bureau., secrétariat, les petits trucs là, maintenant dans leur coin de poubelle aussi, on dit femme ne travaille pas là-bas, si ce n'est pas. Si ce n'est pas ceux qui ramassent poubelles sur la route-là, femme ne travaille pas là-bas. » (Jeune femme ayant achevé une formation en ETFP)</p> |
| | <p><i>"But, the youth employment agency, because when they finish, in collaboration with the youth employment agency, eh, they place our learners in companies."</i> (Local Key Informant)</p> | <p>« Mais euh, l'Agence emploi jeunes parce que quand ils finissent en collaboration avec l'Agence Emploi Jeunes, ils placent Nos apprenant dans des sociétés. » (Informateur clé local)</p> |

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| | <i>"The state can have them absorbed by the private sector. Today, the state is asking the private sector to take on young people. The state can give, says to the private sector, those. Take." (Local key informant)</i> | « L'État peut les faire absorber par les privés. Aujourd'hui, l'État demande au privé de prendre les jeunes. L'état peut donner dit au privé cela prenez les. C'est que toutes les jeunes filles qui sortent là, on a. » (Informateur clé local) |
| | <i>"The job opportunity is great because a job called a man's job carried out by a woman, we will not hesitate to take the girl because... these girls are more hard-working than men." (Local key informant)</i> | « Oui, elle [l'opportunité d'emploi] est grande parce qu'un métier dit de l'homme exercé par une femme on n'hésitera pas aujourd'hui à prendre la fille... ces filles-là sont plus bosseuse que les hommes et les maîtres artisans se sentent plus à l'aise à travaillé avec ses filles là. » (Informateur clé local) |
| | <i>"With all the incentives that there are often in terms of job openings, when people have to recruit between a young girl and a boy, people often prefer to take young ladies when they have the required profile, often they are the ones who are chosen." (Local key informant)</i> | « Même souvent au niveau des débouchés, lorsque les gens doivent recruter entre une jeune fille et un garçon. Souvent, les gens préfèrent prendre les jeunes dames, car elles ont vraiment le profil requis, le profil demandé. C'est souvent elles qui sont choisies, hein. » (Informateur clé local) |
| | <i>"When you're looking for work, you have to have a flair. You have the diploma, but you have to know how to sell yourself." (Local key informant)</i> | « Quand on cherche du travail, là il faut avoir le flair. Vous avez les diplômes, mais il faut savoir se vendre. » (Informateur clé local) |

