



Australian Government  
Aid Program



Australia Awards

AUSTRALIAN SCHOLARSHIPS FOR DEVELOPMENT IN VIETNAM (ASDiV) PROGRAM

# Gender Equality and Social Inclusion Strategy

| April 2010  
Annex 5 to document 59472

# CONTENTS

|              |  |           |
|--------------|--|-----------|
| <b>1</b>     | <b>INTRODUCTION</b>  | <b>1</b>  |
| <b>2.</b>    | <b>RATIONALE AND PURPOSE</b>   | <b>1</b>  |
| <b>3.</b>    | <b>ANALYSIS OF GENDER EQUALITY AND SOCIAL INCLUSION<br/>IN VIETNAM</b>             | <b>2</b>  |
| <b>3.1</b>   | <b>Policy context for gender equality and social inclusion in<br/>Vietnam</b>      | <b>2</b>  |
| <b>3.2</b>   | <b>Key gender equality and social inclusion issues</b>                             | <b>3</b>  |
| <b>3.2.1</b> | <b>Gender analysis</b>   | <b>3</b>  |
| <b>3.2.2</b> | <b>Gender gaps in the education sector</b>   | <b>4</b>  |
| <b>3.2.3</b> | <b>Social inclusion analysis</b>   | <b>5</b>  |
| <b>3.2.4</b> | <b>Lessons learned from past projects and ASDiV consultations</b>                  | <b>6</b>  |
| <b>4.</b>    | <b>GENDER AND SOCIAL INCLUSION MAINSTREAMING<br/>STRATEGIES</b>                    | <b>8</b>  |
| <b>4.1</b>   | <b>Objectives of the Strategy</b>  | <b>8</b>  |
| <b>4.2</b>   | <b>Gender equality and social inclusion mainstreaming strategies<br/>for ASDiV</b> | <b>9</b>  |
| <b>4.3</b>   | <b>Internal mainstreaming strategies and responsibilities</b>                      | <b>12</b> |
| <b>4.4</b>   | <b>Monitoring and evaluation</b>   | <b>12</b> |
| <b>5.</b>    | <b>REFERENCES</b>  | <b>13</b> |
|              | List of organisations and experts on gender and ethnic minorities studies          | i         |
|              | Logframe and Monitoring Framework  | iv        |

## **Annex**

|          |   |
|----------|---|
| <b>1</b> | List of organisations and experts on gender and ethnic minorities studies |
| <b>2</b> | Logframe and Monitoring and Evaluation Framework                          |

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

|                |  |
|----------------|--|
| <b>AIDS</b>    | Acquired Immuno-Deficiency Syndrome  |
| <b>ASDiV</b>   | Australian Scholarships for Development in Vietnam                         |
| <b>ADS</b>     | Australian Development Scholarships  |
| <b>ALA</b>     | Australian Leadership Awards   |
| <b>CEDAW</b>   | Convention on the Elimination of All Forms of Discrimination Against Women |
| <b>CAFW</b>    | Committee for Advancement of Women (provincial and department levels)      |
| <b>DoHA</b>    | Department of Home Affairs   |
| <b>DoET</b>    | Department of Education and Training                                       |
| <b>DoF</b>     | Department of Finance  |
| <b>DoH</b>     | Department of Health   |
| <b>DOJ</b>     | Department of Justice  |
| <b>DOLISA</b>  | Department of Labour, Invalids and Social Affairs                          |
| <b>DoNRE</b>   | Department of Natural Resources and Environment                            |
| <b>DoPI</b>    | Department of Planning and Investment                                      |
| <b>DoST</b>    | Department of Science and Technology                                       |
| <b>GDP</b>     | Gross Domestic Product   |
| <b>GoV</b>     | Government of Vietnam  |
| <b>HIV</b>     | Human Immunodeficiency Virus   |
| <b>HR</b>      | Human Resources  |
| <b>HRD</b>     | Human Resource Development   |
| <b>M&amp;E</b> | Monitoring and Evaluation  |
| <b>MOET</b>    | Ministry of Education and Training   |

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

|               |  |
|---------------|--|
| <b>MOLISA</b> | Ministry of Labour, Invalids and Social Affairs    |
| <b>MPI</b>    | Ministry of Planning and Investment                |
| <b>NCFAW</b>  | National Committee for Advancement of Women        |
| <b>PPC</b>    | Provincial Peoples Committee                       |
| <b>PPI</b>    | Priority Public Institution                        |
| <b>SEDP</b>   | National Socio-Economic Development Plan 2011-2020 |
| <b>VWU</b>    | Vietnam Women's Union                              |

|  |  |
|--|--|
| <b>Gender</b>                                    | Gender refers to the social roles and responsibilities of men, women, boys and girls. Differing gender roles result in disparities in: rights and entitlements; access to and control over resources and decision making at the household, community and national level; poverty levels; and the experience of stigma and discrimination.  |
| <b>Gender and social analysis</b>                | Gender and social analysis examines differences in development needs and preferences for men and women and socially excluded people such as people with disabilities and the differential impact of a development initiative on the economic and social relations between them.  |
| <b>Gender equity</b>                             | Gender equity is the process of being fair to women and men. Gender equity means steps taken to achieve fairness and justice in the distribution of benefits and responsibilities between women and men. It often requires women-specific programs and policies to end existing inequalities. Equity leads to equality.  |
| <b>Gender equality</b>                           | Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play. |
| <b>Gender and social inclusion mainstreaming</b> | A strategy for considering and addressing the different needs, perspectives and experiences of women, men, people with a disability, ethnic minorities and other socially excluded people in all aspects of program and policy assessment, design, implementation and evaluation.  |
| <b>Gender sensitivity</b>                        | Being sensitised to or mindful of the scope for difference in the interests, opinions, roles and circumstances for men, women, boys and girls.   |

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

|                           |  |
|---------------------------|--|
| <b>Disability</b>         | Disability is a very general term to describe a physical or mental impairment and how it affects someone's ability to be part of society. Physical and mental impairments can describe anything from a missing finger or a mild learning disability to blindness or no control of limbs.   |
| <b>Disaggregated Data</b> | Refers to distinguishing men and women, ethnic minorities, people with a disability, people with HIV and other excluded people in the data to reveal quantitative differences between them.  |
| <b>Social Inclusion</b>   | <p>Social exclusion describes a process whereby certain groups in society are systematically excluded from opportunities that are open to others.</p> <p>Groups can be discriminated against on the basis of their sex, age, caste, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live, or other social identity.</p> <p>Social Inclusion means ensuring that socially excluded people have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.</p> |

## 1 INTRODUCTION

The Australian Scholarships for Development in Vietnam Program (ASDiV) is a key delivery mechanism and integral part of the Australian Government's development cooperation program in Vietnam. Under the program, the Australian Government provides scholarships for individuals from Vietnam to study in Australia. The broad goal of the program is: economic growth and poverty reduction in Vietnam is facilitated by access to new professional and technical capacity and leadership skills contributed to by an expanded group of Vietnamese graduates from Australian tertiary programs and study placements.

There are two types of scholarships offered under the program: the Australian Development Scholarships (ADS) which are targeted at Vietnam's priority human resource and development needs through full time postgraduate study in Australia, with limited opportunities for undergraduate study, and the Australian Leadership Awards (ALA) that aims to develop leadership and build partnerships and linkages within the Asia-Pacific.

The day-to-day management of the program includes scholarship promotion among target groups; management of the candidate selection process; support to students to select appropriate courses; enrolment and placement of students into Australian universities, pre-departure support; reintegration support and an alumni program. Program management also includes support to facilitate the link between local organisations and appropriate host organisations for the ALA Fellowship program and monitoring and evaluation of program effectiveness. Gender equality, disability and HIV/AIDS are cross-cutting issues.

An integral part of providing effective development solutions is making sure that all people are accepted as equal partners in development and have the opportunity to participate in and benefit equally from development activities. Groups that are marginalised because of their gender, disability, HIV status, ethnicity, race or age are the most vulnerable to the effects of poverty. Specifically including these groups in development activities is fundamental to eliminating poverty and to the achievement of the Millennium Development Goals.

While gender equality, disability, HIV, ethnicity, race and age are all important topics in their own right there are also intersections between them. Thus, in order to provide integrated solutions to issues of social exclusion ASDiV has developed a gender equality and social inclusion strategy rather than address each issue separately. The strategy has a particular focus on equity for women, people with a disability and ethnic minority applicants.

## 2. RATIONALE AND PURPOSE

The Australian and Vietnamese governments have both identified the promotion of gender equality and social inclusion as important development goals. Both governments have ratified and/or signed major international agreements such as the Convention on all Forms of Discrimination Against Women (CEDAW) and the Rights and Dignities of Persons with Disabilities. The Vietnamese Government has a strong national policy framework in place to promote gender equality and social inclusion. Its forthcoming National Socio-Economic Development Plan 2011-2020 (SEDP) is expected to include gender mainstreaming as a key focus and it is preparing to develop a new National Strategy on Gender Equality 2011-2020. The Australia-Vietnam Country Strategy (2010-2015) identifies gender inequality as one of six key impediments to moving from a middle income to a modern high income country.<sup>1</sup> With

---

<sup>1</sup> AusAID (draft) Viet Nam Australia Development Cooperation Strategy 2010-2015.

the focus of the Strategy on supporting Vietnam to be an industrialised country by 2020, gender equality is identified as a guiding principle underpinning Australia's assistance to Vietnam. The strategy highlights gender equality as a critical element of aid effectiveness and emphasises the need to shift the focus of Australia's engagement beyond equal treatment to equal outcomes.

Gender equality is a guiding principle of the Australian aid program. Australia's commitment to gender equality requires that women's and girls' views, needs, interests and rights shape the development agenda as much as men's and boys', that women and men participate in and benefit equally from the aid program, and development supports progress towards equality between women and men, boys and girls.<sup>2</sup> Extending the benefits of development to all, and promoting the dignity and well-being of people with disability and with HIV/AIDS is also a commitment of the Australian Government that is reflected in its policies *Development for All: Towards a disability-inclusive Australian aid program 2009-2014* and *Intensifying the response: Halting the spread of HIV, Australia's international development strategy for HIV, 2009*.

International evidence shows that programs are more effective and sustainable when they address gender equality and social inclusion.<sup>3</sup> The ASDiV Gender Equality and Social Inclusion Strategy is designed to highlight how ASDiV will support Australia and Vietnam's goals for gender equality and social inclusion as well as where and how a focus on gender equality and social inclusion can enhance ASDiV's effectiveness and outcomes.

### **3. ANALYSIS OF GENDER EQUALITY AND SOCIAL INCLUSION IN VIETNAM**

#### **3.1 Policy context for gender equality and social inclusion in Vietnam**

Vietnam has a strong policy framework in place to support gender equality. The equal status of men and women has been adopted as one of the major principles applied to the development of new legislation and policy. In the last few years, specific laws have been developed including the Gender Equality Law (2006), the Law on Preventing and Combating Domestic Violence (2007), and Resolution 57 (1/12/2009) and 11 (27/4/2007) on Women's Advancement in the Nation's Continuing Process of Industrialisation and Modernisation. The Government Action Plan to 2020 (2009), signed by the Prime Minister also reflects continuing efforts by the Government to promote gender equality. The Institutional framework for gender equality has been strengthened through the establishment of state management agencies for gender equality implementation under the Ministry of Labour, Invalids and Social Affairs (MOLISA) and Provincial Departments of Labour, Invalids and Social Affairs (DOLISA).

The policy framework for disability includes an Ordinance on People with Disabilities (1998) that outlines the rights of people with disabilities in areas of health, education, employment, and social participation. The Labour Code (1994) and the Vocational Training Law (2006) include regulations on employment and training in office and enterprise for the people with disabilities. In addition, a number of documents set criteria for access by people with disabilities. There is also a National Coordination Committee for the People with Disabilities (2001) and a Government Support Program for People with Disabilities 2006-2010. A draft law on people with disabilities based on the World Health Organization definition of disability is expected to be passed in 2010.

A number of policies have been developed and implemented to promote development among ethnic minority communities. Programs 135 and 134 for poor and mountainous areas have been implemented

---

<sup>2</sup> AusAID (2007) Gender Equality in Australia's Aid Program - Why and How.

<sup>3</sup> See for example, World Bank (2001) and AusAID (2007).

for many years and more recently the Government of Vietnam has issued a range of new laws such as Resolution 30A (2008) which includes a support program for rapid and sustainable poverty reduction for 61 of the poorest districts in Vietnam and Decision 1592 (2009) which deals with the cultivation of land, housing and water to support poor ethnic minority households. Decision No 70 (2009) focuses on capacity building and rotation of key local leaders in the poorest districts and encourages young intellectuals to work at the commune level. An important decision, 236 by the Committee for Ethnic Minorities Affairs (2009) focuses on the establishment of committees for socio-economic development among disadvantaged ethnic minorities and mountainous areas from 2011-2015 that will be formed at the central level and managed by the Committee for Ethnic Minorities Affairs.

The Vietnamese Government also has a good policy framework in place to address HIV and AIDS. Notably, the HIV and AIDS law was approved in 2006 and the National Strategy on HIV and AIDS for 2004–2010 introduced. The National Strategy outlines legal and technical support for HIV and AIDS prevention and control.

### **3.2 Key gender equality and social inclusion issues**

The gender and social analysis outlined below starts with an overview of general gender and social inclusion issues that affect Vietnamese society and economy, followed by lessons learned and specific issues that pertain to ASDiV itself.

#### **3.2.1 Gender analysis**

Vietnam holds a reputation in South-east Asia for relative gender equality. At the national level, it has been able to close gender gaps in areas such as education, access to health care, and some aspects of employment.<sup>4</sup> Relatively good numbers of women are in leadership positions with women making up 26% of National Assembly members and also represented in high-level positions (Term 2007-2011). At local levels, women account for 20 to 24% of members of People Councils.<sup>5</sup> While this is positive sign, further increasing the number of women in decision making has generally been slow and inconsistent.<sup>6</sup>

Gender equality in Vietnam is considerably better than for most countries with similarly low levels of GDP per capita and Vietnam has a high economic participation rate by women. The ratio of women and men between the ages of 15 and 60 participating in the labour force is almost equal - 85% of men compared to 83% of women.<sup>7</sup> According to the 2007 job and employment survey, women make up 48% of the workforce, although a recent ILO/MOLISA report indicates that more than half (53 percent) of all employed women were unpaid workers in the family business.<sup>8</sup> However while Vietnamese women contribute equal time to income generating activities, they also bear the burden of the work in the home, which can impact on their ability to participate in and benefit from development interventions and could impact on their ability to participate in the scholarships program. Other challenges also exist in the area of labour and employment. Women have more limited access to secure jobs and social protection, especially in the informal sector and their income is lower than men's. Women also have less access to productive resources such as training and there continues to be discrimination in recruitment and

---

<sup>4</sup>World Bank, ADB, DFID, CIDA (2006), Vietnam Country Gender Assessment, p.17.

<sup>5</sup> MOLISA (2009), Status and solutions to implement national gender equality targets

<sup>6</sup> Op Cit World Bank et. al (2006), p.11.

<sup>7</sup> Op Cit MOLISA (2009), p. 5.

<sup>8</sup> MOLISA (2007), Employment survey, p.78; MOLISA , ILO, EU (2009) Vietnam Employment Trends 2009, p. 18,



promotion. In 2007 the proportion of female untrained labourers made up 71% of total female labourers and 62% of workers in informal sectors were women.<sup>9</sup>

In the health sector, women face difficulties with regards to their sexual and reproductive health. There is a very high rate of abortion, a growing number of sex-selective abortions (with a national ratio now standing at 112 boys born to 100 girls, a rapid increase over several years) and an increase in HIV infected women. Ethnic minority women and girls have less access to health services and to education especially at the secondary level. Domestic violence and exploitation for prostitution and trafficking remain key concerns.<sup>10</sup>

Gender relations in Vietnam society continue to be influenced by traditional Confucian doctrine. Patriarchal attitudes and behaviour result in women's lower status in the family, inadequate recognition of women's role and contribution, and men's reluctance to share family responsibilities. While efforts have been made towards improving the status of women in the family and in society, these beliefs constitute a major constraint to the achievement of gender equality in Vietnam.<sup>11</sup>

### 3.2.2 Gender gaps in the education sector

Education is considered to be a development priority in Vietnam and as such it is an integral part of the socio-economic development strategy for the whole country. Vietnam has achieved high levels of primary school enrolment for both boys and girls. Upper secondary school enrolment is almost the same for boys and girls with the proportion of around 49% female students in the years 2006 - 2007. The ratio of female students in colleges and universities has increased with women accounting for 54% of total university attendees in 2007.<sup>12</sup> Though this represents a considerable achievement, there is still work to be done. Women from ethnic minorities are particularly disadvantaged. At least one in four is illiterate and among 15 to 17 year olds about 60% of ethnic minority girls are in school compared with over 72% of boys.<sup>13</sup> Poverty remains the most serious obstacle for ethnic minority girls to access quality education. Due to the attitudes of some families, many girls from ethnic minorities are not able to pursue lower secondary education after completing primary school.

There are also considerable disparities in higher education with women less likely to pursue higher qualifications such as Masters Degrees and Doctorates, though this is improving. There is also a significant degree of gender segregation in fields of study. More than half of current female university students are concentrated in two fields of study - education (25%) and business (30%). Male students are mostly concentrated in technology or engineering-related fields (40%), whereas only 7% of female students are in these fields. This gendered pattern in the fields of study in higher education is also reflected in the pattern of gender segregation in occupations.<sup>14</sup>

In addition, despite a high proportion of female staff in universities, the participation of women in decision making positions is low. In the Ministry of Training and Education sector, there is one female Vice Minister, while female heads of department or equivalent account for only 10% across ministries and sectors and 16% for deputy heads of department or equivalent.<sup>15</sup>

<sup>9</sup>Centre for Female Labour and Gender (2009), Gender Issues in Labour and Employment – report presented at the Consultation in December 2009 Workshop for Development of National Strategy on Gender Equality 2011-2020.

<sup>10</sup>ADB, Rapid Gender Assessment Vietnam (forthcoming).

<sup>11</sup>NCFAW (2008), Gender Mainstreaming Guidelines in National Policy formulation and implementation; p.32.

<sup>12</sup>MPI (2008), Vietnam continues to achieve the millennium development goals, p.33.

<sup>13</sup>Op Cit A DB (forthcoming).

<sup>14</sup>World Bank (2008), How Do Women Fare in Education, Employment and Health? A Gender Analysis of the 2006 Vietnam Household Living Standard Survey, Final Report, World Bank, Vietnam

<sup>15</sup>MPI (2008), Vietnam continues to achieve the millennium development goals, p 40.

**Table 1 Proportion of women and men holding MA and Ph.D ranks/titles (%)**

| Title             | 1999  |       | 2004  |       | 2006  |       |
|-------------------|-------|-------|-------|-------|-------|-------|
|                   | Women | Men   | Women | Men   | Women | Men   |
| Master            | 29.11 | 70.89 | 39.1  | 60.9  | 30.53 | 69.47 |
| Doctor of Science | 13.04 | 86.96 | 17.50 | 82.50 | 9.6   | 90.2  |
| Doctor            | 15.44 | 84.58 |       |       | 17.02 | 82.98 |
| Professor         | 4.3   | 95.70 | 3.10  | 96.90 | 5.10  | 94.90 |

Source: Committee for title awarding, MOET

### 3.2.3 Social inclusion analysis

Despite impressive achievements on poverty alleviation across the country, disparities remain between urban and rural areas and there is a high incidence of poverty, in particular in mountainous areas and among ethnic minority groups. In 2006, the highest national poverty incidence was in the Northern Mountainous Areas (30%), followed by North Central (29%) and Central Highlands (29%), where many ethnic minority groups live. The poverty gap between Kinh-Chinese and minority groups has been widening and the pace of poverty reduction among minority groups is slower than with Kinh and Chinese people. In 2006, poverty incidence among ethnic minority people was 52%. Though they amount to one eighth of the total population, ethnic minority people make up over 50% of the poor.<sup>16</sup>

Viet Nam's HIV/AIDS epidemic is largely concentrated among injecting drug users and their partners and sex workers and their clients. Due to increased heterosexual transmission however, the number of infected females compared with males is increasing each year. In 2007, the ratio was estimated to be 3 to 1, males to females, though this ratio is expected to decrease to 2.5 to 1 by 2012.<sup>17</sup> While progress has been made in dealing with HIV/AIDS in Vietnam, as with gender equality, there is still a need to strengthen HIV/AIDS mainstreaming capacity in government and research and analysis capacity in universities and research institutions.

In terms of disability, it is estimated that approximately 6.34% of the population or 5.3 million Vietnamese have disabilities. The majority of people with a disability live in rural areas, have a mobility related disability and less education. Illiteracy rates among people with a disability are estimated to be as high as 36% compared to national rates that are below 10%.<sup>18</sup>

As Viet Nam's growth continues, continuous analysis and care are needed to ensure that women, people with a disability and people from ethnic minorities are able to avail themselves fully of the same opportunities to contribute to, and share in the benefits of, economic growth and to contribute to decision-making. Women from ethnic minorities continue to be the most severely disadvantaged. Focused efforts are needed to redress gender imbalances among ethnic minority groups and to

<sup>16</sup> MPI (2008), Vietnam continues to achieve the millennium development goals, p 21.

<sup>17</sup> Ministry of Health- Vietnam Administration of HIV/AIDS Control, Vietnam HIV/AIDS Estimates and Projections, 2007-2012

<sup>18</sup> Van Kham Tran (2009), Approaches to Understanding the Concept of Disability in Vietnam.

promote women in decision making more broadly.<sup>19</sup> Building gender equality, HIV/AIDS and disability mainstreaming capacity among government, civil society and academia is also needed.

### 3.2.4 Lessons learned from past projects and ASDiV consultations

‘Gender inequality’ is widely misunderstood to refer only to women and female inequality and disadvantage. While female disadvantage has multiple negative consequences, ‘gender analysis’ examines both male and female roles and responsibilities, and the privileges and vulnerabilities that arise from these. The current database for the ADS program indicates that there are currently more female applicants than male, as well as a higher number of female awardees.

**Table 2 Number of Candidates shortlisted by sex**

| Intake Year | Female | Male | Total | % of female candidates |
|-------------|--------|------|-------|------------------------|
| 2009        | 117    | 53   | 170   | 68.8                   |
| 2010        | 96     | 74   | 170   | 56.4                   |
| 2011        | 180    | 91   | 271   | 66.4                   |

It is possible that women are more involved in the fields offered for study by the ADS program and care will need to be taken to ensure there is equity and balance for both male and female applicants. A key issue for the program will be how to get more applicants from the provinces, particularly women from ethnic minorities, in Profiles 1 and 2.<sup>20</sup> It should also be emphasised that a gender balance in awardees numbers is not a sufficient gender mainstreaming strategy on its own. It will be critical to analyse gender differences in career development and promotion after awardees return to Vietnam after their study in Australia as part of the strategy. This will be a focus of the ASDiV program.

Consultations with the stakeholders revealed a number of challenges relating to Profiles 1 and 2. These included (i) the possibility of women or ethnic minority applicants not being able to obtain permission to apply from their agency, especially because there is already a shortage of capable staff in poor and remote provinces; (ii) the ineligibility of potential applicants, particularly regarding English language ability; (iii) the possible unwillingness of potential applicants who may not want to leave their stable jobs and risk promotion when there is uncertainty about their final selection; (iv) a lack of transparency

<sup>19</sup> OpCit, World Bank et al (2006) p.89.

<sup>20</sup> Profile 1 refers to government staff working at different levels in provinces who have current or potential influence on provincial or local regulations and administrative system and who can facilitate the further development of rural industries and local social services delivery. Profile 2 refers to persons who potentially can influence change in rural regions and ethnic minority communities that are focused directly on poverty reduction for the “most poor” with an emphasis on improving productivity of agriculture, forestry or fisheries and on improving quality or access to local services delivery in the poorest communities (including ethnic minorities).

leading to information not getting to potential applicants.<sup>21</sup> Other barriers identified for women at different stages of the scholarships process during consultations were:

**Marital status:** Parents of young girls (or the young girls themselves) may want them to get married or engaged before going overseas to study because of perceptions that it might be more difficult for them to get married when they have higher qualification or when they get older. Family members may also worry that if women are single when they go abroad, they might end up meeting and marrying a foreigner, so they are pressured to marry a Vietnamese man before they go. In addition the scholarships program does not support spouses or family members to accompany students which can result in emotional and financial hardship for families while the awardees are away.

**Pregnancy:** Some female applicants are single when they apply for scholarships. But by the time they are awarded they might be married and pregnant so they apply for a delay in their scholarship to another intake year or they cannot attend compulsory English language courses. Also while on award some female students might become pregnant making it more difficult for them to finish their research or course in time and they have to request a course variation.

**Difficulty on return:** Because of attitudinal barriers, when women have a high education level, high academic qualification, it may be difficult for them to find a suitable partner, or even if they are married, it may be difficult to maintain a happy family life because their education level is higher than their husband's.

**At work:** Even if women are qualified, they may not get an equal opportunity for promotion to higher positions due to structural and attitudinal barriers within Priority Public Institutions (PPIs).

Lessons learned from this and other scholarship programs also show that separation from family is an issue which many women and men raise as a concern when taking a scholarship in Australia. It can also impact on recipients' performance when studying if they are worried about being away from their families.<sup>22</sup> The program will need to monitor how the lack of an allowance for dependents affects the number of women and men applying for, taking up and successfully completing scholarships.

A number of suggested strategies also arose from stakeholder consultations. One suggestion was that ASDiV consider developing relationships with the selected provinces in a similar way that they have relationships with Priority Public Institutions (PPIs). This would include developing cooperation mechanisms such as setting up provincial supervision support committees and developing short and long-term strategies as necessary steps for the selection of scholarships in future years. The plan could be divided into two stages. The first phase could offer English training and the second phase could focus on selection of candidates among those who have had the English training (supported by the program). While the scope of the program does not currently have provision for these types of mechanisms to be set up, it may be possible to consider the feasibility of this suggestion during the review of the first phase of the Program.

It was noted that it will be important for ASDiV to select the right agencies and to ensure there is support from agency leaders in the nomination and selection of potential applicants.<sup>23</sup> ASDiV will need to work with the Provincial Peoples Committee (PPC) and the Party's Personnel Department at the provincial level as well as key agencies at the provincial level such as the Department of Home Affairs

<sup>21</sup> During the consultations process with the stakeholders, it was discovered that some of the areas within PPIs were not aware of the program.

<sup>22</sup> Ferguson, Susan, (2008), It's Just Good Practice, Gender Integration into the Papua New Guinea Australian Aid Program, July 2008, Port Moresby.

<sup>23</sup> A province has about 20 departments - the source for the applicants.

(DoHA), Department of Planning and Investment (DoPI), Department of Education and Training (DoET), DOLISA, Department of Science and Technology (DoST), Department of Health (DoH), Department of Natural Resources and Environment (DoNRE), the Committee for Ethnic Minorities and Vietnam Women's Union (VWU).

Several strategies for supporting mainstreaming were mentioned including ensuring that selection committees are supported by ASDiV to ensure that they are aware of gender equality and social inclusion considerations, such as targets for women and men particularly because at the provincial and districts levels, there might be more men than women in the government system. Ensuring that the CFAW (Gender Focal Point) are represented in selection committees throughout the process from screening at the nomination stage through to re-integration was also highlighted.

It was further suggested that ASDiV work with regional universities, the provincial colleges of pedagogy and provincial boarding schools (where students of ethnic minorities study) to source potential ethnic minority applicants for undergraduate study. English training should be as close to applicants' homes as possible to facilitate their participation. English Departments of regional universities could be used for teaching English to applicants from Profiles 1 and 2 who need more English training support before they can achieve a 4.5 score required to join the formal English Language training for ADS candidates in Hanoi and HCM City. Online E-courses might be considered where facilities are available. A feasibility study into flexible modes of study will be conducted during the first phase of the program that will carefully consider gender issues.

## **4. GENDER AND SOCIAL INCLUSION MAINSTREAMING STRATEGIES**

It is within the context outlined above that the scholarships program will be implemented. While the scholarships program cannot address all of the issues, it can look to have an influence in some areas such as promoting women's participation in higher education at Masters and PhD level. ASDiV can also seek to improve gender and HIV mainstreaming capacity within government through helping participants to select courses that include gender and HIV modules. It can encourage applications from lecturers and researchers from women's studies centres, research institutes and universities in order to increase teaching and research capacity on gender and social inclusion studies within Vietnamese universities and research institutes. It can analyse gender differences in career development and promotion after awardees return to Vietnam after their study. It can also lead by example by ensuring it has strong policies and practices in place in its office and by engaging in dialogue about gender equality and social inclusion with MOET and other PPIs. It can address unbalanced educational opportunities for ethnic minority women and people with a disability in its communication and selection strategies.

### **4.1 Objectives of the Strategy**

The ASDiV Gender Equality and Social Inclusion Strategy is designed to highlight how ASDiV will support Australia and Vietnam's goals for gender equality and social inclusion as well as where and how a focus on gender equality and social inclusion can enhance ASDiV's effectiveness and outcomes. The purpose of the strategy is to provide clear operational guidance for integrating gender equality and social inclusion through all aspects of the ASDiV. The strategy's objective is:

- Women, men, people from ethnic minorities and people with a disability have equitable access to scholarships and new skills and use their new skills to contribute to gender equality and social inclusion in Vietnam (target of 50% participation by women) and to the development in the priority areas.

## 4.2 Gender equality and social inclusion mainstreaming strategies for ASDiV

ASDiV has identified the following mainstreaming strategies for inclusion in the program. These will be fully integrated into the annual plan each year and monitored through the program's M&E framework.

| Entry Points              | Mainstreaming strategies   |
|---------------------------|--|
| Promotion of scholarships | <p>Ensure that scholarship promotions reach both women and men particularly in the provinces. Promotion materials and website to have clear messages about the gender equality and social inclusion policy.</p> <p>Send information on the program directly to key agencies and departments in the provinces. Cooperation with the key departments of provinces in distribution of materials and marketing of the Program such as PPC and the Party's Personnel Department at the Provincial level and key Provincial Departments such as the DoHA, DoPI, DoET, DoLISA, DoST, DoH, DoNRE, DoJ, DoF, Committee for Ethnic Minorities and VWU.</p> <p>Use returned female, ethnic minority Alumni and Alumni with a disability to promote scholarships to potential candidates, including where possible providing information to family members or applicants about living in Australia.</p> <p>Identify key influential women, especially ethnic minority women, who can assist in identifying suitable applicants through their networks in the targeted poor provinces (Profiles 1, 2) with strong ethnic minority representation. This will be done in cooperation with the provincial VWU and the Committee for Ethnic Minorities.</p> <p>Develop a database of qualified people in the government at the provincial level from ethnic minorities and people with a disability and directly encourage them to apply.</p> <p>Dissemination of stories about successful female, ethnic minority and graduates with a disability to encourage further applications.</p> <p>Closely analyse the profiles of all applicants who failed to proceed through the selection process to ascertain if there were structural impediments in the process which impacted upon the final outcome.</p> <p>Where possible, individually counsel applicants who, with specific support and HR development, may be successful in future scholarship intakes. Individuals could also be directed to other services and support which might be available to improve their overall scholarship application in the future.</p> <p>Provide support to female and ethnic minority candidates and candidates with a disability to address relevant constraints they may face in processing their applications.</p> |
| Selection Committees and  | <p>Ensure gender balance on selection panels. Use NCFAW Gender Focal Points on committees at central and provincial levels in order to use existing</p>  |

| Entry Points  | Mainstreaming strategies  |
|---|---|
| Interview panels  | <p>GoV systems.</p> <p>Ensure that committee members are aware of ASDiV's gender and social inclusion strategy in the context of the GoV's own gender and social inclusion policies</p>   |
| Working with PPIs   | <p>Ensure that gender and social inclusion considerations are taken into account by the PPIs both in the application process and in the re-integration and HRD plans by offering capacity building, mentoring and support where appropriate.</p> <p>PPI's Institutional Supervision Committees to include Gender Focal Points (CFAW) as decision making members.</p> <p>Use PPIs for program promotion to their provincial line agencies.</p>   |
| Field visits to targeted poor provinces                             | <p>Work with key departments/agencies to promote the program at the Program such as PPC and the Party's Personnel Department at the Provincial level and key Provincial Departments such as the DoHA, DoPI, DoET, DoLISA, DoST, DoH, DoNRE, DoJ, DoF, Committee for Ethnic Minorities, VWU, and Provincial CFAW.</p> <p>Agencies to be informed the program is long term initiative (2010-2016), so that the provinces can develop human resource development plans that include targeting female and ethnic minority staff and staff with a disability now as potential applicants in future years.</p> <p>Share ASDiV's Gender and Social Inclusion Strategy with the provinces and engage them when reviewing and updating the strategy where appropriate.</p> <p>Work with the provincial and regional universities and boarding schools to promote the program and discuss the possibility of the selection of ethnic minority applicants for undergraduate study.</p> |
| Gender and social inclusion capacity building and awareness raising | <p>Gender and social inclusion capacity building and awareness raising for:</p> <p>Academic advisers, M&amp;E adviser, HRD advisers as well as the program staff</p> <p>Focal points from the 15 PPIs and key influential people from the selected provinces that will be visited.</p>  |
| Logistics for selection processes                                   | <p>Ensure equity in access to program information and scholarship applications for women and ethnic minority candidates and candidates with a disability.</p> <p>Special support for female and ethnic minority applicants in poorest and most disadvantaged areas if required.</p>   |
| Course selection  | <p>Advisers to be informed about universities in Australia that have strong gender studies and social studies courses or that integrate gender modules into other courses so they can discuss and promote them with both relevant men and</p>   |

| Entry Points                         | Mainstreaming strategies  |
|--------------------------------------|---|
|                                      | <p>women candidates.</p> <p>A feasibility study into flexible modes of study will be conducted during the first phase of the program that will consider these issues.</p>   |
| Pre-departure program                | To provide recipients with information about laws and culture in Australia with regards to gender equality policies, anti-discrimination, domestic violence, HIV/AIDS and how to protect themselves against HIV infection.  |
| Re-integration plan                  | <p>HRD focus on re-entry to roles and positions which will provide career advancement for female and ethnic minority graduates.</p> <p>Continue to discuss issues of gender equality and social inclusion with PPI's so they can provide support to returning students to continue to build their capacity as well as recognising their potential contribution to the agency after study.</p>   |
| Alumni activities                    | <p>May hold alumni events which focus on women's and ethnic minority topics and issues.</p> <p>Encourage ethnic minority graduates to actively participate in alumni activities.</p> <p>Encourage female graduates to take the lead in alumni activities.</p> <p>The organisation of alumni activities will be gender-sensitive and take into account issues such as timing and location to ensure women can participate</p>  |
| Database                             | Database to be updated regularly and include disaggregated data as a minimum standard   |
| Review of first Phase of the Program | <p>The review can consider the feasibility of potential gender mainstreaming strategies currently outside of the scope of the program such as:</p> <ul style="list-style-type: none"> <li>• Working with Provinces in a phased approach to develop a pool of candidates by offering English language training to potential candidates as a first step and then focusing on selection of candidates among those who have had the English training (supported by the program)</li> <li>• More flexible modes of English language training delivering to accommodate women's household and care giving responsibilities</li> <li>• identifying potential candidates at a younger level, and giving them rewards/incentives to pursue education to the point that they would be qualified for the program.</li> </ul> |



### 4.3 Internal mainstreaming strategies and responsibilities

The Gender and Social Inclusion Strategy is an ASDiV Program document, and as such ASDiV team bear overall responsibility for implementation of the strategy. It is responsible for oversight and monitoring and evaluation of strategy implementation. The ASDiV Gender Adviser and Coffey's Corporate Gender and Social Inclusion Adviser will provide ongoing support and assistance for implementation and monitoring of the strategy. ASDiV also recognises that a key element of ensuring the strategy is implemented is ensuring it is also owned and understood by PPIs and other partners. As such, ASDiV will take every opportunity to discuss the strategy with partners, including through providing capacity building and mentoring where appropriate.

ASDiV's ability to implement the strategy will rely on the skills, knowledge and commitment of ASDiV staff involved to implement it. Thus internal mainstreaming strategies will be applied to develop the capacity of ASDiV team members. All program employed staff involved in implementation are required to sign the Coffey code of conduct which has specific provision regarding harassment, anti-discrimination and gender-based violence. A gender and social inclusion induction session for program staff was held early in the program's implementation in March 2010 to ensure all staff fully understood the code of conduct and office protocols around harassment and anti-discrimination. Induction training included information about:

- Vietnam Government and Coffey policies and procedures that exist in relation to anti discrimination and equal opportunities in the workplace
- how to mainstream issues of gender equality and social inclusion and how to measure and monitor results
- the relationship between disability, gender equality, HIV/AIDS and poverty
- promoting social awareness, positive perceptions and visibility of people with disabilities

### 4.4 Monitoring and evaluation

The strategy will be fully integrated into annual plans and core program practices and processes. It has already been fully integrated into the monitoring and evaluation framework (MEF) plan to ensure that it is not seen as a stand-alone document but rather a key element of program effectiveness. Outcome 3 in the MEF is specifically focused on gender equality.<sup>24</sup> All indicators in the MEF that measure number or percentage of students or alumni are disaggregated. M&E tools such as annual scholar surveys, student databases and records, and tracer studies will collect disaggregated data (by sex and ethnicity). ASDiV will flag records of any candidates selected who have a disability. The MEF also includes specific indicators to measure whether the awards have promoted gender equality and social inclusion including:

- % of female, ethnic minority and disabled applicants selected
- % of female and ethnic minority and disabled alumni in the workforce 3 and 5 years after study
- Gender balance on selection committees
- % of PPIs with NCAW focal points on selection committees
- Gender and social inclusion training conducted for ASDiV staff

<sup>24</sup> See ASDiV Monitoring and Evaluation Plan, March 2010

- Database of qualified women, people with a disability and from ethnic minorities established, maintained and used to target candidates

See Annex 2 for further details of specific indicators. Monitoring of gender equality and social inclusion will also focus on:

- Monitoring selection processes to review strategies for recruiting suitable female applicants, particularly ethnic minority women.
- The differential impacts of the program on men, women and ethnic minority students. Tracer studies will look at differences in outcomes for male/female, ethnic minority and disabled applicants. They will also look at how women and people from ethnic minorities are able to use their new skills and move into positions of leadership on their return, as well as how they impact upon gender policies on their return.

Program reporting will use and analyse disaggregated data and will analyse program management process, procedures, and lessons learnt from a gender and social inclusion perspective. The M&E Adviser, in conjunction with the Gender Adviser will report progress against the strategy annually in January. Ten percent of the budget for monitoring has been apportioned to the Gender Adviser.

## 5. REFERENCES

ADB (forthcoming), *Rapid Gender Assessment Vietnam*

AusAID (draft) *Viet Nam Australia Development Cooperation Strategy 2010-2015*

AusAID (2007) *Gender Equality in Australia's Aid Program - Why and How*

AusAID (2008) *Development for All: Towards a disability-inclusive Australian aid program 2009-2014*

AusAID (2009) *Intensifying the response: Halting the spread of HIV, Australia's international development strategy for HIV*

Centre for Female Labour and Gender (2009) *Gender issues in Labour and Employment* – report presented at the Consultation in December 2009 Workshop for Development of National Strategy on Gender Equality 2011-2020

Ferguson, Susan, (2008) *It's just good practice, gender integration into the Papua New Guinea Australian Aid Program*, July 2008, Port Moresby

Ministry of Health, *Vietnam HIV/AIDS Estimates and Projections, 2007-2012*, Vietnam Administration of HIV/AIDS Control

Ministry of Labour, Invalids and Social Affairs (MOLISA) (2009) *Report on Implementation of Gender Equality Law*

MOLISA (2009) *Status and solutions to implement national gender equality targets*

MOLISA (2007), *Employment survey*

MOLISA, ILO, EU (2009) *Vietnam Employment Trends*

MPI (2008), *Vietnam continues to achieve the millennium development goals*

NCFAW (2008) *Gender mainstreaming guidelines in national policy formulation and implementation*

Political Publishing House (2007) *Gender Equality Law of Vietnamese Government*

Van Kham Tran (2009) *Approaches to Understanding the Concept of Disability in Vietnam*

World Bank (2001) *Engendering Development: through Gender Equality in Rights, Resources, and Voice*

World Bank, ADB, DFID, CIDA (2006) *Vietnam Country Gender Assessment*

World Bank (2008), *How Do Women Fare in Education, Employment and Health? A Gender Analysis of the 2006 Vietnam Household Living Standard Survey*, Final Report, World Bank, Vietnam

# **A n n e x 1**

**List of organisations and experts on gender and ethnic minorities studies**

|  | Organisation  | Address and Contact  | Individual contacts <sup>25</sup>   |
|--|---|--|---|
| <b>Research institutes and Departments of Universities</b> |   |  |   |
| 1  | Institutes for Family and Gender Studies                    | Add: 6 Đinh Công Tráng, Hanoi<br>Tel: (84 4) 39330435/ 39331744<br>Fax: (84 4) 3 9332890<br>Email: cfws@netnam.vn                            | Prof. Nguyen Huu Minh: - Director<br>Mobile: 0903267764<br>Email: minhngaanh@yahoo.com                |
| 2  | Institute of Sociology                                      | Add: 27 Trần Xuân Soạn Hanoi<br>Tel: (84 4) 38261630<br>Fax: (84 4) ) 38261631   | Vu Manh Loi- Gender Expert:<br>0912013119<br>Email : hoadaoloi@vnn.vn                                 |
| 3  | Centre for Women Studies, Hanoi National University         | Add: 19 Lê Thanh Tông, Hanoi<br>Tel: (84 4) 38245164<br>Fax: (84 4) ) 38225507   | Le Thi Quy – Director<br>Email : qui@hn.vnn.vn  |
| 4  | Institute of Sociology, Ho Chi Minh Academy                 | Add : 135 Nguyễn Phong Sắc, Hanoi<br>Tel : (84 4) 38361013<br>Fax :  | Prof. Lê Ngọc Hùng – Expert on Gender and Education<br>Mobile: 0904110197<br>Email: hungxhh@gmail.com |
| 5  | Centre for female labor studies (MOLIA)                     | Add: 2 Đinh Lê, Hanoi<br>Tel: (84 4)8269732<br>Fax: (84 4) 8269733<br>Email: ilssavn@hn.vnn.vn   | Nguyen Bich Thuy – Director<br>Mobile : 0912178079<br>Email :thuytienanh2004@yahoo.com                |
| <b>NGO/Centres</b>   |   |  |   |
| 6  | Centre of education promotion and women empowerment (CEPEW) | Add: 113 D1 Trung Tu, Đống Đa, Hanoi<br>Tel: (84-4)35726789<br>Fax: (844)5726789<br>Email: cepew@fmail.vnn.vn<br>Website: cepew@fmail.vnn.vn | Dr Vuong Thi Hanh- Director<br>Email: hanh.vuongthi@gmmnail.com<br>Tel : 84-4-35726789                |
| 7  | Centre for Family, gender, environment                      | Add: 19 A26 Nghĩa Tân- Cầu Giấy Tel:   | Ms Pham Kim Ngoc – Director<br>Mobile: 0904149438   |

<sup>25</sup> The highlighted are the stakeholders contacted for the consultations in January – February 2010

|   | Organisation   | Address and Contact  | Individual contacts <sup>25</sup>   |
|---|--|--|---|
|   | and development<br>(CFGED)   | (84 4)7565929<br>Fax: (84 4) )7565874<br>Email: cgfed@hn.vnn.vn<br>Website: cgfed@hn.vnn.vn  | Email: cgfed@hn.vnn.vn  |
| 8   | Centre for Research and Applied Science in Gender, Family, Women and Adolescents (CSAGA) | Add: Group 6, Lang Thuong, Dong Da, Hanoi.<br><br>Tel: 04.37910014<br><br>Email: csaga@csaga.org.vn  | Nguyen Van Anh – Director<br><br>Email : van_anh_1963@yahoo.com<br><br>Tel: 0913213807  |
| <b>Government Agencies</b>  |  |  |   |
| 9   | Department of Gender equality - MOLISA   | Add: So 2 Dinh Le, Hanoi<br><br>Tel: 84-4-8269551<br><br>Email: vubdg@molisa.gov.vn  | Mr. Pham Ngoc Tien – Director<br><br>Tel: 0913291785<br><br>Email: phamngoctienvn@yahoo.com   |
| 10  | National Committee for advancement of women (NCFAW)                                      | Add: So 2 Dinh Le, Hanoi<br><br>Tel: 84-4-8269551<br><br>Email: vubdg@molisa.gov.vn  | Ms. Pham Nguyen Cuong – Vice chief of NCFAW office<br><br>Tel: 0913542779<br><br>Email: phamnguyencuong@yahoo.com                           |
| 11  | Committee for advancement of women (CAW)- Ministry of Education and Training (MOET)      |  | Dr. Do Thi Bich Loan – a member of CFAW of MOET<br><br>52 Lieu Giai – 4 floor, W. 403<br><br>Email: loanta@yahoo.com<br><br>Tel: 0904172221 |
| 12  | Vietnam International Education Development (VIED) Ministry of Education and Training    | Add : 21 Le Thanh Tong Street, Hoan Kiem District, Hanoi<br><br>Tel: (+84) (4) 3933 5795<br><br>Website: <a href="http://vied.vn/en/default.aspx">http://vied.vn/en/default.aspx</a> | Quach Ngoc Minh (Ms)<br><br>Tel: (+84) (4) 3933 5795, ext 607<br>Mobile (Work): 0169 2058 169<br>Email: minh@vied.vn                        |
| <b>Ethnic Minorities Research Institutes/ Centre and Agencies</b> |  |  |   |
| 13  | Institute of Anthropology –  | Add: : No 1, Lieu Giai, Ba Đình, HN, W.1011  | PGS.TS. Phạm Quang Hoan – Director, Tel: 62730420   |

|    | Organisation  | Address and Contact   | Individual contacts <sup>25</sup>   |
|----|---|---|---|
|    | (National Academy of Social Sciences)                                   | Tel: 84-4-62730419  | Mobile: 09122572567<br>Email: viendantochoc@vnn.vn  |
| 14 | Institute of Ethnic Minorities-<br>(Committee of Ethnic Minorities)     | Add : So 80, Phan Đình Phung,<br>Ba Đình, Hanoi (CEMA)<br>Tel: : 04.37913001<br><br>080 42572 (cema)<br>Website: <a href="http://cema.gov.vn/">http://cema.gov.vn/</a><br><br>Add: Institute of Ethnic Minorities: To Hieu Str., House number 114- Building C9B | Mr.Phan Van Hung- Director<br>Tel: 84-4-37912995<br>Mobile: 0936431059<br>Email:<br><a href="mailto:phanvanhungubdt@gmail.com">phanvanhungubdt@gmail.com</a>      |
| 15 | Research Center for EM Education,<br>(Institute of Educational Science) | Ngo 30 Ta Quang Bui<br>Building 8C, 3rd floor<br>Tel: 84-4-38684682   | Mr. Vi Van Dieu – Director<br>Tel: 84-4-8694044<br>Mobile: 0913251482<br>Email:<br><a href="mailto:vivandieu56_edu@yahoo.com.vn">vivandieu56_edu@yahoo.com.vn</a> |
| 16 | Centre for women of ethnic minorities<br>(NGO)                          | Add: A4 Pham Huy Thong, Ngọc Khanh, Hanoi<br>Tel: (84 4) 37715690 - 37716386<br>Fax:(84-4)7715691<br>Email: <a href="mailto:hnclesh@netnam.org.vn">hnclesh@netnam.org.vn</a><br>Website: <a href="http://hnclesh@netnam.org.vn">hnclesh@netnam.org.vn</a>       | Ms. Tran Thi Lanh- Director<br>Tel : 0904319859<br>Email : <a href="mailto:ttlanhpaste@gmail.com">ttlanhpaste@gmail.com</a>                                       |

# **A n n e x 2**

## **Logframe and Monitoring Framework**



### ASDiV Logframe<sup>26</sup>

| Activity Description  | Indicators   | Means of Verification                          | Assumptions   |
|---|--|--|---|
| <b>Goal</b>   |  |  |   |
| Economic growth and poverty reduction in Vietnam is facilitated by access to new professional and technical capacity and leadership skills contributed by an expanded group of Vietnamese graduates from Australian tertiary programs and study placements. | Number of alumni who still in Vietnam 3, 5 and 10 years after successful completion of studies   | Survey in 2013, 2015 and 2020, Special Study 1 | That alumni return to Vietnam on completion of study and do not leave after serving out bond periods  |
|   | Number of alumni working in areas relevant to their studies in 2011, 2013 and 2015   | Survey in 2011,2013 and 2015                   | That alumni will work in areas similar to those where they were recruited from originally   |
|   | % of ALAS and ADS alumni in leadership positions in their organisations and professional fields  | Survey in 2011,2013 and 2015                   | That in time a significant percentage of alumni will be promoted to senior positions where they can exercise leadership and make greater contributions to development |
| <b>Outcomes</b>   |  |  |   |
| Outcome 1: Australian scholarship and fellowship Alumni in Vietnam make personal contributions to priority development areas.   | % of survey respondents in profiles 1,2 and 3 who indicate they are able to use their skills and knowledge to contribute to Vietnamese development in priority areas | Survey in 2011,2013 and 2015                   | That alumni are able to use skills and knowledge effectively on return  |
|   | List of contributions to Vietnamese Development made by respondents to the special study of contributions to development in 2012.                                    | Special Study 2                                | That alumni are motivated and supported to make positive contributions to development   |
|   | % and type of contribution reported by alumni in profiles 1,2 and 3 during individual case histories   | Longitudinal case histories                    | That alumni are motivated and supported to make positive contributions to development   |
|   | % and type of contribution by ALA Fellows after return   | ALAF Survey                                    | That alumni are able to use skills and knowledge effectively on return  |

<sup>26</sup> All indicators measuring number or % of students/alumni etc will be disaggregated by sex and ethnicity so that differential impacts can be reported.

| Activity Description  | Indicators   | Means of Verification   | Assumptions   |
|---|--|---|---|
| <b>Outcomes</b>   |  |   |   |
| <b>Outcome 2:</b> Australian PhD qualified alumni improve the quality of teaching & research programs in Vietnamese universities & TESOL qualified alumni support the national program to expand skills in English.                                   | % of survey respondents in profiles 4 and 5 who indicate they are able to use their skills and knowledge to contribute to teaching, research and English language development.   | Survey in 2011,2013 and 2015  | That alumni are able to use skills and knowledge effectively on return                                    |
|   | List of contributions to Vietnamese teaching, research and English language development made by respondents to the special study of contributions to development in 2012.  | Special Study 2   | That alumni are motivated and supported to make positive contributions to development                     |
|   | % and type of contribution reported by alumni in profiles 4 and 5 during individual case histories   | Individual case histories   | That alumni are motivated and supported to make positive contributions to development                     |
| <b>Outcome 3:</b> Women and men have equitable access to scholarships and new skills and use their new skills to contribute to gender equality in Vietnam obtaining new skills and using them to contribute to the development in the priority areas. | % of female awardees selected for study in Australia   | Disaggregated Program data  | Women and men have the same opportunity to contribute to Vietnamese development on return as male alumni. |
|   | % of female awardees who depart for study in Australia   | Disaggregated Program data  |   |
|   | % of survey respondents in profiles 1,2 and 3 who report that they are able to use their skills and knowledge to contribute to policy or service delivery that enhances the status of women in Vietnam and reduces gender and other social biases. | Tracer studies, individual case histories, focus groups and Special Study 2 |   |
|   | % of female ALAS and ADS alumni in senior management/policy positions in their organisations   |   |   |

| Activity Description   | Indicators  | Means of Verification                            | Assumptions  |
|--|---|--|--|
|  | and professional fields   |  |  |
| <b>Outcomes</b>  |   |  |  |
| <i><b>Outcome 4:</b></i> Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship. | % of alumni who regard their scholarship experience positively  | Survey in 2011, individual case histories        | That positive experiences will provide residual goodwill towards Australia and Australians and facilitate mutual understanding                               |
|  | % of alumni who say they feel positively disposed towards Australia 3,5 and 10 years after return               | Survey in 2013, 2015 and 2020, Special Study 3   | That positive perceptions and feelings are maintained over time  |
|  | % of alumni who report maintaining links with someone in Australia by type of link                              | Survey in 2013, 2015 and 2020<br>Special Study 3 | That awardees develop lasting friendships and professional relationships with Australians while in Australia   |
|  | % of alumni who report maintaining links with other Australian Scholarship Alumni 3,5 and 10 years after return | Survey in 2013, 2015 and 2020, Special Study 3   | That awardees develop beneficial relationships with other awardees while in Australia that will support them and reinforce their alumni experience on return |
| <b>Outputs</b>   |   |  |  |
| <i><b>Output 1:</b></i> Sufficient eligible applications received from applicants that match the five development priority profiles  | % of applicants that match each of the five development profiles  | Program Data                                     | Development profiles accurately reflect Vietnam's development needs and & AusAID's development priorities  |
|  | % of applicants from profiles 1,2 and 3   | Program Data                                     | Awardees in profiles 1,2 and 3 are able to contribute to Vietnamese development and poverty alleviation  |

| Activity Description   | Indicators  | Means of Verification | Assumptions  |
|--|---|-----------------------|--|
|  | % of applicants from profiles 4 and 5   | Program Data          | Awardees in profiles 4 and 5 are able to contribute to improved university level teaching and research and the development of English language teaching nationally |
|  | % of female, ethnic minority and disabled applicants                                      | Program Data          | Equal opportunities provided to women and men, ethnic minorities and disabled applicants   |
| <b>Output 2:</b> Appropriate candidates selected that match priorities and are likely to succeed in overseas study | % of awardees that match each of the five development profiles                            | Program Data          | Development profiles accurately reflect Vietnam's development needs and AusAID's priorities  |
|  | % of awardees from profiles 1,2 and 3   | Program Data          | Awardees in profiles 1,2 and 3 are able to contribute to Vietnamese development and poverty alleviation  |
|  | % of awardees from profiles 4 and 5 that from appropriate teaching and research positions | Program Data          | Awardees in profiles 4 and 5 are able to contribute to improved university level teaching and research and the development of English language teaching nationally |
|  | ratio of female, ethnic minority and disabled awardees compared to applicants             | Program Data          | Equal consideration provided to women and men, ethnic minorities and disabled applicants   |
| <b>Outputs</b>   |   |                       |  |
| <b>Output 3:</b> Awardees placed in appropriate study programs   | % of awardees placed in a course consistent with academic adviser recommendations         | Program Data          | Academic advisers are able to recommend placements consistent with awardees needs and future development contribution  |
|  | % of PPI awardees whose study plans are consistent with PPI needs                         |                       | PPI needs are consistent and still relevant on awardees return   |

| Activity Description | Indicators  | Means of Verification        | Assumptions  |
|----------------------|---|------------------------------|--|
|                      | % of alumni who felt they were in the right course and right university | Survey in 2011,2013 and 2015 | Alumni are able to express an informed opinion about the relevance of placement to their needs |

**Note:** A logframe for ASDiV was not included in the PDD and this version has been developed by the M&E Adviser after consultations with program staff and AusAID. MOET was unavailable for consultation during the M&E Adviser's visit.

### M&E Framework<sup>27</sup>

| M&E Question                                      | Indicators   | Method           | Responsibility for Data Collection | Responsibility for Analysis & Reporting | Analysis Timing   | Report Timing |
|---|--|------------------|------------------------------------|---|-------------------|---------------|
|   | Effectiveness of media utilised  | Promotion data   | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
| Has ASDiV promotion been effective and efficient? | Ratio of eligible applications in each category to available awards        | Application data | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
|   | % of ineligible applications received (disaggregated by sex and ethnicity) | Application data | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
|   | Cost of promotion strategy per application produced                        | Application data | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
|   | Cost of promotion strategy per profile                                     | Application data | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
|   | No of ALAS applications received   | Application data | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
|   | No of ALAF proposals matching profiles received                            | Application data | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |
| Has ASDiV selected the right people?              | % of candidates from rural and ethnic communities                          | Selection Data   | ASDiV                              | M&E Adviser                             | Annually December | Annual Report |

<sup>27</sup> All indicators measuring number or % of students/alumni etc will be disaggregated by sex and ethnicity so that differential impacts can be reported.

| M&E Question                                       | Indicators   | Method                   | Responsibility for Data Collection | Responsibility for Analysis & Reporting | Analysis Timing           | Report Timing       |
|--|--|--------------------------|------------------------------------|---|---------------------------|---------------------|
|  | % of candidates selected from each profile                                       | Selection Data           | ASDiV                              | M&E Adviser                             | Annually December         | Annual Report       |
|  | Ratio of each PPI nominee selected to PPI quota                                  | Selection Data           | ASDiV                              | M&E Adviser                             | Annually December         | Annual Report       |
|  |  | Selection Data           | ASDiV                              | M&E Adviser                             | Annually December         | Annual Report       |
|  | Reasons for selecting any individuals who do not meet ASDiV criteria             | Academic Adviser Reports | ASDiV                              | M&E Adviser                             | Annually December         | Annual Report       |
|  | % awardees successfully completing an Australian qualification                   | SIMON/OASIS DATA         | Aust Unis                          | M&E Adviser                             | Annually December         | Annual Report       |
|  | Reasons for Failure  | SIMON/OASIS              | Aust Unis                          | M&E Adviser                             | Annually December         | Annual Report       |
| Have the awardees been placed in the right course? | % of PPI awardees whose course is consistent with PPI priorities                 | Program Data             | HRD Team                           | M&E Adviser                             | Annually December         | Annual Report       |
|  | % of awardees placed in a course consistent with Academic Adviser Recommendation | Program Data             | Academic Adviser                   | M&E Adviser                             | Annually December         | Annual Report       |
|  | PPI satisfaction with placements   | Satisfaction Survey      | HRD Team                           | M&E Adviser                             | January 2012              | Annual Report       |
|  | % alumni who felt they were in the right course                                  | Tracer Study             | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report |
|  | % alumni who felt they were in the right university                              | Tracer Study             | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report |
| Is the program on track to achieve the objective?  | Selection on time  | JSC Minutes              | TL                                 | M&E Adviser                             | Annually December         | Annual Report       |

| M&E Question   | Indicators   | Method                       | Responsibility for Data Collection | Responsibility for Analysis & Reporting | Analysis Timing           | Report Timing          |
|--|--|------------------------------|------------------------------------|---|---------------------------|------------------------|
|  | Selection in accordance with agreed criteria                                     | JSC Minutes                  | TL                                 | M&E Adviser                             | Annually December         | Annual Report          |
|  | % of eligible awardees placed  | Program Data                 | TL                                 | M&E Adviser                             | Annually December         | Annual Report          |
|  | % of awardees not meeting entry requirements                                     | Program Data                 | TL                                 | M&E Adviser                             | Annually December         | Annual Report          |
|  | Progress towards achieving program outcomes                                      | M&E Adviser Assessment       | TL                                 | M&E Adviser                             | Annually December         | Annual Report          |
| Are awardees satisfied with selected aspects of their award related and personal experiences both in Vietnam and in Australia? | % who felt they were in the right course   | Tracer Study                 | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % who felt they were in the right university                                     | Tracer Study                 | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % who felt adequately prepared for study in Australia                            | Tracer Study                 | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
| Are alumni applying knowledge and skills in their workplace?   | % of public sector alumni who return to their employers on return to Vietnam     | Alumni Database              | Alumni Officer                     | M&E Adviser                             | Annually December         | Annual Report          |
|  | % of alumni in jobs relevant to their overseas study                             | Tracer Study                 | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % of alumni who report being able to use their knowledge and skills in their job | Tracer Study                 | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % of alumni overseas that do not intend to return to Vietnam                     | Special Study 1, Alumni Data | Alumni Officer                     | M&E Adviser                             | May 2010                  | Special Study Report 1 |



| M&E Question   | Indicators   | Method                                 | Responsibility for Data Collection | Responsibility for Analysis & Reporting | Analysis Timing           | Report Timing          |
|--|--|--|------------------------------------|---|---------------------------|------------------------|
|  | Type of contribution being made by Alumni  | Special Study 2, Program Data          | Alumni Officer                     | M&E Adviser                             | June 2012                 | Special Study Report 2 |
|  | % of alumni moving into more senior positions  | Tracer Study                           | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | List and type of activities conducted by ALA Fellows   | ALAF survey                            | M&E Adviser                        | M&E Adviser                             | Annually December         | Annual Report          |
| Are alumni being effectively reintegrated into PPIs in order to strengthen agency service provision?   | % of PPI alumni working in positions related to the priority area they were selected against 1 year and 3 years 5 years after return | Alumni Data, Individual Case Histories | HRD Team Alumni Officer            | M&E Adviser                             | Annually December         | Annual Report          |
|  | % of PPI alumni remaining in the organisation 3 and 5 years after return   | Alumni Data, Individual Case Histories | HRD Team Alumni Office             | M&E Adviser                             | Annually December         | Annual Report          |
|  | % of PPI alumni reporting their study is relevant to their position after 1 year and 3 years 5 years after return                    | Tracer Study                           | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % of PPI alumni who return being able to use their knowledge and skills in their job   | Tracer Study                           | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | Size of ADS contribution to the PPI by priority area   | M&E Adviser Assessment                 | M&E Adviser                        | M&E Adviser                             | Nov 2015                  | Completion Report      |
| Are alumni initiating and/or supporting linkages between Vietnam and Australia (linkages includes governmental, institutional and person to person links). | % of alumni maintaining social linkages with at least one Australian   | Tracer Study                           | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % of alumni maintaining professional linkages with at least one Australian   | Tracer Study                           | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |
|  | % of alumni maintaining social or professional contact with other ADS alumni   | Tracer Study                           | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report    |

| M&E Question   | Indicators   | Method                  | Responsibility for Data Collection | Responsibility for Analysis & Reporting | Analysis Timing           | Report Timing       |
|--|--|-------------------------|------------------------------------|---|---------------------------|---------------------|
|  | Activities by alumni that support the bilateral relationship   | Special Alumni Survey 3 | IMES                               | IMES                                    | June 2011                 | Sept MEAPR 2011     |
|  | PPI linkages to Australian organisations supported by Alumni   | M&E Adviser Assessment  | M&E Adviser                        | M&E Adviser                             | Nov 2015                  | Completion Report   |
| Do alumni return with and maintain a positive perception of Australia? | % of alumni who regard their scholarship experience positively   | Tracer Study            | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report |
|  | % of alumni who say they feel positively disposed towards Australia on return and 1,3 and 5 years after return                         | Tracer Study            | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report |
| Have awards promoted gender equality and social inclusion?             | % of female, ethnic minority and disabled applicants selected  | Program Data            | TL                                 | M&E Adviser                             | Annually December         | Annual Report       |
|  | % of female and ethnic minority and disabled alumni in the workforce 3 and 5 years after study   | Tracer Study            | M&E Adviser                        | M&E Adviser                             | May-August 2011,2013,2015 | Tracer Study Report |
|  | Gender balance on selection committees.<br>% of PPIs with NCAW focal points on selection committees                                    | Program Data            | GSI Adviser                        | GSI Adviser                             | Annually                  | Annual Report       |
|  | Gender and social inclusion training conducted for ASDiV staff   | Training Record         | GSI Adviser                        | GSI Adviser                             | 2010                      | March Report        |
|  | Database of qualified women, people with a disability and from ethnic minorities established, maintained and used to target candidates | Program Data            | TL                                 | M&E Adviser                             | Annually December         | Annual Report       |
|  | Changes to RMM in previous 12 months   | RMM                     | M&E Adviser                        | M&E Adviser                             | Annually December         | Annual Report       |

| M&E Question | Indicators                              | Method   | Responsibility<br>for Data<br>Collection | Responsibility<br>for Analysis &<br>Reporting | Analysis Timing      | Report Timing |
|--------------|---|----------|--|---|----------------------|---------------|
|              | List of risks encountered and treatment | Risk Log | M&E Adviser                              | M&E Adviser                                   | Annually<br>December | Annual Report |