

# Australia Awards in Africa

## Gender Study Report

Prepared by GRM International,  
Managing Contractor for Australia Awards in Africa

**FINAL**

*Working with you to create a better future.*

## TABLE OF CONTENTS

ABREVIATIONS AND ACRONYMS .....	iii
Acknowledgements.....	iv
Executive Summary .....	v
1. Introduction.....	1
1.1 Background .....	1
1.2 Objectives.....	2
1.3 Methodology Summary .....	2
1.4 Successful AAA gender equality measures .....	2
1.5 Challenges implementing gender equality measures .....	3
2. Cross-Country Findings.....	4
2.1 Ancillary Awards .....	6
2.2 Common Feedback Across Countries .....	7
3. Case Study Summaries .....	10
1. Overview.....	10
A. Mozambique .....	12
1. Background and introduction.....	12
2. Findings .....	13
3. Recommendations from Mozambique.....	15
B. Tanzania .....	15
1. Background and introduction.....	15
2. Findings .....	16
3. Recommendations from Tanzania.....	19
C. Ethiopia.....	20
1. Background and introduction.....	20
2. Findings .....	20
3. Recommendations from Ethiopia.....	23
D. Nigeria .....	24
1. Background and introduction.....	24
2. Findings .....	24
3. Recommendations from Nigeria.....	25
4. Experience of Other Scholarship Programs .....	26
5. Conclusions and Recommendations.....	30
1. Conclusions .....	30

## **Annexes**

Annex I: Terms of reference

Annex II: Detailed methodology

Annex III: List of persons and organisations contacted per site

Annex IV: Summary of main issues raised in surveys and phone interviews

Annex V: Instruments

## ABBREVIATIONS AND ACRONYMS

AAA	Australia Awards in Africa
ADS	Australian Development Scholarships
ALAF	Australian Leadership Awards Fellowships
ALAS	Australian Leadership Awards Scholarships
AusAID	Australian Agency for International Development
AWARD	African Women in Agricultural Research and Development
CA	Coordinating Authority
CGIAR	Consultative Group on International Agricultural Research
CSO	Civil Society Organisation
DAP	Desired Applicant Profile
FAQs	Frequently Asked Questions
GBV	Gender Based Violence
GFPs	Gender Focal Points
HOM	Head of Mission
HQ	Headquarters
IAEA	International Atomic Energy Agency
IELTS	International English Language Testing System
IFP	International Fellowship Programme (Ford Foundation)
ICT	Information and Communication Technology
JICA	Japanese International Cooperation Agency
LTA	Long Term Awards
MC	Managing Contractor
MDGs	Millennium Development Goals
NGOs	Non-Government Organisations
NRM	Natural Resources Management
PS	Public Service
SCA	Short Course Awards
SIDA	Swedish International Development Agency
TAFE	Technical and Further Education
TVET	Technical and Vocational Education and Training
TGNP	Tanzania Gender Network Program
UNESCO	United Nations Educational Scientific Cultural Organisation
UNJP	United Nations Joint Programme

## **Acknowledgements**

This study was conducted under the guidance of Adriana Abreu-Combs, Monitoring and Evaluation Specialist (M&E) at Australia Awards in Africa (AAA), and expert leadership by Gender Consultants Sherrill Whittington in collaboration with Titilope Fakoya. AAA's outgoing M&E Specialist, Steve Miller, provided guidance at the initial stage of this effort. Cynthia Ojiambo, Officer in Charge of the AAA Nairobi Hub and Gender Focal Point, also contributed to this effort in different stages of the study. Research assistance was provided by AAA's M&E Officers Sylvia Naneu, Tendai Matika, Jane Mukwena, and John Yuri Omondi. Logistical backstopping was provided by Lebogang Moumakwe. We extend our gratitude and appreciation to all those involved for their invaluable work on this study, which required an incredible commitment of time and effort.

AusAID Officials were very supportive of the study and provided valuable insights. In particular, we would like to thank Percy Stanley, Counsellor Development Cooperation; Tracey Austwick, First Secretary; Stacey Walker, Director; Ilka Collinson, Program Manager; Asif Khan, Senior Program Manager; Natalie Donikian, Program Officer; and Donna Podems, Quality Assurance Consultant. We appreciate the opportunity AusAID has offered us to contribute to advancing the agency's gender equality goals in Africa.

AAA staff also provided crucial assistance. We would like to thank Tony Crooks, Team Leader, as well as members of AAA's management and operational teams across the three Hubs (Pretoria, Nairobi, and Brisbane). We acknowledge the tremendous collaboration received from all those involved, from sharing documents, to being available to meet, to voicing their honest opinions. The success of this effort is due largely to their unreserved support and genuine feedback.

We extend our gratitude and sincerest appreciation to officials from the different Ministries and other government agencies, members of civil society and the donor community consulted in the four focus countries in this study, namely Tanzania, Ethiopia, Nigeria and Mozambique, as well as stakeholders consulted during the brief field visit to Kenya. We appreciate their making time in their busy schedules to meet with the team and share their views and recommendations.

Finally, we would like to thank direct beneficiaries consulted, including alumni, awardees, Long Term Awards (LTA) 2013 Master's candidates, LTA unsuccessful female candidates, and women who withdrew from the program. The team is grateful for their contributions to this study, and in particular the words of appreciation by awardees and alumni for the support they received from AusAID through the scholarship. We were welcomed with warmth by those whose lives are being positively impacted by the awards. We wish them all much success.

## Executive Summary

This document is the Gender Study Report, and is the final component of Australia Awards in Africa (AAA) study into equal participation of males and females in the program. The catalyst for this exercise was the marked decline in overall female participation rates in the Awards since 2010. The study sought to identify the factors that prevent and enhance the equal participation by women, and provide evidence-based analysis to inform the design and implementation of gender strategies for Australia Awards in Africa, with a view to improving the participation of women in the Awards.

Following the completion of a Desk Review, which set the foundation for the study, field work took place from 21 May to 14 June and involved an inclusive, participatory approach to gathering qualitative information from a number of stakeholders at different levels, including AusAID officials and GRM-AAA staff; government officials and members of civil society organizations; donors and direct beneficiaries of the Awards. Four focus countries, namely Ethiopia, Mozambique, Nigeria and Tanzania, served as case studies, providing fertile ground for empirical enquiry.

Female Alumni and Awardees reached in this study were resoundingly positive about their experience with the program, with several of them endorsing AAA as one of the most empowering personal and professional experiences of their lives. While the study identified a number of aspects that facilitate the participation of women, including personal drive to succeed, it also pointed to several factors that constrain their equal participation in the Awards.

## Principal Findings of the Study

Aspects that prevent equal participation by women fall largely into two categories, namely both common and contextual factors specific to each country, and operational and programmatic aspects linked directly to the different stages of the Award process. With regards to the latter, communication and outreach were identified as areas that need to be fine-tuned. Contextual factors that present barriers to women's participation relate to the professional and personal spheres, with 'personal' being broadly defined to include family-related, socio-cultural and economic aspects. The main findings are detailed below, and while contextual barriers are generally out of AAA's realm of influence, their understanding is essential to the development of countervailing measures to redress the current participation imbalance. The Main aspects that facilitate participation are also highlighted.

- **Communications:** Communication and outreach are areas requiring attention and adjustment. Many women are being excluded due to the failure of existing information channels to reach out to key government and civil society machineries for women and the lack of specific targeting of women for Award areas. In the four countries visited for the study, the majority of national women's government and non-government machineries, including Women's Ministries, networks of women's and other civil society organisations are largely unaware of the AAA scholarships and do not interface with the Coordinating Authority's office. This is a missed opportunity considering the vast networks that the Women's Ministries have in the public sector, as well as their outreach to women's civil society organisations and the private sector. If information can be channelled through these networks, then it is highly likely that more women with appropriate professional and academic backgrounds can be reached.

- **Personal:** Despite the many family-related, socio-cultural, and economic obstacles encountered, all women interviewed exhibited a determined personal drive with none allowing such issues to be a deterrent to their decision to take up the scholarships. Although there was only one case of domestic violence reported to the AAA program and investigated further by the research team during field visits, it has to be realised that domestic violence is an issue which many women would be reticent to discuss and which could contribute to many women refraining from taking up overseas scholarships. The continued support from AusAID for work visas for the spouses and personal support received on arrival and on-award from the host institutions were also regarded as extremely positive.
- **Professional:** There are professional barriers to women attaining promotion to middle level management and above, which challenge women's access to both short and long term Awards. Nevertheless, Alumni regarded AAA participation as a professionally positive experience in terms of promotion, and in some cases in finding better employment. Such benefits were noted in Tanzania, for example, with a female Alumna's thesis published, and in Nigeria as well as the other countries where the majority of SCA Alumni returned to the workplace. The fact that public sector employees and academics can take study leave on either full or three-quarters salary is a huge enabler for women from these backgrounds to consider taking up AAA scholarships.
- **Awards Process:** One of the most important enablers for women's equal participation in AAA is the proactive affirmative action used throughout the Award process. The statement that "women are encouraged to apply" was regarded by many as an encouragement to submit an application. There were extremely positive views regarding the transparency of the selection process, and the overall support and encouragement. Affirmative action is applied by AusAID in shortlisting and selection with achieving gender parity in Award outcomes a major priority. There was very positive feedback about the support received from AusAID's liaison officers and Alumni before departure.

## Overall Recommendations

In order to address the discrepancies in male and female rates of application and participation, and raise the percentage of women in all types of Awards, the following measures were recommended for consideration:

- **Promotional campaigns** need to be specifically targeted to addressing gender equality, involving Coordinating Authorities' outreaching to key women's machineries in government and the civil society as a critical method of AAA promotion and dissemination. This should be undertaken with specific advocacy strategies for women, using Alumni and networks of women's professional organisations as key players to develop information and communication suited to the national context. There is a need to ensure that scholarship promotions reach both women and men and that promotional materials and the website have clear messages about gender equality. In doing so, in-country access to the internet and Information and Communication Technology capacity have to be considered, with appropriate technology such as promotional DVDs and radio employed to extend outreach. It is also important to promote the Awards as a family undertaking. During in-country information sessions, discussions about family/personal aspects should be held with men and women

candidates separately, and should include spouses. Personal issues need to be addressed in focus groups / discussions in a holistic, systematic way for both Awardees and their spouses.

- **Expand AAA course offerings** by revising course priority sectors as well as course offerings, particularly those in areas for which women have neither academic nor professional backgrounds. Specific suggestions from stakeholders include training for female lawyers to support Mining Law; courses in gender / power issues in Water and Sanitation, and Women in Leadership courses. AusAID noted that discussions are under way to possibly add a SCA course in *Maternal Health* with a Short Course on *Enhanced Public Policy for Pacific Islands' Ministries of Women*, which was trialled in the Pacific last year and could possibly be adapted to meet the needs of African Women's Ministries. Ancillary Awards could give preferential allocation of places to females if gender balance targets fail consistently to be met. These Awards could also be used for other courses such as Information Technology; cross cultural communications; and interview capacity building for women. There could also be courses offered exclusively for women, particularly in leadership.
- **Selection** aims to ensure a target of balanced (50%) participation by women within the total cohort of Awardees per year (balanced across all countries, profiles and Award types combined). AusAID officials consulted noted that it is more important to achieve gender balance in Awards rather than in applications. This is being approached by positive discrimination at the selection and interview stages, and such effort needs to continue. If there is a coordinated, concerted outreach to key women's machineries and networks in all participating countries, it is highly likely that there will be a marked increase of female applicants.
- **Capacity building** need to be explored further as a means of strengthening women's confidence at the interview stage, with the possibility of providing special pre-interview capacity-building sessions for women to increase confidence and interview skills. The possibility of addressing lack of pre-interview confidence was raised by Alumni (and other stakeholders) who regarded the lack of assistance for interview preparation an area requiring attention.
- **Special Support Measures** were called for to enable women to take their children along and ensure they have access to Australian child care and support, with particular consideration given to single mothers to help them take their children on-award. One issue which was raised is that of health coverage for women who become pregnant in the first year of the award who have to meet their own medical expenses because they are unable to access health care support. This is outside the control of AusAID since other agencies are responsible for health cover on-award. Many women also found the separation from family very difficult, and lacked sufficient funds to bring their families to Australia. The costs of such travel, however, cannot be covered under the Award since AusAID has explicit policies in place not supporting the cost of travel or stay in Australia for awardees' families. It was recommended that the current policy of supporting Australian visas for Alumni partners and families be maintained, and that because Australia to Africa travel costs are so expensive, consideration be given to revising the minimum of two-year stay policy for funding family reunion visits. It is advisable to raise awareness among program staff about potential domestic violence cases and appropriate responses to allow for timely and concerted support if other cases emerge. One of the key measures requiring immediate attention is regulations



governing a Gender Equity and Access Fund called for by AAA's Scope of Services. It was agreed that such a fund would predominantly support transition, covering the pre-award, on-award, and on return AAA stages. It would be assessed on a case-by-case basis.

## 1. Introduction

### 1.1 Background

Australia Awards in Africa (AAA) offers Long Term Awards (LTA),<sup>1</sup> which comprise Australian Development Scholarships (ADS) at Masters and PhD level for studies in Australia and Australian Leadership Award Scholarships (ALAS)<sup>2</sup> for high achieving Masters-level applicants. It also offers Short Course Awards (SCA), which include custom made short courses in high priority areas agreed by partner and Australian governments;<sup>3</sup> and Australian Leadership Award Fellowships (ALAF)<sup>4</sup>, flexible courses in areas of mutual interest to Australian host organisations and African fellows. Currently, 51 African countries are eligible to participate in AAA. Between the two Award cycles of 2011 and 2012 and across all programs, the number of Awards for Africans has increased over two-fold. As part of an innovative approach to Award delivery, several Short Course Awards are being delivered in Africa or a combination of in-Africa and Australia delivery. In so doing, Australia is responsive to the needs of partner countries. Moreover, priority fields of study are agreed annually between the Government of Australia and partner governments in Africa.

The overarching goal of AAA is to develop capacity and leadership skills so that individuals can contribute to the attainment of the Millennium Development Goals (MDGs) in their home country; and to build people-to-people linkages at the individual, institutional and country levels.<sup>5</sup> In doing so, the objective is to ensure equal participation of men and women in keeping with the Australian Government's commitment to *gender equality as a critical cross-cutting theme across the aid program and ... central to economic and human development and to supporting women's rights.*<sup>6</sup>

Despite the objective of achieving gender parity, Intakes for the AAA Long Term Awards 2011-2013 have shown a declining number of female applicants. While affirmative action measures adopted during selection and interview processes have produced almost equal numbers of male and female Awardees for LTAs, the most marked deficit is in the SCAs, a number of which are offered in areas on which many women have neither academic nor professional qualifications.

This report is structured in five sections. The introduction details the background, objectives and methodology adopted in this study. It also discusses the successes and challenges in implementing gender equality measures. This is followed by cross-country findings, which summarize findings from surveys targeting direct beneficiaries in several African countries. This section also analyses aggregate program data to better contextualize the analyses of qualitative data. The ensuing section presents the four case study country summaries. Lessons drawn from other international scholarship programs in these countries is presented next, leading to the final section on conclusions and recommendations, which will inform the design of AAA's gender equality strategy.

<sup>1</sup> The 2013 LTA Intake selection for 2013 resulted in 420 Master's Awards across 28 African countries in priority sectors including Health, Water and Sanitation, Agriculture, Natural Resource Management (which includes Mining), Education, and Governance. In addition, 20 PhD Awards were offered in Agriculture.

<sup>2</sup> The Australian Leadership Awards Scholarships are supplementary to the Australian Development Scholarships. Only 200 ALAS are available globally on an annual basis. ALAS started to be awarded to Africa in the 2012 Intake.

<sup>3</sup> SCA were introduced in 2011. Currently, 51 African countries are eligible to participate in SCA.

<sup>4</sup> ALAF are offered worldwide and Africa became eligible for these Awards in 2011.

<sup>5</sup> *Australia Awards in Africa: Annual Plan. 1 January 2011 – 31 December 2011.* p. 1.

<sup>6</sup> *Promoting Opportunities for all: Gender Equality and Women's Empowerment*, November 2011.

## **1.2 Objectives**

The purpose of this study, as detailed in the Terms of Reference attached in Annex I, is two-fold: identify the factors that prevent and enhance the equal participation by women, and provide evidence-based analysis to inform the design and implementation of AAA's gender strategy, with a view to improving the participation of women in the Awards. A key objective is to understand the gender issues and their implications at each stage of the Award process, as well as the results of gender equality strategies that have already been implemented in AAA in conjunction with the implications where specific strategies have not yet been implemented. . Recommendations for the scope of responsibility that AAA should accept in terms of meeting gender equality measures in delivering scholarships are made. These scoping parameters are intended to form the basis of a gender strategy to be developed subsequent to this study.

## **1.3 Methodology Summary**

This study adopted a mixed method approach involving both qualitative and quantitative data obtained from varied sources and stakeholders about contextual factors, gender issues and their implications in each stage of the Award process. A desk review was conducted first to lay the groundwork for the next phase of the study: field work in four selected focus countries, namely Ethiopia, Mozambique, Nigeria, and Tanzania. Secondary quantitative data reviewed consisted of program data and published country statistics. Primary qualitative data was collected through semi-structured group and individual interviews, focus groups and an online survey targeting different categories of stakeholders. These included AusAID officials and AAA staff. In the countries visited, interviews were carried out with Coordinating Authorities (CAs) and other government officials, Alumni (male and female) of the Awards, representatives of women's organisations and other civil society networks. Other stakeholders who were reached by telephone or online survey included beneficiaries (male and female) who are currently on-award, unsuccessful female candidates, and women who withdrew from the program. Donor agencies with similar experiences of scholarship programs were also consulted. A detailed presentation of the study's methodology, including limitations of this research, can be found in Annex II.

In summary, in Mozambique the research team reached 35 stakeholders (21 women); in Tanzania this number was 31 (20 women); in Ethiopia 21 (15 women); in Nigeria 45 (31 women). Over 40 on-award male and female students from both LTA and SCA from several African countries participated in the gender study online survey, and 189 (91 women) candidates representing over 20 African countries being interviewed for the 2013 LTA Intake responded to gender-related survey questions upon completing their selection interviews. Eight telephone interviews were conducted with unsuccessful women candidates from previous LTA rounds and those who withdrew after being mobilized. In addition, AusAID officials and AAA management and operational staff were interviewed by telephone or in person. The team also visited Kenya briefly to hold one-to-one interviews with AAA staff in the Nairobi hub, and to meet AusAID officials on Post. Annex III presents a list of persons and organisations contacted, as well as the profile of Alumni, on-award students and other direct beneficiaries consulted. Instruments developed for use in this study can be found in Annex V.

## **1.4 Successful AAA gender equality measures**

The former Australian Development Scholarships (ADS) program maintained a Gender Strategy which was submitted annually as part of the Annual Plan. The major focus of this strategy was to ensure that close to a 50/50 balance of male and female Awardees were returned on a yearly basis. The recommendations within the Gender Strategy were followed, although it must be noted that many of them related to activities outside the control of the Managing Contractor (MC). As an example, a major factor in achieving overall gender parity from 2005-10 in the Awards was the strict requirement requested by AusAID that Coordinating Authorities provided gender-balanced interview shortlists. The MC also did not have specialist resources

to study or review the Gender Strategy regularly, so while the overall requirements were met, it is possible that strategic issues and approaches could have been improved.<sup>7</sup>

Overall, adequate opportunities were made available for women to participate and benefit from scholarships. The interview panels, which were usually composed of AusAID and partner government representatives, were also strongly encouraged to return gender-balanced Award recommendations, although this sometimes was not possible. Nonetheless, the participation rate across the 2005 to 2011 LTA Intakes was broadly gender balanced.<sup>8</sup> From 2005-08, a family support allowance was paid to enable spouses and children to accompany Awardees and reside in Australia for the entire course period. Given the fact that leaving families behind for long periods of time was singled out as a major concern by many women, the family support allowance would have provided a substantive incentive for women to participate.

As described in detail in the Desk Review, which formed the basis for this study, the selection process changed starting in the 2011 LTA Intake when applications were to be sent directly to AAA's MC. The 2011 LTA Intake was the first intake for which the MC was responsible for managing all stages of the selection process for all countries. One of the most important enablers for women's equal participation in AAA is the proactive affirmative action used throughout the Award process: in shortlisting for interviews; in selection panels, which look favourably on women candidates; and in the final selection done by AusAID in which achieving gender parity in outcomes is a major priority. The 2013 LTA Intake selection process that took place on the first half of 2012 is a good example. Only 27% of LTA applications came from women, with 42% women selected from a total number of 766 persons shortlisted for interview. A total of 420 scholarships were awarded and the outcome was 48% of the Awards going to women. Making favourable selection of women over male candidates is producing this outcome, although female Awardees are required to meet the standards of Australian tertiary institutions.

Finally, a very important measure which has been undertaken is this Gender Study, consisting of a detailed Desk Review, extensive field visits and an issues paper, which provided the basis for an interactive, inclusive AAA gender workshop involving AusAID officials, AAA and GRM staff. This exercise was designed to ensure shared understanding, ownership and commitment to the recommendations and follow-up actions, which can be implemented to achieve parity between women and men at every stage of the Award process.

### **1.5 Challenges implementing gender equality measures**

A draft Gender Strategy was prepared for the AAA program, but since it was not based on a comprehensive process similar to the one undertaken currently in this study, it was deemed inadequate to provide the strategic direction needed. Delay in appointing a Gender Adviser has in turn held up the preparation of the Gender Equality Strategy. AAA commenced in 2011 with the MC agreeing, as part of the AAA Scope of Services, to implement a number of measures and initiatives to ensure gender equity in the program. The challenges in implementing these measures are discussed below.

These pre-identified equity measures called for the development of strategies to encourage women to apply; it also called for better understanding the constraints women are under, and for determining whether AAA could offer incentives to women. One affirmative measure required was to establish and develop detailed guidelines for an Equity and Access Fund (Gender) that could be accessed by female Awardees in difficult circumstances. Utilizing venues that are sensitive to the needs of female participants is another equity measure identified in AAA's Scope

---

<sup>7</sup> IAAMP Activity Completion Report, pp. 6-7.

<sup>8</sup> IAAMP Activity Completion Report, p. 5.

of Services. Security measures have been adopted by AAA to ensure that accessible venues are sensitive to women's specific requirements.

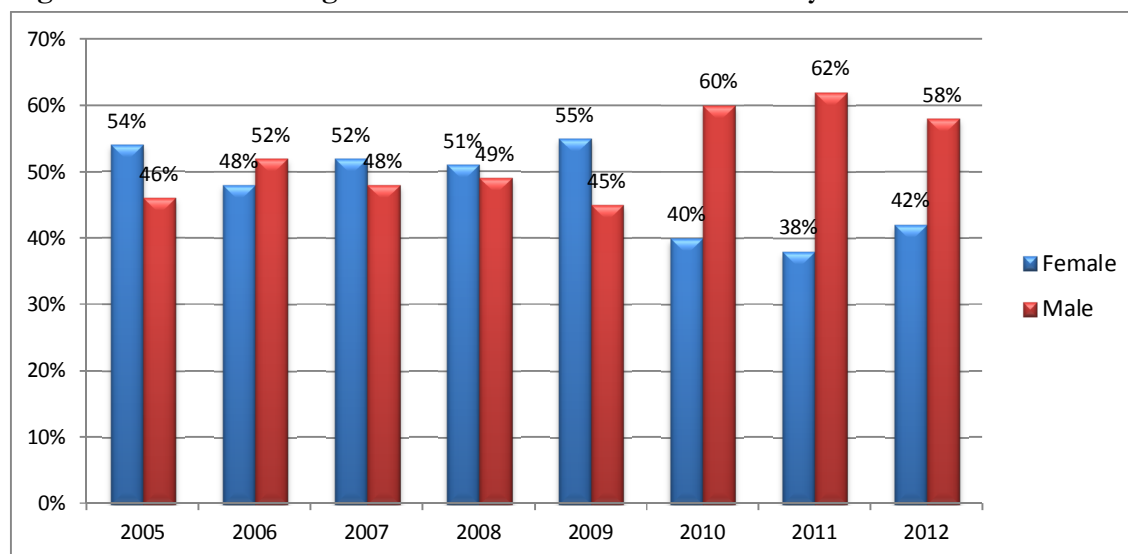
The majority of these measures are yet to be undertaken pending the conclusion of this study and the hiring of a Gender Adviser to design and operationalize the Gender Equality Strategy. In order to support gender-related activities, two Special Needs Coordinators were to be appointed. Currently, gender activities are overseen by a Senior Manager in the Nairobi Hub. Plans are underway, however, to hire an Inclusion Officer who will look after both gender and disability activities and will work in tandem with the Short Term Advisers for each of these two cross-cutting areas. Gender focal points within the operational teams have already been identified in AAA's Hubs.

At this stage, Desired Applicant Profiles for both LTAs and SCAs require revision to ensure sufficiently inclusive selection criteria, particularly for courses that require qualifications and professional levels that can potentially exclude women. While priority sectors are agreed upon by AusAID with partner governments, measures need to be adopted to redress the gender imbalance, in particular with respect to SCAs. SCAs are currently experiencing the biggest shortfall in female Awardees. In 2011, about 34% of SCA went to women, and only increased to 38% in 2012.<sup>9</sup> A number of SCA courses focus on fields where women are less qualified than men. This area is one requiring immediate attention when reviewing the current SCA offerings and determining what additional courses are needed to attract women. Moreover, the target of 50% participation by women, both at the applications received stage and within the total cohort of Awardees per year (i.e. balance across all countries, profiles and Award types combined, rather than balance in each case) is yet to be achieved, though proactive affirmative action is taking place throughout the Award process to achieve the goal of 50% participation in the Awards.

## 2. Cross-Country Findings

Except for 2006, across all programs and countries participating in the Australian Development Scholarships from 2005-09, participation in the Awards was balanced in favour of women as indicated below in Figure 1. The greatest imbalances occurred in the 2010-2012 period as a result of changes in the type of Awards offered and processes followed.

**Figure 1. Awards all Programs and Countries from 2005-2012 by Gender**



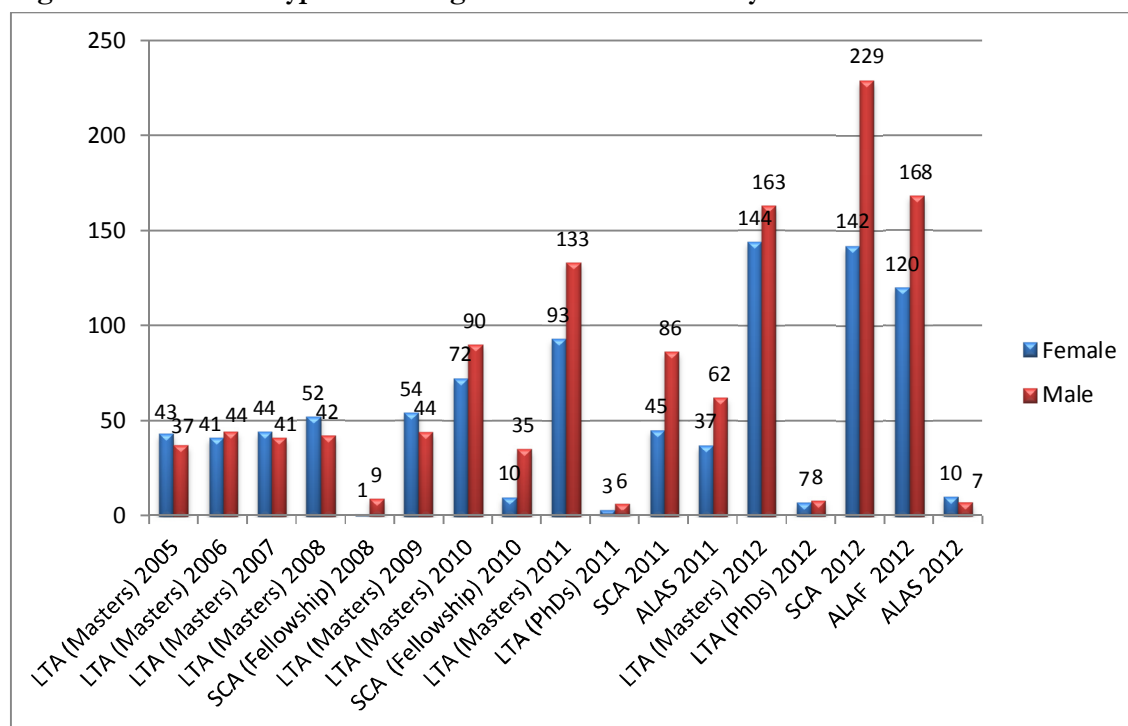
Source: IAAMP report for 2005-2010 data; LTA and SCA team for 2011-2012 data updated as of 21 May, 2012.

<sup>9</sup> Data from the SCA team as at July 2012.

In the 2005–2010 period, for the LTA Intakes most CAs undertook a key role in the initial stages of the process because they were responsible for publicising the Awards, receiving applications, shortlisting them for interview and sitting on the interview panel. In addition to taking charge of managing all phases of the selection process, with the commencement of the AAA program in 2011 a new online application process was introduced. The 2011–2012 period saw a considerable expansion in the number of Awards, the introduction in 2011 of the Short Course Awards, and African countries becoming eligible for the Australian Leadership Award Fellowships (ALAFs) in 2011. CAs were no longer required to submit gender balanced shortlists since the expanded AAA program would aim to attain an overall balance of male and female Awardees, and not by country or course offering as was the practice in the past. It was these changes which largely contributed to the decline in female participation rates as shown in Figure 1 above.

As noted in Figure 2 below, females either outnumbered males, achieved parity or were close to balancing with their male counterparts in all Awards from 2005–2009, with large differences occurring from 2010–2012. It can be seen that the gender imbalance is more acute in the SCAs, several of which were being offered in areas for which women were neither qualified academically nor professionally.

**Figure 2. All Award Types and Programs from 2005–2012 by Gender**



Source: IAAMP report for 2005–2010 data; LTA and SCA team for 2011–2012 data updated as of 21 May, 2012.

The challenge of achieving 50% participation by women at the application stage is even more daunting. This challenge is born out in the applications data collected in July 2011 for the 2012 LTA Intake, and more recently in the data collected in June 2012 for the 2013 LTA Intake. For the 2012 LTA Intake, 30.12% of applications for continuing countries<sup>10</sup> came from women, and in the new countries<sup>11</sup> about 20% of the Intake applicants were women. The total number of applications received for the 2013 LTA Intake was 4,343 across 28 countries. Twenty-seven per

<sup>10</sup> Angola, Botswana, Burkina Faso, Burundi, Cameroon, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mali, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia.

<sup>11</sup> Algeria, Benin, Cape Verde, Comoros, Congo (Rep), Djibouti, Egypt, Libya, Morocco, Sao Tome, Senegal, Togo, Tunisia.

cent (27%), or 1,177 of applications came from women. Following compliance and eligibility checks, 1,717 applications were forwarded to shortlisting panels and 766 (320, or 42% women), were selected for interview, with the final number interviewed being 762. A total of 420 scholarships were awarded, with a final outcome of 48% female Awards after affirmative action taken during both the selection and the interview process, as described above.

In order to understand more fully the reasons for the gender disparities, a random sample of on-award LTA and SCA male and female students was selected for an on-line gender survey. A total of 22 LTA Awardees (including 13 females) between the ages of 26 and 51 from 12 African countries responded to the survey. A total of 21 SCA Awardees (including 8 women) from 16 African countries also participated. In addition, a random sample of 189 (91 women) candidates representing over 20 African countries being interviewed for the 2013 LTA Intake responded to gender-related items in the Selection Survey, which was distributed to LTA candidates following their selection interview. Their views were sought in conjunction with those of a small number of female Awardees who withdrew or who were unsuccessful at the previous LTA round; these interviews were conducted by phone. A detailed breakdown of all categories of stakeholders interviewed for this study is included in Annex III. Below are some powerful testimonies of one Awardee and one Award candidate.

SCA female Awardee: [What led me to apply for a SCA was] *the need to empower my skills; the need of new knowledge; necessity of training in the building of my career in order to serve better; sharing experiences; discovering other cultures and people; making friends; feel one in diversity; understand the need for tolerance and friendship and love; learn from others to improve myself.*

LTA female candidate: *...in my particular case, I am grateful to the organisation team, which was patient and allowed me to send my documents after the deadline, because I was at the hospital with my baby boy during three weeks, and I was no more motivated to participate. But after explaining this to the AAA team, they encouraged me to carry on and I finally took part in the program. This example can let you know the particular situation of women. We need more understanding and support to achieve our dreams. Life is not easy as far as we are mothers, wives, head of families, civil servants or private workers.*

Annex IV summarises the main issues raised by the above-referenced stakeholders concerning the stages of the AAA process, indicating what enabled them to participate, what challenges they faced, and the recommendations they provided to facilitate improved female participation in the Awards in the future. Some of the same themes detailed below in the country case study summary sections of this report were raised. In general and including the perspectives of both males and females respondents, there were positive views regarding the transparency of the selection process, and the support and encouragement for women to apply. Confirming some of the main findings of other data streams, issues raised that help explain the gender disparities in the Awards include the failure of communication and outreach strategies to effectively target women; lack of sufficient academic qualifications and work experience required to compete for some of the Awards; and family responsibilities that may preclude some women from taking up long term overseas scholarships.

## 2.1 Ancillary Awards

Ancillary Awards are offered to applicants who are assessed by a selection panel as highly suitable, but who do not reach the required IELTS<sup>12</sup> (International English Language Testing System) overall band score of 6.5 but do have an overall IELTS score of at least 5.0. Successful completion of this award and achievement of an overall score of 6.5 in the IELTS test is required before a provisional scholarship is offered.

<sup>12</sup> IELTS is recognised by more than 7,000 institutions in over 135 countries.

In 2012, AusAID contracted the British Council in Dar es Salaam, Tanzania to provide up to nine months training program for 10 Africans (six women and four men) from non-English-speaking backgrounds. Ancillary Awardees receive benefits to assist with course costs, individual participant resources, accommodation, living allowances and travel. Ancillary Awards are offered annually.

According to the AAA Scope of Services, these Awards are designed to improve candidates' ability to read, write, listen and speak in English in an academic environment, and to provide '... cross cultural preparation in preparation for living and studying in multi-cultural Australia in order to assist students to develop cultural sensitivity'.<sup>13</sup> It is also stated that as a gender equity measure, preferential allocation of places in Ancillary Awards may be given to females if Gender Balance Targets consistently fail to be met.<sup>14</sup> Discussions with both AAA management and AusAID staff in undertaking this gender study revealed that preferential access did not occur. However, participants in the gender workshop suggested that consideration be given to utilizing this type of Award for such additional courses as cross cultural communications and pre-interview capacity building for women. These courses could be undertaken in Africa to address the skills gap women particularly experience, thus facilitating tertiary level admission. These and other related recommendations are further discussed in the Conclusions and Recommendations section of this report.

## 2.2 Common Feedback Across Countries

This subsection summarizes the common feedback gathered from stakeholders across the four countries visited for this study, as well as participants in surveys. They cover both the gender barriers and enablers to participation.

**Personal, socio-cultural issues:** In all countries, these were raised by Alumni and Awardees as presenting challenges. A recurrent theme was the pressures imposed on women by society and families to be primary care givers, making it difficult, sometimes less likely, that they would be able to take up overseas Awards. Women feel guilty leaving children behind and are blamed if a husband finds another partner in her absence. Thus, the risk factors in studying abroad, such as family breakdowns and emergency situations arising with children left behind, are higher for women. As explained by female Alumni in focus groups, women need to be strong and firm to justify their decision to take up overseas Awards. Three Awardees consulted during field work experienced the situation whereby *'I got my Masters, but I lost my home... However, I do not regret it, and I'm grateful for the opportunity to have gone.'* One Awardee interviewed is undergoing a divorce because her husband accused her of *'pursuing her own selfish interests.'* A large number of women reached during this study noted that they faced these challenges and commented that society does not support married women who choose to leave their homes to pursue education, with many families having negative attitudes to women obtaining higher degrees. What of course remains unknown is how many women did not or could not apply because of the expectations of their gender roles, and the related pressures from husbands, extended family and friends.

The example provided below is from an on-award student who is currently in Australia and illustrates the personal issues facing women.<sup>15</sup>

<sup>13</sup> AAA Scope of Services, p.48.

<sup>14</sup> Ibid, p. 57.

<sup>15</sup> This is an excerpt from one online interview conducted with 189 Awardees undertaking Master's programs in Australia.



Liberian woman studying for her Master's degree in International Relations: *Culturally in Liberia, a boy child is prioritized when it comes to education. Therefore, fewer women are literate. Second, husbands have to make decision for wives, so if your husband does not agree, you won't participate.*

*It is pervasive in society the notion that a woman must sacrifice her own ambitions and dreams in order to perfectly nurture her family; that leaving for studies is essentially abandoning her duties, especially motherly duties; the notion that going away for studies means placing a higher premium on self-development over societal/family duties; the notion that a woman must not aim so high or want too much and should feel lucky and satisfied that she's amongst the few to attain basic secondary education or a first degree. For some reason, it is assumed that once a woman has gotten married with kids, she is 'settled', has plateaued and does not want to develop further or will not be as driven as before.*

*Personally, the decision I made was to leave my two-year-old baby and husband behind but it has affected me much and I thought it would be to the benefit of the family. My husband has insisted I abandoned home to pursue my own desires and now we are divorcing. Most African men think that way and want women to always be home and behind them so it is a hard decision that women have to make between studying and losing families.*

Another constraint relates to domestic violence (including verbal and physical abuse, threat to marital cohesion, and fear of separation / abuse of children). This is a reality of life in several countries and while many women would be reticent to discuss what is considered a private issue, this issue may likely contribute to many women refraining from taking up overseas scholarships. While only one reported case of domestic violence was reported to the AAA program and investigated further by the research team during field visits,<sup>16</sup> several women reached in this study noted that support for children often came from mothers and friends not from husbands, and many of them spoke about having to convince husbands to cooperate and support their decision to go on scholarship.

**Economic issues:** The majority of Awardees and Alumni interviewed or those responding to the gender surveys were either from the public sector or academia and were able to take approved, paid leave. This provided an income to take care of their children while they were on course and allowed them to feel less guilty about leaving them behind. None of the Alumni and on-award students consulted complained of economic hardship or economic considerations that could have prevented their participation.

The continued support from AusAID for work visas for the spouses of the Awardees, and information regarding childcare rebates through Centrelink were also hugely helpful for Awardees, as was the positive support received both on arrival and on-award from the host institutions. While Alumni who took their children on scholarship mentioned having benefited from the Australian child care system, AAA staff reported during interviews that it is now becoming increasingly difficult for current awardees to access child care benefits. This situation, if it persists or worsens, could have a negative impact on women's participation rates going forward. Some Alumni also reported that they were able to work for a certain number of hours per week while on-award, which translated into an extra income that helped support their stay.

Another economic difficulty for women relates to the policy that dictates that if an Awardee becomes pregnant during the first 12 months of the Award, she is not able to access health care support through the Australian system. This is outside the control of AusAID since other agencies are responsible for health coverage on-award. Nonetheless, these are economic issues that will warrant further investigation in terms of their impact on women's participation rates. Other financial constraints raised by Alumni and Awardees include the cost of obtaining university transcripts, which was regarded as high in some countries; the costs incurred by those living in rural areas to travel to nearby cities in order to access the internet and submit an

<sup>16</sup> A report on this case was provided to AusAID separately due to the confidentiality of the information.

application online; and the cost of bringing and covering the family in Australia. The latter, however, cannot be covered under the Award since AusAID has explicit policies in place of not supporting the cost of travel or stay in Australia for awardees' families.

**Professional/Academic issues:** There were many issues relating to the gender differences in professional and academic qualifications for both LTAs and SCAs. In some countries, because more men are represented at higher professional and academic levels than women, they are provided with easier access to information about Award opportunities, thus making it difficult for women to have equal chances to compete for the Awards. The recent increase in course offerings in Mining and other areas of less interest to women also present challenges because these are not sectors that usually attract women. The requirements to qualify for Awards are another challenge, particularly for SCAs which call for positions in middle management or above. On a brighter note, overwhelmingly Alumni pointed out that participation was positive to their lives professionally in terms of promotion, and finding better jobs on return; they also stressed the positive personal impact of the Award, with several referring to a life-changing experience.

**Communications, information and outreach:** In all focus countries, internet access is largely limited in places outside the capitals, and where it is available, the bandwidth is abysmally slow, making it very difficult to upload the necessary attachments to the application form. Public sector reforms to introduce Information and Communication Technologies (ICTs) have been slow with access confined predominantly to those at managerial levels from which women are largely absent. It is prohibitively expensive when accessed outside the workplace. Although this is a limitation for both men and women, it was noted by stakeholders to be more of an issue for women, particularly those in non-governmental organisations (NGOs) who may have less access to the internet.

The provision of clear guidelines for the application process, combined with the transparency of the current selection process, were perceived by several stakeholders as key factors enabling women's involvement in AAA. While the application form was considered easy to understand, given difficulties with internet access, it was thought too long (particularly for LTAs). Challenges with uploading documents to the website were also mentioned, and some women stated that they do not have computer access. SCA Alumni however, reported that online application has made the process, which can take from 4-6 weeks, a lot easier.

Both Alumni and on-award students found that plenty of AAA information and brochures were provided, and noted that the LTA pre-departure briefings were very helpful. There was a comment made on insufficient information in the pre-departure sessions about the availability and/or affordability of childcare. Current policy of involving spouses in pre-departure briefings was regarded as positive, with recommendations for special family briefings as an effective way to involve the family in the Award process and answer many questions spouses may have about AAA. This would create a better understanding of the benefits of participation while helping Awardees plan for the time they will be away from their families. On the other hand, SCA on-award students and Alumni commented on the lack of SCA briefings, and suggested there is a need to know in advance more detailed information about the course/program to be undertaken. There was also a criticism that information provided about Australia was geared to living in big cities and contained insufficient information for those attending regional institutions.

**Time-Frame:** Communication issues have also had a direct impact on application submissions within the required time-frame. In many instances, the advertisement period was considered too short and close to the application deadline, placing a lot of pressure on applicants to have all required documentation ready on time and often submitted online. It was also noted that some

African universities do not issue students with the original transcripts, which often cause delays in submission of documentation within the stipulated timeframe. On a related matter, the timeframe for visa processing was seen as problematic. It was regarded as being too long by some female Alumni who complained it was challenging to wait for a response, particularly when arrangements had to be made for child care. These issues, however, are beyond the control of AAA or AusAID as they are dependent on other agencies. A number of SCA Alumni regarded the short pre-departure notice as being problematic for making family arrangements.

**Employer Support:** While a number of interviewees remarked that getting management/supervisor support to go on-award was a challenge, it was also reported as having a positive impact on the female Alumni who received such support. The application process involves negotiation in the workplace for employer/supervisor/line manager endorsement, and several Alumni and on-award students stated that they were able to get approval for study leave, in particular those coming from the public sector. It was not possible, however, to determine the nature of these negotiations and whether women may have been placed in more vulnerable situations.

**Interview and Selection Process:** The interview and selection process was regarded by nearly all female (and male) stakeholders consulted as being very transparent. Some applicants in the latest batch of LTA interviews felt that having the opportunity to apply directly to the program online lessened government influence. One candidate noted that her previous application through the CA was unsuccessful, while the current online procedure enabled her to reach the interview stage of the process. Having AAA selection panels gender balanced was regarded by women as most positive. Many women who were unsuccessful at the LTA interview stage attributed this to the short notice that allowed little time for preparation; some also pointed out the difficulty in accessing email because of limited internet access. In addition to the inadequate preparation time, others felt that the lack of knowledge on potential interview areas and the short time allowed for the written portion before the oral interview were inadequate. Many felt unprepared, under-confident and nervous before and during the interview. The possibility of addressing the lack of pre-interview confidence was raised by Alumni (and other stakeholders) who regarded the lack of assistance for interview preparation an area requiring attention, one that could be dealt with through capacity building sessions for women.

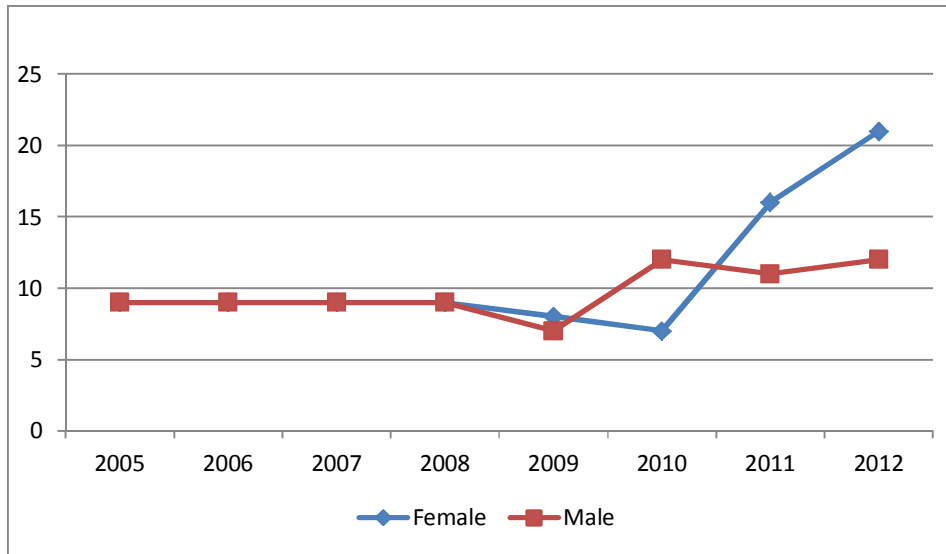
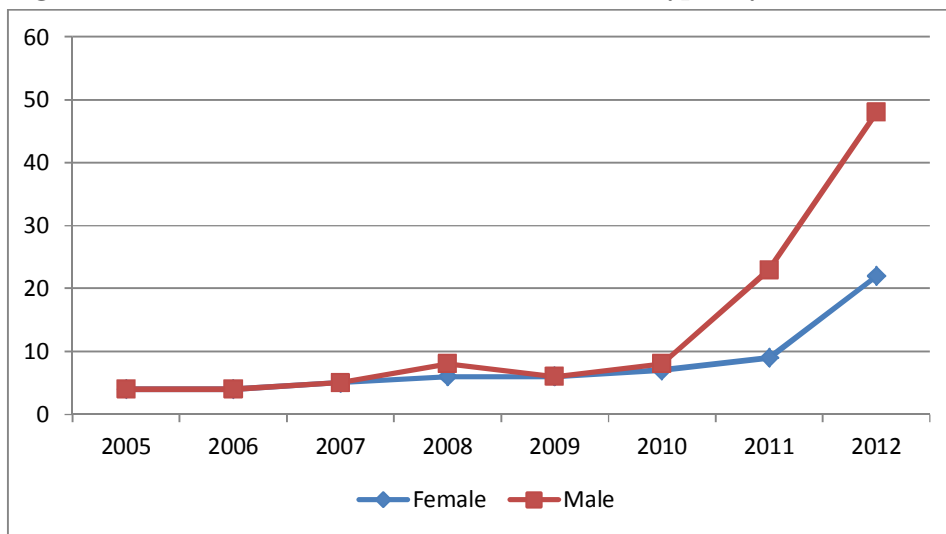
### 3. Case Study Summaries

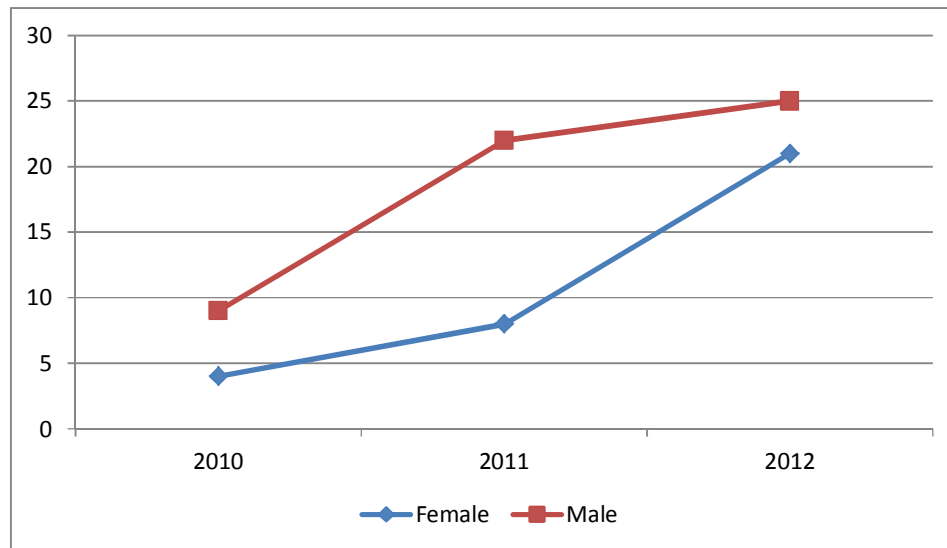
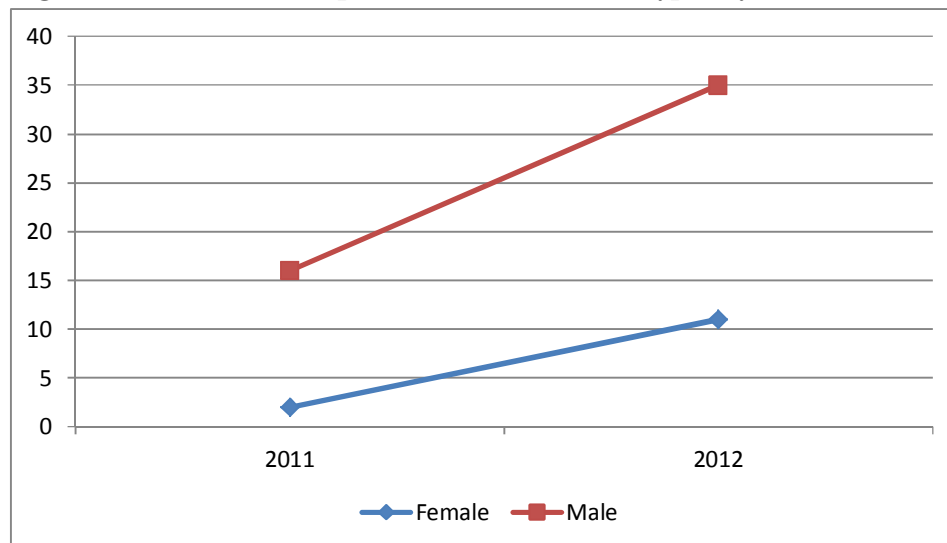
#### 1. Overview

Four countries presenting a range of female participation rates, courses, and gender equality outcomes were selected as case studies for field visits, namely Ethiopia, Mozambique, Nigeria and Tanzania. Overall, recent Award data aggregated for all Award types per country indicate that despite the fact that Mozambique and Tanzania have been long-term participants in the ADS program, Mozambique is a success story with high women's participation rates (Figure 3), while Tanzania has fared slightly lower in female participation in the last two years (Figure 4). Nigeria and Ethiopia are recent AAA entrants with low participation by women overall (Figures 5 and 6). Qualitative data collected during field work suggest that in both countries socio-cultural issues play a role in constraining participation by women in the Awards, thus requiring outreach and communication strategies and affirmative action to ensure a higher percentage of female Awardees. Figures 3-6 below feature aggregated participation rates by gender for each of these four countries.<sup>17</sup> The subsequent country summaries sections present other analysis of Award data per country.

---

<sup>17</sup> Source for the data in the graphs are IAAMP report for 2005-2010 data, and LTA and SCA team for 2011-2012 data updated as of 21 May, 2012.

**Figure 3: Awards to Mozambique 2005-2012 all Award Types by Gender****Figure 4: Awards to Tanzania 2005-2012 all Award Types by Gender**

**Figure5: Awards to Nigeria 2010-2012 all Award Types by Gender****Figure 6: Awards to Ethiopia 2011-2012 all Award Types by Gender**

## A. Mozambique

### 1. Background and introduction

Mozambique was the first of the four countries in which field work was undertaken. According to UNESCO, education in Mozambique constitutes a great challenge as it is characterised by significant gender and income inequalities. In 2009, net enrolment rate for boys stood at 93% whereas for girls it equalled 87%. Adult literacy rates among men are almost twice as high as among women (70% and 40% respectively, 2005–2008).<sup>18</sup>

Despite such figures, Mozambique has scored a persistently high percentage of female Awardees. Up until 2010, Mozambique selected male and female candidates from separate lists so that males and females did not compete with each other for the Awards, but rather with candidates from the same sex. This method, along with a strategy to draw equal numbers of Awards for males and females from these separate lists, resulted in balanced participation (note that this

<sup>18</sup> <http://www.unesco.org/uil/litbase/?menu=4&programme=111>

method was also used in a few other countries). Despite the fact that the two-list selection method is no longer used, women's participation rates remain high, in particular in the 2011 and 2012 LTA Intakes, reaching over 68% participation by women in the latter. Also important to note is that there was an AusAID office presence in Mozambique for a number of years, and there continues to be a very close relationship with the CA.

The proportion of Short Course Awards was equally high for women in 2011 and 2012. While in real numbers Mozambique received a small number of SCAs in these two years (8 total), proportionally the participation of women reached 80% in 2011 and 66.7% in 2012. Awards were provided in the fields of Agriculture, Mining, International Diplomacy and Public Private Partnerships.

According to the Head of Mission (HOM) Report for 2011-12, the **LTA 2011-2012 Award Fields for Mozambique** were Education, Agriculture/Food Security, Natural Resource Management (including mining-related fields), Public Policy (including Public Sector Reform, Trade & Diplomacy), Health (including HIV/AIDS), Water & Sanitation and Development Studies. In 2011-2012, scholarships were awarded to the public sector, the private sector and non-government organisations (Civil Society) employees. A most interesting development during this period was the dominance of women from the private and Civil Society sectors in the Awards.

## 2. Findings

**Contextual factors** raised in discussions with stakeholders in Mozambique focused particularly on the expectations of defined gender roles for women who are regarded primarily in their reproductive roles especially in the key decade from 25-35 years. Cultural attitudes to marriage and women's education place a great deal of pressure on women to be primary care givers, making it less likely that they would take up overseas Awards. The risk factors in studying abroad are high for women who are held responsible if husbands find another partner during their absence on-award. Women assuming productive roles and seeking advancement can threaten males, so women have to be strong and firm to justify their decision to take up overseas Awards. Story 1 showcases some of these stories.

### Gender barriers and enablers in the different stages of the Award process

**Promotion:** for LTAs, this is undertaken through the CA's office, which is circulating information to those Ministries involved in education and to educational institutions. The main avenues for promoting AAA is through newspaper ads with nationwide reach; word of mouth; invitation; Alumni networks; email to public sector contacts; and the website (AAA's and the CA's site). Problems exist with access to internet outside the capital, and in women's organisations where internet is limited. The key women's machineries in Mozambique, namely the Ministry of Women and Social Affairs and key women's organisations such as Forum Mulher (a large women's network organisation) were unaware of AAA, thus their networks were not being used for promotion and outreach. Another limiting factor is that there are currently more opportunities for women to study locally, or in Lusophone countries such as Brazil.

**Application:** At the application stage, language was singled out as a barrier for both women and men but particularly for the former who lack confidence to express themselves fluently. A high percentage of Alumni consulted found the application process easy and smooth, with the majority of them being Alumni from the earlier ADS program that had not had to go through interviews.

**Pre-Departure:** The plentiful supply of information and the support received from the AusAID liaison officer in conjunction with Alumni support were emphasized by many as very important to making this phase as smooth as possible.

**On-Award:** Being greeted at the airport by ADS program staff and support from the university as well as from other students on-award facilitated the transition to being on-award. Although house-hunting and seeking accommodation presented challenges, many acknowledged receiving advice from the university on housing. Some of the female Alumni indicated that they worked, and regarded the program's flexibility in allowing part-time work a plus.

### Success Story 1: Mozambican Women Reach Out to Educational Opportunities

*"We made personal sacrifices, but there were gains"*

The context for Mozambican women to pursue overseas higher education opportunities is challenging. These include cultural attitudes to marriage and women's education, and family pressures on women. These challenges, however, have not stopped a number of bright, strong and driven Mozambican women, like Ana Charles and Lucia Cherinda, from benefiting from the Masters-level Australian Development Scholarships.

Ana Charles works in the public health field. "I wanted to upgrade my knowledge and when the opportunity arose for the Australian scholarship program, I applied." She was awarded a scholarship to study her Master's in Public Health at the university of Queensland in the period of 2003-2005. She had a 17-year-old daughter at the time and arranged for her to study in South Africa. "I had a traumatic experience. My boyfriend also received an Award and was going to join me in Australia. He was supposed to arrive two weeks after I arrived. But he called me saying he was not successful in negotiating with his boss. At that time, I had already found a place big enough for the two of us. I then looked for a job as a waitress and later worked with disabled people. I am a doctor, so that was not a problem. When I came back to Mozambique to visit, my boyfriend had another woman but he never told me. We had not split officially. He told me then that he had another person and was going to marry her... Before I finished my studies, I received a job offer from the Ministry of Health, my contact there was an Alumnus from the program. I took the job, had a better salary ... I was able to buy a house two years after returning from scholarship."<sup>19</sup>

Lucia Cherinda had a similar empowering experience. At the time Lucia received the Award, she had a baby and her mother looked after her child while she went to Australia to study. "I had to negotiate with my family [in order to go on scholarship]. When I came back, I had a Master's but no husband, he had another woman. These are the decisions you have to make. I cannot guarantee had I stayed my husband would not have left me. I have no regrets of my decision to go on scholarship." Lucia was nominated as First Secretary at the Ministry of Foreign Affairs after obtaining a master's in Trade and Foreign Affairs on an Australian Development Scholarship (1999-2001). One year after she returned from her studies, Lucia was sent to London on a diplomatic work assignment for seven years.<sup>20</sup>

These are some of the inspiring experiences of Mozambican Alumni. They are testimonies of the courage and hard choices made by women that undoubtedly have shaped their lives and success.

**On Return:** Public sector Alumni reached in this study could return to their jobs on return from scholarship and also received three-quarters of their salary while on-award. These public employees regarded the experience as being extremely positive for promotion and career progression. While a number of Alumni feared unemployment upon completing their LTA program, particularly if they had to resign to take up the scholarship, all in fact were either promoted or went into better jobs on return.

<sup>19</sup> Story shared with research team during focus groups with women Alumni in Mozambique on 29 May, 2012.

<sup>20</sup> Ibid.



**Other factors affecting participation** of women in the Awards program were largely personal, with support from mothers, family and friends most often cited as positive. Yet, overall a much lower percentage of female Alumni in Mozambique stated that they had the support from husbands, and believed that women who took up overseas scholarships were empowered with strong personal drive. More generally, it was regarded that there is political will in Mozambique to promote gender equality, with implementation still a challenge. Positive role models such as women ministers and governors are also seen as enablers for women's empowerment.

### 3. Recommendations from Mozambique

While overall women's participation in the Awards in Mozambique have been high, a number of recommendations were put forth in order to continue this trend. These include:

- The *Office of the Coordinating Authority* recommended that more positive information should be available to women, with stronger messaging to promote women's participation. This should be done while addressing the language barrier for women, and providing special pre-interview capacity building to raise their confidence and address language discomfort. It was also thought that the course advisor session should be well before the interview, not just an hour before as it is at present.
- *Ministry of Women and Social Affairs* is interested in conveying AAA information through their National Council for Women's Advancement.
- *Alumni* suggested establishing linkages between sending institutions and Australian host institutions. While links exist at the personal level between Alumni and host institutions in Australia, there is not as much at the institution-to-institution level. Informal networks providing support for on-award women should be harnessed and utilised more effectively. Given the personal constraints women face, it was recommended that new graduates without family responsibilities should be encouraged to participate in AAA, while consideration should be given to creating attractive short term programs for women that will not keep them away from their families for long periods.
- *Civil Society Organisations* regarded themselves as a way of improving promotion and outreach so that information is accessible to more women. The process of dissemination has to be controlled and uncompromised and Civil Society Organisation (CSO) partnerships reviewed annually, with a better strategy devised to reach the provinces. Given problems accessing the internet, radio was seen as one way to get a broader outreach. Forum Mulher, an umbrella organisation with 86 member organisations, reaches out to provincial levels and could play a role in promotion of the Awards. There is a need to involve families in pre-departure briefings and information sessions to gain their support for women's participation and perhaps in conjunction with Forum Mulher, which could be invited to run separate sessions addressing family/personal issues.

## B. Tanzania

### 1. Background and introduction

Tanzania was the second country visited for the gender study. Primary school enrolment ratios for girls and boys are near equal, though the gender balance deteriorates with transition to secondary school. The proportion of girls in secondary schools increased from 43.2% in 1992, to 46.8% in 2007. However, enrolment rates for females fall far behind those of males



in higher and tertiary education. The proportion of females in higher education institutions reached 34% in 2007 up from less than 20% in the 1990s.<sup>21</sup>

As shown in Figure 4 above, up till 2010 parity in participation was achieved in Tanzania following a selection approach similar to the one used in Mozambique. This changed in 2011, and female participation declined. In both 2011 and 2012 and across all Award types, only about 30% of the Awards for Tanzania went to women.

The Head of Mission Report noted that in 2011-2012, the **LTA Awards for Tanzania** were in the fields of Agriculture/Food Security, Education, Health, Natural Resources Management including mining, Public Policy (related to Trade/International Trade, Diplomacy), Public Sector Reform (including Financial Management, Human Resource Management & Public Program Planning), Water & Sanitation. Awards were provided to the public sector, the private sector and non-government organisations (Civil Society) employees. **Short Courses Awards** were in the fields of Agriculture; Mining; International Diplomacy; Organisational Development; Public Policy; Public Private Partnerships; TVET; and Trade.

## 2. Findings

**Contextual factors:** Tanzania's declining female AAA participation could possibly be attributed to the small percentage of qualified women for the courses offered. One of the challenges is the considerable drop-out rate for girls beyond junior secondary level, and the average two-year gap between graduating from university and finding employment, which could impact on the work experience requirement for the Awards. Previously, the Tanzanian Government was the main employer and key provider of applicants for the Awards, but now there are many more employment opportunities for graduates with the private sector now providing more employment opportunities for women and requiring higher qualifications, which could well result in more equal female participation from the private sector.

There is also more competition for AAA from other scholarship providers, with a total of 540 short and long term Awards from ten other providers<sup>22</sup> offered between 2011-12, 160 short courses being offered in India alone with a 50% female participation rate. Belgium provides funding to Tanzanian universities for Master courses, which enabled 217 Awardees to undertake the programs in 2011, with just over half being female. While these are not as generous, they are more flexible scholarships providing options of 3 – 6 months abroad, returning home for course work, thus resulting in shorter separation periods from family. Also, there are now more universities in Tanzania offering full-time post-graduate programs.

While other opportunities may be having an impact on female AAA participation, socio-cultural attitudes to traditional gender roles were noted as a common issue for all the Tanzanian female Alumni consulted in this study.<sup>23</sup> While many encountered family objections due to negative attitudes to women taking higher degrees, there was a particular issue among Muslim women in relation to Islamic marriage laws.

Personal issues concerning children also surfaced. Many women consulted had to make other arrangements for their children, with quite a number having their mother's support. For example, one Awardee took her husband and three-year-old daughter to Australia; another whose husband was unable to get leave from work left her three-month-old daughter with an aunt. An Alumnus was very positive in her praise of AusAID and the support received for her

<sup>21</sup> *Millennium Development Goals Report: Mid-Way Evaluation 2000-2008*, Ministry of Finance and Economic Affairs, Dar es Salaam, 2009.

<sup>22</sup> Africa Capacity Building Fund; Commonwealth Secretariat; China; The Netherlands; Egypt; Sweden; Belgium; Republic of Korea; Japan; India; and Australia.

<sup>23</sup> All nine were LTA scholars from 2007-2011.

early return with her husband due to his work commitments, enabling her to undertake the research component of her Master's at home, and going back to Australia later on to finish her course.

### **Gender barriers and enablers in the different stages of the Award process**

**Promotion:** The CA's office is located in the UTUMISHI,<sup>24</sup> the Public Service Commission, which advertises the scholarships on their website. The CA has not been circulating the information to the Local Governments where there is a large pool of women. For example, no one in the Arusha Regional Commissioner's Office had heard of the Australia Awards. Focusing outreach to the Public Service (PS) in Dar es Salaam is problematic because there is only about 30% female employment, with the majority of women located in teaching, nursing, or local administration, thus creating a smaller pool of women from which to draw. Having a post-graduate degree used to be a PS requirement for promotion but this was very difficult for women to attain, so now only a Bachelor's degree is required. The PS, however, still prefers two degrees for promotion, a requirement that largely prevents women's promotion into middle and higher management levels. A further challenge for women is that for the majority in the public sector, AAA courses are not in fields in which women have qualifications.

**Application:** Online application for Short Course Awards made the application process, which took from 4-6 weeks, less complicated. On the other hand, LTA Alumni interviewed had applied prior to the availability of the online application process. Since the Tanzanian postal service is unreliable, hard copies of the LTA applications were hand-delivered by all Alumni to UTUMISHI. Many found that the one advantage of this was that the secretary at UTUMISHI was very helpful and cooperative, checking documentation and assisting with completion. The application stage was one of negotiation, first with husbands and families, whom many found supportive, and second in the workplace for employer/supervisor/line manager endorsement. Only one Alumna reported encountering problems in getting study leave. Nonetheless, many felt that the approval process can be discouraging – particularly with two work and two academic signatures required, as well as a letter to verify English language competency, plus travel costs for application lodgement. Waiting for the application response was regarded as challenging, particularly when thinking about making family arrangements for children. But, as one Alumna noted: *It is important not to give up.* This determination was also shown by another Alumna who had been awarded a Belgian scholarship to study in-country but, instead, opted for ADS because she wanted to study abroad to get international experience.

**Selection/Interview:** While some of the Alumni had a week from notification of shortlisting to the interview, many complained of too short notice of the interview (e.g. some had one day notice to travel) and lack of assistance for interview preparation. The interviews were held in UTUMISHI in Dar es Salaam, with the panel consisting of Ministry senior management, GRM and AusAID representatives. A few found a panel of six quite intimidating at first, but all agreed that the interview was not too difficult. The selection process, with the announcement of interview results made publicly an hour after the interview, was seen as open and transparent. Two of the Muslim women, when notified of selection, gave their husbands options of another wife or divorce; neither had to undergo divorce as their husbands chose to support them.

**Pre-Departure:** Two days of LTA pre-departure briefing held in Nairobi were regarded as very helpful. While there were no SCA briefings, it was noted that there is a need to receive detailed information about travel arrangements, reception on arrival, course/program.

<sup>24</sup> UTUMISHI is a Kiswahili word meaning 'service or to serve' used for the Public Service Commission.

**On-award:** A university course supervisor greeted one Awardee at Adelaide airport, which made her feel very welcomed. A number of husbands self-funded to join wives, obtained work visas and were able to get jobs.

**On Return:** All saw the Awards as most positive and life-changing with empowering outcomes, with one Alumna, a university academic, having her supervisor's support for her thesis publication. All Alumni had a job to return to. Some, however, faced difficult personal issues on return. One Muslim Awardee's husband took another wife without her knowing, making her situation in Australia very stressful when the second wife was pregnant. On return from the Master's program, she had to face a very difficult situation of making him choose between herself and the other wife and child, and he decided to return to her.

### Success Story 2: Determination and Family Support Drive Women's Success in Scholarship Program

In 2009, when Nyamizi Bundala set off to Flinders University for a post-graduate degree in Public Health-Nutrition, she had come a long way from the tense, anxious young woman she had been when she put in the application a few months back.

Nyamizi, from Tanzania, always had a passion for women and children, and their nutritional status. As an undergraduate in the Sokoine University of Agriculture and in her subsequent work with various women communities, she continuously sought ways to link increased nutritional values with improved health, especially for children. Her search brought her to the UTUMISHI website where she saw the advert for a scholarship that appeared to be tailor-made for her.

'Immediately I saw it, I knew that was what I wanted to study!' Focused and determined, she began her enquiries through her informal networks, sending emails and making phone calls to others who had received the Award before her.

"I had to travel to Dar es Salaam to submit my application, but that did not bother me. This new system of electronic submission [of applications] is so much easier." She remembers the long wait and the anxiety she went through at the time, frequently phoning the secretary for feedback on her application. "I learnt my determination and pursuit of excellence from my father. He always encouraged us to never give up."

By the time she arrived in Dar es Salaam for the selection interview, she was ready. Asking her to write about the relevance of her course of study to the Millennium Development Goals came naturally to her, and facing the panel of eight persons made her confident of the merit of the process. If anyone was going to get it, she knew it was her!

As soon as she got her results, Nyamizi began the arrangements of leaving her children (a three-year old and a younger infant at the time) with her mother whilst she was abroad to study, fully supported by her husband, a government accountant. He visited the child weekly and was able to take leave to join Nyamizi a few months into her Award.

Nyamizi received further support during her stay from her lecturers. Continued contact and encouragement from them has seen her thesis submitted for publication in the *African Journal of Food Nutrition and Development*. Nyamizi has since returned to her university and is proud to share her positive experiences with others, encouraging and supporting Annette, a peer from her university, to pursue further studies at a university in Perth.<sup>25</sup>

<sup>25</sup> Story shared with research team during focus groups with women Alumni and awardees in Tanzania in June, 2012.

**Other factors enabling equal participation:** Alumni had read the advertisement in the *Daily News*, a newspaper of wide circulation, or heard by word of mouth through friends, Alumni, and work colleagues, and in some cases also through their supervisors. They regarded the statement that *women were encouraged to apply* as very positive. Similarly, many found that personal contacts with Tanzanian scholarship holders in Australia were very helpful since they were able to advice on applications and universities. Key enabling factors were family support to care for children, particularly from mothers. Awardees from the PS were able to get leave with pay, in addition to the scholarship allowance, and this was a huge financial incentive. Assistance provided by AusAID for work visas, and information regarding childcare rebates through Centrelink, were also cited as conditions which facilitated family support. Story 2 illustrates the personal drive of a Tanzanian woman who decided to take up the Award.

### 3. Recommendations from Tanzania

Key recommendations came from government, civil society organisations and donors:

- *UTUMISHI* advertises AAA Awards on its internet site along with other scholarships. Given that internet access is at times problematic in Tanzania, radio, which was used in the past for the earlier ADS programs, should again be utilised by AAA to advertise to outlying regions.
- *Ministry of Community Development, Gender and Children* has a mandate on gender equality and women's issues, and has an extensive mechanism for outreach, coordinating gender issues both across sectors and vertically with Ministries, Departments and Local Government Authorities. The main mechanism for mainstreaming gender policy and National Strategy for Gender equality is the network of Gender Focal Points (GFPs) located in every Ministry, with a total of 136 in 26 Ministries; as well as 16 in Government Agencies; and 25 at Regional Levels as Community, Gender and Development Technical Advisers. Guidelines for GFPs have stipulated they are to be placed at senior levels, resulting in a lot of changes at Ministerial levels. GFPs meet quarterly at national level, and are contacted regularly via email and phone. The Department has held annual meetings with Permanent Secretaries for the past two years to ensure decision-makers are aware of gender issues, and planning integrates gender equality. This Ministry is not familiar with AAA, and is not a line Ministry contacted by the CA (yet they are next door to each other).

There is a need to follow up with the Ministry for Community Development, Gender and Children in two key areas:

- As a partner for information dissemination through their extensive Gender Focal Point network;
  - As a recipient of LTAs and SCAs, both to build capacity of the Department of Gender and Development in gender analysis and policy development and monitoring and evaluation and to enable it to function more effectively as a national machinery for women.
- *Civil Society Organisations:* Develop an outreach strategy that incorporates key CSOs as channels of AAA information to the CSO sector and to women more widely. A key player is the **Civil Society Foundation** with outreach to 800-900 CSOs, a presence in 130 districts, and a total of 1,800 subscribers on their mailing list. They are prepared to distribute information about AAA through this network. The **Tanzania Gender Networking Programme (TGNP) Gender Training Institute**, which runs tailor made short courses on issues such as Gender-Based Violence (GBV) and Gender Budgeting, as well as longer regional courses for East and Southern Africa, awarding Certificates and Diplomas in Gender Studies in affiliation with the Tanzanian National Council for Technical Education. This organisation could well become a partner for AAA for SCAs in Africa. Another partnership could be formed with the **Tanzanian Association of Women in Mining**, which suggested

SCAs for women miners in gemmology, business skills and management, as well as the possibility of women lawyers undertaking either LTAs or SCAs in areas specifically relevant to contract negotiation and financial management.

- *Donors:* UN Women raised two key issues for consideration by AAA: first, the need for capacity building in the Department of Gender and Development. Employees in this department could benefit from short courses in Gender and also in Public Policy and thus be able to implement the National Gender Strategy and Policy more effectively. Second, they and other donors also raised the issue of GBV as a very serious issue in the country, particularly ‘exploitation’ where women are trapped into exchanging sex to obtain services—a situation so serious that it has been noted by female judges as being very widespread. While no specific recommendation for AAA was put forth, it was noted that these issues need to be taken into account as the initiative reaches out to women in Tanzania.

## C. Ethiopia

### 1. Background and introduction

The percentage of enrolment of Ethiopian girls has significantly increased at the primary level from 53.8% in 2002/2003 to 93% in 2009/2010. However, the gender disparity gets wider at higher levels of the educational system, with women in rural areas less likely to go to school and proceed to university than those in the urban areas. Considering that 85% of the population lives in regional areas, women are placed at a serious educational disadvantage.

Ethiopia entered AAA recently, competing for the 2011 LTA Intake. Only two Ethiopian women received a Master’s Award for the 2012 Intake, compared to only one woman in the previous round. Women’s participation in the SCAs was low in 2011, but in 2012 it balanced in favour of women. Across all programs and Award types, including PhDs and ALAFs, women’s participation in the Awards is low compared to their male counterparts (Figure 6 above).

The Head of Mission Report reveals that in 2011-2012, the **LTA Awards** for Ethiopia were provided in the **fields** of Engineering (including civil engineering, hydraulics engineering, highway/railway engineering, construction technology and management), Water & Sanitation (including water irrigation and water resource management), Natural Resource Management including Mining, TVET, Agriculture/Food Security. Awards were provided to public sector, private sector and non-government organisation (Civil Society) employees. Short Course Awards were in the areas of Agriculture, Mining, International Diplomacy and TVET.

### 2. Findings

**Contextual factors:** One relevant issue is the Ethiopian Government’s current policy of promoting science and technology studies in universities in keeping with key priority areas of the Government’s Five Year Plan, with the goal of 70% science and technology courses, 30% social sciences. At the end of the final year of high school, 80% of all high school graduates who continue their studies are entering TVET, and the remaining 20% of those also proceeding to higher levels go into higher university education. Of this number, only 40% of females finishing high school are enrolling in universities, the majority in the social sciences, which further limits the number of women qualified to take up AAA scholarships. In the TVET area, there are now 51% females/49% males with more females taking up ‘hard sciences’ and engineering areas. All of these factors will further limit the number of women qualified to take up future AAA scholarships.

Contextual challenges facing women in Ethiopia include their low socio-economic status in general. Women are largely marginalized from making decisions at all levels, with few women

holding higher-level professions. There are women with qualifications but not at the management level required, which presents a real challenge. There are fewer women in higher education and in the professions, with approximately 10% in management positions and only 3% in leadership at President and Vice President levels at the universities. This lack of female representation in management was evident with the example of the one female SCA Alumna who is only one of eleven bureau heads in the TVET area of the Education Ministry, and who had no other women competing with her for promotion into management. On the other hand, and due to fewer family constraints, men are usually able to pursue careers uninterrupted, thereby receiving priority in promotions.

### **Gender barriers and enablers in the different stages of the Award process**

**Promotion:** One of the biggest challenges is access to scholarship information. As noted by several stakeholders interviewed in Ethiopia, information about the Awards is not reaching a large percentage of women, particularly in rural areas where, as stated above, approximately 85% of the population resides. Internet access is an issue, in particular outside the capital, thus the vast majority of women (and men) would have problems accessing the internet. The CA is located in the Scholarship and Foreign Relations Directorate and is notifying line Ministries excluding the Ministry of Women, Youth and Children Affairs. The CA's office decides which scholarship information will be distributed to Government Ministries and to the universities, and which line Ministries are relevant to the Award areas. A SCA Alumna and an Awardee in the TVET Sector in the Ministry of Education who participated in focus groups for this study were at middle management and above. They received letters of invitation to apply for the SCA course at Chisholm Institute in Australia. Another, below this level, heard about the program in the newspaper, then obtained online information on TVET courses, with the mining Awardees receiving information through the Ministry of Mines. All LTA information for post-graduate Awards is sent to the universities, to nine Regional States and two Administrative Councils. The Ministry for Women, Youth and Children's Affairs only receives information about scholarships and training that contain the words 'women' or 'gender,' so they are not included in the AAA outreach and promotion.

**Application:** Only one female SCA Awardee consulted required assistance with her online application submission. While the consensus was that the SCA application form was easy to understand, according to an Agriculture Awardee who lived in the city of Holetta 39 Kms outside of Addis Ababa, with the constant breakdown in the internet connection it took too long to download. This meant the applicant had to travel to Addis Ababa the night before the closing date to submit the application online. All Awardees interviewed noted they had support from their supervisors to participate, particularly because Australian TVET policy is being used in Ethiopia and TVET knowledge and skills could be applied in the workplace.

**Selection/Interview:** All direct beneficiaries consulted in Ethiopia were in the SCAs, either Alumni or Awardees soon to be mobilized. They did not have to go through interviews, as interviews are not part of the SCA selection process. The selection process was considered to be very transparent. One issue raised was the fact that Ethiopians, in particular women, are very shy and have problems articulating themselves clearly, which can affect their performance in the interview stage.

**On-award:** Awardees expressed satisfaction with the SCA course focusing on TVET Reform and Policy offered at the Chisholm Institute of Technical and Further Education (TAFE), which is also responsible for the African course component. No issues were noted at the on-award stage.

**On Return:** The SCA Alumni consulted all found the course very relevant since Australian TVET is the benchmark for Ethiopia, so they were able to apply the knowledge and skills gained in the course directly to their work.

**Other factors enabling equal participation :** Family support is a major factor enabling participation in Ethiopia. The single SCA female Alumna was interviewed in Ethiopia, alongside a few SCA male Alumni. The female Alumna, whose experience is featured in Story 3, had been out of the country on other Awards to both Tanzania and Australia, and did not face personal issues to take up the Award. Her husband, a businessman, was very supportive of her career and advancement, and with her teenage children, she was able to go on Award without any complications. Three of the four SCA Awardees reached were unmarried without children, and reported that if they were married they would need to seek husband's permission. The other Awardee was married with a two-month-old baby and is supported by her husband to go on the Award later on the year.

### Success Story 3: Women of Ethiopia Across Generations

Almaz Beyero Hirbaye, one of nine children whose parents were taught by Norwegian missionaries, comes from a family where all her siblings are graduates. Almaz is a mother of three children. Her life's story has taken her from a biologist working in wildlife conservation to her current position as the Head of the Technical, Vocational and Education Training Bureau in the South Nations, Nationalities and Peoples Regional State Education Bureau. Almaz is one of eleven female TVET Bureau Heads in the country. She has recently returned from the Chisholm Institute of TAFE in Victoria as the first female short course Alumna in the sector. This is not the first time, however, she has had the opportunity to study in Australia, having received a scholarship in 2005 from the International Atomic Energy Agency to study at Macquarie University in Sydney in an environmental monitoring and assessment course. This very positive experience led her to apply for the SCA at Chisholm, which has been extremely relevant to her work because Australian TVET is the benchmark for Ethiopia. Almaz attributes her success to a very supportive husband, a businessman who has encouraged her postgraduate studies and career advancement. She is encouraging women to consider the AAA Awards but acknowledges that while there are women with qualifications, the real problem is for women to achieve middle-level management in order to qualify for the Award.

Her younger colleague, Meron Girma, is a Business Instructor at Selam Technical and Vocational College, coordinating and facilitating all training and developing standardized training manuals and curriculum. In addition to teaching at Selam, Meron also contributes to her community by working part-time as a project coordinator for the Woliso Youth Development Association where she works with young people, planning and managing livelihood activities. She will leave Ethiopia for the first time in September to embark on her short course in TVET at Chisholm Institute to upgrade her skills and knowledge. Meron admits that the fact that she is unmarried has meant that she is not restricted by cultural expectations placed on Ethiopian women, which also contribute to women lacking confidence. She believes strongly that confidence-building measures should be introduced to prepare her women compatriots to take advantage of the opportunities provided by Australian Awards in Africa.<sup>26</sup>

<sup>26</sup> Story shared with research team during focus groups with women Alumni and Awardees in Ethiopia in June, 2012.

### 3. Recommendations from Ethiopia

Key recommendations came from government, civil society organisations and donors:

- The key role of the *Gender Directorate in Education Ministry* is to work with different Ministries, the Gender Directorates in all Ministries, and the Ministry of Women, Youth and Children's Affairs. It also collaborates with all departments in the Education Ministry to increase female participation rates in all programs, as well as in management positions. The Gender Directorate is currently working with the Netherlands Government to build capacity for women educational managers, and has developed a plan to build female capacity at higher education levels for educational management and leadership. The Director of the Gender Directorate works closely with the CA and the Women's Ministry, and is very keen to play a direct role in promoting the AAA Awards to women. It will be key for AAA and AusAID to further harness this catalytic cooperation in efforts to ensure that the information about the Awards reach women.
- *Ministry for Women, Youth and Children's Affairs* recommends that capacity building be provided to women in order to help them overcome their lack of confidence in applying and at the interview stage. It was also suggested to offer pre-application briefings to inform women of the minimum requirements and to encourage them to apply. Women in Ethiopia need orientation and support to compete with men, and need to be encouraged to apply for the Awards. Another idea would be to offer to women leadership training. The Ministry is willing to work with AAA in information and outreach:
  - Transformational Leadership programs for women civil servants in all Ministries (including Mining, Agriculture, and Health). They have 280 women civil servant graduates from this program who are women leaders and are willing to circulate AAA information to all women on their database. The Ministry has partnered with the UN Joint Programme (UNJP) on Gender Equality and Women's Empowerment, which is supporting a Master's Program in Public Leadership at the Ethiopia Civil Service University. The Women's Ministry approached Regional Gender Directorates to nominate candidates – there are 40 women currently studying on this program that will finish at the end of 2012. These women could potentially be AAA LTA candidates.
  - The Ministry also has an extensive Gender Directorate Network with Gender Directorates in every Ministry, in Regional Government offices and Universities. It also has established a Gender Forum consisting of Gender Directorates in Federal Ministries and Public Organisations, as well as a National Association of Women's Organisations which meets quarterly. The Ministry is prepared to disseminate AAA information through this mechanism.
- *Alumni/Awardees* recommended advertising AAA on radio and TV, with scholarship information to be distributed to different centres outside Addis Ababa. Consideration should also be given to allocating special scholarships for women, with other sectors included, such as General Education, to target more women. It was suggested that information sessions be held for interested female applicants to address their concerns and provide information; this could include presentations from Alumna to potential Awardees to share their experiences on return. The TVET SCA Alumni raised the possibility of building on the two modules completed at



Chisholm to attain a Graduate Diploma in TVET. This qualification could be completed if Chisholm offered a third module online, then a fourth in South Africa.

- *Civil Society Organisations:* the Network of Ethiopian Women's Associations recommended building the capacity of women Civil Society leaders, and involving the Network in disseminating AAA information. It also recommended offering courses on leadership and decision-making for women.
- *AusAID Ethiopia* commented on the recent performance of Ethiopian women in LTA interviews in Nairobi and their lack of confidence, and suggested that special pre-interview capacity building for these women would be a good idea.

## D. Nigeria

### 1. Background and introduction

The number of university graduates was about 70,000 in 2002/2003 and about 25,000 in 2004/2005. Varying from year to year, about 40% of the total number of graduates were women. As the educational level becomes higher, the number of women becomes less and the percentage of women decreases to about 30% of the total in the Master's and Doctoral courses.

Nigeria has participated in the Awards since 2010. The gender split was pro-women in Nigeria in the LTA 2012 Intake, growing considerably from the previous two LTA Intakes. In SCAs, the opposite took place: in 2011, the Awards were nearly gender balanced, and in 2012 the participation of women decreased proportionally. Overall, however, accounting for all Award types and programs (including ALAFs, PhDs and ALAS), total female participation neared 50% of the Awards for Nigeria in 2010 and 2012, as shown in Figure 5.

In 2011- 2012, the **LTA Awards** for Nigeria were in the **fields** of Education, Public Policy (including Public Sector Reform, Trade & Diplomacy), Health, Agriculture/Food Security. Awards were provided to public sector, private sector and non-government organisation (Civil Society) employees. **Short Courses Awards** were provided in Agriculture; Mining; Public Private Partnerships; and Trade.

### 2. Findings

**Contextual factors:** These factors are largely socio-religious with the perception that men are better placed to take up educational opportunities, and generally society is not supportive of married women who choose to leave their homes to pursue education. Men are socialized to believe that they should not live without their wives. This places hard choices on women on whether to forgo marriage and children in pursuit of education. When women do make the choice to pursue higher education, families then support the men to keep the children and mind the home. Religion is also a major deterrent to women taking up overseas scholarships, particularly for married Muslim women who are very conservative. Many Northern Muslim men believe that such scholarships are Western and have the potential to 'corrupt' single women, or expose married women to Western values. At a broader level, it was noted that many women in Nigeria lack the required qualifications to enable them take up the Awards and many in the mining and allied sectors cannot find employment.

### Gender barriers and enablers in the different stages of the award process

**Promotion:** There is a lack of awareness of the existence of Australian Awards by many people in Nigeria, particularly women. Even those who are aware often lack sufficient information to enable them to participate, with current media strategies excluding women from northern Nigeria. Some regarded the advertisement period as too short. Professionally, there are more

opportunities at the federal government than at state government level, hence when advertisements are not targeted to the state level, it marginalizes those in the state and continues to promote those in the federal government who already have access to many opportunities.

**Application:** Many Alumni commented that a significant number of women in Nigeria are not computer literate and that ICT is not critical, even in some government departments. Thus online applications may present a barrier. Others met challenges with uploading application documentation to the website. Lack of employer support was raised in addition to the fact that universities do not issue students with original transcripts, which often cause delays in submission of documentation within the stipulated time.

**Selection/Interview:** The length of time to return documents such as passports, prohibiting applicants from accessing other opportunities, was cited as a problem, as was inadequate information on visa processes.

**Pre-departure:** Alumni noted that the hospitals selected for medical assessments, which are part of the required pre-mobilization documentation, were not easily accessible for all applicants and were expensive. Some noted that wrong assessment reports were issued for certain candidates.

**On Return:** Most of the Alumni consulted were on short courses and returned to the workplace immediately after completing their studies, and did not face any issues on return from scholarship.

**Other factors enabling equal participation:** Other factors that were cited as encouraging female applicants include: first, the inclusion in the advertisement for the Awards the line encouraging women to apply, though it was noted that this ‘messaging’ is not sufficient; and second, full salary payment for government employees who take up the Awards, with a possible extra stipend in some cases. The Nigerian government has a policy to finance / support spouses of anyone going for a training course that lasts over nine months, although this has proven very expensive over the years and it is not often adhered to.

### 3. Recommendations from Nigeria

Key recommendations came from government, civil society organisations and donors:

- *Coordinating Authority:* Close involvement of the CA in all stages of the Award process was recommended, as well as regional, in-country courses to accommodate women who are unable to leave their families for long periods of time.
- *Alumni:* More positive action is needed than just including the line ‘women are encouraged to apply’ in promotional materials and the AAA’s website. There should be a targeted promotion of the Awards to the different states and regions through civil society networks and media channels covering both the north and south. Increasing the eligible age limit to 55 years was also suggested as a way of offering an opportunity for women who may not have responsibilities for children. To ensure women are provided with adequate family and financial support, AAA could encourage them to involve their spouses right from the beginning of the process, and enable them to take their children with them on-award. For those applicants who were unsuccessful at the interview stage, provide feedback to enable them to reapply.
- *Civil Society Organisations* recommended adequate dissemination of information to create awareness of the Awards and their regularity, and ensure that this is targeted to the right places. The scholarships should be made friendlier to women with the possibility of having more in-region training to increase their participation. A comprehensive

orientation program, covering IT training, writing skills, research and library skills should be provided to enable Awardees to cope with the study in Australia. Provisions could be made for caregivers and babies, perhaps even deferring fellowships so that caregivers, spouse and children can travel with the Awardee.

#### 4. Experience of Other Scholarship Programs

In all four countries, consultations were held with key donors providing both post-graduate and Short Course Awards. None of these providers offer conditions as generous as AusAID, with a number preferring to support in-country universities and institutions to offer scholarships and training locally. If Awards are offered for overseas study, they are far fewer in numbers than AAA's and usually do not cover all expenses, such as travel or accommodations costs. None of the donors consulted had specific gender equality strategies, nor had they undertaken a gendered analysis of their programs. This type of study has also not been carried out in other AusAID scholarship programs, so there are very few lessons to be drawn from elsewhere. The team researched online and on other donors' websites in particular to try to locate similar studies, but was unable to find any comparable research. If similar research was conducted by donors not consulted as part of this study, or other organisations or think tanks, these were not available in the public domain. This study, therefore, could well be one of the first of its kind, and as such has gathered information and data (both primary and secondary) on AAA and its predecessor programs, and the inputs of an array of stakeholders, applying methodologies which could serve as a model for similar future studies.

Below is a tabular summary of the information the team was able to gather during interviews about other scholarship programs in Nigeria, Ethiopia, Tanzania and Mozambique.

**Table 1. The Experience of Other International Scholarship Programs**

<b>Nigeria</b>	
<b>Path Finder International (IFP Program – Ford Foundation)</b>	
Types & nature of offers	Masters; PhDs
Communications & promotions	Website and through partners. Use of radio jingles through Radio Nigeria FM, newspapers, targeted promotion to marginalised groups. Use of local languages to advertise on media
Selection process	Quota per country for eligible countries. Sectors of study and universities were not restricted  Awardees were not required by the donor to sign any bond agreement  Minimum eligibility criteria: -come from a disadvantaged family (evidenced by staggered academic record) -demonstrate high level of academic qualification -goodness of fit also determined through current commitment to serve one's community
Barriers to women's participation	Fear that the process is not transparent and the lack of influence for many women is very discouraging  Lack of financial support to take the family along on-award  Lack of family support especially for the married women. The Award does not cover family support  No deliberate effort to ensure equal participation of women in the Award except for individual contact
Successful strategies to integrate women	Managing expectations  Being very explicit up front about provisions inherent in scholarship scheme.

	<p>Established family fund to support family visits</p> <p>Training in the region (or home countries) are options for women who could not travel overseas</p> <p>Pre-fellowship training that equipped the Awardees to cope with study overseas. Advocacy strategies that demonstrate the integrity and benefit of the program e.g. use of female Alumni</p>
<b>British Council (Chevening, Commonwealth and Hornby)</b>	
Types & nature of offers	Masters; PhD; Masters of English language
Communications & promotions	E-mail to major contacts, website, word of mouth
Selection process	<p>Moved from paper application to online application</p> <p>Use of comprehensive application forms where the candidate fills in all their details. No attachments at this stage until after shortlisting</p> <p>Involving women Alumni in other activities e.g. interviewing panels, culture specific activities has proven positive</p> <p>Eligibility criteria:</p> <ul style="list-style-type: none"> <li>- Lower Second Class degree is the minimum requirement; no age requirements in the last 10 years</li> <li>-progression in the work environment (three years postgrad experience)</li> </ul> <p>British Council submits a list to Foreign and Commonwealth Office for shortlisting, which holds interviews. Those selected are asked to submit their credentials</p>
Barriers to women's participation	<p>The Award does not cover family support</p> <p>No deliberate efforts are made to ensure equal participation of women in the Award except for individual contact</p>
<b>Tanzania</b>	
<b>Belgian Technical Cooperation</b>	
Types & nature of offers	<p>Belgium has been a development partner of Tanzania since 1982. Master's Scholarships are offered for studies in Tanzanian Universities. Before 2010, the requested courses had to be in line with the priority sectors (Basic Health Care, Education, HIV/AIDS Care and Prevention, Agriculture and Food Security, Public Administration, Justice, Environment and Water Management). From 2011, the scholarship project is more a training facility. Under this new program there will be more focus on short courses at smaller institutions, including Technical &amp; Vocational</p> <p>PhD Awards are under a University Cooperation program, with Ministry for Cooperation funding Belgian universities directly, which handles all the scholarship details (applications etc.)</p>
Communications & promotions	Work through UTUMISHI for scholarship promotion
Selection process	<p>Applicants must have Tanzanian nationality and be no more than 40 years of age, and the requested course must be related to the professional activity of the applicant, with at least two years of relevant working experience. All applicants have to be in possession of an official admission letter prior to submission of the scholarship request</p> <p>Applications are open to people from public and private sector as well as civil society. Female candidates are strongly encouraged to apply. Applicants need to have the written approval of their employer</p> <p>Standard application forms can be obtained from the President's Office,</p>

	Public Service Management, and Division of Human Resource Development or from the Embassy of Belgium. Completed and signed application forms have to be submitted with certified true copies of all educational certificates. It is also recommended to send a copy of the application file to the Embassy of Belgium
Gender outcomes	<p>No gender evaluations have as yet been undertaken because under the previous scholarship program, Awards were split 50/50 M/F for the Master's program</p> <p>Now that the focus has shifted to Local Government and Natural Resource Management, there is an expectation that the numbers of females will drop</p> <p>The 50% female participation rate at the Master's level is due in large to the fact that the Awards are taken in-country</p> <p>In 2013, the program will have discussions with the Tanzanian Government about the next three years' cooperation program and will need to examine gender equality in depth</p>
Successful strategies to integrate women	Masters programs taken in-country, therefore women do not have to leave their families
<b>Mozambique</b>	
<b>Japan International Cooperation Agency (JICA)</b>	
Types & nature of offers	JICA offers short courses (2-6 months) in different sectors, with about 50 places per year. All organisation is done by JICA Headquarters (HQ) with about 6,000 scholarships offered globally per year, 3,000 for all of Africa
Communications & promotions	Promotion is done through the Ministry of Finance and the Ministry of Planning and Development
Selection process	Three months before the training starts, JICA gets in touch with training centres to see what is being offered. Nominations are made from the Government to JICA; they are then sent to JICA HQ in Tokyo, and from there to the nominated training institute, which makes the final decision
Gender outcomes	Women are encouraged to apply, but the program does not have any gender strategy in place
<b>Centre for Brazilian Studies</b>	
Types & nature of offers	The Centre for Brazilian Studies offers Master's scholarships through an agreement between the Brazilian Government and the Mozambican Government on priority sectors/areas; Brazil wants to collaborate in areas of mutual interest. About 36-40 scholarships were Awarded last year
Communications & promotions	Through the website
Selection process	Candidates send applications directly to the Centre for Brazilian Studies, which then does the selection. Candidates sign a contract agreeing to return upon completion and spend at least two years working in their countries upon return
Barriers to women's participation	<p>Women in the age to pursue Master's usually have children and are married, which make it difficult for them to leave the country to take up overseas scholarships</p> <p>Quantity and quality of Master's programs have increased in Mozambique, which means women tend to stay and do their Master's in the country</p>
Successful strategies to integrate women	The program has sought to increase participation of women; gender disaggregated figures were not available but a gender study was recently commissioned to look into the program's gender outcomes
<b>Ethiopia</b>	
<b>Swedish International Development Agency (SIDA) Swedish Institute</b>	
Types & nature of offers	In Ethiopia, the Swedish Embassy provides support to Addis Ababa University by supporting PhD programs. SIDA provides co-funding to the university for capacity building and has an exchange program for students to go to Sweden for a few months

	<p>The Swedish Institute provides short term courses from 3-4 weeks to 4 months in fields such as governance, human rights, child rights, public service management</p> <p>Courses are designed for key persons in middle and top management positions in their respective organisations. Minimum qualifications are a university degree and/or relevant working experience</p>
Communications & promotions	The Swedish Embassy sends out brochures to all their networks because it does not have a bilateral agreement with the government. National officers distribute information about the short courses. People who have access to the internet go to the website to find more information or come to the Embassy
Selection process	The Swedish Embassy in Ethiopia does not play a role in the process, except for receiving some applications and sending them to the institute. The Swedish Institute does all the selections based on pre-defined criteria. SIDA covers all training costs, accommodations and medical insurance. Personal expenses (travel) are the responsibility of the individual participant
Gender outcomes	Outcomes are 30-40% women in the Awards. Though the interviewee could not elaborate on any specific gender strategy used, a gender policy is available on their website
Successful strategies to integrate women	It was stressed that SIDA ensures that some of the selected candidates are women

The research team also visited Nairobi, Kenya, and interviewed representatives of the African Women in Agricultural Research and Development (AWARD) program, described in detail below. AWARD was identified in the Desk Review for this study and singled out as an opportunity for further investigation, in particular because many AAA courses are offered in the field of Agriculture, including PhD degrees. In addition to being able to reflect and draw parallels between the two programs, another outcome of the visit was the realization that the AWARD program could enable more positive involvement of African women in AAA should official cooperation be established to this end. Willingness to cooperate with AAA on this front was voiced during the interview.

**African Women in Agricultural Research and Development (AWARD)** is a project of the **Gender & Diversity Program** of the **Consultative Group on International Agricultural Research (CGIAR)**. AWARD is a professional development program that strengthens the research and leadership skills of African women in agricultural science, empowering them to contribute more effectively to poverty alleviation and food security in sub-Saharan Africa.

AWARD Fellows benefit from a two-year career development program focused on establishing mentoring partnerships, building science skills, and developing leadership capacity. The fellowships are awarded on the basis of intellectual merit, leadership capacity, and the potential of the scientist's research to improve the daily lives of smallholder farmers, especially women.

AWARD currently has 250 African women working in agricultural research and development from Ethiopia, Ghana, Kenya, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda and Zambia who have completed a Bachelor's, Master's or Doctoral degree in selected disciplines.

AWARD is unique because it:

- selects women scientists already working closely with the rural poor on tackling poverty and hunger;
- focuses on career development, adding value to existing academic training programs;
- nourishes the talent pipeline for agricultural R&D through carefully tailored fellowship packages for women with Bachelor's, Master's and Doctoral degrees; and
- engages with African leaders of agricultural R&D, both men and women, to raise awareness and build networks.

AWARD is a US\$15 million, five-year project with plans to expand to a second phase starting 2013. It currently partners with more than 100 national agricultural research institutions, raising awareness and support for the career development of African women scientists. It is supported by the Bill and Melinda Gates Foundation and U.S. Agency for International Development. The CGIAR also contributes financially through cost-sharing and indirect support such as staff salaries.



## 5. Conclusions and Recommendations

### 1. Conclusions

This study has identified several factors that constrain the participation of women in the Awards. These factors fall largely into two categories, namely both common and contextual factors specific to each country, and operational and programmatic aspects linked directly to stages of the Award process. Several if not all of the contextual barriers to women's participation are factors AAA cannot influence, though it is crucial to understand them in order to devise appropriate strategies. These factors include socio-cultural definitions of gender roles, as well as the socio-economic conditions which shape women's opportunities.

A number of programmatic and operational factors can be influenced and/or modified in order to increase the participation of women in the Awards. The discussions that took place during the AAA-AusAID gender participatory workshop and the recommendations that were put forward by stakeholders in that forum and by stakeholders consulted during field work pointed to modifications and new initiatives that can be created within the program to ensure women's access and equal participation.

The following recommendations are made based on the findings of the Gender Study and a participatory gender workshop that took place following the completion of field work.

#### 1) Strengthen promotion, information and outreach to women

In order to undertake a more effective promotional campaign for gender equality, AAA needs to explore the role of CAs in terms of their outreach to key women's machineries in government and the Civil Society sector. Guidelines for the CAs to promote and disseminate AAA to women should include recommendations that the Ministry of Women's Affairs come under the category of line ministries and that these channels are used to reach women both within and outside the public sector. Other specific recommendations include:

- Develop explicit promotional campaigns targeting women directly with a need to be creative in achieving this without creating additional administrative burdens. There should also be advocacy campaigns using women Alumni (in particular high profile Alumni) and women's organisations, which can be undertaken by AAA. Another strategy that could be considered is to form Alumni special interest groups that draw on women Alumni role models to sensitize potential new female candidates about the courses and Awards. This could be a sub-group of Alumni networks. To the extent possible, promotion strategies need to be country-specific as each country requires a different approach.
- Establish special relationships with key professional organisations for the purposes of using their networks to promote AAA. A database that includes Civil Society Organisations is already being used and should be updated to include key women's organisations. These organisations and their networks could be used to raise awareness about the Awards among women. Examples of key women's organisations and initiatives identified during this study include: the AWARD program in Nairobi; Forum for African Women Educationalists (FAWE) in Nairobi and in other capitals; the Tanzanian Gender Networking Program; Forum Mulher in Mozambique; Women's Associations of Lawyers, Mining associations, and Women members of Parliament (Parliamentary Gender Caucuses).
- Given the limited reach of the internet, radio and participation in road shows to promote the program was recommended. The provision of a DVD with Award information could also be considered and could include information specific to families, spouses and

women. A separate DVD promoting AAA could be also produced and handed out to Heads of Mission and other stakeholders.

- Revise AAA's *adsafrica* website<sup>27</sup> to include Frequently Asked Questions (FAQs) specific to women. There should also be a contact point provided to answer specific questions that women might raise. Information for women could also be included in the planned forum feature of the new website that is being developed, and possibly also on a social network page.
- Consider revising the promotional video currently available on AAA's website to be more inclusive and promote the suitability of the courses for women. Such a promotional video could also be provided as part of a DVD in the application package.

## 2) Improve messaging to families

- During in-country information sessions, discussions about family/personal aspects should be held with men and women candidates separately, including spouses. This will help candidates to start thinking about these issues early on in the process. Local women's organisations (e.g. Forum Mulher in Mozambique, and the Ethiopian Women's Association) and Alumni could be engaged to run these discussions during in-country information sessions.
- Include sufficient briefing on family and gender issues in interview information sessions and pre-departure briefings. Personal issues need to be addressed in a holistic, systematic way for both Awardees and their spouses. These aspects could be covered in focus groups / discussions involving male and female applicants separately, then together with their spouses. This might prevent a lot of the issues that arises at various stages of the Award, while allowing enough time for Awardees to make necessary personal / family arrangements way in advance of their travel. AAA could also prepare information sheets for spouses and families as part of the package on living in Australia, and spouses could be encouraged to share ideas, and communicate with each other.
- Include more information about family matters in the application package and require applicants to acknowledge that they read and understood all the information provided when completing their application form. The message that the scholarship benefits the entire family needs to be emphasized.

## 3) Expand AAA course offerings

- Expand offerings to include more courses in sectors for which women are more qualified to apply. These need to be done at the same time as the Desired Applicant Profiles (DAPs) are revised through a gender lens to include a range of profiles developed with sufficiently inclusive selection criteria to promote balanced participation of female candidates.
- The range of SCA durations and topics need to ensure equitable applicability to both male and female participants, with communication materials made more attractive to women and eligibility criteria included in the DAPs.
- Specific suggestions from stakeholders interviewed include: training for female lawyers to support Mining Law; course in gender / power issues in Water and Sanitation; and

<sup>27</sup> In 2012, ADS FAQs were developed by AusAID Scholarships Section for women in Nepal which could serve as a model.



Women in Leadership courses. AusAID noted that discussions are under way to possibly add a SCA course in *Maternal Health* and there is a Short Course on *Enhanced Public Policy for Pacific Islands' Ministries of Women*, which was trialled in the Pacific last year and could possibly be adapted to meet the needs of African Women's Ministries.

- Ancillary Awards could give preferential allocation of places to women if gender balance targets consistently fail to be met. Currently, Ancillary Awards to study English are offered to candidates to enable entry into Australian Universities. These Awards could be used for other courses such as Information Technology; cross cultural communications; and interview capacity building for women. They could include women who failed to win an Award and who would be selected to receive capacity building to help them succeed next time. Such courses could be offered for one month in Africa to address the skill gap and thus be used as a bridging program to facilitate university entry.
- Consider introducing distance learning or 'sandwich programs' (partial study in Australia and Africa) for women. Many times women are tied down with family responsibilities or lack the necessary support to go on study, in particular LTAs, thus such different course delivery models could potentially attract more women.
- Offer courses exclusive to women. This can be done, for example, by allocating to females specific leadership Awards or other courses of particular interest to women. ALAF providers could also be approached by AusAID and requested to provide gender-balanced Awardee lists. They may also be interested in delivering gender-related courses. GRM could develop a concept for such courses and approach ALAF providers for content development and delivery.

#### 4) Selection

- The Scope of Services stipulates that the performance target of balanced (50%) participation by women is to be achieved both at the applications received stage and within the total cohort of Awardees per year (balance across all countries, profiles and Award types combined). Achievement of gender balance in the Awards rather than applications is being promoted by AusAID by positive discrimination at selection and interview stages.
- There could also be more affirmative action applied in outreach to Women's Machineries, and possibly a flexible approach adopted to applications from Civil Society Organisations and the private sector.

#### 5) Capacity building

- There is a need to explore further how women's confidence can be strengthened at the interview stage by possibly providing special pre-interview capacity-building sessions for women to increase confidence and interview skills (AusAID in Ethiopia raised the possibility of such sessions for Ethiopian women to address their lack of confidence).
- Consider providing feedback to unsuccessful LTA female candidates on areas of weakness to enable them to improve and be able to reapply. Capacity building could also be offered as noted above.
- Build the capacity of a Gender Adviser and an Inclusion Officer to so that they can effectively lead gender-related activities in coordination with gender focal points identified within the operations team. This will enable gender equality to be mainstreamed across all levels and aspects of AAA operations, so that achieving

gender balance in Awards becomes everyone's concern.

#### **6) Promote policies that support the participation of women**

- Provide support for women to take their children along and ensure they have access to Australian child care and support. Consider providing support for single mothers to help them take their children on-award.
- Maintain the current policy of supporting Australian visas for partners and families of Alumni in order not to create further disincentives for women to take up Awards.
- Revisit the policy of requiring a minimum of two-year stay in order to fund family reunion visits for Awardees, in particular because travel costs from Australia to Africa are prohibitive.

#### **7) Develop procedures to deal with Awardees facing domestic violence**

- Raise awareness amongst program staff around the potential issue of domestic violence and appropriate responses. This includes identifying possible counselling services that could be used if needed.
- Include provisions in the Gender Equity and Access Fund to make resources available to women who have the potential to face domestic violence upon returning to their country. The funds could provide a buffer for the transitional phase.

#### **8) Reintegration**

- A reintegration study could be undertaken to investigate the immediate issues that female Alumni face on return from scholarship. Such a diagnostic could point to areas for further action and/or investigation to see if they are recurring. In addition to targeting Alumni, the study could also target employers who sometimes do not empower women or endorse their reintegration plans.

#### **9) Gender Equity and Access Fund**

- AAA's Scope of Services calls for the establishment of a fund to be accessed by female Awardees in difficult circumstances. It was agreed by consensus that the fund should cover the three phases of the AAA cycle, namely pre-award, on-award, and on return from scholarship:
  - At the *pre-award stage*, it could be used to provide support for women with children during pre-departure briefings and interviews.
  - During *on-award*, it could be used to provide bridging support at the very beginning after immediate arrival in Australia when women may need certain support with children. Support could be provided depending on the age of the child/children, with a child-age threshold to be applied.
  - *On return*, it could be accessed to support transition, such as marital breakdowns and other changing family circumstances. Fund guidelines would need to be specific about a maximum timeline of support (it was suggested 3-6 weeks maximum) and also need to indicate the financial risks involved in providing such support.

These scenarios would be assessed on a case-by-case basis, and again, the idea is that the fund would support transition.

- The fund could also connect those in need of special services; for example, connecting/directing women suffering from domestic violence with Legal Aid (see recommendation presented above for using the Gender Equity and Access Fund in such cases).
- Based on previous experience, it was suggested that the Fund should not be used to pay for tickets for Awardee emergency travel home given that other arrangements have successfully been made in the past.

## Annex I: Terms of Reference

### Introduction and Background

The design document of the Australia Awards in Africa (AAA) has a clear statement on gender and articulates strategies that support Gender Equity in the program.<sup>28</sup> Gender Equity in the AAA is described as seeking to ensure that both male and female applicants are offered equivalent opportunities to win Awards. In the gender study, the term “gender equality” will also be used in line with AusAID’s *Promoting Opportunities for All: Gender Equality and Women’s Empowerment* strategy.<sup>29</sup> A definition of these two terms is provided below.

There are four main types of Australia Awards used in Africa:

- 1) Australian Development Scholarships: Masters and PhD level studies in Australia
- 2) Australian Leadership Award Scholarships (ALAS).
- 3) Short Course Awards (SCA): custom made courses in high priority areas agreed by partner and Australian governments. These are focused mainly on agriculture, mining and public policy areas, and are delivered in Africa or a combination of in-Africa and Australia delivery.
- 4) Australian Leadership Award Fellowships (ALAF): flexible courses in areas of mutual interest to Australian Host Organisations and African fellows. These are delivered in Australia.

The gender study will need to consider each type of Award to ensure specific as well as shared issues are considered and recommendations submitted.

Given the history of disadvantage that many women typically experience compared to men, it may mean in certain circumstances that to achieve equivalent opportunities women and men applicants should not always be treated equally in the targeting and selection process. In practice, this does not mean that women who do not reach the standards required will be provided with an Award. Women applicants who adequately fit the Desired Applicant Profiles (DAP) will be offered additional assistance to overcome the potential barriers to participation that are not encountered by male applicants.<sup>30</sup>

The following gender equity measures are included in the AAA design document:

- i. Implement a range of gender approaches and initiatives, including developing strategies to encourage women to apply for Awards
- ii. Access and equity fund
- iii. Designated coordinators for gender in each of the hubs
- iv. A suitable range of desired applicant profiles and targeted promotion to encourage participation of women
- v. Preferential access to ancillary Awards for women
- vi. Short courses and Awards that are suitable and will attract women
- vii. Accessible venues that are sensitive to the specific requirements (particularly safety) of women

<sup>28</sup> The term gender ‘equity’ is used in the AAA Scope of Services, section 2.7, p. 57.

<sup>29</sup> *Promoting Opportunities for All: Gender Equality and Women’s Empowerment*. Thematic Strategy, November 2011.

<sup>30</sup> Potential barriers to participation may include, amongst other things, difficulty in accessing information about the availability of scholarships; attitudes of different governments; suitability of supports while on course; and socio-cultural barriers including the risk of domestic issues/violence on return from scholarship.

viii. Target of 50 per cent participation by women, both at the applications received stage and within the total cohort of Awardees per year (i.e. balance across all countries, profiles and Award types combined, rather than balance in each case).

It is acknowledged in the design document that to achieve 50% participation by women in the AAA is ambitious, given the range of countries and the context and challenges in relation to gender equality in the Africa region. The challenge of achieving this target is borne out in the monitoring data collected in July 2011 of applications for the 2012 Long Term Award Intake. The statistics on women's representation at various stages in the selection process confirm that most African countries are well below the 50% performance target sought. The data also show high levels of variability across the different countries in the level of participation by women.

This gender study will seek to better understand these figures and the social, economic and other forces that drive them; to understand how these differ by country; and to consider what strategies can be implemented in the AAA initiative to increase participation by women.

## Defining Equality and Equity

The objective of *gender equality* is for women and men to enjoy the same status, with equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit equally from the results. Thus the achievement of gender equality is the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.

*Gender equity* means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different.<sup>31</sup> Equity measures were put in place in the AAA initiative to ensure that both male and female applicants are offered equivalent opportunities to win Awards, recognizing that different approaches may be needed to produce the desired outcomes for women. These measures seek to create a level playing field so that women can benefit equally from the opportunities AAA offers.

## Purpose, Objectives and Scope of Work

The **purpose** of the study is two-fold: identify the factors that prevent and enhance the equal participation by women, and provide evidence-based analysis to inform the design and implementation of gender strategies for Australia Awards in Africa, with a view to improving the participation of women in the Awards.

The specific **objectives** of the study are:

1. Analyse existing program monitoring data disaggregated for gender, age and Awardees' countries on participation and benefit in the AAA – LTA, SCA, ALAF, ALAS
2. Tabulate existing statistics by country on participation of women in education and employment, including analysis of the particular areas of study and employment that are priority areas in AAA.
3. Complete a comparative assessment of contextual factors in the four focus countries that may influence how women participate and benefit from AAA.
4. Obtain an understanding of the gender issues and their implications at each stage – targeting communication, application, selection, pre-departure, on-award and return – of the AAA process.
5. Analyse the implications and outcomes of gender equality strategies that have already been implemented in AAA and the implications where gender specific strategies have not yet been implemented.

<sup>31</sup> *Gender Equality and Equity*, UNESCO, May 2000.

6. Draw on relevant experience from other equivalent international Awards and scholarships programs, particularly those implemented in the Africa region.
7. Make recommendations for the scope of responsibility AAA should accept in terms of meeting gender equality measures in delivering scholarships. These scoping parameters will form the basis of a gender strategy, which will be developed subsequent to the gender study by the Gender Adviser.
8. Other specific recommendations as to what should be included in the gender strategy.

Items 1-3 above will be addressed in the desk review that will be completed prior to field work. Items 4-8 will be addressed in the gender study report.

### **Countries of Focus and Rational for their Selection**

Four countries, namely Mozambique, Nigeria, Tanzania, and Ethiopia, were selected to serve as case studies. Their experience with AAA, the issues facing women at each stage of the Award process, and the contextual factors surrounding participation rates will be explored in depth in these four countries. Each of these countries offers a unique experience, requiring therefore different lines of inquiry to draw out the issues and flesh out both successful and unsuccessful approaches that can in turn inform the implementation of AAA. The selection of focus countries was made by AusAID.

Overall, recent Award data (2011 and 2012) indicate that Tanzania struggles with low participation rates for women. In Nigeria as in other countries, socio-cultural issues may play a role in constraining participation by women. These and other related aspects will warrant further investigation. Ethiopia has joined the program recently (2010), and while women's participation rates remain very low in the LTA, participation was balanced in favour of women in the SCA 2012 round. Mozambique is a success story. Despite being a post-conflict country, Mozambique has recorded high participation rates by women. Each of these four countries constitutes fertile ground for empirical enquiry.

## **Annex II: Methodology**

This study adopted a mixed method approach involving both qualitative and quantitative data obtained from varied sources and stakeholders about contextual factors, gender issues and their implications in each stage of AAA processes. A strong aspect of this study, and a lesson for future evaluations, is that research teams used field visits as opportunities to promote the program. This strategy turned out to be highly positive as it galvanized stakeholders, particularly government and civil society national machineries for women, which expressed interest in promoting the program through their own networks.

Underpinning this research is the understanding that, to determine the reasons driving low participation rates by women in AAA, it is necessary to analyse gender roles. For example, men and women do not have the same access or control over productive resources, or information for that matter, with far reaching implications. These lines of inquiry drew on the Harvard Analytical Framework (also called Gender Roles Framework), which is a well-known framework used to guide gender analysis.

### **Research Questions and Phases of the Study**

The study sought to investigate the factors that prevent and enhance the equal participation by women in the Awards, and to provide evidence-based analysis to inform the design and implementation of AAA's gender strategy. Principal research questions were developed to guide field work, noting that these were further broken down into sub-questions for use during consultations. Table 3 (at the end of this Annex) details the research questions, data collection methods and sources. The assessment was conducted in four phases as detailed below.

#### **Phase 1: Desk Review**

The desk review provided the basis for field work. It consisted of an analysis of information, AAA reports, evaluations, data and literature to determine the gendered outcomes of the Australia Awards in Africa initiative from the perspective of the type of Awards and the African context within which they operate. This review also drew on extant M&E data (disaggregated by gender and country); development reports, including monitoring reports for the Millennium Development Goals (MDGs); global and regional reports on gender equality and development; as well as research and studies into gender and higher education in Africa, professional employment, leadership and participation. Other international scholarship programs in the African region were also examined, with the gendered outcomes addressed in donor interviews during the field visits in Africa. The findings of the desk review identified critical issues for further and more in-depth enquiry and analysis during field work.

#### **Phase 2: Field Work**

Field work for the gender study took place from 21 May to 14 June and involved an inclusive, participatory approach to gathering qualitative information from a number of stakeholders at different levels, from program staff, to government officials, to direct beneficiaries. The categories of stakeholders consulted are detailed in Table 1.

Table 1: Stakeholder Groups and Data Collection Methods	
Group	Data Collection Method
1. AusAID officials	Group Interview (Post and Canberra officials)
2. AAA staff (operational and management staff)	Group Interview (Nairobi and Pretoria)
3. Donor representatives	Interviews with key donor in each site (Mozambique, Nigeria, Ethiopia, Tanzania)
4. Representatives of Coordinating Authorities and other government officials	Interviews (Mozambique, Nigeria, Ethiopia, Tanzania)
5. Representatives of women's organisations	Interviews (Mozambique, Nigeria, Ethiopia, Tanzania)
6.a. On-award (M/F) students	Survey, 25% sample of LTA and SCA on-award students
6.b. LTA unsuccessful female candidates, 2012 Intake	Phone interviews, small sample of 2012 LTA Intake
6.c. LTA female Awardees who withdrew from the program	Phone interviews
6.d. Candidates being interviewed for the 2013 LTA Intake (M/F)	Survey distributed during interviews in Nairobi, Pretoria and Accra; 25% sample drawn from list of attendees
6.e. Alumni (M/F)	Focus groups involving as many male and female Alumni as possible in Mozambique, Nigeria, Ethiopia, Tanzania

The scheduling of the interviews with AusAID officials and Coordinating Authorities representatives was facilitated by AusAID/Pretoria. Field work dates were: **Mozambique May 25-30; Tanzania June 1-6; Ethiopia and Nigeria June 11-14.**

### Phase 3: Data Analysis

This study involved the collection of primary qualitative data through interviews, focus groups and open-ended surveys. It also involved review of extant quantitative program data as well as country-specific, socio-economic published statistics. The quantitative data, analysed during the desk review exercise leading up to field work, supported the qualitative data, and pointed to areas for further investigation during field work. It helped bridge the knowledge gap with regards to gender outcomes, clearly pinpointing when the issue of an imbalance. Each type of data is further detailed below.

#### A. Quantitative data

The determination of AAA gender outcomes was accomplished by an analysis of secondary quantitative data from the following sources: extant monitoring data (disaggregated by gender and country) provided by AAA's M&E team; and key reports where quantitative program data was reported, including AAA's six-monthly reports, annual reports and the recent completion report of AAA's predecessor program, the In-Africa Australian Development Scholarships Management Programme (IAAMP). Units of analysis included gender, country, sector, and type of Award. Cross-year and cross-country analysis allowed for identifying patterns, as well as upward and downward in the Awards. This analysis of the quantitative data informed field work in that it identified areas (e.g., a sharp decrease in Awards for a specific country or year) for further investigation during field work. A review of published statistics on gender equality in Africa, and women's participation in current priority sectors for AAA was also conducted to set the context for field work, in particular for the four focus countries. This analysis was included in the Desk Review that was conducted prior to the start of field work (see Desk Review sub-section above).



### B. Qualitative data

The study adopted a case study research strategy for the site visits. Each of the four focus countries was examined closely with respect to its unique experience with AAA, the issues facing women at each stage of the Award process, and the contextual factors surrounding participation rates. As detailed in Table 1 above, the following qualitative methods of data collection were used: interviews, either one-to-one, group or by telephone; focus groups; and open-ended surveys. Primary qualitative data collected through these consultation methods were recorded in detailed notes following each data collection day. At the end of each site visit, a data analysis exercise was carried out, which resulted in reports with preliminary findings per country. This information was later systematically synthesized, categorized and analysed by the research team based on a categorization scheme that reflects the key areas to be verified in the study. Results of the phone interviews and online survey with on-award participants from different countries were analysed for inclusion, along with individual stories gathered. These sub-reports were put side-by-side the analysis of contextual factors, secondary quantitative data and published statistics presented in the Desk Review.

The research included the use of confirmatory processes as Alumni stories were written up and shared with involved stakeholders for purposes of verification/validation, and also to obtain permission for inclusion in the report. This process of verification added to the strength of data reliability.

The findings of field work were included in an Issues Paper that was circulated on Monday, 25 June to AusAID officials and AAA staff as input for the **gender workshop held on 28 June**. The details of this workshop are presented in Table 2 below.

<b>Table 2: Gender Study Workshop – Outline of Agenda</b>	
<b>Date and location:</b>	June 28, PDB room at AAA
<b>Objectives:</b>	1) Interpret and determine the implications of the findings from field work in a participatory way; 2) Draw out suggested recommendations for the scope of responsibility AAA should accept in terms of meeting gender equality measures; and suggested recommendations for what should be included in the gender strategy.
<b>Input:</b>	Issues Paper (with findings from field work). This document will be circulated to workshop participants on 25 June. Participants will be instructed to review the document beforehand and be ready to discuss during the event their views with regards to the findings included in it, as well as the implications and the recommendations that will follow from it.
<b>Methodology:</b>	<p>The workshop will be facilitated by the Gender Specialist in charge of the study. The methodology will be as follows:</p> <p><b><u>Thursday, 28 June 8:30-5:00pm</u></b></p> <p>Format: Presentation by facilitator followed by group discussion</p> <ul style="list-style-type: none"> <li>○ Introduction and overall findings presentation.</li> <li>○ Presentation of findings per country: Mozambique, Nigeria, Ethiopia, Tanzania. Presentation of findings of other data streams. Each presentation will be followed by group discussion.</li> <li>○ Participants work in small groups. Each group will address/brainstorm on the following items: a) suggested recommendations for the scope of responsibility AAA should accept in terms of meeting gender equality measures; b) other suggested recommendations for what should be included in the gender strategy for AAA.</li> <li>○ Summary of key discussion points and agreed next steps.</li> </ul> <p>Two coffee breaks and lunch will be observed in this full-day workshop session.</p>
<b>Outputs:</b>	Notes detailing participants' views on the interpretation of findings and their implications. List of suggested recommendations from the small groups as well as the plenary session. List of agreed follow-up actions.

**Table 2: Gender Study Workshop – Outline of Agenda**

<b>Underlining logic of workshop:</b>	Ensure shared understanding, ownership and commitment to the recommendations and follow-up actions agreed.
---------------------------------------	--

### Phase 4: Reporting

The research team will complete the draft study report in July for presentation to AusAID on 2 August. The final study report will be presented two weeks after receiving AusAID's feedback. The final report will provide the basis for designing AAA's gender equality strategy, and inform related AusAID policies.

### Instruments

In order to implement the study, the research team developed a set of data collection instruments. Protocols for semi-structured interviews and focus groups were developed for use with the different categories of stakeholders identified above. These instruments were intended as guides, while allowing flexibility for interviewers to delve into other aspects raised by interviewees that might not have been covered in the instruments. A survey instrument was developed for use with on-award students and was administered online through Survey Monkey, an online survey tool. Guiding questions were developed for use in the interviews with Coordinating Authority officials in each country, donors, and representatives of women's organisations. Instruments developed for this study can be found in Annex V.

### Sampling Strategy

#### 1) *On-award M/F students survey*

A random sample of 25% was drawn from the combined list of on-award LTA and SCA male and female students. The stratification was by type of Award and gender. Overall, the sample was balanced by gender and included students with disability. Given that SCA participants were fewer, nearly all SCA on-award students were included to ensure a balanced sample by type of Award.

#### 2) *LTA unsuccessful female candidates, 2012 Intake; LTA female Awardees who withdrew, 2005-2012*

The list of female Awardees who withdrew from 2005-2012 was very short, comprising only 10 persons. The list of LTA unsuccessful female candidates—those who were interviewed for the LTA 2012 Intake but failed to win the Award—was also small. The team contacted nearly everyone on these lists for whom contact information was still current—for several persons the contact information had changed. The team also found some resistance on the part of these categories of stakeholders to participate in the study, though every effort was made to emphasize the importance of their feedback to increasing women's participation rates in the program.

#### 3) *Candidates being interviewed for the 2013 LTA Intake (M/F)*

The M&E team administered the Selection Survey to 2013 LTA Intake candidates being interviewed for an Award. The survey was modified to incorporate items specific to the gender study and distributed to a random sample (25%) of candidates (M/F) attending interviews in Pretoria, Accra, and Nairobi between mid-May and Mid-June. The hard copy of the Selection Survey was distributed and collected by Program Officers in charge of the process. The sample was stratified by country and gender, ensuring that as many countries were represented as possible in the gender balanced sample. Participants with a disability were included in the sample.

#### 4) *Male and female Alumni*

The team conducted separate focus groups with male and women Alumni (around 8-10 persons per focus group) in each of the four focus countries. The aim was to speak to as many Alumni as possible having in mind the time constraints. The team dedicated one (1) day of field work to conducting the focus groups. In countries where the list of Alumni was short, all Alumni were contacted and invited to participate in the focus group sessions. The team identified and interviewed separately Alumni who had particularly problematic experiences. In Ethiopia, given that there were very few Alumni, female Awardees waiting to be mobilized were invited to participate in focus groups.

#### 5) *Other stakeholders*

Other key informants for consultations—including program staff and AusAID officials, women's organisations and government officials—were identified following suggestions from different key personnel involved in program implementation at AusAID, as well as country contacts. Research for the desk review pointed to key donors and women's organisations for consultation during field work, and AusAID officials also provided recommendations.

### **Audience**

The gender study is largely intended as an internal document that will inform the design of AAA's gender strategy. The study will also provide key information to feed into AusAID's wider efforts in connection with its gender equality and women's empowerment thematic strategy, as well as inform similar AusAID initiatives. To this end, the study will be directed at the following main audiences:

- Africa Scholarships Program Management at AusAID (Post and Canberra)
- AAA Program Management and Operations (managing contractor)

### **Field Procedures and Quality Control**

In each site, data collection was undertaken by a team of two or three researchers, including two gender specialists. A one-day training session was carried out in preparation for field work. Training consisted of an overview of the gender study objectives and methodology; qualitative data collection refresher training; discussion of field procedures; and review of interview guides.

Given that Mozambique was the first country visited, the data collection instruments and approach were piloted and adjustments made prior to implementation in the other countries. During the interview sessions, interviewers took detailed notes. These notes were then shared with the other members of the team in electronic format at the end of each data collection day. At the end of the each site visit, a one-day data analysis session was carried out. The outcome of these sessions was a report with preliminary findings per country, which later fed into a systematic data analysis exercise conducted once field work was completed.

Additional quality control measures included the development of a field manual, which provided a reference guide to the study team regarding field procedures; these were discussed in detail in the training session and implemented in the field.

### **Limitations**

In addition to its strengths, the gender study also had limitations. Having AusAID officials team up with the research team in three of the four case study countries was very positive and added a layer of knowledge that benefited the research enormously. On the other hand, it means the study cannot be categorized as independent research. Stakeholders may have been less candid in

their replies during interviews, for example, considering that AusAID officials were present in interview rooms and in some cases participated actively in the interviews.

Surveys carried out for the gender study drew on random samples and thus allowed for generalizations to be made. Alumni focus groups, on the other hand, were by invitation. While all Alumni currently in AAA's database were invited to take part in the focus groups carried out in the four case study countries, a limited number came forward. Those who came forward were self-selected, and it is likely that persons who may hold negative opinions about the program did not come forward. This limitation needs to be considered when interpreting data collected in the Alumni focus groups.

Table 3: Research questions, data collection method and source									
Research questions		Data collection method	Stakeholder/data source						Country
			AusAID	CA	AAA staff	Donors	Women's Org.	Students/Alumni	
1	ENABLING ENVIRONMENT								
	What contextual factors / conditions at local or national level have facilitated the participation of women in AAA?	Desk review; interviews; survey	✓	✓			✓	✓	A
	What social, economic, or other forces are driving low women participation rates?	Desk review; interviews; survey	✓	✓			✓	✓	A
	What is the relevant experience of other international Award/scholarship programs in terms of integrating gender?	Interviews				✓			A
2	PROGRAMMATIC & OPERATIONAL								
	What are the gender issues and their implications at each stage of AAA Award process – communication, application, selection, pre-departure, on-award, and on return?	Interviews; focus groups; survey	✓		✓			✓	A
	What gender equality strategies have been implemented thus far in AAA and their outcomes?	Interviews	✓		✓				A
	What are the strengths and weaknesses of the AAA design and approach to integrating gender?	Interviews	✓		✓				A

Table 3: Research questions, data collection method and source									
Research questions		Data collection method	Stakeholder/data source						Country
			AusAID	CA	AAA staff	Donors	Women's Org.	Students/Alumni	
	What are the specific challenges facing AAA in achieving equality in participation?	Interviews; focus groups; surveys	✓		✓			✓	A
	What are the key findings and trends that emerge from the analysis of AAA participation data disaggregated by gender? What are the implications?	Desk review; interviews	✓		✓				A
3	COUNTRY SPECIFIC								
	What are the lessons that can be learned from the Mozambican experience in terms of achieving gender parity in AAA participation? Which strategies have worked? Which strategies have failed?	Interviews	✓	✓					M
	How does domestic violence figure in the larger scheme of barriers to participation by women in Nigeria? Is the reported case an isolated incident or an entrenched issue? What other barriers exist?	Interviews; focus groups	✓	✓	✓	✓	✓	✓	N
	What strategies have worked in Ethiopia and were responsible for the increase in AAA women's participation rates in the SCA?	Interviews	✓		✓				E
	What are the forces driving low participation rates in Tanzania?	Interviews; focus groups	✓	✓	✓	✓	✓	✓	T

Key: T (Tanzania); M (Mozambique); E (Ethiopia); N (Nigeria); A (all)

### Annex III: List of Persons and Organisations Contacted

This annex reports on the persons interviewed during field work for the gender study. As noted in the methodology annex, qualitative data collection for the gender study involved interviews, focus groups and surveys with several stakeholders.

In summary, in Mozambique the research team reached 35 stakeholders (21 women); in Tanzania the number was 31 (20 women); in Ethiopia 21 (15 women); in Nigeria 45 (31 women). Over 40 on-award male and female students from both Long Term Awards (LTA) and Short Course Awards (SCA) from several African countries participated in the gender study online survey, and 189 (91 women) candidates representing over 20 African countries being interviewed for the 2013 LTA Intake responded to gender-related survey questions upon completing their selection interviews. Eight telephone interviews were conducted with unsuccessful women candidates from previous LTA rounds and those who withdrew after being mobilized. In addition, AusAID officials, GRM management and operational staff were interviewed by telephone or in person. The team also visited Kenya briefly to hold one-to-one interviews with GRM staff in the Nairobi hub, and to meet AusAID officials on Post.

A list of AusAID officials and GRM staff interviewed is included first. A breakdown per country and stakeholder category is provided next. This is followed by a presentation of profiles of Alumni and Awardees participating in focus groups and surveys, and other direct beneficiaries consulted.

#### 1. AusAID Officials and AAA Staff

A total of 13 AusAID officials and 19 AAA staff were interviewed during the gender study as shown in Table 1.

**Table 1: AusAID Officials and GRM Staff**

Organisation	Interviewed
AusAID	Adam Illman
AusAID	Ana Kabalu
AusAID	Asif Khan
AusAID	Carol Mbugua
AusAID	Elise Nalbandian
AusAID	Emmanuel Arnold Ekow Fletcher
AusAID	Ilka Collinson
AusAID	Lisa Staruszkiewicz
AusAID	Natalie Donikian
AusAID	Percy Stanley <sup>32</sup>
AusAID	Peter Duncan Jones
AusAID	Stacey Walker
AusAID	Tracey Austwick <sup>33</sup>

<sup>32</sup> Provided briefing to study team.

<sup>33</sup> Provided briefing to study team.

**Table 1: AusAID Officials and GRM Staff**

<b>Organisation</b>	<b>Interviewed</b>
GRM	Carolyne Ochieng
GRM	Cecilia Mbau
GRM	Cynthia Ojiambo
GRM	Daleen Beneckhe
GRM	Eliane Umutesi
GRM	Fiona Pakoa
GRM	Grace Olang'o
GRM	Greg Banova
GRM	Jenny Laughton
GRM	Jermima Khomari
GRM	John Yuri
GRM	Jules Onyango
GRM	Maureen Mwikali
GRM	Nancy Biwott
GRM	Patrick Kibiego
GRM	Samson Odongo
GRM	Temana Mabula
GRM	Tony Crooks
GRM	Yvonne Chimutimbira

## 1. Mozambique

A total of 35 persons were consulted during field work in Mozambique, including 21 women:

<b>Table 2: Overall statistics for Mozambique</b>	<b>M</b>	<b>F</b>	<b># of persons interviewed</b>
1. Donor representatives	3	1	4
2. Representatives of CAs and other government officials	4	6	10
3. Representatives of women's organisations	-	3	3
4a. Women Alumni	-	10	10
4b. Male Alumni	6	-	6
5. Other	1	1	2
<b>TOTAL INTERVIEWED</b>	<b>14</b>	<b>21</b>	<b>35</b>

**Table 3: Government officials, donor and women's organisations reached**

<b>Organisation</b>	<b>Interviewed</b>
Participant in Women in Mining study funded by World Bank	Michael Godet Sambo
Women's Forum - Coordination For Women In Development	Julia Mpfumo, Coordinator; and Nzira
FAWE – Forum for African Women Educationalists	Francisca Nobre, Coordinator

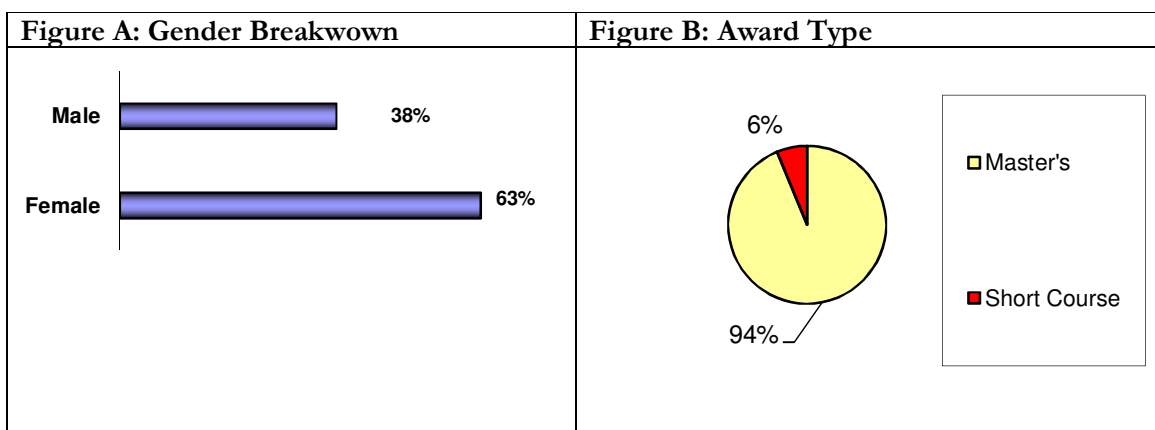


**Table 3: Government officials, donor and women's organisations reached**

Organisation	Interviewed
Ministry of Mineral Resources	Fatima J. Momade, Minister Adviser ; Marta Vieira Pecado, Human Resources Director
Scholarships Institute (Coordinating Authority)	Octavio de Jesus, General Director, Ester Tinga, Head
Ministry of Women and Social Action	Pita Bongece Alfandega, Director ; Fabi Gomes, Technician Gender Equity; Luciano Jose, Head of Department for Gender Development
Ministry of Education, Department of Gender	Judith Sambo, Chief , and Pedro Cossa
Ministry of Health	Nazira Adbula, Vice Minister of Health
Japanese International Cooperation Agency	Akihihiro Miyazaki, Advisor for Project Harmonization
British Council	Gil Oquisso, Project Manager Alan Rutt, Country Director
Centre for Brazilian Studies	Elizabeth Chicoco
African American Institute	Celia Diniz, Former Director

### Profile of Alumni

- Nearly two-thirds (63%) of Alumni participating in the focus groups in Mozambique were female (Figure A).
- The overwhelming majority (94%) had completed a Master's degree in Australia (Figure B). There was only one Short Course Alumnus.



- Fields of study and intake year varied. Education and Natural Resources Management led with three Alumni each followed by Health. Intake year ranged from 2001 to 2011.
- The average age of participants was 35.5.<sup>34</sup> Four Alumni were married, eleven were single and one did not disclose marital status. Ten reported having 1-2 children.

<sup>34</sup> Note that two participants did not disclose age.

- All participants lived in urban areas; 12 worked in the public sector; one in the private sector and three in the civil society sector.
- Twelve Alumni reported being Christians; one was Muslim and one Hindu. Two Alumni did not disclose religion.

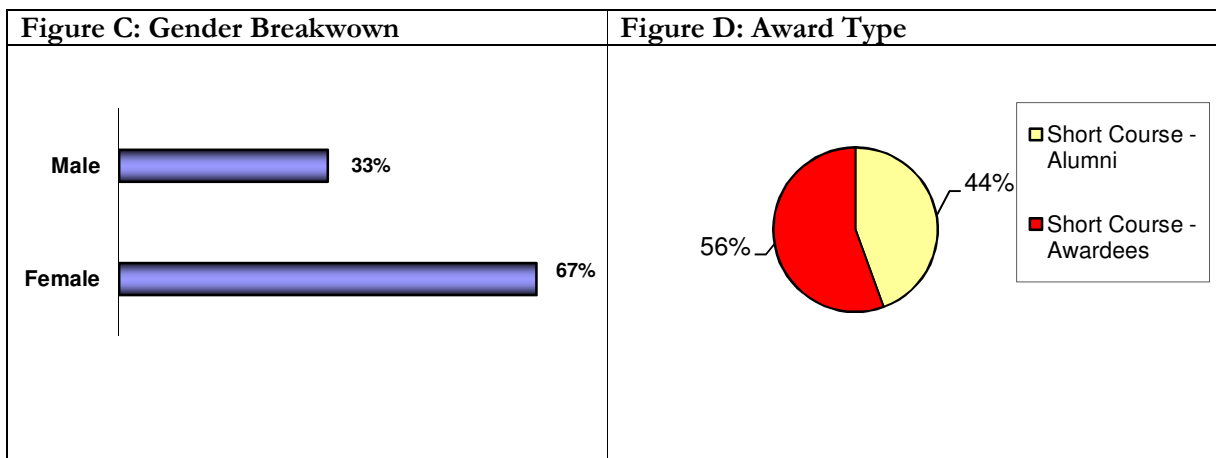
## 2. Ethiopia

A total of 21 persons were consulted during field work in Ethiopia, including 15 women:

<b>Table 4: Overall statistics for Ethiopia</b>	<b>M</b>	<b>F</b>	<b># of persons interviewed</b>
1. Donor representatives	1	4	5
2. Representatives of CAs and other government officials	1	2	3
3. Representatives of women's organisations	-	1	1
4a. Women Alumni	-	1	1
4b. Male Alumni	3	-	3
4c. Female Awardees		5	5
5. AusAID officials	1	2	3
<b>TOTAL INTERVIEWED</b>	<b>6</b>	<b>15</b>	<b>21</b>

<b>Table 5: Government officials, donor and women's organisations reached</b>	
<b>Organisation</b>	<b>Interviewed</b>
Ministry of Education (Department of Scholarships and Foreign Affairs)	Ato Mitiku Berecha
Ministry of Education (Gender Directorate)	Megdes
Ministry of Women, Youth, & Children's Affairs	Lemma
The Japanese Embassy	Yoshihisa Shiraishi and Ms Aiko Watanabe
Network of Ethiopian Women's Association	Saba Medhin
GIZ	Romina Kochius
Sweden Embassy	Izabella Erriksson and Yebankwork Belay

### Profile of Alumni



- Two-thirds of the Alumni (67%) participating in the focus groups in Ethiopia were female (Figure C).
- Forty-four per cent had completed a short course (Figure D). Five participants were yet to start their Short Course later in the year.
- Fields of study and intake year varied. Natural Resources Management led with four (two Alumni; two Awardees) followed by Education (two Alumni and one Awardee). The intake year ranged from 2011 to 2012.
- The average age of participants was 38.9. Four Alumni were married, four Awardees were single and one Alumnus was engaged. Three Alumni reported having children.
- All participants lived in urban areas; seven worked in the public sector; one in the private sector and one did not disclose.
- The majority of participants reported being Christian.

### 3. Nigeria

A total of 45 persons were consulted during field work in Nigeria, including 31 women:

<b>Table 6: Overall statistics for Nigeria</b>	<b>M</b>	<b>F</b>	<b># of persons interviewed</b>
1. Donor representatives	1	3	4
2. Representatives of CAs and other government officials	5	6	11
3. Representatives of women's organisations	2	14	16
4a. Women Alumni	-	8	8
4b. Male Alumni	6	-	6
<b>TOTAL INTERVIEWED</b>	<b>14</b>	<b>31</b>	<b>45</b>

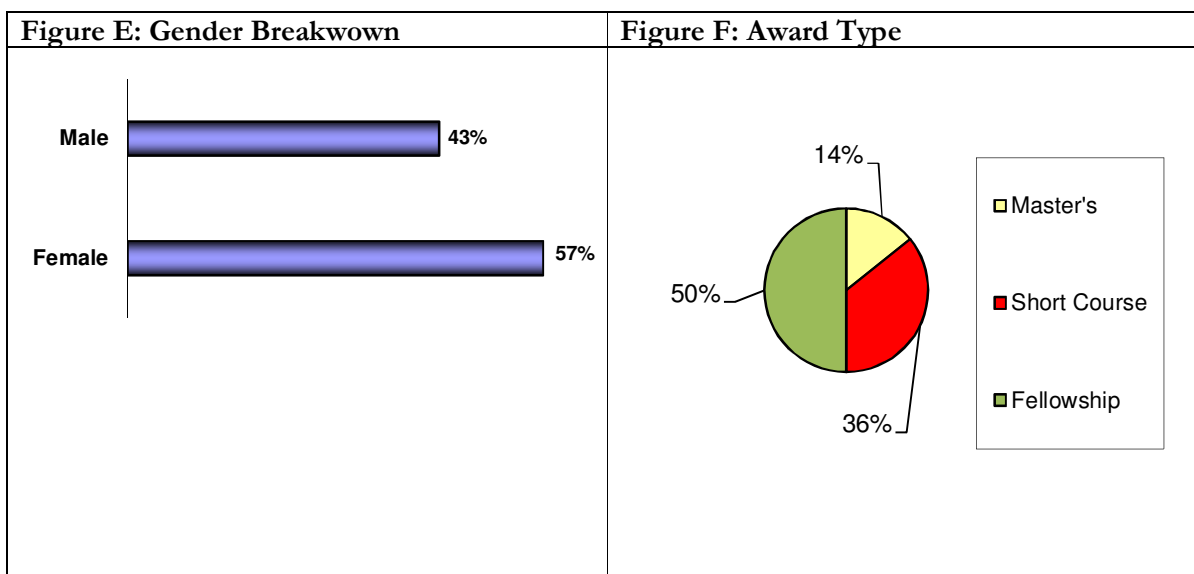
<b>Table 7: Government officials, donor and women's organisations reached</b>	
<b>Organisation</b>	<b>Interviewed</b>
Ministry of Women's Affairs	Esther Adeyemi, Director; Laditan B A, Deputy Director; Okpewum Egbe, Chief Community Development Officer
Path Finder International	Aba Nwachukwu and Imoleayo Owofadeju
British Council	Chikodi Onyemerela, Partnership Manager; Uju Dubas - Agbasi, Contracts Officer; Amina Maikori, Gender Officer
Action Aid	Patience Ekeoba, Women's Rights Manager
CIRDDOC	Violet Ochiekwu
NASRDA	Asmau Ibrahim
FIDA	Agwu Ijeoma
Women Environmental Programme	Queensley Ajwakpe
Change Management International	Osunde Esosa and Nma Obineche
NHRC	Ranti Daudu

**Table 7: Government officials, donor and women's organisations reached**

Organisation	Interviewed
African Association of Women in Geo Sciences	Aishantu Ibrahim; Vice President Adama Ahmed, President; Zainab Nuhu; Arinze Harrison; Salami Onyioza
WRAPA	Wumi Asubiaro - Dada
GADA	Godwin Obaji
FOMWAN	Shefu Aefa
National Center for Women in Development	Sadeeq Omar, Director Planning, Research & Statistics; Oboh Blessing; Segun Adesina; Duru Ijeoma; Wafiyyah Mustapha; Umar Idris
Ministry of Manpower (CA) OHOS	Habiba Lawal, Director Training (MMD); Adegbemi Sylvester, Officer

**Profile of Alumni**

- Over half of the Alumni (57%) participating in the focus groups in Nigeria were female (Figure E).
- Half of the Alumni in attendance (50%) had completed a Fellowship in Australia (Figure F). Over one-third (36%) had completed a Short Course. There were only two Master's Alumni.



- Fields of study and intake year varied. Natural Resources Management led with five Alumni followed by Public Policy with four Alumni. Intake year ranged from 2010 to 2012.
- The average age of participants was 38.9. Twelve Alumni were married, one was single and one did not disclose marital status. Eleven reported having 2-5 children.

- Ten participants lived in urban areas; one in a rural area; and three did not disclose their residential status. Ten worked in the public sector; three were from civil society organisations; and one did not disclose employer type.
- Ten Alumni reported being Christians, three were Muslim, and one Alumnus did not disclose religion.

#### 4. Tanzania

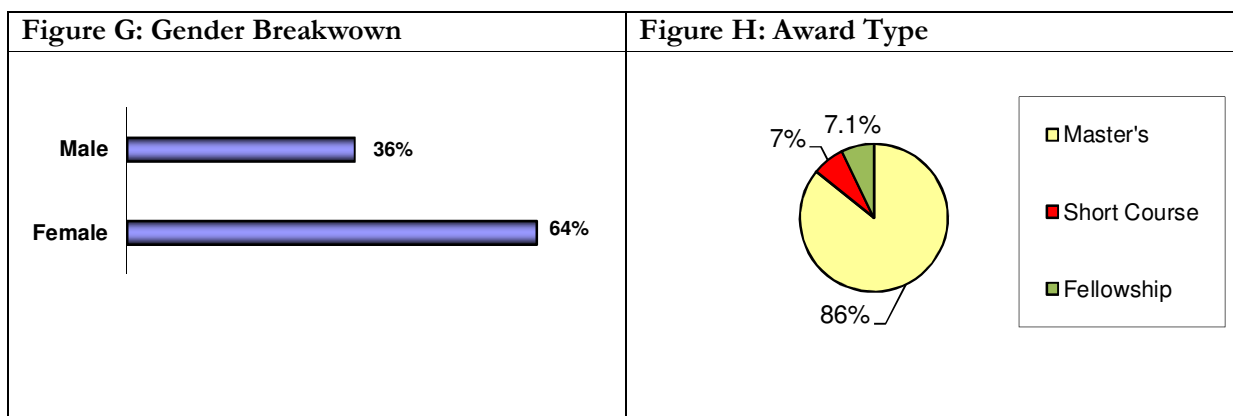
A total of 31 persons were consulted during field work in Tanzania, including 20 women:

<b>Table 8: Overall statistics for Tanzania</b>	<b>M</b>	<b>F</b>	<b># of persons interviewed</b>
1. Donor representatives	2	-	2
2. Representatives of CAs and other government officials	2	4	6
3. Representatives of CSO organisations	1	5	6
4a. Women Alumni	-	9	9
4b. Male Alumni	5	-	5
5. AusAID officials	1	-	1
6. Other –UN Women	-	2	2
<b>TOTAL INTERVIEWED</b>	<b>11</b>	<b>20</b>	<b>31</b>

<b>Table 9: Government officials, donor and women's organisations reached</b>	
<b>Organisation</b>	<b>Interviewed</b>
President's Office, Public Service Management	Mrs Roxana Kijazi, Director Human Resource Division
	Mr Elisante Mbwilo, Assistant Director Human Resource Division
	Mrs. Anne Mazalla, Director Diversity Management Unit
United Nations Resident Coordinator's Office	Irene Bernabeu
UN Women	Anna Collins-Falk
Forum for African Women Educationalists (FAWE- TZ)	Neema Kitundu
Tanzania Women Miner Association (TAWOMA)	Shamsa Diwani
Tanzanian First Lady's NGO, WAMA Foundation	Mr. Daudi Nasib; Ms. Philomena
The Foundation for Civil Society	Mr. John Ulanga
Tanzania Gender Networking Programme (TGNP)	Ms Usu Mallya
AFWIMN - Africa Women in Mining Network, Dar es Salaam	Ms. Mary Mbeyela
Ministry of Community Development, Gender and Children	Mrs Kijakazi Mtwenga, Permanent Secretary;
	Mr Meshack Ndaskoi, Director, Gender Development Department
	Ms Judith Kizenga, Assistant Director, Women Section

### Profile of Alumni

- Over half (64%) of Alumni participating in the focus group in Tanzania were female (Figure G).
- The overwhelming majority (86%) had completed a Master's degree in Australia (Figure H). There was one Short Course and one Fellowship Alumni.



- Fields of study and intake year varied. Health led with four Alumni followed by Natural Resources Management (2) and Public Policy (2). Intake year ranged from 2007 to 2011.
- The average age of participants was 36.6. Eleven Alumni were married, and three were single. Ten reported having 1-4 children.
- Nine participants lived in urban areas; 13 worked in the public sector and one participant did not disclose.
- Eight Alumni reported being Christian and five were Muslim; one participant did not disclose religion.

## 5. On-Award Students

On-award students (M/F) participated in an online survey. This included 21 Short Course Awardees representing 16 African countries, and 22 Long Term Awardees from 12 African countries. For SCA, about half of the students were in the Agriculture & Food Security sector; and about half of LTA Awardees were concentrated in the Public Policy and Agriculture & Food Security sectors.

**Table 10: SCA On-award responses – Priority Sector**

Sector of study	M	F	# of persons
Agriculture & Food Security	6	5	11
Diplomacy	1	-	1
Natural Resources Management (NRM) – Mining, Drilling and Extractive Industries	-	1	1
Public Policy, Public Sector Administration or Reform Governance	6	1	7
(No response)	-	1	1
<b>GRAND TOTAL</b>	<b>13</b>	<b>8</b>	<b>21</b>

**Table 11: SCA On-award responses – Country of citizenship**

Country of citizenship	M	F	# of persons
Burundi	1		1
Cameroun	1	1	2
Cape Verde	1		1
Egypt	1		1
Ethiopia	1		1
Ghana	1	1	2
Lesotho		2	2
Malawi		1	1
Morocco	1		1
Mozambique		1	1
Namibia	1		1
Niger		1	1
Republic of Congo	1		1
Sao Tome & Principe	1		1
Tunisia	2	1	3
Zambia	1		1
<b>GRAND TOTAL</b>	<b>13</b>	<b>8</b>	<b>21</b>

**Table 12: LTA On-award responses – Priority Sector**

Sector of study	M	F	# of persons
Agriculture & Food Security	3	2	5
Education		1	1
Gender & Development	1		1
Health – General	2	1	3
Health - Maternal and Child Health Care		1	1
Natural Resources Management (NRM) – Mining, Drilling and Extractive Industries		4	4
Public Policy, Public Sector Administration or Reform Governance	3	4	7
<b>GRAND TOTAL</b>	<b>9</b>	<b>13</b>	<b>22</b>

**Table 13: LTA On-award responses – Country of citizenship**

Country of citizenship	M	F	# of persons
Burkina Faso	1		1
Gambia	1	1	2
Ghana	1	2	3
Kenya	1	2	3
Liberia	1	1	2
Malawi		2	2
Mozambique	1		1
Nigeria	1		1
South Africa		1	1
Tanzania		1	1
Uganda	2	2	4
Zambia		1	1
<b>GRAND TOTAL</b>	<b>9</b>	<b>13</b>	<b>22</b>

## 6. 2013 Intake Master's candidates

A total of 189 persons across 24 African countries responded to gender-related survey questions upon completing their 2013 Master's selection interviews; this included 91 women:

**Table 14: Gender breakdown**

Gender	Response Percent	Response Count
Male	51.9%	98
Female	48.1%	91
<b>GRAND TOTAL</b>		<b>189</b>

**Table 15: Country representation**

Country	Response Percent	Response Count
Algeria	3.2%	6
Botswana	3.7%	7
Burundi	3.2%	6
Cameroon	3.2%	6
Cape Verde	2.1%	4
Egypt	2.1%	4
Gambia	3.7%	7
Ghana	8.5%	16
Kenya	2.6%	5
Lesotho	5.3%	10
Liberia	3.2%	6
Malawi	4.2%	8
Mauritius	4.2%	8
Mozambique	4.2%	8
Namibia	3.7%	7
Nigeria	7.9%	15
Rwanda	3.2%	6
Seychelles	3.7%	7
Sierra Leone	6.9%	13
South Africa	3.7%	7
Swaziland	6.3%	12
Tanzania	2.1%	4
Uganda	4.2%	8
Zambia	4.8%	9
<b>GRAND TOTAL</b>		<b>189</b>

## 7. Other

Eight telephone interviews were conducted with unsuccessful women candidates (7) from previous LTA rounds and one person who withdrew (1) after being mobilized. Participants were evenly split between married and single women, and represented six African countries. A majority (6) of them came from the public sector and lived in urban areas. Other stakeholders interviewed included two representatives from the African Women in Agricultural Research and Development (AWARD) project based in Kenya, and three Alumni who filled out the corresponding interview protocols and submitted it via email.



## Annex IV: Summary of main issues raised in surveys and phone interviews

**Table 1. Summary of Main Issues Raised—LTA and SCA On-Award Students, 2013 LTA Candidates, Dropouts, and Unsuccessful LTA Female Candidates**

AAA Stages	Enablers	Barriers	Recommendations
<b>Information/ outreach</b>	One LTA applicant was a few months pregnant at the application stage and noted that she applied because the advert highlighted that <i>women were encouraged to apply</i> . Other women surveyed stressed that this message also encouraged them to apply.	In Uganda, some beneficiaries found information was of limited access. The 2010 newspaper advert was posted with only three days to the application deadline.  Limited internet access was also noted as a challenge. The process whereby access to information about AAA and nomination (by the employer) to participate in the competition takes place through one's work office could be gender biased and subject to manipulation.	The newspaper advert should run at least twice and as early as three months before the deadline to enable applicants to reach application information through the internet in time.  Devise an active advocacy campaign that will target women specifically.  Establish a Facebook page where information about the scholarships can be placed.  Public organisations need to send out memos to their superiors encouraging women to apply.  Advertise through NGOs and Women's Ministries involved in equality and inclusion in each country.
<b>Application</b>	It is a transparent process based on a merit system and not on the basis of who knows the applicant.  The fact that women were particularly encouraged to apply boosted confidence. Women were reassured that marital status and motherhood would not be counted against eligibility for long term study.  Authorisation of a husband or proof of who would keep the children was not a requirement for application.	Family responsibilities are one of the main factors hindering women from applying because family duties have a direct impact on their ability to take up overseas scholarships, in particular for long term study abroad.  Late posting of <b>LTA scholarship</b> advert had an impact on applications. Some may not have had time to apply.  Delivery of documents for certification by legal practitioner is an expensive process in some countries. Financial assistance is not offered and one needs to use own resources.  Women may not have competitive university degrees, Master's level studies, or suitable work experience. Some felt it is difficult to obtain employer approval to go on scholarship.	For the <b>SCAs</b> , add in the course content "Gender and Rural Development" to promote more participation of women.  Establish a special AAA desk for women (in Lesotho). Expand scholarships to sectors where women are more involved.

AAA Stages	Enablers	Barriers	Recommendations
<b>Selection/ Interview</b>	<p>The fact that there was no shortlisting from cabinet office levelled the playing field for all applicants. That is, respondents felt that the selection process was not influenced by African governments and that it gave equal chances for women to be selected.</p> <p>Participation of women on the panel was encouraging.</p>	<p><b>For LTAs</b>, too short notice was given for flying out to the interviews. A working mother with a baby stated that candidates like her need more notice to be able to make family arrangements.</p> <p>It would be helpful to have more encouragement to travel for interviews with a child as there is for travelling with a spouse.</p>	<p>For unsuccessful female candidates, it would be extremely helpful to obtain feedback on areas of weakness during the interview stage so that candidates can improve and be able to apply again. It would also be helpful to receive a note encouraging unsuccessful interviewees to reapply.</p>
<b>Pre-Departure</b>	<p>Participation of Alumni in pre-departure briefings was seen as very helpful by new Awardees.</p>	<p>In the <b>LTA pre-departure briefing</b>, there was not enough information about the availability and/or affordability of child care in Australia.</p> <p>Visa processing took a lot of time for some Awardees, allowing limited time for preparation before travelling.</p> <p>The required medical exam, which is part of the pre-mobilization documentation, was deemed complicated and dehumanizing by some Awardees.</p>	<p>Pre-departure briefings should always include the participation of spouses and have a specific session to prepare them for the absence of their loved ones.</p>
<b>On-award</b>			<p>Shorten the time needed before family can join the Awardee, especially for women with children.</p>

## Annex V: Instruments

### Survey of On-Award Students (M/F)

Australia Awards in Africa (AAA) is conducting a gender study to learn about what enables and hinders women's participation in the program. You were selected among a number of other students (including men and women) to provide your views, and to help us identify ways in which we can implement changes to improve the representation of women in the awards.

Participating in the study will take approximately 30 minutes of your time. You may skip any questions you are not comfortable answering. Your feedback will be anonymous, and will not in any way affect your participation in the program.

**Gender:** M / F    **Age:** \_\_\_\_\_

**Marital status at application for AAA:** \_\_\_\_\_

**Number of children at application:** \_\_\_\_\_

**Country:** \_\_\_\_\_ **Residence:** Rural / Urban    **Religion:** \_\_\_\_\_

**Course of Study:** \_\_\_\_\_

**Type of award:** PhD      Master's      Short Course      Leadership Fellowships

**Sector of Study:**

☐ Public Policy, Public Sector Administration or Reform, Governance    ☐ Agriculture & Food Security    ☐ Health - Maternal and Child Health Care    ☐ Health – HIV/AIDS-related  
☐ Health – General    ☐ Natural Resources Management (NRM) – Mining, Drilling and Extractive Industries    ☐ Water & Sanitation    ☐ Education    ☐ Other (please specify)

#### STAGES OF AAA AWARD PROCESS

**This section will ask you questions about the different stages of AAA's award process.**

##### A. Communication and Application Phase

**A.1** How did you find out about AAA?

**A.2** How accessible was the information about AAA to men and women in your country?

**A.3** What aspects of the application process helped you participate?

**A.4** What aspects of the application process facilitated the participation of women in particular?

**A.5** What aspects could have presented difficulties for women to participate?

**A.6** What led you to apply for an AAA award?

**A.7** What made you choose a particular type of AAA award over the other types of AAA awards available?

##### B. Selection Phase – Interview

**B.1** What were the difficulties, if any, you faced during the interview process (before, during or after)?

**B.2** What aspects were particularly helpful for women?

**C. Pre-Departure Phase**

**C.1** The mobilization process involves communication with AAA, communication with the university, visa arrangements, pre-departure briefing, travel to Australia, etc. Please tell me about your overall experience with the mobilisation process?

**C.2** How would you change the mobilisation process so that it better supports women's participation?

**C.3** Did the pre-departure briefing sessions on living in Australia and cultural adjustment address the different experiences of men and women?

**C.3a** If not, please suggest ways in which these sessions can better address the different needs of men and women.

**D. On-Award Phase**

**D.1** Are there any aspects of life in Australia that you find particularly challenging to women? Mark all that apply and explain below.

- ☐ Settling into accommodation and domestic arrangements
- ☐ Social life
- ☐ Study
- ☐ Transport
- ☐ Child care
- ☐ Health care
- ☐ Other. (Please specify.....)

Comment:

.....  
 .....  
 .....

**D.2** What specific aspects of the program related to on-award support do you think should be dealt with in different ways for men and women?

**ENABLING ENVIRONMENT**

AAA is keen to ensure that women have equal access to scholarships, in some countries this has been a challenge:

**E.1** What are the challenges facing AAA in achieving gender equality in participation in the awards?

**E.2** What approaches might it take to ensure that gender balance in participation is achieved?

**E.3** What are the specific social, economic, and cultural factors that hinder women's participation in the program?

**E.4** Are there any aspects that you would like to share with us that we may not have asked?

**Thank you for participating in the survey!**

## Donor Interviews

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. AAA provides a mix of Long Term and Short Term tertiary-level scholarships to Africans to study in Australia in fields that support their home country's development. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective. We would like to meet with representatives from your organization to learn about your scholarship programs, particularly in terms of their approach to integrating gender equality.

**Agency:****Name of those attending:****Number of persons:** M \_\_\_\_; F \_\_\_\_; Total: \_\_\_\_**Country:****Name of interviewer:****Date:****Agenda:**

- 1) The research team introduces AAA and the purpose of the gender study
- 2) Donor to speak about their tertiary awards
- 3) Guided discussion to focus on the donor's experience and information on:
  - Overview of type of awards
  - Overview of selection processes
  - Mechanisms for targeting / outreach
  - Monitoring and evaluation of outcomes, particularly in terms of integrating gender equality
  - Perceived barriers to achieving gender equality in the specific country
  - Successful and less successful strategies they have implemented to achieve gender equality in participation in awards
  - Lessons learned from their experience with gender equality strategies

## Coordinating Authority Interviews

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. AAA provides a mix of Long Term and Short Term tertiary-level scholarships to Africans to study in Australia in fields that support their home country's development. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective. The participation of Coordinating Authority officials in the study will be very important to its success.

### Agency:

Name of those attending:

Number of persons: M \_\_\_\_; F \_\_\_\_; Total: \_\_\_\_

Country:

Name of interviewer:

Date:

### Agenda:

- Team introduces the study.
- Brief presentation of AAA participation rates for the specific country.

Interview questions:

- 1) What strategies are in place to ensure the equal participation of women in the AAA program?
- 2) In particular, which strategies have worked? Which strategies have failed?
- 3) What are some of the barriers to women's participation in AAA in your country?
- 4) What are some of the aspects that facilitate the participation of women?
- 5) How could women's AAA participation rates be improved in your country in terms of:
  - a. Outreach / targeting and communications;
  - b. Facilitating women's eligibility – special measures?
  - c. Recruitment process; and
  - d. Alumni reintegration.
- 6) Are there any aspects that you would like to share with us that we may not have asked?

### Country-specific questions:

#### MOZAMBIQUE

- a. What are the lessons that can be learned from the Mozambican experience in terms of achieving high participation rates for women in AAA (above 50% for LTA and SCA in 2011 and 2012)?
- b. Which strategies have worked? Which strategies have failed?
- c. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)
- d. What regional differences exist, if any, that may affect the prospects of women from different parts of Mozambique to participate in the program?

#### NIGERIA

- a. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)
- b. What other barriers exist?

- c. What regional differences exist, if any, that may affect the prospects of women from different parts of Nigeria to participate in the program?

#### ETHIOPIA

- a. Ethiopia entered the AAA program in 2010. Participation in the LTA awards has been low in general and in particular women's participation. What are some of the factors that may be preventing participation by Ethiopian women in the LTA program?
- b. On the other hand, Ethiopia has fared much better in the SCA program; the gender split was pro-women in 2012. What strategies have worked in Ethiopia and were responsible for the increase in AAA women's participation rates in the SCA program?
- c. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)

#### TANZANIA

- a. In the last couple of years, women's participation in the LTA awards has been declining. In this same period, participation in SCA awards has improved, but is still far from achieving parity. What are the forces driving low participation rates in Tanzania?
- b. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)

## Other Government Interviews

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. AAA provides a mix of Long Term and Short Term tertiary-level scholarships to Africans to study in Australia in fields that support their home country's development. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

**Agency:****Name of those attending:****Number of persons:** M \_\_\_\_; F \_\_\_\_; Total: \_\_\_\_**Country:****Name of interviewer:****Date:****Agenda:**

- Team introduces the study.
- Brief presentation about the AAA program.

Interview questions:

- 1) What aspects of gender equality in women's education is your office involved in?
- 2) What mechanisms are in place for gender equality mainstreaming in the various Ministries?
- 3) How does your agency promote gender equality across all of the other Ministries?
- 4) What overseas scholarship programs exist for women from your country?
- 5) Are you familiar with AAA? If so, what role, if any, have you played in the AAA processes?
- 6) What are the social, economic, and cultural factors that hinder women's participation in scholarship programs?
- 7) What are some of the factors that facilitate the participation of the women in such programs?
- 8) What suggestion do you have for improving the participation of women in the AAA program?
- 9) Are there any aspects that you would like to share with us that we may not have asked?



## Women's Organizations

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. AAA provides a mix of Long Term and Short Term tertiary-level scholarships to Africans to study in Australia in fields that support their home country's development. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

### Organization:

Name of those attending:

Number of persons: M \_\_\_\_; F \_\_\_\_; Total: \_\_\_\_

Country:

Name of interviewer:

Date:

### Agenda:

- Research team introduces AAA and the rationale for the study.
- Each representative introduces themselves and explains how their organization functions both locally and at national levels.

Interview questions:

- 1) What is the outreach of your organization? (Probe: national, regional, specific networks)
- 2) What overseas scholarship programs exist for women from your country? Do you have any involvement with any such programs?
- 3) Are you familiar with AAA? If so, what is the level of engagement with the program?
- 4) What are the specific social, economic, and cultural factors that hinder women's participation in overseas scholarship programs?
- 5) What are some of the factors that facilitate the participation of the women in such programs?
- 6) Which other groups are you aware of that are active in the area of advocacy and support to women?
- 7) What suggestion do you have for improving the participation of women in the AAA program?
- 8) Are there any aspects that you would like to share with us that we may not have asked?

### Country specific questions:

#### MOZAMBIQUE and TANZANIA

- a. Are you familiar with the Women in Mining organization? If so, what is your relationship with them?

## Group Interview with AusAID staff

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. AAA provides a mix of Long Term and Short Term tertiary-level scholarships to Africans to study in Australia in fields that support their home country's development. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

**Name of those attending:**

**Number of persons:**

**Name of interviewers:**

**Date of interview:**

**Location:**

- 1) What are the strengths of the AAA design and approach to integrating gender equality?
- 2) What are the weaknesses of the AAA design and approach to integrating gender equality?
- 3) Does the Scope of Services provide sufficient guidance to achieve equality in awards? Please comment.
- 4) If you were to design this program again, what aspects of it would you change in order to achieve gender equality?
- 5) What aspects of it would you keep?
- 6) What are the gender issues and their implications at each stage of the AAA process: (probe each stage separately):
  - targeting/promotion;
  - application;
  - selection;
  - pre-departure;
  - on-award; and
  - on return.
- 7) What particular gender equality issues would you like to see AAA prioritise?
- 8) **CANBERRA:** What are the functions of the Senior Reference Group (SRG) for AAA? Does this Group consider gender equality issues? If so, explain.
- 9) **CANBERRA:** What else is AusAID doing in terms of integrating gender equality into other scholarship programs? What are some of the lessons learned?
- 10) **POST:** In relation to the four focus countries (Mozambique, Nigeria, Tanzania and Ethiopia), what particular challenges exist within these countries that needs to be accounted for in developing an effective gender equality approach for AAA?
- 11) **POST:** What are some of the enabling factors in these countries that have helped improve the participation of women in AAA?
- 12) Are there any aspects that you would like to share with us that we may not have asked?

### Country-specific questions:

#### MOZAMBIQUE

- a. What are the lessons that can be learned from the Mozambican experience in terms of achieving high participation rates for women in AAA (above 50% for LTA and SCA in 2011 and 2012)?
- b. Which strategies have worked? Which strategies have failed?

- c. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)
- d. What regional or other country differences exist, if any, that may affect the prospects of women from different parts of Mozambique to participate in the program?

#### NIGERIA

- a. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)
- b. What other barriers exist?
- c. What regional or other country differences exist, if any, that may affect the prospects of women from different parts of Nigeria to participate in the program?

#### ETHIOPIA

- a. Ethiopia entered the AAA program in 2010. Participation in the LTA awards has been low in general and in particular women's participation. What are some of the factors that may be preventing participation by Ethiopian women in the LTA program?
- b. On the other hand, Ethiopia has fared much better in the SCA program; the gender split was pro-women in 2012. What strategies have worked in Ethiopia and were responsible for the increase in AAA women's participation rates in the SCA program?
- c. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)

#### TANZANIA

- a. In the last couple of years, women's participation in the LTA awards has been declining. In this same period, participation in SCA awards has improved, but is still far from achieving parity. What are the forces driving low participation rates in Tanzania?
- b. What are the personal /family pressures that may present challenges to women's participation? (e.g. domestic violence)

## **Women Alumni Focus Groups**

### **Ethiopia, Mozambique, Nigeria, Tanzania**

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

#### **STAGES OF AAA AWARD PROCESS**

- 1) We would like to learn about your experience with the different stages of the AAA award process. What were the challenges you faced, if any, in the following stages:
  - a. Promotion – access to information about the program
  - b. Application
  - c. Selection/interview
  - d. Pre-departure
  - e. On-award
  - f. On return
- 2) What were some of the aspects in the different stages of the program that helped you participate?

#### **ENABLING ENVIRONMENT**

- 3) What are the specific social, economic, or cultural factors that hinder women's participation in the program?
- 4) What are the personal /family pressures that may also present challenges to women's participation?
- 5) AAA would like to ensure that women have equal access to scholarships. What suggestions do you have to ensure this happens?

## **Male Alumni Focus Groups**

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

### **STAGES OF AAA AWARD PROCESS**

- 1) We would like to learn about your experience with the different stages of the AAA award process. What were the challenges you faced, if any, in the following stages:
  - a. Promotion – access to information about the program
  - b. Application
  - c. Selection/interview
  - d. Pre-departure
  - e. On-award
  - f. On-return
- 2) From your experience, how has participation in AAA had an impact on your prospects in the workplace? How is this different for women from your country?

### **ENABLING ENVIRONMENT**

- 3) What are the specific social, economic, or cultural factors that hinder women's participation in the program?
- 4) What are the personal /family pressures that may also present challenges to women's participation?
- 5) AAA would like to ensure that women have equal access to scholarships. What suggestions do you have to ensure that this happens?

**TO BE COMPLETED BY EACH ALUMNI FOCUS GROUP PARTICIPANT**

Name: \_\_\_\_\_ Gender: M / F Age: \_\_\_\_\_

Marital status at application for AAA: \_\_\_\_\_

Number of children at application: \_\_\_\_\_

Country: \_\_\_\_\_ Residence: Rural / Urban Religion: \_\_\_\_\_

Employed by ☐ private ☐ public ☐ civil society organization ☐ other \_\_\_\_\_

Year participated in AAA: \_\_\_\_\_

Course of Study in AAA program: \_\_\_\_\_

Type of award: PhD Master's Short Course Leadership Fellowships

Sector of Study (circle applicable):

- ☐ Public Policy, Public Sector Administration or Reform, Governance ☐ Agriculture & Food Security ☐ Health - Maternal and Child Health Care ☐ Health – HIV/AIDS-related
- ☐ Health – General ☐ Natural Resources Management (NRM) – Mining, Drilling and Extractive Industries ☐ Water & Sanitation ☐ Education ☐ Other (please specify)

## One-to-one Interview with Female Alumni

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

Name: \_\_\_\_\_ Gender: M / F Age: \_\_\_\_\_

Marital status at application for AAA: \_\_\_\_\_

Number of children at application: \_\_\_\_\_

Country: \_\_\_\_\_ Residence: Rural / Urban Religion: \_\_\_\_\_

Year participated in AAA: \_\_\_\_\_

Course of Study in AAA program: \_\_\_\_\_

Type of award: PhD      Master's      Short Course      Leadership Fellowships

Employed by ☐ private ☐ public ☐ civil society organization ☐ other \_\_\_\_\_

Sector of Study: \_\_\_\_\_

### STAGES OF AAA AWARD PROCESS

- 1) What was it about AAA that encouraged you to apply? Was there anything in particular about AAA that led you to apply as opposed to joining equivalent programs?
- 2) What made you choose a particular type of AAA award over the other types of AAA awards available?
- 3) We would like to learn about your experience with the different stages of the AAA award process. What were the challenges, you faced if any, in the following stages:
  - a. Promotion – access to information about the program
  - b. Application
  - c. Selection/interview
  - d. Pre-departure
  - e. On-award
  - f. On return
- 4) What were some of the aspects in the different stages of the program that helped you participate?

### ENABLING ENVIRONMENT

- 5) What are the specific social, economic, or cultural factors that hinder women's participation in the program?
- 6) What are the personal /family pressures that may also present challenges to women's participation?

- 7) AAA would like to ensure that women have equal access to scholarships. What suggestions do you have to ensure this happens?



## Unsuccessful Women Candidates

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

Name: \_\_\_\_\_ Gender: M / F Age: \_\_\_\_\_

Marital status at application for AAA: \_\_\_\_\_

Number of children at application: \_\_\_\_\_

Country: \_\_\_\_\_ Residence: Rural / Urban Religion: \_\_\_\_\_

Employed by ☐ private ☐ public ☐ civil society organization ☐ other \_\_\_\_\_

Year participated in AAA: \_\_\_\_\_

Course of Study in AAA program: \_\_\_\_\_

Type of award: PhD      Master's      Short Course      Leadership Fellowships

### Sector of Study:

I know you applied for the program, were shortlisted but did not win the award. Would you tell me about your experience in the application and selection process? (If the story is not forthcoming, ask the questions below)

### A. Application Phase

**A.1** What was it about AAA that encouraged you to apply? Was there anything in particular about AAA that led you to apply as opposed to joining equivalent programs?

**A.2** What aspects of the application process helped you participate?

**A.3** What difficulties did you face?

### B. Selection Phase - Interview

**B.1** What were the challenges, if any, you faced during the interview process?

**B.2** What else could the program do to assist women in being successful in receiving an AAA award?

### C. General Questions

**C.1** What are the specific social, economic, or cultural factors that hinder women's participation in the program?

**C.2** What are the personal /family pressures that may also present challenges to women's participation?

**C.3** AAA would like to ensure that women have equal access to scholarships. What suggestions do you have to ensure that this happens?

## Women Who Withdrew from Program

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

**Name:** \_\_\_\_\_ **Gender:** M / F **Age:** \_\_\_\_\_

**Marital status at application for AAA:** \_\_\_\_\_

**Number of children at application:** \_\_\_\_\_

**Country:** \_\_\_\_\_ **Residence:** Rural / Urban **Religion:** \_\_\_\_\_

**Employed by** ☐ private ☐ public ☐ civil society organization ☐ other \_\_\_\_\_

**Year participated in AAA:** \_\_\_\_\_

**Course of Study in AAA program:** \_\_\_\_\_

**Type of award:** PhD      Master's      Short Course      Leadership Fellowships

### Sector of Study:

I know you won an AAA award but withdrew from the program at some point. Would you tell me about your experience with the program, as well as the reasons that led you to withdraw? (If the story is not forthcoming, ask the questions below)

- 1) We would like to learn about your experience with the different stages of the AAA award process. What were the challenges you faced, if any, in the following stages:
  - a. Promotion – access to information about the program
  - b. Application
  - c. Selection/interview
  - d. Pre-departure
  - e. On-award
- 2) What were some of the aspects in the different stages of the program that helped you participate?
- 3) What were the reasons that led you to withdraw from the program?
- 4) What could the program do to ensure women complete the program?

### ENABLING ENVIRONMENT

- 5) What are the specific social, economic, or cultural factors that hinder women's participation in the program?
- 6) What are the personal /family pressures that may also present challenges to women's participation?
- 7) AAA would like to ensure that women have equal access to scholarships. What suggestions do you have to ensure that this happens?

## ETHIOPIA: Women to Go On-Award

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

**Name:** \_\_\_\_\_ **Gender:** M / F **Age:** \_\_\_\_\_

**Marital status at application for AAA:** \_\_\_\_\_

**Number of children at application:** \_\_\_\_\_

**Country:** \_\_\_\_\_ **Residence:** Rural / Urban **Religion:** \_\_\_\_\_

**Course of Study:** \_\_\_\_\_

**Type of award:** PhD      Master's      Short Course      Leadership Fellowships

**Sector of Study:** \_\_\_\_\_

### STAGES OF AAA AWARD PROCESS

This section will ask you questions about the different stages of AAA's award process.

#### A. Communication and Application Phase

**A.1** How did you find out about AAA?

**A.2** How accessible was the information about AAA to men and women in your country?

**A.3** What aspects of the application process helped you participate?

**A.4** What aspects of the application process facilitated the participation of women in particular?

**A.5** What aspects could have presented difficulties for women to participate?

**A.6** What led you to apply for an AAA award?

**A.7** What made you choose a particular type of AAA award over the other types of AAA awards available?

#### B. Selection Phase – Interview

**B.1** What were the difficulties, if any; you faced during the interview process (before, during or after)?

**B.2** What aspects were particularly helpful for women?

#### C. Enabling Environment

AAA is keen to ensure that women have equal access to scholarships, in some countries this has been a challenge:

**C.1** What are the challenges facing AAA in achieving gender equality in participation in the awards?

**C.2** What approaches might it take to ensure that gender balance in participation is achieved?

**C.3** What are the specific social, economic, and cultural factors that hinder women's participation in the program?

**C.4** Are there any aspects that you would like to share with us at that we may not have asked?

## GRM Management Staff

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

**Name of those attending:**

**Number of persons:** M \_\_\_\_; F \_\_\_\_; Total: \_\_\_\_

**Country:**

**Name of interviewer:**

**Date:**

- 1) What are the main achievements for AAA in gender equality? What do you think brought this about?
- 2) Does the Scope of Services provide sufficient guidance on the selection of activities and processes to achieve gender equality outcomes? Please comment.
- 3) If this program were redesigned, what aspects of it would you change in order to achieve gender equality? What aspects of it would you keep?
- 4) What are the issues for women and their implications at each stage of the AAA process (probe each stage separately):
  - targeting / promotion
  - application
  - selection
  - pre-departure
  - on-award
  - on return
- 5) What are the particular gender equality issues that you would like to see AAA prioritise?
- 6) More specifically, how have the following seven gender equity measures from the AAA design document been integrated into program implementation? (Probe each item below separately):

Gender Equality Measures	
i.	Implement a range of gender approaches and initiatives to encourage some to apply
ii.	Access and equity fund
iii.	Designated coordinators for gender equality in each of the hubs
iv.	A suitable range of desired applicant profiles and targeted promotion to encourage participation of women
v.	Preferential access to ancillary awards for women
vi.	Short courses and awards that are suitable and will attract women
vii.	Accessible venues that are sensitive to the specific requirements (particularly safety) of women
viii.	Target of 50% participation by women, both at the applications received stage and within the total cohort of awardees per year (i.e. balance across all countries, profiles and award types combined, rather than balance in each case)

- 7) What have been the particular challenges in the implementation of these measures? Describe these in relation to:

- project design and strategies;
  - award processes;
  - award management; and
  - award monitoring and resourcing (financial, human).
- 8) What measures implemented have been particularly effective in improving the participation of women in the awards?
  - 9) What factors/ conditions in participating countries have facilitated AAA's achievements in gender equality?
  - 10) What factors/conditions in participating countries have hindered AAA's achievements in gender equality?
  - 11) Are there any aspects that you would like to share with us that we may not have asked?

## GRM Operational Staff

### Program & M&E Officers; Communications Officers

The Australian Agency for International Development (AusAID) has commissioned a study to investigate the factors that enhance and prevent the equal participation by women in the Australia Awards in Africa (AAA) initiative. AAA provides a mix of Long Term and Short Term tertiary-level scholarships to Africans to study in Australia in fields that support their home country's development. This study will provide crucial information as to ways in which the program can implement changes to improve the representation of women in the awards. It will also inform the design and implementation of gender strategies to achieve this objective.

**For this interview, encourage respondents to give actual examples drawn from their experience.**

**Name of those attending:**

**Number of persons:** M \_\_\_\_; F \_\_\_\_; Total: \_\_\_\_

**Country:**

**Name of interviewer:**

**Date:**

#### A. Application Phase

**A.1** How effective is AAA's promotion strategies in reaching out to women? What strategies have been successful and less successful?

**A.2** What aspects of the application process facilitate the participation of women in particular?

**A.3** What aspects of the application process present challenges to the participation of women?

#### B. Selection Phase - Interview

**B.1** What challenges do women face in attending the interview?

*PROMPTS: family responsibilities? security? travel? other?*

**B.2** What measures could AAA adopt to minimize these challenges?

#### C. Pre-Departure Phase

**C.1** What challenges do women face in the mobilisation process?

*PROMPTS: communication with AAA, communication with and enrolment process for university, visa arrangements, pre-departure briefing and travel arrangements to Australia, family responsibility, culture, quality of information provided at the pre-departure briefing, concerns over safety and that of their family while away, fear about work or loss of job.*

**C.2** How would you change the mobilization process so that it better supports women's participation?

#### D. On-award

**D.1** What challenges do women face on-award? How might AAA respond to them?

*PROMPTS: separation from family – loneliness, worry about children, their welfare, responsibilities when their family joined them, including extra expenses, time for study, medical cover (pregnancy?), family adjustment to different lifestyle and environment – including e.g., domestic chores for husbands and men, concerns over worry over employer support, reunion fares, other.*

**E. On Return**

**E.1** What challenges do AAA women Alumni face upon returning to their country?

*PROMPTS: family reunion – spouse has moved on, family indifference, discrimination from wider family – disapproval of their going away, lack of recognition in the work place – demoted, irrelevant appointment, terminated, fear from seniors of competition, difficulties in settling back in - reverse culture shock, other.*

**E.2** What measures could AAA introduce in the reintegration phase that might address these challenges?

**F. General questions**

**F.1** What are the specific social, economic, and cultural factors that hinder women's participation in the program?

**F.2** AusAID is keen to ensure that women have equitable access to scholarships. What other approaches might it take to ensure that this happens?

**F.3** Are there any aspects that you would like to share with us at that we may not have asked?