



*Empowered lives.
Resilient nations.*

WOMEN'S LEADERSHIP IN VIET NAM: LEVERAGING A RESOURCE UNTAPPED



HANOI, SEPTEMBER 2014

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By the United Nations Development Programme

25-29 Phan Boi Chau, Ha Noi, Viet Nam

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Designed and printed in Viet Nam, by Phu Sy Company

Women's Leadership in Viet Nam: Leveraging a Resource Untapped

26 June 2013

Study commissioned for the Women's Leadership: Empowerment of Women in the period of International Integration project of UNDP Viet Nam and the Ministry of Foreign Affairs of Viet Nam

Abbreviations

ADB	Asian Development Bank
AECID	Spanish Agency for International Cooperation and Development
BTC	Belgian Technical Cooperation
CAPWIP	Center for Asia Pacific Women in Politics
CAWP	Center for American Women in Politics
CCL	Center for Creative Leadership
CEPEW	Centre for Education Promotion and Empowerment of Women
CIPL	Chanakya Institute for Public Leadership
CPV	Communist Party of Viet Nam
EOWP	Empowerment of Women in the Public Sector project
GMF	German Marshall Fund
HCMA	Ho Chi Minh National Academy of Politics and Public Administration
INTAN	National Institute for Public Administration
IPA	Institute for Public Administration
KASYP	Konrad Adenauer School for Young Politicians
LBB	Leadership Beyond Boundaries
MCaD	Management Consultancy and Development company
MGGR	Making Governance Gender Responsive
MOET	Ministry of Education and Training
MOFA	Ministry of Foreign Affairs
MOHA	Ministry of Home Affairs
MOLISA	Ministry of Labour, Invalid and Social Affairs
NA	National Assembly
NAPA	National Academy of Public Administration
NDI	National Democratic Institute
NEU	National Economics University
NIEM	National Institute of Education Management
PC	People's Council
PPC	Provincial People's Council
PyD	Paz y Desarrollo/Peace and Development
TCER	Training Centre for Elected Representatives
TOT	Training of Trainers
VND	Vietnamese Dong
VWU	The Viet Nam Women's Union
WCDI	Women Can Do It
WE	Westminster Explained
WHP	White House Project
WLP	Women's Learning Partnership
WPSP	Women in Public Service Project
YWPLP	Young Women's Political Leadership Program

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Acknowledgement

This report was commissioned by the Women's Leadership: Empowerment of Women in the Period of International Integration project of UNDP Viet Nam and the Ministry of Foreign Affairs of Viet Nam. The research was conducted and report written by independent consultants Hien Luong and Kristin Haffert.

The development of the report was led by Jean Munro of UNDP. Logistical support to conduct the research was provided by project staff Pham Phuong Thao and Do Viet Ha.

Appreciation is given to all interviewees who provided their valuable time for this research. A full list of interviewees is included in the annex at the end of the report.

The views expressed in this report are those of the authors and do not necessarily represent those of the United Nations, including UNDP, or UN Member States.

Executive Summary

The purpose of this report is to provide direction in the implementation of leadership and management training programmes in Viet Nam that will increase the representation and authority of women in the civil service and political sphere. The report identifies gaps in existing programmes in Viet Nam that train women for elected office and public administration, and assesses how an array of global leadership and public service training models can be leveraged. The recommendations consider how challenges for women, specific to Viet Nam's political environment, can be addressed with culturally sensitive approaches that will both enhance their skills and expand opportunities.

The report reviews existing political and public sector training programmes of 12 organizations and agencies within Viet Nam, in addition to 16 noteworthy programmes from around the world. The lessons drawn from this study identify best practices for an effective training programme for women in Viet Nam. Specific attention has been given to the level of gender-responsiveness and overall quality of leadership training for women and men in Viet Nam and globally.

In analysing challenges facing women in Viet Nam's public sector, the report found that both current and newly established capacity building initiatives must leverage existing infrastructure and resources from the most successful Vietnamese programmes, past and present. A parallel effort to reform existing initiatives while identifying possible new ones, if appropriate, must address external barriers such as cultural practices that impact family and leadership opportunities, in addition to public perceptions about women's role in public life. This requires sensitizing both women and men on the importance of women's leadership.

A successful programme must also marry the progressive content of non-government programmes with the Government's financial investment and official support. Leveraging opportunities for legal reform and taking advantage of national regulations, such as Decree 18 which defines the training scope and implementation for government officials, will be essential. A women's leadership programme supported by the Government will demonstrate commitment by leaders to even the "playing field" for women in a male-dominated political and policy arena. In turn, the Government will gain opportunities to become more responsive to citizens.

Policy changes at the national level that remove barriers to women's promotion and government-sanctioned programmes that help them acquire credentials for promotion will accelerate women's leadership. Expanding government credentialing authority to more leadership training programmes for women civil servants will more systematically build a pipeline of talented women leaders, particularly if it is accompanied with aggressive recruitment efforts to encourage their participation or by making the training mandatory. Other government regulations should be reviewed to ensure that legal barriers do not negate the Government's investment in an endeavour to improve women's advancement.

Taking a proactive approach to helping women will require a broader definition of "training" that goes beyond technical political and leadership skills to address the social, cultural and legal barriers that prevent women from accessing leadership positions. Tailored, systematic training is still a fundamental need and must be more widely accessible for those women aspiring to serve in government, as well as those already holding leadership positions. Gender-sensitivity must also be integrated into existing government training programmes to ensure that this effort does not take place as a standalone programme with activities for women only. However, traditional training must be supplemented, as

demonstrated by the global models, with other activities and types of support. All women's leadership initiatives, new and old, must maximize existing resources and identify partnerships that leverage the strongest content, trainers and training-of-trainers infrastructure currently in place. They must also identify how to creatively support women beyond training activities to stand up against the range of barriers they continue to face in public life.

All activities to support more robust participation of women in political leadership must be accompanied by advocacy among men and women, as well as policy and regulatory changes that show commitment to shared leadership and value for more diverse contributions to public policy. The combination of these efforts will begin to address the barriers to gaining power and exercising leadership that women continue to face. With training alone, women will not advance. Changing perceptions about women's capacity to lead is also required.

This, in turn, will create a more inclusive, gender-responsive government that is able to better serve its citizens. A government that is more representative of its citizens will allow the country to leverage and include a broader range of perspectives and, presumably, more diverse approaches to public policy challenges.

Specifically, this report recommends that political and public sector leadership and management training programmes that advances women's position in Viet Nam should meet the following requirements:

- 1. A leadership initiative for women must address their access to power – this requires addressing formal and informal barriers. These include barriers related to Viet Nam's political system and perceptions and societal expectations based on culture and social norms.*
- 2. Addressing the range of barriers to women's leadership cannot be accomplished through training or skills development alone. Other types of support are needed, such as supplementing training with hands-on activities that directly advance women's credentials and develop women's confidence or support networks. This will require an overall shift in the vision for training on women's political leadership in Viet Nam to more comprehensive support through several means.*
- 3. The initiative must also educate men and women alike about the value of their shared leadership. Work with men and women is needed to convey the value of women's contribution to political processes, in order to cultivate a conducive environment for shared leadership in which both sexes can thrive as exceptional leaders. This requires integrating and addressing the perspective of men and women in all political and public sector training.*
- 4. Women at all levels of government must be targeted with opportunities for political and policy-related leadership training, such as skills building, as well as additional support like mentoring, that improves their advancement and contributes to their performance.*
- 5. Discriminatory regulations that affect women's advancement in public life should be assessed and mitigated in a women's leadership initiative. Programmes must overcompensate for the negative impacts of discrimination in order to accelerate promotion and leadership opportunities for civil servants. Advocacy on legal reform to counter these barriers may comprise part of this effort.*
- 6. Gender equality, not simply gender parity, must be included explicitly in the training objectives and strongly woven into every aspect of the programme, beginning with its planning and design phase, throughout implementation and monitoring for impact. This requires moving beyond the quantitative approach of solely using gender as a criterion for selecting trainers, speakers and participants, to engender attitudinal and behavioural change among women and men on the issue of women's leadership.*

7. *Reform and upgrade existing mandatory and other public sector leadership programmes. Government accountability to ensure a minimum of 30 per cent participation of women in all political courses is essential.*
8. *Accelerate direct credentialing opportunities specifically for women civil servants by expanding training to women at all levels, not just the most senior women. Align new and existing programmes directly with credentials for women that count toward promotion to more aggressively facilitate their professional mobility.*
9. *Consider the value of existing infrastructure and knowledge within current initiatives and identify opportunities to collaborate or maximize resources across organizations and the Government. Examine partnerships that leverage technical strengths, relationships and other opportunities (such as implementation of government-credentialing programmes like the ones run by the Ho Chi Minh National Academy of Politics and Public Administration (HCMA) and the Viet Nam Women's Union (VWU) network, or the gender-sensitive curricula of VWU, the Empowerment of Women in the Public Sector project (EOWP)¹, the National Economics University (NEU) and the Ministry of Labour, Invalids and Social Affairs (MOLISA)). Other criteria could include available infrastructure and human resources (e.g. classrooms, trainers, materials and websites), sustainable government funding and a long-term mandate, gender-based participation and trainer criteria, specialized training by experience level, gender and sector that integrates gender, and flexibility to align training with other activities that meet the challenges of women's participation.*
10. *A thorough gender-based needs assessment and analysis should be used when designing leadership training programmes. The programmes must ensure enough time for participants to engage in experiential learning, encompass follow-up with participants, cultivation of alumnae networks and other means of ongoing support.*
11. *Long-term government investment in training and sustainable financial support is required for meeting the personal and professional needs of women seeking leadership in the public sector. This must include a financially sustainable programme that enables continuity over time.*
12. *Funded by the Government, programmes should combine technical support from international donors, particularly on curricula. This approach leverages the content of non-government partners which tends to be more progressive in its inclusion of a gender-sensitive and current approach.*
13. *Monitoring and evaluation, particularly impact evaluations, must be a core component of any programme to measure success and allow for modifications to approach for improved impact.*
14. *Combining Vietnamese and international trainers and curriculum developers will ensure the highest level of quality.*

¹ The name of this project changed in 2013 to the Women's Leadership Project.

Section 1 – Setting the Scene: Women's Representation in Viet Nam's Public Sector

1. Introduction

1.1 Report Objectives

This report provides a road map of options for how to design capacity building initiatives in Viet Nam that increase the participation and promotion of women to senior leadership positions. The report highlights some of the best training resources in Viet Nam and approaches used across programmes in Viet Nam and internationally. The report takes the first step to inform the development of new efforts that fill existing gaps and can proactively develop a more conducive environment for women to lead and for others to understand the benefits of their leadership.

The report analyses extensive interviews conducted with 12 organizations in Viet Nam and global models from seven other countries to propose a set of recommendations specific to Viet Nam training programmes for women in the public sector and the political arena.

The recommendations consider Viet Nam's current leadership opportunities for women, existing resources and infrastructure, gaps in opportunities, and the most effective, culturally-appropriate ways for maximizing existing and past efforts to chart more comprehensive approaches for accelerating women in public service, legislative and Party positions.

The report has the following three objectives:

- Conduct a systematic assessment of existing political leadership and government administration training programmes in Viet Nam and globally.
- Propose lessons learned from the Vietnamese and global training programmes.
- Provide recommendations for the most effective approach to women's political and public sector leadership training in Viet Nam.

1.2 Methodology

This report defines political training programmes as those that provide training for candidates and newly elected officials on non-technical skills that address effective candidacy and how to utilize political skills in a legislative body. Public sector training programmes are defined as technical and provide skills for (non-elected) government officials to enhance their knowledge and performance,

usually in a particular sector.

To identify and gather information on existing political and public sector programmes in Viet Nam, desk research was conducted. In-depth interviews took place with 26 administrators and 13 trainers of political leadership and/or public sector training programmes, as well as 17 participants from both kinds of programmes. An informal focus group discussion was also held with administrators and participants. In addition, interviews were conducted with the executive directors or programme managers of 16 global programmes after initial desk research.

All existing Viet Nam programmes were considered for inclusion in this report. However, priority was assigned based on a programme's possession of one or more of the following criteria:

- Trains women (exclusively or in a co-ed setting) with skills for political participation and/or government service, as a short or long-term programme;
- Housed in an institution at the national or provincial level, including government training schools, Party training schools, universities, private sector training organizations, NGOs and international organizations;
- Officially certified by the Government to train cadres for the public sector and political sphere;
- Administrators were willing to provide an in-depth face-to-face interview; and/or
- Demonstrated an innovative teaching and learning methodology.

An analysis was conducted for each of the programmes to determine the overall quality and effectiveness of the leadership training and the degree to which and how it used a gender-based approach in:

- Objectives and approach/model;
- Scope and curricula;
- Participants and trainers;
- Evaluation criteria;
- Results and long-term impact; and
- Funding and sustainability.

The report authors analysed whether the courses focused on women or a mixed gender group and whether the curriculum was tailored-based to gender-related needs, and if so how. They also considered whether efforts were made to recruit women participants; whether and how gender was considered in the development of curricula; the level at which women actively participated in the training programme and factors that contributed to this; and whether and how programmes incorporated feedback or observations from the training related to gender-based needs.

The analysis considered participatory learning techniques that engage women, and whether the training content sought to close the gap between men and women on skills and promotion opportunities. It also considered key topics or approaches that emerged as favourable among participants or that were recommended by programme administrators or programme directors. The authors identified patterns across programmes where there was support for women and what interviewees viewed as impactful, even if only anecdotal information was available. The analysis also considered challenges and recommendations noted by interviewees on approach or scope that would better meet their expectations and help them to improve performance in public policy arenas.

Gender-based data was not available in many cases, and therefore a gender analysis is not consistently applied throughout the report. The criteria for analysis mentioned above were utilized when data or anecdotal information provided enough for a reasonable assessment; it is noted when assertions are based on individual opinion or anecdotal evidence. The lack of gender-disaggregated data collection

and analysis across Viet Nam demonstrated a clear indication that a gender-blind approach is the norm among Viet Nam-based organizations (with some exceptions) and within the Government.

1.3 Limitations

Time and resource limitations prevented the inclusion of all existing programmes in Viet Nam. Research was limited in Viet Nam (and to some extent on the global programmes) by the lack of documentation by most programmes and the willingness of programme leadership to share information. In Viet Nam, some programmes did not keep records of their classes and consequentially did not track beneficiaries at all or did not disaggregate by gender. Many administrators were unwilling to share curricula, course evaluations, cost per class or gender-disaggregated data on beneficiaries and trainers, and in most cases there was no analysis. In other instances, despite the surveys undertaken by government implementers and others in some of the public administration programmes, gender-disaggregated information was not available.

Few programmes in Viet Nam conducted impact evaluations, and this was also the case for many global programmes. The evaluations that were undertaken were usually at the close of a programme. This allowed for little evidence-based information about their long-term effectiveness, including with regard to any difference for male and female participants in mixed gender courses or preferences on approaches and content impacted by gender.

In Viet Nam, the lack of data demonstrated the extent to which those surveyed expressed attention to gender in quantitative terms and based on programme inputs such as participants and trainers. Very little mention was made of qualitative information that tracked or indicated change in attitude or behaviour. The sole focus on quantitative data, which was incomplete, did not allow for a comprehensive gender analysis. As a result, the gender analysis used some anecdotal evidence to understand participants' experiences. However, this evidence was not given more weight other than to note it as participant observations (often included as quotes).

The fact that women expressed similar concerns and preferences across the global and Vietnamese programmes indicates that particular approaches to supporting women in politics and public policy may be universal or at least universal for local adaptation, considering the barriers and opportunities unique to women in Viet Nam.

1.4 Women's Representation in Viet Nam's Public Sector

Viet Nam has a strong legal framework for gender equality, manifested in its targets for women's political representation. However, these targets do not reflect the reality of women's participation. There is a great imperative and opportunity to strengthen the pipeline of women for political office and public sector jobs, as the advancement of gender equality is not in line with the overall social and economic development of Viet Nam. At the end of 2011, Viet Nam was ranked 43rd globally in women's political representation at the national level, a precipitous drop from 36th in 2010 and 9th in 1995. Viet Nam is not alone in this trend; the country is one of 21 states that saw a reduction in women's political representation in 2011.

Globally, women hold only 20.3 per cent of seats in national parliaments and currently 22 women serve as heads of state. However, the public, governments, corporations, multilateral institutions and other organizations are beginning to recognize the tangible benefits associated with electing women to office. Resources from local and international organizations are increasingly dedicated to women gaining vital political and public sector skills, narrowing the gender gap in leadership opportunities and making governance gender-responsive. Quotas – voluntary and legislated – have also played a central role in

efforts to get more women elected in every region of the world. Quotas alone have been attributed to increasing the global average of women parliamentarians. Select countries are now considering the use of quotas for boards in the private sector, following the recent example established by Norway.

In every region, women who are elected are demonstrating both notable political success and popular support. In Rwanda, where women comprise 56 per cent of the Parliament, the nation's first cross-party caucus established constituent consultations at the grassroots level, criminalized child abuse and gender-based violence, and passed a law for women's right to property inheritance. In India, where more than one million women were elected to local councils in 2010, women have increased access to public services such as clean drinking water and vocational training twice as often as their male counterparts.²

Current Vietnamese quotas call for a minimum 25 per cent of positions to be held by women in Committees of the Communist Party (the Party). By the 2016 elections, the quota will increase to a minimum of 35-45 per cent. While this is a laudable sign of progress, there is a substantial gap between these national targets and reality. Women's representation in the National Assembly (NA) is currently at 24.4 per cent, the lowest level in the last four terms. A significant reason for this is that women comprise only 32 per cent of the Party membership.³ In the 2011 election, 31 per cent of candidates were women. Of these candidates, only 47 per cent were elected, compared to 67 per cent of male candidates.⁴

Currently, 18 women comprise the 200-member Central Committee, the highest authority of the Party, representing only nine per cent of this decisive committee.⁵ At the sub-national level, women represent 26 per cent of elected officials in People's Councils (PCs) and few women hold the highest positions of leadership. In the executive leadership of the Party, women's representation is even weaker; women comprise only three per cent of the chairs of the PCs.

Amongst communist countries, Viet Nam ranks third out of seven states in women's representation at the national level. It falls behind the Lao People's Democratic Republic and Cuba, which have 25 per cent and 45 per cent representation of women respectively.⁶ At the sub-national level in China, women represent 43 per cent of seats.⁷ These statistics demonstrate that countries with similar political structures are more successfully achieving gender-balanced representation at both national and sub-national levels.

Despite the clear targets to increase women's representation, the Government has provided limited guidance on how the targets are to be reached. Existing leadership training programmes are also not adequately inclusive or gender-sensitive enough to empower a significant cadre of women to advance in the public policy arena. Government-funded programmes on public sector training include female beneficiaries but are not gender-responsive. They narrowly focus on skills attainment yet lack needs assessments that could allow for assessing the unique needs of women in the political environment to inform recruitment, curricula and methodology as a start. Very few Vietnamese training programmes and no government-run programmes focus on building career support networks or interpersonal connections for women that would supplement their skills with ongoing support, experiential learning and access to useful channels of political power. Likewise, they do not address the advocacy among men and women and influential figures that is required to help women break through the barriers to access power and assert their leadership in formal political positions. Such efforts must also be accompanied by policy and regulatory changes.

² Ridge, Mian. "Women in India spreading political wings with help of Quota System" *New York Times*. April 27, 2010. http://www.nytimes.com/2010/04/28/world/asia/28iht-quotas.html?pagewanted=all&_r=0

³ Inter-Parliamentary Union, 2012, <http://www.ipu.org/wmn-e/world.htm>

⁴ Ibid.

⁵ EOWP, *Women's Political Representation in Viet Nam*.

⁶ Ibid.

⁷ UNDP, 2010. *Women's Representation in Local Government in Asia-Pacific: Status Report 2010*.

Non-government funded programmes or those implemented with government support by other organizations are more gender-responsive but lack official credentials and are typically short-term in nature. The country's public sector training programmes place rigor on recruitment and training based on seniority in government and focus on the most senior positions, naturally limiting women's opportunities to participate because they comprise fewer of these positions.

The Government of Viet Nam issued a legal document in 2010, Decree 18, which details public sector training requirements for civil servants. It stipulates important aspects of training, such as modes and curriculum for civil servant instruction, stipulating advancement and promotion opportunities related to training and advancement, and organizations sanctioned to conduct official programmes. Decree 1374/QĐ-TTg issued in December 2011 declares that by 2015, all civil servants from national to district levels will receive training according to the prescribed norms in Decree 18.⁸ Resolution No. 11-NQ/TW of the Political Bureau of the Party mandates a minimum of 30 per cent enrolment of women in political theory and public administration courses and provides an example of encouraging greater participation of women. These decrees provide a window of opportunity to incorporate gender-sensitive course content and modify existing gender-blind approaches in public servant training programmes.

Policy changes should focus on reducing legal barriers for women and accelerating credentialing opportunities. Unless proactive measures are taken to expand selection criteria and employ gender-sensitive recruitment at all levels, present efforts will not address gender-based learning needs, cultural barriers or unique requirements for women's real access to leadership success in political and government positions.

An initiative that cultivates a broader talent pool for government and political leadership positions requires a parallel effort to review existing public policies and undertake legal reform so as to fully maximize any investment in training and leadership growth for women in the public sector.

1.5 Challenges for Women in Public Service

The challenges faced by women in Viet Nam are similar to those faced by women in every region of the world. Shared challenges include family obligations and other gender-based societal expectations; biases and double standards for women in leadership; a lack of self-confidence among women and inhibitions to recognizing their leadership qualities; access to decision makers that help women get elected and promoted; and cultural issues that influence access and perceptions. According to existing research and interviews conducted for this report, Vietnamese women face significant barriers enshrined by government institutions that reinforce challenges to advancement in politics and public administration. These include discriminatory age and retirement requirements that adversely affect their careers. The training and skills development that has typically been provided in Viet Nam addresses very few of the barriers that women face.

The barriers faced by Vietnamese women can be categorized into six groups: (1) influence of decision makers in government and politics; (2) discriminatory legal frameworks and public policies; (3) fewer opportunities for job rotation and training; (4) gender-related stereotypes and norms⁹; (5) women challenging their own advancement; and (6) a lack of access to informal resources and levers of

⁸ Additionally, 95 per cent of civil servants who hold leadership and management positions will be trained, and 90 per cent of leaders at the division level will be trained before promotion. For commune leaders and civil servants, 100 per cent will be equipped with leadership and management skills and job-related training. All representatives of PCs at all levels will be equipped with knowledge and skills for their elected office during the year 2011-2012 (Ministry of Home Affairs, Conference Proceedings on the Review of 5 years (2006-2010) implementing Decree 40/2006/QĐ-TTg and Decree 1374/QĐ-TTg on Approving Training and Upgrading Leaders and Civil Servants in the Period 2011-2015, p. 109).

⁹ For detailed information, see Tran Thi Van Anh, *Barriers to Women Leaders' Advancement* [Những trở ngại đối với sự phấn đấu của nữ lãnh đạo], *Family and Gender Studies*, Volume 2, 2010, pp. 12 – 25.

influence necessary for political power.

(1) The Influence of Decision Makers in Government and Politics

Decision makers include top leaders of government and other organizations, personnel managers, legislators and other lawmakers. Their impact on women's professional advancement derives from their power to nominate, conduct civil servant performance evaluations, and make other decisions related to promotion in the workplace. An article by Tran Thi Van Anh characterizes five types of leaders with regard to their approach toward women's advancement: leaders who stereotype women in their thought and behaviours; leaders who support women in words but still discriminate in their actions; leaders who lack specific measures or approaches to advance women; leaders who only have measurements to promote women; and leaders who are fair in their evaluation and advancement of women. The first four of these characterizations depict employers or decision makers who lack both the knowledge and resources to fairly engage women in the workplace. Limited resources may reflect the lack of strategic planning within human resource departments that would help steer women into leadership and management positions early enough in their career, as advancement can take five to 15 years. Cumulatively, four out of five types of leaders hinder women's advancement – advertently or otherwise.

(2) Discriminatory Legal Frameworks and Policies

Age requirements for participation in training pose one of the strictest barriers to women's advancement within the ranks of government civil service. Female and male civil servants share the same minimum age requirements to be recruited for training: applicants must have three to five years of work experience and be on average 26-28 years old. However, research indicates that the number of women participating in training is much lower than men. The same age requirement for male and female public servants creates one of the most disadvantageous policies for women, because women in their late twenties are much more likely to be occupied with marriage, raising children and tending to a family during this period of life. The precipitating effect of the training age requirement is a gap between the sexes in civil servant evaluation, leadership planning, training, promotion and rotation. Furthermore, as a result of social norms that do not promote the father's role as a childcare provider and a lack of corresponding policies to address childcare, many Vietnamese mothers are burdened more than their male counterparts by the lack of childcare, including at training institutions or at work.¹⁰

An even more serious barrier, however, is Viet Nam's retirement age regulation because it also affects promotions. The current Labour Code states that women are required to retire at age 55, whereas men retire at 60. As a result of this five-year gap, leaders are more likely to choose men to be promoted because they have more time to contribute to public service.

Decree 18, issued in 2010, on training and promotion programmes for civil servants, further limits the eligibility of women to advance in the public sector. According to Article 4 of the decree, certificates from government training programmes are required for promotion in the public sector. Because women comprise fewer senior leadership positions than male civil servants, their access to these advanced training sessions on leadership and management is limited and this restricts them from attaining the required certifications for promotion.

Decree 1374/QĐ-TTg issued in December 2011 mandates extensive training of civil servants, including those in leadership and management positions, to reach certain proficiencies by 2015. Although there are more Vietnamese men in leadership positions, this new decree provides an opportunity for closing that gap through the design of civil servant training to systematically incorporate methods and

¹⁰ See Center for Women Studies, VWU. *The project Enhancement of Women's Participation in Leadership, Brief Report on Suggesting Several Solutions to Increase the Number of Women in Leadership in Ministries and Sectors at the National Level, Hanoi, 2012, p. 15.*

regulations that directly facilitate women's participation and advancement. To address the existing discrepancy, training programmes must also be tailored to address the needs and availability of women in the public sector to make promotion and leadership opportunities more accessible and equitable.

(3) Fewer Opportunities for Job Rotation and Training

Two key factors that contribute to advancing women through the ranks of formal leadership in Viet Nam's public sector include training and job rotation. Job rotation is a phase in the promotion process for potential leaders in the public sector to improve their professional training by changing (or rotating) their workplace to different locations. Through the process civil servants attain increased exposure to diverse professional environments. Research indicates that women's participation in these activities is lower than that of men. The rate of rotation of female officials at provincial and central levels is 0.8 and 0.9 times in five years, compared to male officials' rotation of 1.3 and 1.2 times.

Furthermore, the percentage of female officials attending one to two training courses is 38.5 while that of male officials is 42.3. The percentage of female and male officials attending three training courses is 2.9 and 8.7, respectively. The percentage of female civil servants who never attend a training course is 58.6, compared with 49 for male civil servants.¹¹ Women only account for 10-20 per cent of all participants in political theory and public administration training courses at the central level.¹² Research by the Centre for Women's Studies in 2012 also supports this trend, stating that the "professional knowledge and skills and knowledge of political science of a proportion of female leaders and managers in some ministries, sectors and mass organizations is relatively low. Some of the division-level female managers have fewer professional skills and less knowledge than required."¹³

These statistics attest to the gap in access to existing training programmes for women, as well as the imperative for new training programmes to conduct targeted outreach to women to compensate for the disparity.

(4) Gender-related Stereotypes and Norms

Patriarchal attitudes are still common in Viet Nam, including in the workplace, where there is a pervasive stereotype that men are more capable than women. As a result, when there are two equally qualified candidates for a leadership position or elected office, voters and employers have a tendency to choose men over women on the perception that they are more capable leaders. Another stereotype is the assumption that women will leave public service to have children and therefore contribute less work over time. Many Vietnamese still believe that men are better politicians and workers because they assume women's primary concern is family and children.

When women are hired or promoted, some Vietnamese employees have qualms reporting to women in leadership. There are also disproportionately high expectations for women leaders, creating a double standard in how their leadership is evaluated. Many expect women leaders to be beautiful, well-dressed, articulate, modest, and flexible in leadership style; expectations not held for men.

Gender-related norms in communities and within families are also highly problematic. In many parts of Viet Nam, it is still a widely accepted norm that women's most important responsibility is to serve her family. Additionally, many men will not accept a lower professional position or lower level of education than women because of the social hierarchy. As a result, there is more pressure on women who want to run for elected office or serve in public administration from their own families and communities.¹⁴

¹¹ See *National Administrative Academy and AusAID (2005)*, pp. 25, 29 and *Jean Munro (2012)*, p. 15.

¹² See *Viet Nam Women Union, 2009; Jean Munro, 2012*, p. 15.

¹³ *Center for Women's Studies, Women's Cadres' School (2012), Finding Solution and Recommendations for the Promotion of Women's Participation in Leadership in Ministries and Sectors, Summary Report*, p. 14.

¹⁴ *Tran Thi Van Anh*, p. 23.

(5) Women Challenging their own Advancement

In addition to the external barriers listed above, women also suffer from their own prejudices and underestimations. Face-to-face interviews with women candidates and training participants found that many Vietnamese women are not confident about their own capacity and competence. Despite the fact that research shows that women self-report prohibitively low levels of knowledge and skills as a challenge to their advancement¹⁵, many believe they do not possess sufficient knowledge or technical skills for public life. They are reluctant to take on a platform where they must publicly present their ideas. In addition, many women interviewed demonstrated a lack of motivation in wanting to advance in the public sector.

(6) Lack of Access to Informal Resources and Levers of Influence

In addition to all of the formal factors mentioned above, there are informal factors that contribute to the promotion of both female and male cadres in leadership and elected positions. The informal factors are captured well through a popular Vietnamese saying: “First descendants; second disciples; third relationships; fourth money; fifth intellect. Without the first four items, one is ignored”, meaning that without the first four a person becomes significantly less relevant.¹⁶ Among the five factors in the saying, women tend to face more disadvantages precisely with disciples, relationships and money than male cadres in running for an open leadership position. Disciples and relationships are vital to career support networks and often promotion. Studies and anecdotal evidence show that men tend to have stronger career support networks than women. A study conducted in 2005 by the National Administrative Academy found that female civil servants take part in fewer career support networks and receive less support from their colleagues and supervisors. As there are fewer women in senior positions, there are correspondingly fewer support networks and mechanisms available to provide these critical relationships for political success.¹⁷

Socialization after working hours and drinking in bars, restaurants or clubs is a common practice among men to develop their professional network of peers. Due in part to social gender norms relegating women to tend the family, men typically have more time to participate in social activities still considered unsuitable for women in Viet Nam. Yet, there is no parallel environment for women to create such peer networks.

Women also need access to financial and political capital to win elections or appointments. Because money also plays such an important role in the leadership promotion process in practice, it must be addressed in leadership training.

An effective leadership and management training programme will identify these various differences and help women overcome their specific challenges, while making male leaders aware of these challenges. This requires an understanding that some of the factors needed for success come through informal channels.

¹⁵ See PYD (2011); World Bank (2011), Jean Munro (2012).

¹⁶ “Thứ nhất hậu duệ; thứ nhì đồ đệ; thứ ba quan hệ; thứ tư tiền tệ; thứ năm trí tuệ. Không có bốn cái đầu thì mà kệ.”

¹⁷ Also see Jean Munro (2012), p. 16.

2. Analysis of Leadership Training Programmes

2.1 Lessons from Training Programmes in Viet Nam

Training programmes funded and implemented by government institutions and the Party are not gender-responsive, while those funded by other donors – particularly international organizations – are the most gender-sensitive. Partnership between the Government and international donors ensures a more gender-responsive approach and higher quality curricula.

Among the 21 Vietnamese training programmes examined, 11 identified gender equality and improving women's participation in leadership as a learning objective. Of the government-funded (and implemented) programmes, only the programmes implemented by MOLISA considered gender equality as an objective¹⁸. International donor-funded and mixed-funded programmes' curricula are more gender-responsive, current and participatory. Government funding ensured sustainability, while adequate financial support from international donors ensured a higher quality of content, including a gender perspective and a more participatory teaching methodology. Programmes dually funded by the Government and international donors also served more of the country; used more skilled experts from different backgrounds to design and write the curricula; and utilized more experienced trainers and speakers. The programmes funded by the Government, however, still suffer from limited funding, which partly influenced the quality of their curricula.

In political training programmes, only the Center for Education and Empowerment of Women (CEPEW) curriculum was notably more gender-oriented and focused on equality in political participation. CEPEW's training programme for officials in charge of personnel policy covers both theoretical knowledge on gender equality and offers tools and strategies for gender analysis and mainstreaming. In addition to CEPEW, the programmes of VWU and MOLISA provided some degree of gender-sensitive content, while the Training Centre for Elected Representatives (TCER) treated male and female MPs equally with very little focus on gender in their five-year curriculum.

Programmes do not currently include objectives beyond skills training, missing the opportunity to affect attitudinal and behavioural change required for men and women, including senior leaders, to address institutionalized barriers to women's leadership.

Among the 18 programmes researched, only nine addressed barriers to women's leadership, none of which were funded by the Government. Five of the programmes addressed institutionalized barriers including (1) access to decision makers in the political arena; (2) discriminatory legal frameworks and public policies; (3) equal access to job rotation, training and other professional support mechanisms; (4) gender-related stereotypes and norms; and (5) barriers set by women themselves. Only three of these five incorporated strengthening women's support networks (Paz y Desarrollo (PyD) and EOWP's two training programmes).

Some programmes did seek to go beyond building knowledge and skills to change leaders' attitudes and behaviour. The Ministry of Education and Training's (MOET) two programmes, for example, work to reform the attitudes of senior leaders in the education sector. While addressing behavioural change is a key step to achieving gender equality, these programmes, like the others, still failed to identify informal barriers for women, how Viet Nam's one-party system may impact women and fundamental issues of access, resources and political power.

¹⁸ Although the ADB project is financed by ADB, the project can be categorized as government-run as MOHA is in charge of running it and the programme exclusively trains public sector servants and officials.

Programmes that train public sector employees can invest in women in this cadre to create a pipeline of skilled women leaders to run for office. Targeting this group with a range of skills and encouragement to consider elected office can improve the number of women competing as candidates, and improve their competitiveness in elections and access to elected positions.

Women in leadership in the public sector generally have more opportunities to be nominated as candidates to the NA, Provincial People's Councils (PPC) and PCs than women outside of the public sector. Female leaders in the public sector are the most important source of candidates, especially at the provincial level. Programmes that recognize the needs of women candidates and the value in providing public sector women leaders with experiences that will help them run for and serve in office can create a pipeline of women for the NA, PPCs and PCs.

The hybrid political and public sector training programmes offered by VWU and CEPEW could incorporate such an approach to strengthening the skills of women public servants and addressing perceptions about women's power, at the national and/or local level. These two programmes also raise the awareness of both female and male leaders in the public sector about gender equality and gender mainstreaming in policy analysis, making them more well-positioned to catalyse women's leadership opportunities.

Training programmes do not address informal factors influencing women's participation in leadership.

Besides the formal factors mentioned above, there are informal factors that contribute to the promotion of both female and male elected leaders and civil servants. None of the 21 programmes studied take the informal factors into account – including “descendants”, “disciples”, “relationships”, “money” and “intellect”.¹⁹ Among these factors, female civil servants and candidates tend to face more disadvantages in terms of disciples, relationships and money than their male counterparts. Career support networks provide useful information exchanges, access and support, and men have more opportunities to develop them informally than women do, as a result of cultural norms. Social settings provide an important informal environment to cultivate friendships and business relationships that can lead to intangible benefits, as well as more obvious access to various other resources, such as financial resources. As there are fewer women in senior positions, they naturally benefit from less support from inspirational women.²⁰

Political and public sector training programmes do not address the role and impact of Viet Nam's one-party political system and overall political environment on women's participation in politics and government, nor do they address other, less apparent barriers for women trying to access power.

The study found that despite support to women candidates and elected officials, Viet Nam's one-party political system poses challenges for women to surmount, even with the best training programmes. No training programmes identified informal barriers, such as the political context and its impact on women's access, resources and political power. Among the 21 examined programmes, only six programmes²¹ describe the political system of Viet Nam and its operations, yet none went as far as identifying advantages and disadvantages and the influence on women's participation.

The other programmes addressed ways forward for women's advancement but lacked a politically

¹⁹ “Thứ nhất hậu duệ; thứ nhì đồ đệ; thứ ba quan hệ; thứ tư tiền tệ; thứ năm trí tuệ. Không có bốn cái đầu thì mà kệ.”

²⁰ Also see Jean Munro (2012), p. 16.

²¹ The six programmes are MOLISA-EOWP, the Advanced Degree of Politics and Public Administration by HCMA, TCER, VWU's political and public sector programmes and CEPEW.

relevant framework to inform the training based on the nuances of Viet Nam's political system. As a result, training on campaigning and advocacy skills, delivered by MOLISA–Norway for example, was considered less relevant and too westernized, lacking application to the participants' typical work tasks. This evidence suggests that Western theories and skills training must be adjusted to address the political environment of Viet Nam. It is key to identify informal factors influencing Vietnamese politics, unveiling them for women candidates. It is also important for trainers to understand and explain how to overcome the inherent ways that the Party and political system can undermine even the best efforts to prepare women with technical skills to compete in the political arena or government careers.

"Modules on political skills for women are very good because women still lack many technical skills. However, whether Viet Nam's political system and institutions allow candidates to deploy these skills is another issue. From the theoretical point of view, these skills are necessary but there is no real opportunity to apply these skills during the election process in Viet Nam. There is a saying: 'Trying your best in your whole life is not as successful as being structured in one hour' (Cả đời phấn đấu không bằng cơ cấu một giờ). That is, training and women's capacity do not play an important role in determining the success of women candidates." - A female participant, MOLISA's Training of Trainers (TOT) programme

If the Party chooses one candidate to represent a specific social group, the candidate can be elected despite the fact that they are not equipped with the necessary knowledge or skills to help the given constituency.

"Very suddenly, I was chosen to represent the young, non-party members and the education sector. Then my name was put on the list. I was very surprised and did not have enough knowledge and skills to present my action plan in front of voters. At that time, I even confused a lecture delivered in a lecture hall with presenting the action plan. In the end, I won. I was lucky." - Male MP, TCER programme

Initial efforts to address gender-related concepts in training have been well received.

The majority of leadership and management training programmes are not gender-sensitive, with the exception of three programmes by EOWP-MDF, EOWP-MCaD and NEU. None of the leadership and management training programmes taught by the Government and Party appear to employ a gender-sensitive approach.

"We treat female and male leaders equally based on their leadership positions, not based on their gender. Female and male leaders need the same skills if they hold the same leadership position, so the training content should be the same for both."²² - Female programme facilitator

EOWP-MDF and NEU integrated gender issues into training topics, addressing barriers that women leaders and managers face in Viet Nam today. Participants' feedback from course evaluations noted that some found it beneficial to learn more about gender equality, particularly in group discussions.

"My skills on leadership, communication and network-building have been improved. I learned from other participants how to enhance women's role." - Female participant, EOWP-MDF programme

NEU programmes integrated emotional intelligence concepts because it found that an understanding of others' feelings and behaviour is useful for leaders. Helping female participants become aware of the practical benefits of emotional intelligence reportedly enhanced their strength and confidence.

²² Face-to-face in-depth interview with a male administrator of a public organization.

Programmes that have undertaken a needs assessment have demonstrated higher participant satisfaction and utility. However, a gender-based approach to these assessments was not apparent and they were therefore not used to inform programmes for women or address the perceptions of men and women about women's leadership.

Besides two training programmes that did not report whether they conducted a needs assessment, six²³ programmes conducted a needs assessment before designing the curriculum. There is a positive correspondence between a training needs assessment and programme applicability, as well as participants' improvement of knowledge and skills to complete work tasks.

For the five programmes that conducted a training needs assessment, gender did not play an evident role in the analysis of the assessments, based on its lack of mention. A few programmes, including EOWP-MCaD, acknowledged gender-specific issues by bringing guest speakers to talk about women's barriers and ways forward.

Programmes that did not conduct training needs assessments received more complaints about the lack of applicability. The HCMA's advanced degree in politics and public administration did not conduct an assessment before designing its curriculum. As a result, it received negative feedback according to research conducted in 2012, where 45 per cent of the participants surveyed claim that the existing training content does not reflect the demands of professional life. Thirty-four per cent of the interviewed students stated that one curriculum for a variety of participants is not suitable.²⁴

"The training duration was too short (only three days), and there were so many skills [to cover] and the trainers did not know what skills should be selected. This problem is the result of not conducting a training needs assessment before the curriculum was designed." - Female administrator and trainer, HCMA training programme

While there are MPs, male and female, who require training to more actively engage in parliamentary debate and represent their constituents, training programmes for elected representatives did not address challenges faced by women, such as a lack of confidence to participate openly in the male-dominated NA and Party. Despite the fact that some programmes targeted women, they did not offer a training experience tailored to women's needs.

"We have not had any training that offers specific knowledge and skills relevant to women to help them overcome their specific barriers in relation to men, because when women achieve the level of NA representative, they have already overcome these barriers, challenges such as issues of confidence that younger women have, because the former are mature and successful leaders. The specific knowledge and skills to overcome the barriers should only be taught to younger leaders." - Male administrator, TCER programme

Training programmes that bridge theory and practice through experiential learning methods with role-playing received wide support. Participants preferred acquisition and application of practical skills, an approach often used by Western trainers, and less of a focus on theory of political frameworks.

Interactive, experiential learning approaches, or engaging adult learning methods, were used to varying degrees and often included sharing experiences, personal reflection and simulated application of skills. All 18 Vietnamese training programmes employed adult learning methods. However, larger classes have a difficult time implementing them.

²³ The six programmes that conducted training needs assessments are the MOET-UNESCO programme, the ADB programme, EOWP-MDF, NEU's two programmes and PyD.

²⁴ Le Kim Viet and colleagues (2012), p. 71.

Based on feedback from participants and trainers, practical political skills are usually seen as the most valuable components of the training. This was especially true for political candidates and representatives. Participants reported that they found all of the skills they learned important and found content on theory less useful but still important. Skills topics included building an action plan, communication techniques and voter engagement, among others. MPs and PC members echoed participant feedback about limiting time spent on theory in order to extend the practical application of skills.

"Academic theories on leadership and management should be included but more examples should be deployed to illustrate the abstract theories and help participants grasp the content faster. The theoretical content should be reduced and the practical content should be increased." - Female participant, HCMA training programme

Many participants suggested that knowledge on gender, laws and theory about the political system should be covered in a shorter period of time, focusing only on the key points. One suggested solution was to provide participants materials on these topics to read at home to save class time for skill building.

"At the beginning of the training course, trainers should deliver a small test on the theoretical topics to identify how much the participants already know. Then, they should quickly analyse this to see what part of the general theories and knowledge should be focused on more. By doing so, trainers will save more time for practice and also avoid losing participants' interest by lecturing too much on knowledge the participants already have. I have been in the system for a long time and I know the political system even better than the trainer." - Female participant, MOLISA's TOT

Of the 21 programmes, CEPEW's political leadership programme for PC candidates²⁵ offered the most wide-ranging set of knowledge and skills. It included targeted workshops on PC and public administration reform; the implementation of grassroots democracy; skills to respond to media questions; and a set of tools to realize gender equality. MOLISA's training also offered skills different than other programmes, including debating, working with the media and networking. NEU's programme emphasized skill development and utilized many case studies to illustrate leadership theories. NEU's curriculum focused on skills such as problem solving, critical reasoning and applying emotional intelligence, in addition to those taught by other programmes. It allowed participants two weeks to reflect and focus on applying one new skill in their job to help bridge theory and practice.

For the political training topics, participants cited developing an action plan and practicing public speaking as being very useful. The four organizations that provided political training cover different skills, but all include the development of an action plan as a core activity. Role-playing and other participatory methods helped create confidence among shy female participants, often a barrier to robust participation of women in public life.

"First I was very shy and quiet and did not think that I could present my action plan well. However, receiving encouragement from the peers in the group, I presented it in front of the class. The Norwegian trainer told me that 'if I were your voter, I would vote for you because your action plan was very logical and to the point'. After receiving her positive comments, I became much more confident and from then on I felt it was much easier speaking in front of others in the class. The trainer actually helped build my confidence a great deal." - Female participant, MOLISA TOT programme for candidates for elected office

Government training programmes tend to be more theoretical with less dynamic content. Training sessions conducted by the Party and government-funded organizations often allot less time for group discussions, sharing experiences and practicing skills due to large class sizes (from 40 to nearly 200 members). Thus, trainers spend more time lecturing and discussing general theories of leadership and management.

²⁵ The curriculum was shared during the interview with the Director of CEPEW.

Civil servants, across all audiences and levels, also showed a tendency to lose interest in theoretical components, such as leadership development as a science or individual leadership styles, in training programmes offered by Party and government training institutions.²⁶

*"The training content for the training on leadership and management is still too theoretical and the skills training part is not enough. The latter is about practical and job-specialized skills that civil servants, leaders and managers working in the public sector need. This is the mistake of the education system in Viet Nam, including Vietnamese students, because when they graduate from university or from leadership training, they are still are not equipped with enough skills for their job in order to start working immediately."*²⁷ – Male administrator, Government Inspection training programme

The EOWP-MCaD programme offers the most diverse set of training topics for civil servants, including fact analysis, a personal mind mapping exercise, developing job descriptions and performance evaluations, and human resource management. Participants gave the training 4.4 points out of 5.0, saying it met their expectations and that significant new knowledge was gained.²⁸ A gender breakdown of these observations was not provided.

Despite the many positive reviews of adult learning methodologies, there are challenges with applying them in Viet Nam. First, Vietnamese often do not rate reflection highly because it is not a common cultural practice and can be uncomfortable. One international trainer noted: "Vietnamese are not familiar with being analytical and tend not to be very curious about practicing analytical thinking."

"The Vietnamese participants like lecturing because they have a cultural predisposition to like lectures, research, models from the west, American names. They very much want to learn from foreigners. However, wanting to gain knowledge and only knowledge doesn't help. We want to induce developmental change." – International trainer, MDF programme

Also reported as improving the learning experience for participants was the opportunity to apply knowledge and skills from the training to their work and then return to class to share their experience.²⁹ Among the 21 programmes, NEU used the most dynamic combination of such techniques with mini lectures and case studies, discussions and participant presentations. The course balances advanced knowledge with practical issues and encourages participants to apply the lessons to their work. It involves an individual project of two to three weeks to apply skills at work and a component to identify select participants to become trainers. According to course evaluation reports: "The discussion on application results, challenges and possible solutions to overcome challenges encouraged participants to continue the application. We recognize that the application of management and leadership skills takes time, but initial results reported in class were very encouraging."³⁰

The preferences of government leaders on training, knowledge and skills tend to relate to their level of seniority. Training that grouped participants according to job level and sector allow for more tailored training and better peer learning opportunities.

Participants interviewed about their perceptions of the training content tended to differ in their opinions, relative to their level of seniority. Training sessions that closely target the specific work and level of participants were found to more often meet participants' needs and expectations. For example, the Asian Development Bank (ADB) project targets very specific audiences, such as division leaders in a

²⁶ See Course Evaluation Training on Leadership and Management Skills for Department Leaders of Government Inspection.

²⁷ Face-to-face in-depth interview with a male administrator of the Government Inspection.

²⁸ See EOWP-MCaD's Report of the Training in Lam Dong Province, p. 3.

²⁹ NEU's training offers participants one week to apply what they learned in class into their everyday work.

³⁰ See NEU Final Report Developing Management and Leadership Skills for Women's Managers in Less Developed Central Provinces of Viet Nam (2010), p. 12.

specific sector (e.g. urban management), so that the content can be highly relevant. On the other hand, interviews proved that when there was a range of participation from different sectors with a cross-section of leadership levels, the training content was too vague to meet expectations.³¹

One of the most successful training programmes offered by EOWP–MCaD is for medium-ranking leaders from the Ministry of Foreign Affairs (MOFA) because the content is targeted directly at trainees of the same rank and field.³² This reinforces the imperative of needs assessments to design relevant content.

“A training needs assessment needs to be conducted before the curriculum is designed so that leaders’ training needs are identified and prioritized in order. The most needed knowledge and skills should be covered first. Then, the following training will cover the remaining topics in order. The training materials for this training are too thick (more than 500 pages) while the training duration was short. The training did not conduct a participant training needs assessment in advance. As a result, there were important skills that we department heads and vice heads need but which were not covered or not covered thoroughly.” - Male participant, HCMA leadership and management skills training programme

In the training by HCMA for the Government Inspection, department leaders and equivalent managers, especially leaders who play an advisory role to the Prime Minister, gave decision-making and advisory skills the highest proportion of “very good” ratings in the training evaluation (56 per cent and 48 per cent respectively). Learning how to identify personality traits and individual strengths received the highest proportion of “poor” votes (22 per cent).³³

Medium-ranking Government Inspection leaders and managers tended to be interested in skills such as active listening, communication, negotiation, teamwork, conflict management and time management. When asked about new courses, participants voiced interest in more leadership, technical and personal management skills.³⁴

Lower and middle-ranking leaders, such as those at the division level or those in the pipeline for department positions, reported interest in learning more about gender and gender equality, leadership and management skills such as public speaking, responding to questions, leading followers and research skills – in addition to skills for their specialized field.³⁵

Course evaluations also report that specific personal skills, such as time management, presentation and problem solving, get more immediate application and facilitate improved performance in accomplishing work, getting more support from colleagues and solving problems more systematically. For participants in the business sector, these skills seem to be even more important because of the need to move quickly and persuade customers or employees.

Government-funded training programmes could be more deliberate about making gender part of their criteria for selecting trainers and speakers in order to provide women with relevant exposure and knowledge.

Among the 21 training programmes examined, ten programmes funded by international organizations and managed with funding from domestic projects took gender as a criterion for selecting trainers and speakers. Some of these gender-sensitive programmes facilitated an exchange between experienced

³¹ The case of training on leadership and management skills for the Office of the Government where it was found that participants from fields as varied as research and service require different leadership and management skills.

³² Face-to-face interview with female administrators of EOWP.

³³ See *Training on Leadership and Management Skills for Government Inspection* conducted by HCMA's course evaluation.

³⁴ *Ibid.*

³⁵ *Ibid.*

and knowledgeable women trainers and speakers and female participants. None of the programmes funded by the Government use gender as criterion for selecting trainers and speakers.

Some female interviewees reported that they preferred both female and male trainers. However, in some situations, they reported that female trainers were better at understanding their opinions. Female participants feel more comfortable sharing issues relating to women's advancement in leadership with female trainers and in all-female classes because of the supportive environment and related experiences.

Participants showed strong interest in hearing from experienced Vietnamese leaders. Participants prefer to have elected officials from the NA and PCs as trainers or co-trainers for candidate training, due to their practical experience with elections.

In many programmes, experienced leaders and practitioners are invited as guest speakers in a particular field, such as inspection, international affairs, culture, sport and tourism, and evaluations showed that participants, trainers and administrators agree about the value of hearing from experienced leaders.

Programmes implemented by MOLISA, VWU and CEPEW used trainers with one of three backgrounds: (1) academics with PhDs or Master's degrees and knowledgeable in gender studies, political systems and issues of elections, parliament and laws; (2) professional trainers or TOT master trainers who specialize in skills needed for political campaigning and advocacy; and (3) current and former MPs or PPC and PC members who are experienced in running for office and working in politics. Some programmes combined input from all of these professionals, using some as trainers and others as speakers. Lecturers for the general leadership and management skills programmes tend to be professors with PhDs and Master's degrees. Trainers for TOTs on leadership and training skills are typically also established academics or distinguished, former high-ranking leaders.

All programme administrators, trainers and participants interviewed also agreed that speakers working in the NA and PCs were very helpful because they share practical knowledge and advice that directly helps candidates in the election process, and which academics might not be able to provide. Participants liked hearing experiences and tips from current and former elected representatives.

"Our guest speaker was very helpful. She shared with us how to dress when we met with voters in rural areas. We candidates, she said, should not wear high heel shoes. That actually helped me a lot during my meeting with my voters." - Female participant and provincial candidate

"Current and former members of the NA and PCs know very well what one needs to be successful in the elected office, what knowledge and skills you need, and they share very concrete experiences with us." – Male participant and MP, TCER programme

Trainers for PC candidates at the district and commune levels are often former TOT participants. Many of them are lecturers from provincial political schools and members of local women's unions with teaching experience.

A combination of national and international trainers provides the best learning opportunity for navigating public leadership in Viet Nam.

There are notable advantages to combining international and national trainers. Participants reported that international trainers tended to use more participatory exercises than Vietnamese trainers, which were well received, and facilitate more dynamic, open class discussions.

"The Vietnamese trainers used more words and fewer images to explain theories, while the Norwegian trainers used many more images, pictures and video clips to explain their points." - Female participant, MOLISA programme

Six of the 21 programmes, MOLISA-Norway, MOET's two programmes, PyD and EOWP's two programmes, used international experts to design curricula. Including international trainers at the national TOT level allows for cutting edge knowledge and skills, the benefit of a global context and increased exposure for master trainers. MOLISA had two female Norwegian trainers for its TOT who were evaluated well by participants. Participants noted their new perspective on the relationship between gender roles and development. Participants also expressed the importance of utilizing non-Western approaches to ensure cultural practices and barriers to leadership access within Viet Nam are addressed.

"The political system of Viet Nam is different from that of the West. In the West, the NA has the highest legislative power while in Viet Nam the Party has the highest power (including legislative power). The NA in Viet Nam is not composed of various parties but only one. This poses the question of political participation. In other countries, there are election campaigns but Viet Nam does not have such a type of campaign. The West has the so-called 'ready to run for election' but Viet Nam does not have such type of election campaigning. Running for election requires a large amount of money. In Viet Nam, candidates do not have money for running. In the election process, Viet Nam has the concept of "structure" (cơ cấu), which is very different from other countries. In Viet Nam, voters also vote for people with the same family name (bầu theo dòng họ). The candidate with the most relatives...wins. As a result, theories from the West cannot be applied in Viet Nam." - Vietnamese female administrator and trainer in civil society

Using local, Vietnamese trainers with internationals made it easier for participants to grasp language and concepts. As a result, it may be vital to have at least one national trainer present.

"When I asked a woman participant a question to help her on the reflection process: "Do you want to get married?", she replied, "Of course I want to." I asked the same question again. She said, "Of course I want to because I am supposed to." The distinction between "want" and "am supposed to" could not be clarified. Then my Vietnamese co-trainer joined and helped explain. She said something and then the participant understood immediately and the distinction was clear. The shared understanding of language and culture is important." - International trainer, MDF programme

Having international trainers, however, requires interpreters, which not only takes more time but can also cause misunderstanding of concepts.

"When having international trainers, choosing good interpreters who are familiar with the presented topics is very important. Training documents should also be shared with the interpreters in advance so they come to the training prepared." - International trainer, MDF programme

Government-funded training programmes tend to be more sustainable because of a long-term commitment of financial and human resources, whereas project-funded training programmes are not. A financially viable leadership programme for women with regular funding from state and local government, and with official credentialing authority for civil servants, offers the most tangible opportunity for women to advance in government.

Among the 21 Vietnamese programmes examined, only seven programmes are fully funded by the Government.³⁶ Key characteristics of the government-funded programmes are (1) long-term, institutionalized support; (2) mandatory attendance; (3) provide certificates officially recognized as

³⁶ HCMA programmes, the School of Inspection programme, the TCER programme and ministries' schools programmes.

formal tokens for civil servants to be promoted in their professional ranking system, for salary rises or for leadership positions; (4) long-term programmes that run many times per year and for multiple years. As a result, the government-funded programmes are more sustainable over time and can have a direct impact on promotion.

The remaining ten programmes are funded by international organizations. One programme received a combination of funding from both external organizations and the Government. Mixed-funded programmes usually exist when a large sum of funding from projects and international organizations is available. They are typically short-term and may occur one time only or last for a year or until project funding expires, depriving participants of long-term support. Unlike government-supported programmes, the non-government-funded or partially government-funded programmes are not institutionalized, have optional participation requirements, and are not officially recognized by the Government for any form of civil servant promotion.

Leadership and management training programmes offered by the Party and government-funded organizations such as HCMA and MOET are sustainable because they receive state funding each year. They also offer an officially recognized certificate for promotion. Other programmes by EOWP, NEU, VWU and PyD also successfully provided opportunities for women to advance their careers through developing leadership and management skills important for professional advancement. However, they are not formally recognized by the Government to provide the credentials that count toward promotion. The latter programmes are also not financially sustainable because as externally financed projects their funding lasts only for a short time. Partnering directly with the Government allows for mandatory participation and credentialing, affording them a more direct significance for women's promotion and career advancement.

Also, trainers and programme administrators often observed a lack of motivation to learn among public sector leaders, particularly when courses are optional and funded by outside donors, because these training sessions do not provide credentials for leadership promotion. The lack of motivation to engage and learn may be indicative of a number of programme shortcomings. One trainer from MDF cited the fact that free courses are perceived as a waste of money and effort. The same trainer voiced the need for an attitude shift among public servants to focus less on their individual ambitions and more on organizational learning and improvement. Another trainer noted that the mandatory nature of some courses made them less enjoyable for participants who were not willingly there. With this feedback programme designers must carefully consider adjusting the selection process for courses so that there is participant buy-in and motivation for engagement.

"It is clear to me that many participants from the public sector are not willing to learn, especially to attend courses funded by international donors, while learning motivation is a very important determinant for programme outcomes. Sometimes there is not much that you can do. It's about the system though, it's not just about them. So the first thing is to encourage them to learn and limit your ambition, spend more time having fun, and less time on reflection. After the course, they were happier."
- Female international trainer

Programmes funded by the Government tend to cost less than those implemented by international donors, yet government-funded programmes do not have the benefit of the most current curricula.

Short training programmes offered by the Party and Government's training institutes cost from US\$900 to US\$3,000 depending on the size of each class, available funding from the training institutions and whether new lectures are added. Training programmes conducted by others cost much more, ranging from US\$8,000 to US\$20,000 per training. There are several reasons to explain the lower costs of government programmes. Fixed curricula is available and therefore requires no funding for revision.

Training facilities including classrooms, electricity and educational tools are also available at no cost. Participating institutions cover the cost of their participants' transportation, accommodation and per diem, alleviating yet an additional financial component. Trainers receive only an additional payment for their labour as a supplement to their civil service salary. However, privately contracted training sessions for government officials must cover the full cost of trainers and co-trainers. These trainers tend to be more motivated and innovative, in part because of the financial incentive inherent in their work, and therefore bring more current content and methods.

The higher cost for project-funded programmes is partly a result of international curricula writers and trainers, cost requirements specific to the hiring organizations and travel costs for participants.

Limited financial resources constrain programmes' ability to make training fully inclusive and accessible to women. The need for childcare remains a continued barrier for women's participation in training opportunities.

Participants shared that they experienced some difficulties attending training. Candidates who live far from training sites need more financial support to cover transportation and accommodation. Young MPs did not always receive adequate support from the Provincial Office of Representatives of the NA for transportation from their locality to the training sites. This represents a barrier to young MPs' participation in the mandatory training organized by TCER, problematic because this audience has the most to benefit.

There is also no budget support for childcare for women with babies or small kids for any of the programmes included in the research. Culturally, Vietnamese women are responsible for child-rearing and many of the women for whom the training was intended are of child-rearing age. While some of the participants' husbands provided help to their wives during the training, most did not consider housework or childcare as their responsibility. In addition, female participants reported feeling guilty as a result of attending because they could not fulfil their family obligations. Currently, some female participants must bring their young children and a personal assistant with them to training programmes. Those women who could afford to bring a personal assistant requested financial support for housing their assistant, not accounted for in budgets, in order to cover their childcare needs.

"The annual training budget cannot cover this type of support for women. They have to seek financial support to take care of the child from their families and friends." - Male administrator, Government Inspection programme

This represents a lack of gender sensitivity in the design and planning phase of existing programmes, limiting the ability of women to participate. Administrators cited costs as the prohibitive reason for not offering childcare services to women candidates and MPs during training. Although training programmes funded by international donors tended to be more gender-sensitive in their planning and accommodation of such barriers, their overall sustainability is not strong like the public sector training institutes and schools supported by the Government. Among all programmes, participants paid no fees to participate, making the opportunity financially equal for women and men. Tuition fees were covered either by the Government or the other implementers. No interviewees expressed an expectation or willingness to pay for their own training.

Three-day training sessions were most suitable for skill-based training, while TOTs required multiple, longer training sessions.

The training duration for the 11 public sector programmes ranged from two days to six weeks, with a median length of three days. The longest programme, MOET-Singapore, lasted for six weeks because there was an international exchange component of three weeks in Viet Nam and three in Singapore.

Two long-term training programmes lasted for nine months (HCMA's advanced degree in politics and public administration) and six months (Viet Nam-Singapore training by the National Institute of Education Management (NIEM)). Most programme administrators and participants agreed that three-day training is most suitable for participants. However, some administrators and participants believed that the training should last longer, to more sufficiently cover content. According to research conducted by HCMA in 2012, 36 per cent of the 736 participants interviewed from the nine-month HCMA programme said it was too long.

For some of the broader leadership and management courses, the three-day training duration was not sufficient to cover all content and practice core skills. In evaluations, a high proportion of respondents asked for more time for exercises and designing and presenting action plans.

Female participants with young children tend to prefer shorter training (three-day training sessions were most suitable). They also suggested that it was more convenient if the training was organized in a location close to their home, rather than in other provinces, so they could attend class and address home-related responsibilities. Most reported that housework was their responsibility and that it was hard to be away from home for a longer period unless they could bring their children.

Gender is not part of the selection criteria for existing government-funded leadership training programmes, missing an opportunity to increase the percentage of women in leadership roles and develop future role models for women coming after them. However, the political training programmes included in this study were deliberate about targeting female candidates, with a strong focus on those running for the first time.

Among the 21 training programmes examined, six programmes funded by international donors exclusively targeted women participants and only three mixed-gender training programmes funded by international donors used gender in their criteria for participant selection. Seven of the existing government-funded leadership mixed-gender training programmes are gender-blind in terms of participant recruitment; this information was not available for the two remaining programmes.³⁷ This finding indicates that there is great opportunity for gender-sensitive recruitment in all existing government-funded leadership programmes.

The majority of political training programmes targeted candidates and/or elected representatives. Some programmes included training for NA and PC candidates at the provincial, district and commune levels, with a focus on first-time female candidates. EOWP, for example, intentionally focused on minority candidates from historically underrepresented ethnic populations and regions of the country. Three of the four political programmes offered women-only training. However, TCER's training for MPs did not differentiate gender in participation requirements, failing to take into account the inherent differences and barriers that female representatives encounter in the NA.

With the majority of public sector training limited to men and women in official leadership positions, opportunities for junior and mid-level women to benefit from leadership training and promotion is limited.

The leadership and management training programmes targeted two audiences: (1) male and female leaders and managers, and (2) only female leaders and managers, all in the public sector. The women-only training included training for leaders and managers, as well as TOT to train civil servants. Currently, public sector organizations in Viet Nam target only existing civil servants for training from two levels of leadership: (1) department heads, deputies and equivalent high leadership positions such as general director in ministries, and (2) division heads, deputies and equivalent positions in ministries. The selection of participants from existing leadership and management positions presents a barrier for women seeking to join the ranks of leadership in the public sector.

³⁷ For more information, see the table overview of the Viet Nam training programmes in the annex.

HCMA compiled training documents and trained department heads and deputies from the Government Inspection, all of whom were male. Because such a high proportion of the present leadership in Viet Nam is male, exclusively training existing leaders does nothing to advance gender parity in government. When asked to explain the all-male training, a Government Inspection programme administrator stated: “The reason the training did not have any women is because in reality very few women occupy high-ranking leadership positions like department heads and vice heads in the public sector. The higher the leaders and managers the training targets, the fewer women who can participate.”

“There was a training on leadership and management skills for department heads and deputies; there were no female participants. To deal with this, there should be flexibility in the criteria for participation. If the criteria for selection remain based upon one’s current leadership position, women should be eligible to participate when they are in the pipeline for high leadership positions, as well as those who currently hold these positions. By expanding the pool of eligible applicants, the organization prioritizes gender equality and prepares women to be a resource for leadership and management positions in the future. These ideas should be put into formal human resource policies.” - Male participant and personnel department leader, HCMA training for the Government Inspection

A few public sector programmes recognize the aforementioned barriers for women and have sought to decrease the gender gap in training by targeting women civil servants exclusively. Some training programmes will accept mid to senior-level managers in the pipeline for upper-level positions in the public sector. However, these women-only programmes are temporary and implemented collaboratively with the Government and an international donor, including programmes by EOWP, NEU, VWU and PyD. This training is reserved for women working in the public or the private sector (NEU and VWU only) who currently hold a leadership or management position. Notably, applicants in the pipeline for the equivalent leadership and management positions in government and small and medium enterprises are also eligible.

Although some training programmes are making an effort to broaden the participation of women at lower levels of government, skills development for leaders and managers in the pipeline for high-ranking positions is not a focal point of any programme. Interviewees suggested that such training is necessary for promotion and accessing more advanced leadership positions.

Overlapping programme content and beneficiary pools create duplication and gaps, limiting opportunities to maximize resources for the benefit of women.

Several programmes targeted candidates and elected representatives for the NA and PCs. While it is necessary to provide training to all regions and all levels of political leaders, organizations are often challenged to achieve this broad geographical reach and consequently work with many of the same beneficiaries. Except for TCER’s concentration on elected representatives in the NA and PCs, VWU, MOLISA and CEPEW targeted the same audience (candidates from national to local PCs). Both programme administrators and participants interviewed expressed concerns about the overlap.

“When the election time was approaching, many organizations participated in providing training for candidates to the NA and PCs, which led to overlapping. Some provinces received a lot of training while others did not or had very little training. All training sessions like these should be managed systematically by one organization so that the organization knows to distribute training equally to all 63 provinces. At this point, the organization (MOLISA) that is assigned the function of managing training for candidates cannot control this.” - Male administrator, MOLISA programme

This issue occurred most among ethnic minority female candidates because they received both the regular training for all women candidates in their province or district, and targeted training for minority

candidates. In contrast, male candidates sometimes did not receive any training. This training gap and duplication fails to maximize resources and demonstrates the need for improved oversight and coordination among implementers providing similar training programmes.

Without ample lead-time for recruitment and training before elections, political leadership programmes fall short of reaching their intended objectives and exploiting opportunities to prepare beneficiaries. It is beneficial to target female prospective candidates before they are officially on the candidate list by speaking with the Party. Master trainers for TOT programmes also need enough time to get trained and have time over a period in advance of elections to leave their jobs to provide multi-day training.

Political training programmes cannot achieve their objectives and expected outcomes if the target beneficiaries are not identified early enough. MOLISA's TOT training was scheduled too close to the election in 2011, and as a result, there was not enough time to organize other candidate training at the local level by master trainers. Face-to-face interviews with programme administrators of the four election-related programmes reported difficulty in being informed early enough by the Party of the candidates at all levels. Many programme administrators said that in the 2011 election, the list of government-permitted candidates was issued so late that all political training had to be organized in 63 provinces in just two weeks. In addition, it was reported that there were not enough capable women for the Party to select for its list.

The identification of interested, eligible women candidates, knowledge of the Party list of candidates and a provision for political campaign training should be a priority well before an election, despite the fact that elections can be a difficult entry point into the public sector for women without political connections or prior experience. It is suggested that the final electoral list be complete at least five months before the election in order to help support the candidates and allow the candidates to meet their (potential) constituents.

One beneficial approach used by MOLISA was targeting prospective female candidates before their names formally appeared on the candidate lists to help facilitate their access to office. MOLISA worked with national and local Party members to identify the lists of potential candidates under consideration. When asked why other organizations did not offer training for potential candidates as well as pipeline resources for candidates, a male training administrator of TCER responded that his centre did not know the list of candidates in advance and that only the Party is responsible for the list of candidates.

"If the Party provided us the names, we would have trained them." - Male administrator of TCER programme

Almost all master trainers in the TOT programmes have been women lecturers from provincial political schools and researchers or lecturers interested in gender equality. They are also retired MPs and PC members or beneficiaries of VWU's training, at the national or local level, who have experience in gender-related work and lecturing.

Although TOT was generally found to be a good programme model in Viet Nam, some failed to select suitable trainers. For example, interviews with MOLISA's TOT participants found that many master trainers did not conduct training for women candidates for the 2011 election, as planned. Some interviewees cited that their administrative or managerial positions did not allow them to leave work easily to carry out their training responsibility for political candidates. TOT courses should seek candidates who are not only willing but also able to take time to train others following their course. It is advisable to schedule the follow-up master training sessions before the TOT begins.

The number of beneficiaries per training influences the learning experience and potential impact of the training.

Research from interviews, reports and programme evaluations for basic political leadership training shows that classes tend to vary from 20 to 35 participants. Large class sizes often detract from learning. Many trainers and some administrators suggested 15 to 20 participants, not to exceed 30, allowing for time to practice individual skills and presentations and more individualized attention from trainers. Some participants of local political leadership training programmes reported that as the number of participants in each class went up to 80, there was a reduction in participants' ability to participate and apply skills in the sessions.

The average training size for TOTs ranged from 12 to 35 participants. However, it was reported that there were classes with more than 50 participants. As a result, some participants reported little or no opportunity to speak in class. Some trainers and administrators suggested that TOT courses should not exceed 20 people and ideally consist of 12 master trainers.

For training of civil servants, training sizes varied from 12 to 200 participants. For interactive training, most trainers and administrators assert that 30 participants should be the maximum, ideally 15.

"191 participants in one class was too many. As a result, participants could not keep their concentration. It was impossible to apply participatory methodologies such as discussion and group work. When each group included too many participants, they passed their responsibility to get the work done to others in the group and one person in the large group had to do the whole exercise." - Female administrator and HCMA trainer for the Government Inspection

"The ideal class size is 15 because trainers can keep eye contact with everyone and make sure that they can all follow the content. It is also a good size for dividing into group work." - International trainer MDF

This study found that training run by Party and government organizations tended to have many more participants than training run by international donors or NGOs.

Women-only and mixed-gender classes were both valued by participants, each for a different reason.

There were diverging views about women-only or mixed-gender classes for political training. Some women participants expressed more confidence performing in women-only classes because other women participants tended to show more support while practicing public speaking or voicing opinions in class. Some women also reported that a women-only setting allowed for the discussion of issues more suitable among only women. Importantly, some of them claimed that women face different barriers and need different knowledge and skills to overcome them, requiring tailored training that is more gender-sensitive.

Others supported mixed-gender classes, arguing that if the training aimed to achieve gender equality, it required senior male leaders on board to struggle for equality and therefore required their education on gender inequality as well.

Existing political and public sector training programmes do not conduct systematic evaluations, track alumni or assess long-term impact of the programme on participants – women or men.

Among the 21 training programmes examined no programmes conducted post-programme evaluations, with the exception of VWU. Only four programmes conducted initial assessments. None of

the programmes tracked alumni, provided long-term follow-up for them, nor did they conduct impact assessments after termination of the programme. This leads to great difficulty in accurately assessing the results of the various programmes included in this report. Participants' growth as a result of the training can be observed through qualitative feedback, however, including written evaluations and interviews.

Most trainers of the civil servant programmes reported participant progress based on presentation of assignments and how they applied skills in class. Many participants reported that after the training they applied some of the skills they learned and said they found training content helpful for their daily job. However, systematic evaluations have not been conducted to determine how and to what extent training content impacted participants' work performance.

One measure of programme impact is its sustainability over time and ability to scale up to serve more beneficiaries. Success for the TOT model, in particular, can be assessed by the ability of TOT participants to conduct their own training and pass on the knowledge they acquired as master trainers. For example, MOET-Singapore trained 500 senior Vietnamese teachers through its TOT programme. These master trainers were divided into small groups and successfully organized training for other officials and teachers in all 63 provinces, indicating a level of success in implementation.

In the political programmes, most trainers measured participant progress through their presentation of assignments. A number of participants reported winning their election; some have already moved into higher leadership positions. All participants interviewed found the training content useful for increasing their political participation and being more effective in their work. Because the administrators interviewed did not report the exact number of beneficiaries, the relationship of these programmes to the percentage of female elected officials and leaders that participated is not available.³⁸

The institutionalization of training programmes in several government agencies and organizations has produced a set of curricula, methodology and facilitators in Viet Nam, but sharing across the various programmes has been limited, hindering the ability to build on existing positive efforts.

For the learning that has taken place, there is no significant coordination to consolidate, share and build on the successes – either within government programmes or across those and other programmes. For example, all of the public sector training programmes reviewed have hard copies of their training curriculum and have their own list of trainers in whom they have invested. These resources represent a sizable initial investment and allow for reduced costs in subsequent training classes, allowing for the benefits of institutionalizing curricula. However, the curriculum was only available for each training programme's participants and trainers and was not shared among different training institutes and organizations or with the public. There is no electronic curricula available online from any of the programmes included in this research. As a result, training institutes and organizations, as well as their trainers, have encountered difficulty learning from others and improving upon existing curricula.

During the 2011 election, however, VWU's training materials and master trainers were used by other donor organizations such as PyD, EOWP for training supported by VWU, and the World Bank.³⁹ In contrast, training material developed by MOLISA (and supported by EOWP) was used to train only six classes, as reported by a male administrator of MOLISA, which one administrator complained was a waste of time and money. In a similar case, the master trainers from MOLISA's TOT were hardly used for follow-on training after the 2011 election.

For a TOT, it is recommended that instructors organize a follow-up schedule early to clearly plan how to

³⁸ See the *Programme Evaluation of the Enhancement of Women's Participation in Leadership*.

³⁹ *Ibid.*

engage the master trainers strategically so that they fulfil their commitment. One key suggestion from MOLISA's programme administrator was that political schools in provinces are most suitable to train political candidates at the local level. As a result, teachers of these 63 political schools should be trained to be master trainers at local levels (from provincial to commune level) and training courses should be organized at the local political schools:

"We already trained some lecturers from the provincial political schools.... [they] have enough human resources and infrastructure to organize political leadership training at local levels..." - Male administrator, MOLISA programme

One uniquely successful aspect of the VWU TOT is that it trained local master trainers who returned to all 63 provinces to deliver lectures; they became valuable resources of knowledge in their underserved regions. Consequentially, there is an existing pool of good political skills trainers available in Viet Nam today at both national and local levels. This resource should be tapped for future political leadership training in Viet Nam.⁴⁰ However, the list of the master trainers is not publicly available to training institutes and organizations.

2.2 Lessons from Global Training Programmes

Meaningful gender-sensitive programming requires training to be tailored to the needs of beneficiaries and to incorporate a gender-sensitive agenda, regardless of whether the training is only for women or mixed. This has led to training that is multi-dimensional and not limited to skill-building.

Eight of the 16 global programmes had an explicit focus on barriers to women's full political participation and gender equality in leadership. Of these eight, five target women participants only, leaving three of the mixed-gender programmes with some gender-sensitivity. This illustrates the clear need for improvement. Interviews indicated that perception plays a role in how the courses are promoted among public sector employees, who expressed sensitivity to singling out women in Western countries as these women believe they have conquered significant leadership challenges already. Other public administration programmes tended to be gender-blind and more focused on developing training programmes based on required technical skills or the level of government employees engaged.

"Schools [offering women's executive education] have discovered it is important to pay attention to perceptions when offering such classes. Gender can be a touchy subject for senior executives who have already worked through similar hurdles and tokenism earlier in their careers. Last year, IMD changed the name of its course to 'Strategies for Leadership' from 'Strategic Leadership for Women'. Participants did not like the [original] name of the programme," - Professor Toegel, in Financial Times⁴¹

Some mixed-gender programmes recommended breaking small group sessions into some all-female groups for the sake of privacy and participant comfort, but this depends on the training environment. Women-only training has been reported to allow a comfort level for women to participate and more freely explore topics of women's leadership in public life, particularly with other women who have experience in politics and government.

The National Democratic Institute (NDI) offers some political training programmes that are women-only in order to allow a space for women to provide mutual support to one another and strategize on collectively creating change. Other NDI programmes specifically work with male and female political

⁴⁰ Ibid.

⁴¹ Dizik, Alina. "Women embrace the Strategies for a Corporate Life." *Financial Times*, September 11, 2011. <http://www.ft.com/intl/cms/s/2/e2ba5f0a-d947-11e0-884e-00144feabdc0.html#axzz26Ak2Wr4R>

leaders simultaneously to help them understand the inherent political value in broader democratic participation by men and women, youth, ethnic minorities etc.

Programmes were most successful when they conducted needs-based assessments of participants prior to and during the training. This helps to reveal gender-related training and other needs.

Collecting baseline data prior to training, typically by providing a written survey to prospective trainees, informed the approach of several global organizations and allowed them to measure knowledge acquisition and change in behaviour as a result of their programmes. Leadership Beyond Boundaries (LBB), EMILY's List, Women's Learning Partnership (WLP) and Barnard College's Athena Center used a needs-based assessment to develop and contextualize training.

The success of EMILY's List in identifying and addressing a single major obstacle to women's political participation nationwide resulted from a thoughtful and systematic approach by its founders to understanding the barriers to women's political leadership in the US. In the case of EMILY's List, this assessment found that financial resources were a larger barrier than campaign skills and became the primary obstacle around which the organization was formed. Thus, a finance strategy was developed to help women garner political power, which was later supplemented by training and one-on-one coaching.

In addition to baseline assessments, facilitators in most programmes used daily written or online evaluations useful for tracking participants' progress and to inform adaptation of training materials, if necessary. For example, the Center for Asia Pacific Women in Politics (CAPWIP) adapts the length of its introductory component on gender analysis to either two or three days depending on the capacity and pre-existing knowledge of each training class, as determined by daily evaluations. The White House Project (WHP) and Running Start used very systematic efforts to track participants after their programmes to determine how they informed future experiences.

Engaging men on the issue of women's leadership is both effective and necessary for building women's political opportunities. Select programmes have been more deliberate about incorporating content on the role of gender in governance and public policy.

Global programmes are increasingly incorporating "engaging men" as an approach to fill the gap of knowledge and understanding of the importance of women's political leadership among the public in countries around the world. Programmes that have typically engaged women have been effective only to a point, unless they undertook advocacy with men and worked with women on how to build support among male colleagues and peers for important issues of concern, particularly those often couched as "women's issues". Mixed-gender programmes were most effective at addressing women's leadership when men did not feel excluded during the discussions of gender-related issues and/or barriers for women. Discussions of rights or gender-related issues require an inclusive, participatory experience, such as the Socratic method or other reflective techniques, allowing participants to make issues relevant. Their trainers directly asked participants to clearly define their goals and barriers to achieving them.

For other subjects without such an explicit focus on gender divisions, gender-sensitive programmes such as NDI and the Women in Public Service Project (WPSP) ensure that the relevant topics related to gender equality are included in workshops (e.g. sexual harassment discussed during an NDI workshop on political participation). NDI's political party programmes incorporate the efficacy of engaging women and youth in parties, for all political party training modules, to help men and women in politics understand how their participation makes parties more competitive. WLP incorporates gender equality messaging into its training – without explicitly focusing on women's empowerment – through a group activity to design a public service announcement. This requires applying gender-sensitive messaging skills that address the perceptions of men and women based on local gender norms.

Participatory methods and adult learning techniques are present throughout training sessions and appeal to women who are often reluctant to engage publicly. This approach, as well as addressing some of the “intangible” skills women lack compared to their male colleagues in the public arena, should be closely aligned with technical content (and the size and scope of the group).

A majority of the global programmes analysed implemented some form of participatory, small group-work, challenging problem solving exercises or reflective discussions. Additionally, programmes that included insights and real life examples from practitioners or politicians illuminated skills in practice and often made challenging problems easier to conceptualize for participants. Global programme administrators acknowledge some of the unique needs of women who want to be successful in male-dominated institutions, such as negotiating and presentation skills, confidence, more deliberate networking and recognizing the skills they already possess. These gaps were not articulated by participants themselves, in many cases, but rather became clear through their participation and growth as a result of participation in exercises. Some of the needs were not addressed through skills training but through creative, interactive group activities or exposure to speakers, to zero in on non-skill-based needs such as confidence and assertiveness.

The Women in Public Service Project (WPSP) designed group exercises into each day of its three-week training where student leaders were divided into small groups to identify gender inequities in existing national laws. They created strategic action plans to transcend one legal gender gap that team members selected through consensus. Teamwork, presentation and negotiation skills were tested as groups developed and presented their action plans to the plenary.⁴² WHP created opportunities for women to share the advocacy or issue-based work they had done in their communities with one another.

A number of programmes used simulations and role-play for participatory learning. Running Start emphasized the importance of simulating action in a safe, group environment that encourages feedback. Running Start’s one-day workshop, Elect Her, makes female college students simulate Election Day, addressing the logistical hurdles of Election Day operations to gain confidence ahead of a real election. The Center for American Women in Politics (CAWP) Ready to Run and NEW Leadership programmes, Westminster Explained (WE), LBB and WLP also incorporate simulations, the majority of which do so to allow women from different age and experience levels to share with each other more readily.

The optimal class size is dependent on programmatic objectives, duration and participants’ experience level. Opportunities for group work and engaging, participatory activities have been transformational for women.

Programmes varied greatly in the number of beneficiaries per training, with a median of 15-30 participants. General trends in course size depend on the programme duration, the schedule, participants’ seniority or job specialization, and whether the course was open to general applicants or a TOT. In general, training sessions spanning longer than one week limited their size to 30 or fewer beneficiaries, including the Konrad Adenauer School for Young Politicians (KASYP), the Chanakya Institute for Public Leadership (CIPL) and CAPWIP.

CAPWIP noted that their formerly open application policy yielded more than 50 participants per session, but facilitators found that the size diluted the quality of the training. It allowed for less interaction among participants, thereby not responding to their stated needs. CAPWIP has since capped the size of their annual MGGR training to 30 participants, noting that smaller groups are also more socially cohesive.

⁴² “AUW Summer Curriculum,” *The Women in Public Service Project*. 2012.

Leadership development programmes and more generalized civic participation training through WLP, LBB and Women Can Do It (WCDI), often in partnership with local organizations, have sometimes hosted a much higher number of beneficiaries. Larger group training for women has been used to garner the interest of grassroots-level women first time; to peak their interest in formal advocacy or political participation; inform them of the technical process related to running for office or lobbying public officials; or to convene women across disparate communities. This larger size is economical for training that may be applicable in rural areas difficult for trainers to reach or where women in remote areas can convene in a central location. These gatherings of 50-100 participants have also been noted as creating momentum for community engagement at a very local level.

In other cases, large training programmes intended to encourage women to consider transitioning their personal advocacy efforts to the political arena. EMILY's List and WHP convened large groups of women to invite them to run for office and to test their receptivity to candidacy, in a room with other like-minded women with interest in different policy issues or community activism.

TOT courses have much smaller class sizes than other training programmes. In general, TOTs offered by WCDI, WLP and LBB were capped at 15 participants to ensure the quality of each trainer emerging from a highly participatory programme.

Experiential learning is frequently promoted through the development of action projects or personal action plans. Incorporating travel and learning outside of the classroom is often used effectively to supplement classroom-based training in political training programmes, and to some degree public sector programmes.

Though different programmes took widely varied approaches to an action project concept, the core concept of having participants actualize the lessons from training through a tangible, take home project of their design or dynamic group plan created on site was popular across programmes. The Konrad Adenauer School, CIPL, WLP, WPSP and Barnard's Athena Center all incorporate an individual action project for participants' home communities. Through this exercise, participants gain skills necessary to initiate and plan a political project by gathering resources, negotiating with local actors and impacting their own community. EMILY's List and the NEW Leadership training sessions have participants develop campaigns and action projects, respectively, at the training site. CAWP noted that the act of working in teams and developing projects helped bring out shy women who did not participate at the beginning of the week-long NEW programme.

KASYP requires participants to design a real, two-year action project that will further their party's strategic goals at the local, regional or national level, which they will implement over the course of the programme. Participants are expected to report their project's progress to KASYP and consult with a programme trainer over the life of the programme. Notably, participants raise all the money needed for these projects, receiving guidance from KASYP only on fundraising and cost-effective campaign models.

"The participants got an opportunity to demonstrate their analytical abilities by doing a political project as an output of the entire programme. The political projects ensure that the participants can indeed apply what they have learned and will also serve as the first step towards better political party systems and will ensure the strengthening of democratic practices in Asia." – KASYP evaluation, 2011⁴³

Six of the 16 global training programmes include excursions outside the classroom for participants, namely KASYP, CIPL, Running Start, the Institute for Public Administration (IPA) Senior Leadership Challenge, WE and WPSP. Educational travel includes visits to legislatures, the offices of senior policy-makers, and other educational institutions such as partnering universities for tours and lectures. A few

⁴³ KASYP Evaluation, 2011. http://kasyp.net/fileadmin/kasyp_files/Documents/reused/publications/KASYP_BROCHURE.pdf

of the programmes incorporated international travel for participants, including KASYP and IPA's Senior Leadership Challenge, citing the benefits of cross-cultural exchange and comparative perspectives on politics. While funding may be a constraint, travel opportunities enable participants' first-hand exposure to real life political practices and cross-cultural leadership experiences.

Mentorship and coaching can positively affect participants' career prospects and foster long-term personal growth, particularly for women who lack entrenched informal networks.

Mentoring is a pillar of four of the global programmes in this study, including WPSP, LBB, IPA's Senior Executive Challenge and CAWP's NEW Leadership programme. The reason researchers at Harvard University's Center for Public Leadership identify coaching as "the key element of learning and development" is because one-on-one sessions can provide critical confidence-building, connections for career advancement and guidance based on relevant experience. Mentoring is often incorporated as a follow-up activity to training. However, IPA and KASYP incorporate coaching during or between multi-session training, providing participants with continuity and feedback throughout the programme. Notably, these two programmes also offer follow-up coaching after the programme's conclusion.

A variety of professionals can serve as valuable mentors for aspiring politicians, managers and leaders. LBB provides individual advice on where to seek mentors, advising that those from universities and academic institutions are best for providing "knowledge mentoring" or subject matter guidance. Professional coaches are often useful as counsellors for career advancement and management techniques. From corporate executive training to grassroots youth leadership training, LBB trainers incorporate lessons on how to find mentors who are good matches and how to engage these leaders most effectively. LBB warns that government officials as mentors can lack objectivity, but may have significant experiential guidance in regard to overcoming political obstacles.

CAWP also emphasizes the utility of mentors as a source of exposure and a resource for the female students in the NEW Leadership programme, as they grow into their professional careers. NEW Leadership's students not only interact with political women from a diverse range of backgrounds, the women leaders who comprise the faculty and speakers often become mentors and role models after the programme ends.

"Exposure to professionals, students, politicians and women from all walks of life helped to define my own sense of self and gave me an idea of those qualities I most wanted to develop." – Participant, NEW Leadership programme

"I was able to really see how women who are fantastic leaders change the world every day. The most important part of the experience for me was seeing these examples. These women inspired me to realize my potential." – Participant, NEW Leadership programme

Additionally, mentors illuminated pathways to ambitious professions or countered stereotypes surrounding politicians.

"We had a lot of strong interesting women participating in the panels, they talked about their experiences and how they became involved in politics. They are just normal women who wanted to create a change in their communities, and that is something we all identified with." – Participant, NEW Leadership programme⁴⁴

⁴⁴ "NEW Leadership: Empowering Women to Lead, 2009 Alumnae Survey." Center for American Women in Politics, Rutgers University. http://www.cawp.rutgers.edu/education_training/documents/NEWL_09AlumniSurveyReport.pdf

Some programmes, such as KASYP and CAPWIP, did not incorporate mentorship. However, they encouraged peer-to-peer support, found to be vital to team-building and for cultivating a horizontal support network.

Professional trainers with interdisciplinary experiences help create a holistic learning process.

Trainers come from a variety of backgrounds, locations and experience levels, but generally can be divided into categories of practitioners, academics and professional trainers. These three categories are not tapped in a mutually exclusive way; often programmes partnered professional trainers and others who have more subject-matter expertise. The first category, practitioners, refers to those trainers who have had experience working in the political arena or public sector and are able to add personal experience to the training content. Programmes that did not have practitioners as trainers often invited them to speak in lectures or panel sessions in order to include their vital experiential knowledge in the course.

Academics also provided a wealth of knowledge as trainers and were employed in KASYP, CIPL, both CAWP programmes, IPA degree programmes, WPSP and CAPWIP. Academics were often included in courses spanning one week or longer to provide background context or specific conceptual lectures to supplement short, skill-based training. Finally, professional trainers are those whose technical expertise is in designing and facilitating such training. These skilled trainers are often employed by organizations specializing in training. All three public sector institutions, for example, have a staff of professional trainers, as do WHP, LBB and EMILY's List.

Research on WLP showed how facilitators with cross-cutting experiences (candidacy or public sector, non-profit sector, academia, etc.) lend a more holistic, cross-cutting learning process. These facilitators can often better illuminate opportunities for cooperation or addressing potential obstacles that may arise across the sectors. Additionally, international "generalist" facilitators can provide comparative perspectives and anecdotes. WLP, for example, has repeatedly found that having even a single foreign facilitator made "the participants energized and engaged".

Most of the programmes focused on women participants used a majority of women trainers. WLP and Running Start, in particular, emphasized the importance of female facilitators for programmes with majority female participants. These facilitators not only create a safe space, but also provide role models and personal anecdotes of overcoming gender-related obstacles in public life. CAWP exclusively uses female trainers and speakers for their residential NEW Leadership programme, which provides students with the experience to live with prospective female role models for the length of the programme.

A variety of financial models are sustainable. However, competition for funding among women-only initiatives has increased globally, making survival more difficult. The majority of programmes in this report with long-term sustainability have multiple funding sources.

Training is free for participants in all but a few programmes in this study. Programmes for women and girls take into consideration the fact that financial resources could be a barrier to participation and generally prioritize making the programme free, particularly for young women or high school girls. A number of the training programmes rely on participants' employers or organizations to pay participant fees, including all three of the public sector programmes and some training by WHP and LBB.

The variety of financial models used by the 16 global training institutions can be grouped in five categories: grant-funded, client-funded, government-funded, political party-funded and a hybrid of these funding streams. A majority of the global institutions are non-profits, and rely mainly on private donations from foundations, individual philanthropists, alumni and/or other sponsors. The second

most common financial model employed is consultancies, mainly used in public sector programmes such as LBB, IPA, WE and to some extent WHP. For these, training is provided to paying clients, including government offices, private corporations and organizations such as the Grameen Foundation or the United Nations. Other programmes receive financial support from governments or political parties.

The National Institute for Public Administration (INTAN) training sessions are fully funded by the Malaysian Government and KASYP is fully funded by the Konrad-Adenauer Stiftung, a German political party foundation supported by the German Government. NDI is funded primarily by the US Government. IPA was formerly funded entirely by government and transitioned from that model after the 2009 financial crisis. Today IPA's government funding provides a reliable amount of "core funding", while paying clients or donors make up the rest.

The cost of operating programmes varies greatly by programme duration, size and location. However, programmes focusing on women have maintained a model that is free for participants. Most programmes targeting women have tried to scale up to reach more women at local levels in more locations.

CAWP's NEW Leadership programmes, for example, average a budget of only US\$30,000 for the 30-40 women they train for one week every summer. This is because CAWP's model relies on the input of resources and financial investment from the participating universities who send students, professors and residential facilities in all 26 states where NEW Leadership operates. Running Start operates its flagship training programme, Young Women in Political Leadership, for 50-100 girls in Washington, DC for US\$60,000 annually. This cost covers housing, programme materials and travel for a week in Washington, DC. Running Start expanded its model to reach girls in three additional states for US\$10-15,000, using the same content and trainers and for the same number of participants but over a shorter duration and without housing expenses.

In contrast, WLP operates a much larger US\$1.5 million annual training budget, which was dispersed, however, for training and materials for thousands of women across 20 countries. The geographic scale and number of beneficiaries as well as resources offered to participants impact operational costs. Tactics used by international programmes to keep costs down while scaling up include TOT models, reliance upon the resources of local partner organizations and modification of one training curriculum with local case studies.

WHP, which has closed its doors since this research began, had a fundraising model dependent on individual and foundation donors and added a fee-for-service component for corporate partners. Ultimately, this shift was not viable enough to sustain the organization, which closed in 2012.

Programme duration is dependent on the participant profile, the training institution and programmatic objectives. Most programmes are condensed in order to accommodate competing work and other priorities. Participation (and recruitment) in mixed-gender programmes and gender-related issues that could have an influence on participation receive less attention.

The global programmes examined in this report varied from two-hour workshops to two-year commitments, depending on the audience and institution providing training. The median programme length for global programmes was three days, balancing logistical constraints related to participants' demanding work or school schedules and content to be covered. Shorter training, of two days or less, was primarily designed for students or mid to senior-level working professionals and elected officials, in order to accommodate their schedules. Significantly, all three of the global public sector training institutions offer intensive one-day training sessions that emphasize skill-based content and utilize case studies and interactive workshops (rather than theoretical discussions or lectures).

Political training programmes varied greatly in length, depending largely on programmatic objectives. EMILY's List, for example, operates one-day training sessions to engage as many women as possible across a large geographical area each time. Other programmes last approximately one week, including the political programmes, Running Start's Young Women's Political Leadership Program (YWPLP) and CAWP's NEW Leadership, as well as CAPWIP's training on gender-responsive governance. This duration allows for greater social exchange and develops bonds between participants and trainers, which all three programmes cited as key to building confidence and participation among female participants.

Political programmes with the broader objective of enhancing the democratic process and political institutions, in addition to developing individual skills of participants – such as NDI, CIPL and KASYP – engage participants in programmes for many months. These training programmes are typically comprised of many activities, some of which may engage different cadres of beneficiaries over time.

Programmes also differ greatly by implementing a one-time continuous training or a divided schedule, where training is broken into multiple day-long or week-long sessions. While 14 of the 16 programmes offer one-time training, three offer multiple sessions or divided schedule training with a host of positive outcomes. Proponents of the divided schedule, including KASYP, IPA, the Athena Center and a number of institutions interviewed for this report but not included, point out that multiple training sessions build in time for participants to reflect and apply skills learned, before returning to subsequent training where they address implementation challenges they faced. Programmes catering to a specific group of individuals in one location often found that a series of shorter training sessions better accommodates busy schedules. The Athena Center, for example, offers students two-hour leadership training in a series spread over the course of three or four weeks.

The training model that offers meetings over a longer period of time with several gatherings requires the training location to be accessible (or affordable) for participants to repeatedly visit and requires a longer total commitment; this may be more challenging for women with familial responsibilities. When students returned for each week of IPA training, they received feedback and recommendations to improve their ongoing projects. IPA also introduced a divided schedule for its new Senior Leadership Challenge by breaking up three-day training sessions over four months to accommodate the busy schedules of senior leaders and limit the high costs of travel.

Flexible attendance policies, web-based teaching and distance-learning options are used to accommodate working professionals and decentralized participants, especially women.

As teaching technology has advanced, programmes have become innovative in their delivery techniques to reach a range of participant profiles with limited schedules and across greater geographic distances. For example, youth may have more free time or transitional periods in which they can enrol in weeks of intensive immersion, while working professionals or individuals with families may only be able to attend training for a few days at a time. Flexible attendance policies are often used for long-term educational programmes, such as those offered by IPA, which allows participants to join the classroom remotely through streamed training sessions across Ireland. Such programmes were not directly noted as having engaged more women. However, they reduce travel constraints likely to alleviate pressure on women who may have a disproportionate level of responsibility for their family.

A number of programmes, including EMILY's List, WE and IPA, have successfully supplemented training with webinars, or short single-subject lectures online, usually one hour in length, to supplement and reinforce training content. EMILY's List developed online follow-up training also to keep women engaged in the community of potential candidates.

Sophisticated approaches to participant recruitment are used to attract specific profiles. However, some are more aggressive about leveraging gender to align participation with achieving programme objectives.

The criteria for participation are written into selection processes, which fall into three primary categories: nomination-based programmes, application-based programmes and open or self-selecting. The selection process can have a significant impact on the profile of participants. However, the programmes included did not make it apparent that gender was part of this consideration (note that the majority of political programmes exclusively targeted women).

The difference between these three categories depends on the programme's competitiveness, audience and objectives. Programmes that seek to train small, specific audiences, such as an elite cadre of senior managers, elected officials or promising youth leaders, often have highly selective criteria for participation. These highly selective programmes, including KASYP, CIPL, IPA, Running Start and WPSP, use a nomination process or require letters of recommendation to further narrow the pool of applicants. Some programmes have relied on alumni referrals to help select new participants.

Open applications draw a larger pool of applicants, but establish parameters to limit age eligibility requirements, education or experience level, place of origin and gender to narrow the target audience. CIPL has a minimum requirement for the academic performance of its students to ensure a certain calibre, while Running Start has age requirements.

Grassroots, corporate or other programmes have provided an open model into which participants self-select their engagement. This model is used for general leadership training or corporate training by institutions including WHP, WE, WLP partner organizations, the Athena Center and LBB. This open admission process is used in programmes where large training classes are preferred and/or where fees are paid by participants.

IPA's training for local government officials in Ireland uses a unique nomination process where each district mayor or local leadership body nominates two public officials annually to be sent to Dublin for the training. IPA has developed a relationship with local governments, to which they entrust the nominations, as a result of close and sustained coordination over decades. IPA also has a financial agreement with local governments whose contributions subsidize a portion of the training. These approaches to filtering participants must consider their impact on the gender composition, and it was not apparent that this was considered by those interviewed in the mixed-gender programmes.

The German Marshall Fund (GMF) used a selection process that increased programme competitiveness, alumni retention and overall programme quality by relying on its regional NGO partners to identify leaders that would nominate local emerging professionals. This approach was designed to leverage the knowledge of leaders in their communities and engage them to maintain the existing calibre of fellows.⁴⁵ This could be used to recruit women leaders, particularly by those who are aware of their community activism and local influence.

Engaging youth can prepare and inspire them to become the next generation of leaders and help provide sustainability to the training organization.

Globally, targeting programmes for youth is increasingly popular and a focus of eight of the 16 global programmes. These programmes demonstrate the understanding that emerging leaders need to start gaining leadership experience and connections early in order to be competitive in the political sphere. This is relevant for Viet Nam where 60 per cent of the population is under the age of 30.⁴⁶

⁴⁵ GMF was interviewed for this study although its full profile was not included in the report.

⁴⁶ Pierre, Andrew. "Viet Nam's Contradictions," *Foreign Affairs*. <http://www.foreignaffairs.com/articles/56629/andrew-j-pierre/Viet-Nams-contradictions>.

Bricks and mortar institutions designed to deepen youth participation in politics include KASYP in Singapore, CIPL in India, WPSP in Bangladesh, the Athena Center Leadership Lab, CAWP's NEW Leadership and Running Start and programmes at universities across the US. These youth-focused programmes differ from programmes with older participants in that they are often more interactive, longer in duration, and include travel or learning excursions to expose participants to the seats of power and demystify politics.

As evaluations and feedback from youth participants of NEW Leadership, WPSP and Running Start attest, youth programmes also provide necessary inspiration and confidence-building activities among like-minded learners. This support is key, especially for young women, to take the initiative to seek a political career. Notably, programmes that connected youth to existing professional networks, political parties and mentors have received very positive feedback, including KASYP, WPSP and Running Start. Additionally, past participants help the training organization grow by recruiting eligible youth, advertising the programme or returning as speakers and mentors.

Evaluations are vital to improving programmes over time, but are rarely conducted in a systematic way or beyond the life of the programme.

Of the 16 global institutions reviewed, nine regularly conduct post-programme evaluations and followed up with participants on long-term impact. In some cases evaluations and follow-up assessments may have been conducted by the 16 institutions, but were not reported during interviews or made publicly accessible. Evaluations of training programmes were both written and oral, and collected both during and following training. However, organizations varied greatly in their commitment to implementing reforms based on this input and conducting long-term impact evaluations.

Systematic evaluations include an initial baseline assessment, ongoing evaluations to monitor feedback and a final programme evaluation. Ideally, a long-term impact assessment is conducted months and years after programme completion.

"For example, the format for annual written partner self-assessments should put more emphasis on outcomes in terms of changes in actions, relationships and actual behaviour of partner organizations, as well as the groups they work with, rather than a primary focus on the implementation of activities." – Sprenger evaluation of WLP International, 2007, Morocco

The most common form of evaluation was an end-of-programme written survey. This was modified by WPSP to be conducted as an oral, group evaluation, which the director noted was beneficial for getting girls to speak openly and engage with one another, delving deeper as a group than they ordinarily would have using individual evaluations. Notably, CAPWIP and CIPL also reported conducting assessments throughout the duration of their programmes. CAPWIP ended each thematic section of training with a brief written evaluation, and CIPL scheduled one-on-one evaluations with students and facilitators to monitor their personal growth over time. For gender-disaggregated feedback on programmes, the monitoring and evaluation tools mentioned must be coded and analysed by gender and must be built into the process from the start, at the data collection phase for baseline information.

Email surveys have been most widely used for final evaluations or to assess long-term impact. Some organizations and independent evaluators convened focus groups or conducted in-depth interviews for final evaluations. Running Start conducted an alumni survey by email in 2011; WE conducts follow-up email surveys three months after training sessions and conferences; and IPA conducts a variety of follow-up evaluations for its different degree acquisition programmes. LBB has begun conducting innovative short-form follow-up via SMS or text messaging, adapting to the primary form of communication in many rural regions of Asia and Africa where it operates.

Independent evaluators were used in some cases, to provide a more thorough and objective review of impact. Independent evaluations are conducted to more accurately measure progress towards expected programmatic outcomes and to allow for mid-course adjustments. External evaluators may also provide the technical skills to undertake an evaluation that an organization does not have the capacity to undertake on its own. Four programmes in this study reported using external evaluators, including WLP, Running Start, WCDI and LBB.

Building and maintaining an alumni network is key to long-term organizational growth and sustainability.

A number of programme directors strongly recommended tracking and cultivating an alumni network, beginning with the first training class. This allows for continued, facilitated peer support and networking and enables programmes to track their participants' success into the future. Programmes that keep in contact with participants through alumni networks, email or social media networks have also proven better able to leverage alumni as a resource base for speakers, donors and as recruiters for informally attracting new applicants.

GMF runs the annual Marshall Memorial Fellowship, which offers an exemplary model. GMF's annual Transatlantic Fellowship programme for emerging leaders maintains a network of nearly 2,500 leaders connected through an interactive online database facilitated by GMF to foster dialogue, advertise events and provide resources for its alumni fellows. The success of their alumni programme is demonstrated by the high degree of alumni participation in follow-up activities, social events and donations. Alumni networks can serve as one indicator of programme impact over the long term. Many programmes, including LBB, Running Start and WLP, measure the rate of alumni attrition from networks and alumni attendance at conferences years after training programmes, using this data as an indicator of the programmes' long-term impact, which can also help with resource mobilization.

KASYP is increasingly leveraging its alumni to recommend new participants and distribute applications throughout Southeast and South Asia. Because KASYP works through political parties and requires a written letter of support from them on behalf of each applicant, these alumni connections are key to helping younger aspirants access the programme. Leveraging alumni as an informal recruiting system mechanism has the potential to not only attract more qualified, pre-vetted candidates and enhance the programme's reputation and reach, but strengthen internal political party networks between programme alumni. Alumni have also spread the word to more remote regions where the three-year-old programme may not be known otherwise. Other best practices for maintaining alumni networks include:

- Online alumni networking databases or websites accompanied by active engagement of alumni on the network, ideally managed by a staff member;
- Teaching participants how to use the network and why they will benefit from staying engaged with the programme;
- Hosting an annual forum or conference for networking and programme visibility;
- Hosting smaller, localized professional events including lectures, conferences and social evenings in various places where alumni are clustered; and
- Positioning the network as a resource for employers to utilize as a talent pool.

A number of programmes, including Running Start, WLP, CAPWIP, WPSP and NEW Leadership, use electronic methods to follow-up with participants for evaluation and networking. Social media platforms, alumni websites, as well as mass emails have greatly enhanced the ability of institutions to engage with geographically diverse, prospective participants.

Another alumni programme also not profiled in this report was implemented by the China Europe

International Business School in Ghana for the African Women Leadership Programme. It leverages alumni in a cyclical mentorship role where all programme graduates, upon completing their eight-month training in executive leadership, are required to mentor at least three female entrepreneurs or emerging professionals in their home country “who would not normally be able to access formal education.”⁴⁷

3. Building Successful Women’s Leadership Capacity Building Initiatives in Viet Nam

3.1 Key Recommendations

The following recommendations are based on the research findings from the 34 women-only and mixed-gender political and public administration training programmes reviewed – in Viet Nam and globally. These programmes use a variety of approaches to training and curricula as well as to the institutions and funding models that support the efforts. The recommendations that follow consider the gamut of models reviewed to inform the most effective avenue for women to secure access to and the skills required for public life in Viet Nam. The recommendations seek to address existing gaps in women’s political and public sector leadership in Viet Nam, in light of the culturally relevant needs; the legal and regulatory environment; existing resources provided by the Government and others; and the learning that has been generated through the in-depth interviews in Viet Nam and in other countries. Ultimately, any leadership capacity building initiative developed for Viet Nam must look creatively at combining existing resources and core competencies with innovative approaches that will yield tangible results for women in Viet Nam and ultimately, for the future of the State.

Look holistically at the needs of women in public life to identify the biggest barriers and most pressing issues related to their participation in order to devise a comprehensive response. Prioritize support that addresses both formal and informal barriers and considers creative solutions viable in the Vietnamese political context. Skills development training is only one aspect of this support.

Taking into account the six formal and informal barriers Vietnamese women encounter in their advancement in leadership, discussed at the beginning of the report, and the key features of Viet Nam’s political system, any new or existing programmes should go beyond the objective of improving knowledge and skills – to change attitudes. If the aim is to increase women’s representation in politics and leadership, this will require building support networks and mentoring programmes as part of the training objectives, but most importantly, being deliberate about training approaches and other support required to overcome structural and informal challenges.

Skills such as networking, leadership and building confidence are critical components of a women’s political or public administration training programme. NEU’s programme is a good example of a leadership and management training model that could be expanded when it is integrated with some content from EOWP’s training (through the service of MDF), such as networking skills to strengthen women leaders’ soft power, and the concept of an organization’s vision from PyD’s training.

An analysis of needs in Viet Nam and relevant global experiences will inform approaches for a comprehensive programme. For example, legal barriers affecting promotion and retirement influence women’s leadership opportunities in the public sector and must be considered in any effort intended

⁴⁷ Clarke, Charlotte. “Ceibs helps women in Africa.” *Financial Times*, June 1, 2012. <http://www.ft.com/intl/cms/s/2/967863ee-abe2-11e1-a8da-00144feabdc0.html#axzz26Ak2Wr4R>

to promote women in the public sector.

Encourage positive perceptions about female leadership and reveal the value to society of shared leadership among women and men in the public arena.

It is important to identify what resonates most with male and female participants in Viet Nam and what helps them improve their understanding of inclusive leadership, particularly women's contribution. A comprehensive programme must consider the political environment while incorporating tools to challenge how it limits women's participation, influence and leadership. Trainers should use a variety of techniques to bridge theory to practice for participants, offering individual advice and coaching, and should ensure content relevant to Viet Nam's one-party system and how to improve women's contributions to public life.

Participants in Vietnamese training programmes expressed that Western theories and skills on political leadership also need to be adjusted to the political structure as well as the culture of Viet Nam. Identifying important factors influencing women's access to power in Viet Nam and how the perception of existing leaders can help change the prevailing attitude of the public toward women's leadership must accompany training for candidates as well as government officials, both male and female.

Skills-training for women is but one necessary component in accessing and demonstrating success in public leadership. Ensure that all training is gender sensitive and integrates a gender-based analysis that promotes a greater awareness among men and women of the shared benefits of their collaborative leadership. This requires advocacy among men and women on the deficit created by the exclusion of women's contribution to politics.

It is very important to equip female elected officials with knowledge of gender equality and skills on gender mainstreaming in policy and law making, evaluation and monitoring as early as possible, so that they can work effectively towards equality while in elected office. However, many interviewees suggested that gender equality be mainstreamed into all leadership and management training because there are barriers facing women that need to be solved jointly by men and women, requiring that men be aware of these barriers as well.⁴⁸ It is also critical to expose senior male officials to the rationale for and methods behind gender mainstreaming so that their attitudes shift and policies from the top reflect a more gender-sensitive approach. Targeting officials in charge of personnel policy and senior leaders is especially important in order to change the landscape of institutional barriers to women in administration.

Political leadership training should also be designed to encourage men and women to understand the value of collaborative leadership in the context of public service. Skills training has to be supplemented with relationship building, mentoring and confidence promotion that serve women in male-dominated political environments. Advocacy among both men and women that conveys the value that is contributed by shared leadership and the gaps that currently exist through the exclusion of women helps to cultivate an understanding among men in power, who can help facilitate and benefit from a greater presence of women in decision-making positions.

Identify legal barriers or policies that limit women's access to training, promotion and leadership opportunities. Develop a partnership with the Government that opens the door for legal reform to alleviate prohibitive policies that may counteract the benefits of training and other support to women.

While some programme administrators, trainers and participants thought training was effective and relevant to an extent, content is only one of many factors determining the success of women in

⁴⁸ See course evaluations conducted by EOWP-MDF and EOWP-MCaD.

leadership. Other formal and informal factors influence the success of the training. For example, civil servant and public official policies on the age for promotion, nomination for training opportunities and retirement requirements place more barriers on women. Some policies put female civil servants at a disadvantage compared to their male counterparts and must be addressed at both a policy level and through measures integrated into training programmes that enhance flexibility and opportunities.

"When women are the same age as men, the former tend to be more experienced and mature. After their university graduation and when entering the public sector, women are also more mature than men. However, Decision 27 on civil servant promotion presents challenges for women civil servants, especially young ones. Women civil servants have to be appointed before the age of 50 and men by the age of 55.⁴⁹ While women have to retire at the age of 55, male civil servants can work until the age of 60. This hurts women because they do not have much time before or after the age of 40 to contribute intensively to their profession."⁵⁰ - Male participant, HCMA training programme

"Civil servants and public officials can only be nominated for Master's and PhD degrees before the age of 40,⁵¹ which is a barrier for women because women tend to have more free time for their profession after the age of 45 when their children are grown up, but they have limited opportunities with this policy."⁵² - Male participant, HCMA training programme

Government partnership should come in the form of credentialing – in addition to financial support – so that programmes can provide legitimate training required for promotion among civil servants.

The distinguishing features of government-funded programmes include: (1) institutionalization of a programme; (2) mandatory participation; (3) certificates recognized as official tokens for promotion of civil servants (in their professional ranking system for a salary rise or leadership positions); and (4) the opportunity for long-term programmes that run consistently throughout the year and over the course of many. Leadership and management training offered by the Party and government-supported organizations such as HCMA and MOET, for example, are sustainable because they receive state funding each year. However, they also benefit from conferring a training degree or certificate that is officially recognized by the Government. Training programmes with a direct link to specific promotion opportunities within government ranks, funded and sanctioned by the Government, and that prioritize the promotion of women in government service, stand to have one of the most tangible impacts on women's advancement in public leadership.

Participant recruitment must consider women not yet in leadership positions in order to facilitate women's promotion more rapidly and efficiently. Provide a variety of political training for candidates and aspirants, as well as for women who are elected and appointed, that anticipate the needs and opportunities to strengthen a pipeline of skilled women interested in public leadership. Engage young women early to build the pipeline of women with an interest in public leadership.

Women in leadership in the public sector have more opportunities to be nominated to be candidates to the NA, PPCs and PCs than non-public sector employees. Women leaders in the public sector are

⁴⁹ Except for the leadership position at the division level. For more information, see Center for Women Studies, VWU, and the Project Enhancement of Women's Participation in Leadership, Brief Report on Suggesting Several Solutions to Increase the number of women in Leadership in ministries and sectors at the National Level, p. 10.

⁵⁰ Face-to-face in-depth interview with a male participant and also leader of the Department of Personnel in the public sector.

⁵¹ According to Decree 18/2010/NĐ-CP. See Ministry of Home Affairs, Conference Proceedings on the Review of 5 years (2006 – 2010) implementing Decree 40/2006/QĐ-TTg and Decree 1374/QĐ-TTg on Approving Training and Upgrading Leaders and Civil Servants in the Period 2011 -2015, p. 60.

⁵² Face-to-face in-depth interview with a male administrator of a public sector training programme.

the most important source of women candidates to elected office, particularly at the provincial level. Programmes that train elected representatives can advance the overall competitiveness and access of women candidates for office.

Programmes that recognize the needs of women candidates and how they differ from women in government administration positions can prepare women public servants to consider leveraging their role for an elected position. Such programmes in Viet Nam are a mixture of political leadership and public sector training programmes that aim to improve knowledge and skills for women in leadership positions, as well as raise awareness of both female and male leaders in the public sector about gender equality and gender mainstreaming in policy analysis. Programmes that serve both constituencies can introduce skills useful both for campaigning and public service, such as interacting with community members, can introduce skills required for elections, and exploit the pattern of women in government running in elections in higher numbers than women in non-public sector jobs.

Likewise, programmes for women in the public sector must focus on women aspirants and not just those already in high-level government positions, similar to how political training programmes often train women who aspire to be candidates. Interviewees suggested that leadership and management training is necessary for those in the pipeline to prepare them in advance of assuming such a position. Training programmes should accept women and men in the pipeline for high-ranking, medium-ranking and lower-ranking positions in the public sector, in order to remove barriers for women's ascension in government.

For government administration positions, the development of skills for pipeline leaders and managers for high-ranking positions is not, as of yet, a focal point for any training programme. The public sector training programmes examined tended to target only participants in middle and high-ranking leadership positions, which led to training without any women. The higher the level of eligibility requirements, the fewer the number of women who are able to participate.

For training that only takes leadership positions into account as entrance requirements for both men and women, it is suggested by many participants interviewed that the requirements be lower for women, as there are already many more men occupying middle and high-ranking leadership positions.⁵³ As a result, women participants will gain greater access to official training certificates and therefore more opportunities to be promoted to leadership positions.

Strengthening this pipeline of young women interested in public sector work is key to increasing the number of women in leadership positions in the public sector and elected office. Partnering with a university or hosting a training programme on a campus will broaden the programme's reach and help to transform the participation of the next generation of women leaders through early exposure and access.

Identify long-term funding to allow for sustainability in an initiative to train and support women to enter the political process and government.

To ensure a political training programme remains sustainable, regular funding from the state budget and the mobilization of financial resources from local government will provide dependable resources that allow for long-term planning and could offer greater strategic partnership opportunities with non-government partners. For provincial level training, funding for PPCs and commune levels should be mobilized to supplement national funding. A budget line item for women's leadership programmes must be included in the Ministry of Home Affairs' (MOHA) legal documents on civil servants training (e.g. Decree 18/2010) and must address the investment of enhanced and tailored support on women's leadership and gender-sensitive government training within formal government and Party training

⁵³ Male participant of HCMA-Government Inspection training programme.

institutions, in partnership with other organizations such as the UN, bilateral donors and NGOs.

Anticipate unique funding needs required for gender equality in training, such as childcare, which should be addressed early on in budgetary and/or logistical planning.

Participants interviewed shared common difficulties in attending training. Childcare can be a significant barrier to women's participation in public life. Some candidates with small children had to bring them to training sites, explaining that they needed extra financial support to hire a helper. It is therefore important to ensure that childcare is provided or is eliminated as a barrier to training for women in the political field.

Candidates living far from the training sites needed more financial support for transportation and accommodation. This must also be addressed for younger MPs. Senior MPs interviewed reported that young MPs did not receive adequate support from the Provincial Office of Representatives of the NA for transportation from their locality to the training site.

Conduct a needs-based assessment of participants before designing training content and solicit input from political decision makers in the design of the curriculum.

One observation found that programmes targeting men and women equally failed to address the needs of women (and perhaps could better address specific needs of men). Needs-based assessments have revealed the differing needs of men and women in seeking and attaining political office or public sector positions. A holistic assessment of these individual needs at the start of each course (or independently of a particular programme) will reveal how best to address participant needs influenced by gender. Trainers then need to apply the results from these assessments and leverage professional input to develop or modify curricula regularly. The most sustainable and effective approach to gender mainstreaming in leadership and management is to incorporate gender considerations related to the sector throughout the curriculum, so that senior leaders understand the practical importance of the issue and the benefits that come with mandating gender mainstreaming in every aspect of training, rather than as an expendable addition.

Begin political leadership programmes with ample lead-time for recruitment and training and target prospective women leaders, including those already serving in government, and candidates likely to be on the Party list.

Programmes globally have often cast a wide net in terms of offering training to women who self-select to participate. However, in many cases, these women have chosen not to run for office. Identifying candidates who intend to run for office and more importantly, who are eventually on candidate lists, would enable the chances of electing more women in a given election. Almost all of the political leadership training programme administrators agreed that there was not much focus on training or resources for candidates in the pipeline.

The identification of interested, eligible women candidates, knowledge of the Party list of candidates and a provision for political campaign training must be a priority well before an election and offers an essential area for the improvement of existing political programmes. The current criteria for participation in political training focus on first-time candidates. Research suggests that first-time candidates, elected officials and those in the pipeline or thinking about becoming candidates all require targeted training in advance of elections. Purely political training programmes, however, cannot achieve their objectives and expected outcomes if women are not identified early enough.

Interviews with programme administrators revealed difficulty in recruiting women candidates for all types of elected office. In addition, candidates for elected office were only identified about three weeks before the elections. As a result, training for candidates in the past occurred in a very short period of

time, missing opportunities to improve the quality and quantity of both women as candidates and representatives. For example, MOLISA's TOT training was scheduled too close to the election, leaving insufficient time to organize training sessions at the local level with master trainers.

Training programmes need time to develop and participants also need time to digest knowledge and practice skills. Public sector leadership training for women is a logical place for cultivating women to serve in the NA and at the sub-national level, and the VWU and other training organizations should work closely with the Party at the local level to access their candidate lists.

Political training should continue to emphasize first-time candidates of the NA, PC and PPCs at all levels. If a TOT is organized, there should be follow-up steps and a clear schedule for master trainers. Participants in TOTs should be aware of requisite participation in follow-up training sessions.

Provide direct personal access for women to other women leaders and NA and PC officials, as part of the training programme, in order to hear their experiences and to demystify politics and a career in public service.

All programme administrators, trainers and participants interviewed agreed that renowned and experienced speakers working in the NA and PCs were very helpful because they could share practical knowledge and tips that directly help candidates in the election process, and that academics might not be able to provide. Practical, experiential knowledge from decision makers in political institutions can be provided by speakers, trainers and mentors, establishing opportunities to facilitate professional relationships. This, in part, helps participants to view themselves as able to have political careers. The ability for participants to hear experiences and tips from elected officials at all levels of office should be included in all political training.

Allowing participants to interact directly and, ideally, in an informal capacity with experienced current and former female politicians, legislators and government administrators helps to demystify politics and reveals how women have overcome the challenges associated with a public career. This exposure can be invaluable in gaining personal perspective. To the extent that mentoring can be provided by senior women in government and politics, such relationships greatly help less experienced women explore perceived and real boundaries to their success. Programmes that require overnight residency for both the trainers and participants can use the opportunity to facilitate informal meetings among them.

Engage adult learners with interactive training and experiential learning opportunities that promote participation, growth and skill development. Keep training sessions to a manageable size that promote group learning and allow for tailored feedback to individual participants.

Research supports what a number of programmes have been doing for years; learning is most impactful and memorable when it is interactive and has a kinaesthetic or physical component. Adult learning techniques take into account that adult participants come to training sessions with some degree of knowledge and experience and they leverage this added value for the benefit of the training group through group discussions and other experiential reflections.

All participants interviewed in the TOT offered by MOLISA and the Norwegian Ministry of Children, Equality and Social Inclusion reported that they learned a great deal from the interactive teaching methods that the international trainers offered (i.e. videos to picture role play, images and practical examples). Likewise, all of the international programmes included an interactive component, most to the extent that it could be balanced with covering the content required in a finite period of time. In both the Vietnamese and global research, role-playing and other participatory methods, including targeted communications training (e.g. speaking in front of others), helped to build confidence among

female participants. Developing an action plan and presenting it was another highly-valued technique and engaged all participants, involving even those who were less vocal.

“The participatory methodology actually helped the women participants a lot. It provides women opportunities to first speak in front of a smaller group, then in front of a larger group and then in front of the whole class and the actual voters. The continuity of having such opportunities to speak in public through regular training over several years is very important to build the confidence of women. That is why the VWU has training programmes running over several years, to continue helping women to be confident by providing them with more knowledge and more opportunities to practice speaking in front of others.” - Female participant and now PPC representative, VWU's training supported by EOWP

In interviews, participants also expressed their preference for diversifying training environments to include in-doors and outdoors. Traveling outside the classroom, whether abroad or to a nearby field, can greatly enhance classroom learning and keep participants attentive. Programme facilitators cited educational travel opportunities as extremely beneficial for exposing participants to political institutions, actors and processes. Well-organized short study exchanges internationally have been used effectively by a number of programmes to expose participants to new institutions, practices and management styles. Because traveling abroad can be financially unfeasible for some programmes, domestic travel to political institutions and leading practitioners can also provide valuable exposure and inspiration.

Research from personal interviews, reports and programme evaluations shows that training sizes vary from 20 to 35 participants for basic political leadership training. Many trainers and some administrators thought that each training should include 15 to 20 participants, and that the class should never exceed 30 members, otherwise there would be no time for practicing skills. More intimate training allows for more peer-to-peer learning. With this in mind, TOT sessions, which require extra time for practicing skills and absorbing more material, should be no larger than 20.

Build in a comprehensive evaluation process that tracks participants' attitudes and behaviour and continues to solicit feedback from participants after the life of the programme.

Few of the global and Vietnamese programmes conducted programme evaluations systematically. They did not track alumni nor did they provide long-term follow-up surveys of programme alumni or conduct an impact assessment, preventing measurement of results. Any women's leadership training initiative should collect baseline information from all of the participants it serves before any programme begins, engage them periodically for feedback during the programme and provide a strong alumnae network that keeps participants connected and readily able to support one another. This will help to track the success of the initiative, improve the programme approach as well as secure funding.

Design a model that is scalable and flexible, to expand access to more beneficiaries over time. Consider TOTs that prepare master trainers with comprehensive training curricula and equip them to become a long-term resource at the local level.

TOTs, local partners and opportunities to share resources with other partners all help to expand the ability of programmes to reach more participants. TOT sessions have expanded the geographical reach of programmes and have cultivated political talent at the provincial level, which can be tapped for future training. TOT models must take a long-range view and ensure the investment of master trainers to complete their commitment and must provide the commensurate resources to do so.

One lesson learned from VWU's programme is that it is very beneficial and sustainable to train local master trainers on all training content. This builds their investment and makes them better prepared.

These trainers can then deliver the training material within the local context. VWU's trainers have become valuable human resources to other training organizations, including EOWP and PyD, which deployed the master trainers to provide additional training.

Establish a structured mentoring programme to complement the long-term impact of a training initiative.

For both political and public sector training, matching experienced leaders with junior civil servants or managers as mentors is tremendously valuable. One hundred per cent of participants interviewed recognized mentoring as helpful to their success. Mentors not only provide valuable insights and advice from personal experience, but also help potential leaders network and access key decision makers. Matching former and current elected officials with candidates in political training can be fruitful as well, adding enormously to the traditional in-class lessons and networking, particularly because access to political power is both different for women and such an important but missing link for aspiring women leaders. Residential experiences that take place during training, which house participants, trainers and current and former senior women leaders and experts in the same place, allow for even greater mentoring and a more intimate level of exposure.

Equip women with a range of policy expertise, not just in policy areas that have traditionally been led by women such as education and healthcare.

Many women who enter elected office are familiar with or gravitate to policy areas such as education, healthcare and social affairs. They may be less familiar with policy areas such as the economy, finance, security, defence, the sciences and technology. In contrast, men often enter elected office from careers in the latter sectors. When debates in the NA, PCs and PPCs occur, men and women MPs need to be able to provide leadership on a wide variety of policy areas. In order for elected women and candidates to participate more vocally and compete in policy debates, it is important that their training encourages diverse policy knowledge.

One way to provide support for women elected representatives and candidates with policy expertise is to provide them with policy briefs in advance of any key debates. It was also suggested that informal meetings outside the workplace with other male and female representatives or policy experts could provide additional opportunities for women to learn more about different policy areas. In addition, interviews with members of the Central Committee of the Party suggested a need to have a committee of policy experts or a national centre that can provide the kind of policy expertise needed to inform representatives and policy makers.

Coordinate with existing training programmes to avoid overlap in content, location and participants.

To ensure that training is delivered equally to all 63 provinces, political training organizations should report their training plans to MOLISA, the government unit legally in charge of gender equality and the central point of state management of political training programmes relating to gender equality and women's political participation. This will provide MOLISA with a clear picture of all resources being provided by various organizations so that training can be coordinated across organizations and provinces for candidates at all levels in advance of elections.

The political leadership training programmes in Viet Nam in advance of the 2011 elections attempted to cover an extensive amount of information with many women in a short time-span. Many programmes incurred content overlap, as reported by participants who attended multiple programmes. Minority women in particular experienced this, as multiple programmes sought to train Vietnamese minorities. Curricula design and targeting of beneficiaries should take into consideration existing efforts cited

in this study, in order to identify opportunities to partner, so that combined resources may improve impact and serve a greater number of beneficiaries well.

Ensure that training includes not only practical skills but also the opportunity to practice acquired skills on site. Balance training duration with coverage of content and time to practice.

Evidence and feedback suggests that participatory methods should be used throughout the training for all political and public administration programmes. Lecturing should be limited to no longer than 20 minutes at a time. Time should be allowed for participants to role-play and practice skills, particularly women participants who need more opportunities to develop their confidence through practicing in interactive workshops. Because participants are so diverse, the training should be flexible and upgraded to the appropriate level of difficulty and engagement based on participant abilities. Trainers can find the appropriate balance of training methods for each class by conducting needs-based assessments and gathering participant feedback with short surveys during the training. Participants also cited developing an action plan and the communication skills to present the action plan as the most important knowledge and skill sets they gained from training.

The majority of participants and administrators of both political and public sector training found three-day training sessions to be most suitable, particularly female participants who found it easier to take time off from work and home-related responsibilities for this amount of time. Within such limited time, however, comes the trade-off that the training content is limited. Content should not be overly ambitious and should limit time spent on general background or lecturing on the political system, laws and gender issues to the key points, to ensure time for practicing skills.

One administrator noted that in short public sector training sessions, it is better to choose a few core issues and focus on specific, necessary skills. Otherwise, the training may turn into a series of lectures with very little participation or practical application.⁵⁴ One suggestion is for a three-day training, with follow-up training designed to incrementally build on knowledge and skills gained. Participants would be expected to attend the full set of training, beginning with the most urgently needed skill set.

On the other hand, many trainers of public sector courses suggested that three-day training sessions are too short to adequately cover the requisite material. They propose sessions of four or ideally five days, to allow time to apply knowledge and hone skills on site. A gender-based analysis of needs will determine at what length participation becomes a problem for women. Preparatory materials provided to participants before the course begins is one way to establish participant background on training content in advance.

Combine national and international trainers to provide the best opportunity for participants to learn about the Vietnamese political and policy environment while benefitting from a global perspective on training approaches and comparative learning.

A strong emphasis on practical skills and learning from the experiences of locally and nationally elected women in Viet Nam came from the Viet Nam interviews, while many also placed high value on the experiences of international trainers. Despite difficulties with international trainers, they provide an outside perspective that could inject more diversity of content and approaches into any new initiative in Viet Nam, drawing upon a collection of experiences from across the globe of how women have defied challenges to political participation.

Pairing international and national trainers works well for the TOT models. Largely due to VWU's programme, an existing pool of good trainers is available in Viet Nam today at both national and local levels. These existing trainers, who are available in all 63 provinces, should be deployed more efficiently

⁵⁴ Face-to-face interview with a male administrator of MCoD.

and be supplemented with new trainers through new TOTs. The current master trainers already have valuable knowledge, skills and experience in delivering training.

International trainers at the national level can play an important role in providing updated knowledge and skills for the master trainers. However, the benefit of Vietnamese trainers is their proximity to participants in terms of culture and communication. The use of lecturers from provincial political schools was also viewed as positive. Participants interviewed reported, however, that Vietnamese trainers tend to use fewer participatory methods than international trainers. International trainers also facilitate more dynamic, open class discussions than Vietnamese trainers.

“The international trainers offered interesting international experiences to the class discussions, from which we learned a great deal. However, the international trainers focused too much on basic concepts (e.g. gender and gender quality) that bored and tired us because we already knew them.” - Female participant, TOT for candidates of elected office by MOLISA

When international trainers are involved, one should take into account the issue of translation and the interpreter should be familiar with the content of the training, such as the technical language required.⁵⁵

Target training at participants’ specific job level and needs and ensure gender-related content that addresses women’s needs in the public sector related to their professional development and performance.

It is very important that participants in the public sector are trained according to their skills and level, as they tend to have very different skill sets and needs. Regardless of the focus, it is essential to integrate gender throughout the training content and institutionalize its consideration in approach, to convey the importance of women’s participation in government and influence perceptions of women and men.

Lower to mid-level leaders, often those at the division level or in the pipeline for department positions, tend to be interested in learning more about gender and gender equality, practical leadership and management skills and research skills, besides those in their specialized fields. In contrast, mid-level to senior leaders and managers with more established careers expressed interest in developing specific leadership skills such as active listening, communication, negotiating, working in teams, conflict management and time management. When asked for their interest in new courses, mid-level managers expressed interest in these specific leadership and management skills, in addition to personal management skills.

Utilize distance learning and experiment with new and existing digital learning options.

Digital learning options expand the reach and audience beyond those of a physical training. They have been used to increase community participation and build group buy-in around individuals’ ideas.⁵⁶ Digital learning portals also serve as digital libraries for resources, cataloguing training material to be accessible reminders of lessons or reference points. Finally, these digital portals can and increasingly do serve as forums for social connection. Much like existing social media sites, digital forums can facilitate easy exchange of ideas, information and event planning while remaining exclusive for programme alumni. Video clips of class lectures should also be available online so participants can access them if they cannot come to the class training.

⁵⁵ It is better if the international trainer already knows the interpreter prior to training together. Choosing good interpreters who are familiar with the presented topics is very important. Training documents should also be shared with the interpreters in advance so that they come to the training prepared.

⁵⁶ Pittman, Alexandra PhD. “A Summary of the Leading to Choices Program Evaluation in Morocco,” Women’s Learning Partnership. November 2010, p3.

3.2 Institutionalizing the Leadership Programme

The small-scale successes of existing training programmes examined in this report demonstrate that greater institutionalization of a women's leadership training programme in Viet Nam is both feasible and necessary. While no existing Vietnamese programme has holistically addressed the stark gender inequities in public life, some have demonstrated how to support women in government leadership roles. Others have had success in helping women candidates win elections at the national and local levels. An institutionalized women's leadership training programme stands to dramatically increase women's opportunities and access to political and government positions at all levels, but only if it leverages the country's vast resources from existing programmes and proactively deploys key lessons from this report, highlighting feedback and practices that have resonated in Viet Nam and elsewhere. The scope of a programme to support women could take different forms but requires modification of existing mandatory government programmes and revisiting the scope of others.

Although the Government of Viet Nam has officially recognized the value of women's contributions to politics, existing training programmes have not been adequately inclusive or gender-sensitive to empower a significant cadre of women to advance in the public policy arena. With the Government's leadership, a programme that more deliberately combines training with other reforms and support mechanisms will demonstrate serious commitment to even the playing field for women in male-dominated Vietnamese society. Many of the existing programmes operate with limited funding from external sources for a short period of time, lacking the longevity and local ownership required to sustainably affect gender equality in Viet Nam's political sector. Outside of Viet Nam, sustainable, gender-sensitive training models exist due to political commitment and the use of creative solutions for addressing inequities between men and women in the public arena.

Whether a new or existing initiative, the responsible institutions must be committed to identifying both the formal barriers to Vietnamese women's leadership and informal factors influencing their participation and leadership, and to integrate new experiences from global programmes for both men and women. It is evident that a skills programme alone will not suffice. Extensive training programmes have not yielded advancement for a significant cadre of women. Therefore, the institutionalization of an initiative to cultivate and advance women's management and leadership must meet the following requirements at a minimum, to ensure effectiveness and sustainability:

15. *A leadership initiative for women must address their access to power – this requires addressing formal and informal barriers. These include barriers related to Viet Nam's political system and perceptions and societal expectations based on culture and social norms.*
16. *Addressing the range of barriers to women's leadership cannot be accomplished through training or skills development alone. Other types of support are needed, such as supplementing training with hands-on activities that directly advance women's credentials and develop women's confidence or support networks. This will require an overall shift in the vision for training on women's political leadership in Viet Nam to more comprehensive support through several means.*
17. *The initiative must also educate men and women alike about the value of their shared leadership. Work with men and women is needed to convey the value of women's contribution to political processes, in order to cultivate a conducive environment for shared leadership in which both sexes can thrive as exceptional leaders. This requires integrating and addressing the perspective of men and women in all political and public sector training.*
18. *Women at all levels of government must be targeted with opportunities for political and policy-related leadership training, such as skills building, as well as additional support like mentoring, that improves their advancement and contributes to their performance.*

19. *Discriminatory regulations that affect women's advancement in public life should be assessed and mitigated in a women's leadership initiative. Programmes must overcompensate for the negative impacts of discrimination in order to accelerate promotion and leadership opportunities for civil servants. Advocacy on legal reform to counter these barriers may comprise part of this effort.*
20. *Gender equality, not simply gender parity, must be included explicitly in the training objectives and strongly woven into every aspect of the programme, beginning with its planning and design phase, throughout implementation and monitoring for impact. This requires moving beyond the quantitative approach of solely using gender as a criterion for selecting trainers, speakers and participants, to engender attitudinal and behavioural change among women and men on the issue of women's leadership.*
21. *Reform and upgrade existing mandatory and other public sector leadership programmes. Government accountability to ensure a minimum of 30 per cent participation of women in all political courses is essential.*
22. *Accelerate direct credentialing opportunities specifically for women civil servants by expanding training to women at all levels, not just the most senior women. Align new and existing programmes directly with credentials for women that count toward promotion to more aggressively facilitate their professional mobility.*
23. *Consider the value of existing infrastructure and knowledge within current initiatives and identify opportunities to collaborate or maximize resources across organizations and the Government. Examine partnerships that leverage technical strengths, relationships and other opportunities (such as implementation of government-credentialing programmes like the ones run by the Ho Chi Minh National Academy of Politics and Public Administration (HCMA) and the Viet Nam Women's Union (VWU) network, or the gender-sensitive curricula of VWU, the Empowerment of Women in the Public Sector project (EOWP), the National Economics University (NEU) and the Ministry of Labour, Invalids and Social Affairs (MOLISA)). Other criteria could include available infrastructure and human resources (e.g. classrooms, trainers, materials and websites), sustainable government funding and a long-term mandate, gender-based participation and trainer criteria, specialized training by experience level, gender and sector that integrates gender, and flexibility to align training with other activities that meet the challenges of women's participation.*
24. *A thorough gender-based needs assessment and analysis should be used when designing leadership training programmes. The programmes must ensure enough time for participants to engage in experiential learning, encompass follow-up with participants, cultivation of alumnae networks and other means of ongoing support.*
25. *Long-term government investment in training and sustainable financial support is required for meeting the personal and professional needs of women seeking leadership in the public sector. This must include a financially sustainable programme that enables continuity over time.*
26. *Funded by the Government, programmes should combine technical support from international donors, particularly on curricula. This approach leverages the content of non-government partners which tends to be more progressive in its inclusion of a gender-sensitive and current approach.*
27. *Monitoring and evaluation, particularly impact evaluations, must be a core component of any programme to measure success and allow for modifications to approach for improved impact.*
28. *Combining Vietnamese and international trainers and curriculum developers will ensure the highest level of quality.*

"Yes, I definitely think a women's leadership programme is feasible in Viet Nam! And, I think it is very applicable, especially because of the equity issues women here deal with. Developing leadership skills will facilitate gender equity in many ways." - Kristen Margis, international expert on leadership and management, consultant to the Center for Leadership and Policy Studies at HCMA

Section 2 – Background and Findings of Viet Nam Leadership Training Programmes

Department of Gender Equality, Ministry of Labour, Invalids and Social Affairs, Training for Female Candidates

Background

The Department of Gender Equality was established in 2008 within the Ministry of Labour, Invalids and Social Affairs (MOLISA). Its mission is to improve the quantity and quality of women representatives in the political system and to work towards full gender equality. MOLISA plays the most important role in state management of training and activities for gender equality in Viet Nam, offering both political and public sector training as well as training of trainers.

This section examines two training programmes conducted by MOLISA: (1) A training programme for female candidates for the NA and various levels of PCs during the 2011-2016 term, funded by the EOWP project; and (2) a training programme on election skills for female candidates to elected office⁵⁷, supported by the Ministry of Children, Gender Equality and Social Inclusion of Norway.

Training programme for female candidates for the NA and various levels of PCs during the 2011-2016 term

Objective: The programme aimed to improve the quality and quantity of women representatives in the NA and PCs for the 2011-2016 term by improving necessary skills and access to information about the election process for female candidates.

MOLISA chose trainers with one of three backgrounds: (1) academics who hold PhD or Master's degrees and are knowledgeable in gender studies, political systems and issues of elections, parliament and laws; (2) professional trainers or TOT master trainers who specialize in the competitive skills needed for political campaigning and advocacy; and (3) current and former MPs, PPC or PC members who are experienced in running for office and working in politics. Some sessions combined input from all of these professionals with some as trainers and others as guest speakers.

Beneficiaries

EOWP's funded programme used gender as a criterion to determine the selection of trainers.

⁵⁷ Khóa đào tạo kỹ năng bầu cử cho nữ ứng cử viên đại biểu dân cử (November to December 2010 in Hanoi).

Women trainers usually accounted for 50 per cent.⁵⁸ Other criteria for selecting trainers included relevant professional knowledge, gender awareness, authority and teaching experience. Speakers were members of the NA.⁵⁹

Training Scope and Results

MOLISA's political training trained 147 candidates.⁶⁰ According to MOLISA's programme report, the knowledge and skills of the trained candidates significantly improved as a result of the programme.

The MOLISA training addressed a variety of topics, including NA and PC election law, political systems, roles of elected representatives, gender equality laws, challenges and solutions to increasing the representation of women in leadership and management, research, communication skills, engaging voters, skills for working with mass media, and developing and presenting an action plan.

Funded by EOWP and partly by provinces that sent additional participants, MOLISA was able to organize a pilot training in Ho Chi Minh City for female NA and PC members, which cost about US\$20,000, including costs for designing and writing curricula, transportation and meals for trainers and participants. The cost for the training alone for the female members was US\$8,000.⁶¹

Training programme on election skills for female candidates to elected office⁶²

Objective: The programme aimed to introduce election skills, using the manual *Women Can Do It*, to Vietnamese master trainers with the hope that they would train Vietnamese women candidates to the NA and PPCs for the 2011-2016 term on access to information about the election process in Viet Nam.

Beneficiaries

The beneficiaries of the TOT were mostly female members, and some male, of the MOLISA network of teachers and researchers from research institutes and provincial political schools, and VWU members at the national and local levels.

Training Scope and Results

The Norwegian Ministry of Children, Equality and Social Inclusion funded the TOT, which was structured as a four-day workshop comprised of two main parts. Part one covered gender equality in the law; problems with and solutions to increase the representation of women in leadership and management; Viet Nam's political system; the role of the NA, MPs and PC representatives; the NA and PC election process; and the relationship between gender roles, inequality and development.

Part two focused on skills for female candidates in the election process, including communication, campaigning, public speaking, working with media, networking, designing an action plan, presenting an action plan and understanding the role of trainers in delivering a TOT. Trainers were predominantly Vietnamese, with the exception of two Norwegian female experts in gender equality who shared Norway's experience with women's political participation. The Vietnamese female trainers had teaching experience and knowledge of skills for political campaigning and advocacy. The training deployed the international *Women Can Do It* manual.

The TOT class size was about 35 participants, which is suitable for employing adult learning techniques,

⁵⁸ Email interview with MOLISA's programme administrator on 4 February 2013.

⁵⁹ See MOLISA's Project Activities Report submitted to EOWP, p. 2.

⁶⁰ See MOLISA's project activity report.

⁶¹ Email interview with MOLISA's programme administrator on 4 February 2013.

⁶² Khóa đào tạo kỹ năng bầu cử cho nữ ứng cử viên đại biểu dân cử (November to December 2010 in Hanoi).

sharing experiences, having participatory, group discussions and role-playing. According to participants interviewed, the TOT used participatory teaching and learning methods with great success (such as video clips, filming, role playing and common everyday examples relevant to Viet Nam). Participants also reported favourably on the international trainers, noting that they were accessible and open to listening to participants.

After the first TOT, select master trainers taught three political classes organized in the north, south and centre of Viet Nam. In total, the master trainers were able to train 105 female candidates for the 2011 election.⁶³ The MOLISA-Norway programme was not able to organize more classes due to limited funding.

The two MOLISA training programmes supported by Norway and EOWP were gender responsive because the programmes took gender as a criterion for selection of both beneficiaries and trainers. For example, all the political training funded by EOWP had 100 per cent women participants and 50 to 60 per cent women trainers and curriculum developers. The two programmes also had strong gender-responsive curricula that intentionally integrated gender in its learning objectives and content. The manual *Women Can Do It* had stronger gender mainstreaming in every lecture compared to the curriculum developed with the support of EOWP. However, the latter included a specialized topic on the gender equality law in addition to gender neutral topics and skills. Both curricula also included strong references to legal documents, policies and speeches focused on women's issues, and identified formal barriers that women encounter and strategies to overcome them.

The curricula, however, did not identify informal factors influencing the electoral process or address formal features of the political system of Viet Nam that may have a negative impact on women's advancement in politics (the political system of Viet Nam was described but only according to legal documents). Fewer exercises, group work and discussions were offered throughout the two-day EOWP-supported curriculum in comparison to the manual *Women Can Do It*.

All training programmes conducted by MOLISA which are included in this report were primarily supported by international organizations, such as EOWP and the Norwegian Ministry of Children, Gender Equality and Social Inclusion. Because of its international and project-based funding mechanisms, MOLISA's programmes encountered challenges to sustainability. MOLISA's training programmes were also not mandated and officially credentialed by the Government to count toward leadership promotion in the public sector.

Ho Chi Minh National Academy of Politics and Public Administration, Leadership and Management Skills Training for Leaders and Managers

Objective 1: Ho Chi Minh National Academy (HCMA) strives to provide leaders with new, practical knowledge in leadership and management.

Objective 2: HCMA develops training programmes and curricula in a TOT format to be used by its 63 provincial Vietnamese political schools. Training master trainers with skills in leadership and management ensures that they contribute to building professional public servants with the capacity to establish an advanced and modern government administration.

Background

HCMA was founded in 1949 and enjoys the status of a ministry-level institution. It operates under

⁶³ For more information, see the table overview of the Viet Nam training programmes in the annex.

the supervision of both the Central Committee of the Communist Party of Viet Nam (CPV) and the Government. HCMA is comprised of the Central Academy located in Hanoi and four regional academies in Hanoi, Danang, Ho Chi Minh City and Can Tho. It functions both as an academic institution and a public sector training institution for the civil service.

By law, HCMA has four main tasks:

- Teaching and training leaders of the CPV, government and mass organizations;
- Conducting research;
- Serving as the think tank⁶⁴ for the CPV and Government; and
- Offering guidance and training to teachers of provincial political schools in 63 provinces throughout Viet Nam.

HCMA offers various types of training programmes, including the Advanced Degree in Politics and Public Administration, Master's degree programmes in various disciplines (philosophy, politics, state and law, party development), PhD programmes, short training courses for lecturers of political schools and regional academies, leadership and management training for vice ministers, department heads and vice heads and equivalent, per Decree 18, and customized contract-based short training courses. When Decree 18, which defines the training scope and implementation for government officials, is applied formally throughout Viet Nam, HCMA will play a very important role in training and influencing the universe of middle and high-ranking leaders and managers in the public sector. HCMA provides other training courses in-country and overseas, such as one on leadership at Portland State University, short training courses in Singapore on management, leadership and public administration, and training on budgets for civil servants and officials.

Most relevant to this study is the Advanced Degree in Politics and Public Administration because it serves high and middle-ranking leaders in Viet Nam. Leadership and management skills training, also relevant, is offered as one module in the Advanced Degree programme as well as in others, including the Master's and PhD programmes. The module was designed and taught originally by HCMA's Institute of Political Science and now by the Centre for Leadership and Policy Studies, also at HCMA.

A few years ago, the Party's Central Committee decided that leaders and managers at all levels serving in the public sector must have knowledge on political theory if they are to be promoted. As a result, Decree 18 was developed which assigned HCMA the role of preparing training documents and conducting leadership and management skills training for civil servants in the pipeline or current department directors and their equivalents, or those in higher leadership positions in the Party and administrative system, in order to be considered for appointment to department chair. This formal training programme is offered multiple times throughout the year and includes approximately 50 courses. New programmes starting in the 2012 academic year span eight months for full-time, intensive training or two years for part-time instruction.

Three public sector organizations have signed training contracts with HCMA to provide the leadership and management training for their current leaders and those in the pipeline. They include the School of Farmer's Union, the Government Inspection Office and the Office of the Government. These three organizations are pioneers in implementing training to meet the mandate of Decree 18.

Beneficiaries

Participants in the TOT courses are typically lecturers and researchers from HCMA seeking to become trainers for leadership courses. Participants in the Advanced Degree in Politics and Public

⁶⁴ "Give advice, consultancy and proposals to the Party and the State in designing strategies, policies, organization and operation of the political system, and reform of the state administration system." (Decree 129, Article 2)

Administration are current and “pipeline” civil servants, or those holding the position of division head, vice head, or higher positions who have been designated for promotion to leadership positions by their organizations. Participants in other leadership training sessions include leaders from the department level or in higher positions, the division level and equivalents in the Party and the administrative sectors seeking to advance their management and leadership skills.

As a result of HCMA’s ability to credential government officials, its political training classes have increased sharply. Every year, HCMA headquarters organizes 50 training sessions for the Advanced Degree in Politics and Public Administration. From 2005 to 2010, HCMA trained 69,995 officials across the country.^{65 66 67} These statistics are not gender-disaggregated, evidence that gender was not a priority in recruitment.⁶⁸

For the leadership and management training, gender is not included as a criterion for selecting participants, but rather their leadership and management position. Therefore, the percentages of women were mixed. The School of Farmer’s Union had 75 per cent female participants out of 33 in a 2010 training session, the same training in 2011 for department leaders from the Government Inspection had 29 participants, all male, and in 2012 67 per cent of the 191 participants from the Office of the Government were women.

Training Scope and Results

The Advanced Degree in Politics and Public Administration covers a wide range of content, including philosophy, scientific socialism, politics, state and law, economics, culture and sociology. The programme focuses exclusively on theories from these disciplines and generally does not integrate gender into theory, except in the sociology and scientific socialism modules. Traditional lecturing accounts for about 75 per cent and is supplemented by teaching and learning methodologies which include adult learning, participatory methods, case studies and interactive exercises.

Aside from not being gender-sensitive enough, a project report from 2012 states that the overall training content of the Advanced Degree is “limited and insufficient.”⁶⁹ According to the report, 27 per cent of trainees interviewed responded that the content is not suitable because (1) training includes too many participants; (2) the content overlaps with other HCMA programmes; (3) is not relevant enough for job requirements; (4) is not practical and is difficult to apply in everyday work; and (5) the training duration is too long.⁷⁰

According to the same report, trainers of the Advanced Degree have high academic degrees yet this “is insufficient because almost 50 per cent of the lecturers have only Master’s or Bachelor degrees.”⁷¹

⁶⁵ Before the 3rd meeting of the Central Committee, HCMA organized from 15 to 20 Advanced Degree in Politics and Public Administration classes with 1,500 to 2,000 participants.

⁶⁶ The headquarters trained 17,762 cadres, while HCMA region 1 accounted for 16,650 public servants, HCMA region 2 trained 10,854 participants, and HCMA region 3 trained 11,611 middle and high-ranking leaders and managers. HCMA region 4 made up 3,129 officials of the total. Another report from the Ministry of Home Affairs reported a different number from 2005 to 2010 for the Advanced Degree in Politics and Public Administration.

⁶⁷ See Ministry of Home Affairs, Conference Proceedings on the Review of 5 years (2006 – 2010) implementing Decree 40/2006/QĐ-TTg and Decree 1374/QĐ-TTg on Approving Training and Upgrading Leaders and Civil Servants in the Period 2011 - 2015

⁶⁸ See HCMA, Department of Training Management, Report on training during period 2006 – 2010 to serve Resolution 52 of the Politburo [Báo cáo tổng kết công tác đào tạo, bồi dưỡng giải đoạn 2006 – 2010 của Vụ Quản lý Đào tạo phục vụ Tổng kết Nghị quyết số 52-NQ/TU của Bộ Chính trị]. Also see Le Kim Viet and colleagues (2012), Research Report of the Project Survey on training and retraining quality of the training programme on politics and administration - in service system: Reality, solutions and recommendations (2012), pp. 25 – 26. [Báo cáo Tổng hợp Kết quả Nghiên cứu của Dự án Khảo sát chất lượng đào tạo, bồi dưỡng lý luận chính trị - hành chính hệ tại chức: Thực trạng, giải pháp và kiến nghị. Tr. 25 – 26]

⁶⁹ Le Kim Viet and colleagues (2012), Research Report of the Project Survey on training and retraining quality of the training programme on politics and administration - in service system: Reality, solutions and recommendations (2012), p. 37.

⁷⁰ Ibid, p. 37.

⁷¹ Ibid, pp. 33 - 34.

Among 358 trainers and lecturers interviewed, there were 126 with a Master's degree, 116 with a PhD and 68 are associate and full professors. Although gender is not a criterion for selecting lecturers and trainers, female lecturers account for 46 per cent of the 358 interviewed.⁷²

The Advanced Degree in Politics and Public Administration training programme has various class sizes. Concentrated training classes organized at HCMA headquarters only consists of about 30 to 40 participants, while in-service training classes⁷³ have a much larger size, usually about 100 to 120 participants.⁷⁴ The Advanced Degree mainly deploys a traditional lecturing method with participants sitting in rows.

The leadership and management skills training programme includes two parts: part one covers general issues and theories of leadership and management and part two focuses on specific skills. Gender equality is not an element of either. The programme has various class sizes, from 30 to 200 participants, and tends to apply more participatory and interactive teaching and learning methodology. Most trainers of the three courses on leadership and management skills hold PhDs. The percentage of women trainers and lecturers is quite high although gender is not a criterion for selecting them. It should be noted that all guest speakers, an important part of the training programme according to participants, are male.

Overall, the two training programmes offered by HCMA are not gender-responsive because the programmes do not take gender as a criterion for selecting beneficiaries, trainers, curriculum developers and speakers. The training content on both theories and skills is considered neutral to female and male participants. No specific barriers or advantages for female leaders and managers have been identified. Despite these limitations, the training programmes offered by HCMA are sustainable in that they received annual funding from the Government and are officially mandated and credentialed for the public sector.

The training costs are fully covered for participants by HCMA funding sources and participating organizations. Leadership and management training per Decree 18 and customized contract-based short leadership training courses for other state institutions have brought additional financial resources to HCMA, which suggests a possible new source of sustainable income.

National Institute of Education Management, Ministry of Education and Training, Viet Nam-Singapore Training Project

Objective: The National Institute of Education Management (NIEM) works to change the attitudes of secondary school administrators in Viet Nam and equip secondary school principals with innovative thinking to lead and manage schools in a changing world. The programme sought to develop leadership skills for senior leaders working in the field of education in the public sector.

Background

This programme was a collaboration between NIEM, which hosted the training, the Government of Singapore, the Temasek Foundation from Singapore and the Support to the Renovation of Education Management project (SREM). NIEM, situated within the Ministry of Education and Training (MOET), is a research and training state university for both public servants in the education sector and students

⁷² *Ibid.*, p. 33.

⁷³ For public sector civil servants who attend the classes and work at the same time.

⁷⁴ Le Kim Viet and colleagues (2012), *Research Report of the Project Survey on training and retraining quality of the training programme on politics and administration- in service system: Reality, solutions and recommendations* (2012), p. 27.

interested in advancing their careers in education management.⁷⁵

NIEM conducts three types of programmes. The first is training of education managers, ranging from department heads, vice heads, heads of the Department of Education and Training in provinces and cities, and training units from kindergartens to universities. The second type, mandatory and covered by the State, includes collaboration with other ministries and sectors to form inter-ministry programmes (such as with the Ministry of Natural Resources and Environment and the Ministry of Finance). The third type is for leaders and managers involved in collaboration with international organizations on training workshops for senior education managers, focusing on talent management and participatory planning, management and organizational development.

The Viet Nam-Singapore training project belongs to the third type of training programme. It was funded by the Government of Singapore, the Singaporean Temasek Foundation and SREM (which is funded by the European Commission),⁷⁶ with contributions from training units in Viet Nam for in-country accommodation and transportation. The project focused on capacity building for high school teachers and education administrators.

Beneficiaries

In the first of two phases of the Viet Nam-Singapore training project, 500 senior Vietnamese teachers were trained by Singaporean professors and trainers using a TOT model. These teachers became master trainers and replicated the training in Viet Nam's 63 provinces.

Training Scope and Results

The TOT lasted six weeks in total, with three weeks each in Viet Nam and Singapore. In the second phase, the 500 senior Vietnamese teachers were divided into small groups and sent to all 63 provinces to train other officials and teachers in seven days, using the same curriculum.

The curriculum, developed by Singaporean trainers, covers seven topics: innovation leadership and school management, developing comprehensive goals, change management, school culture, organizational development, management of teaching activities and mobilizing resources.

The programme employed adult learning and participatory techniques through the sharing of experiences, group work, video clips, informal activities for relaxation, visual aids and other less traditional classroom activities.

From 2008 to 2011, the programme equipped 500 secondary and high school leaders throughout the country with leadership and management skills in the field of education. Additionally, content from the Viet Nam-Singapore training has been mainstreamed into the first and second types of the annual, mandated and state-funded training programme for public servants in the education and training sector.

Ministry of Education and Training and United Nations Educational, Scientific and Cultural Organization, Training for senior education managers on talent management and participatory planning, management and organizational development

Objective: These training sessions specifically aimed to enhance the leadership of senior education leaders

⁷⁵ For more information, see http://niem.edu.vn/index.php?option=com_frontpage&Itemid=1

⁷⁶ For more information, see <http://www.srem.com.vn/aboutus?lang=english>

and managers from the department level and higher leadership positions in the Ministry of Education and Training (MOET) and Departments of Education and Training in all 63 provinces. The programme sought to change senior education leaders' behaviour in order to strengthen results-based management, negotiation and communication skills at the provincial level.

Background

The UN Educational Scientific and Cultural Organization (UNESCO) initiated this programme at the request of MOET to assist in the development of a comprehensive leadership training programme for senior Vietnamese officials. The programme aimed to build their capacity to implement and manage gender-sensitive and inclusive policies, guaranteeing more equitable access to education for all Vietnamese.

The programme sought to produce a profile of an optimal senior education manager and an internal MOET review of education management best practices, and 14 training topics were identified to address gaps in existing educational management.⁷⁷

UNESCO worked with MOET to pilot four training modules on negotiation skills and strategic planning; results based management; participatory planning, management and organizational development; and talent management and maximizing staff productivity. These training sessions were examined because of their uniqueness in deploying experimental and participatory teaching and learning methodologies.

Beneficiaries

The beneficiaries were male and female leaders in upper-level government positions in the education sector.

Training Scope and Results

The training consisted of two three-day training sessions outside of Hanoi for approximately 50 senior education managers. During the first training, senior directors and vice directors of MOET departments were trained using an active, participatory approach. Participants strengthened their ability to identify attitudes and personal attributes while undertaking recruitment and interview processes, to supplement their knowledge, skills and academic qualifications. Participants learned to formulate competency-based job descriptions, develop staff career plans, and increase staff productivity through effective supervision, management and assessment. During the second training, participatory planning and leadership, methods for involving stakeholders, conducting organizational reviews and maximizing staff productivity were covered, with examples and good practices from around the world.⁷⁸

MOET, with the support of UNESCO, identified these training modules⁷⁹ to help yield an optimal education manager. Other training modules developed by UNESCO for education managers in MOET at the provincial level included modules on strategic planning, results-based management and negotiation and communication skills. Each module was designed and tailored based on a needs-based assessment of trainees.

The MOET and UNESCO training programmes employed adult learning techniques and limited lecturing to 20 minutes. Participants came to class without preparatory training materials. Training began with the sharing of participant experiences, reflection through activities and use of energizing role-play exercises. This approach was designed to facilitate participants' self-reflection from the outset. Because

⁷⁷ See www.unesco.org/new/en/hanoi/education/education-management/

⁷⁸ See www.unesco.org/new/en/hanoi/about-this-office/single-view/news/unesco_hosts_training_workshop_for_senior_education_managers/

⁷⁹ According to the project's output, fourteen training modules should be identified.

participants are often more susceptible to learning in environments surrounded by nature, training took place outdoors as well as inside. Many expressed an ability to mentally escape from their senior leadership positions while in class. Participants and trainers reported having a lot of fun learning, including when they had an opportunity to socialize through informal meals, drinks and dancing.

The TOT has reportedly been highly successful. Following the TOT, NIEM and UNESCO organized training in Luong Son for 63 directors of the Departments of Education and Training in each province. For the provincial training the majority of trainers were Vietnamese, with UNESCO observers, demonstrating local ownership and an effort to make the model sustainable. To date, the project has trained 113 senior leaders and managers. In addition, the content on management and supporting skills was integrated into the annual training programmes that NIEM offers.

Asian Development Bank, Leadership and Management Skills for Public Leaders and Managers

Objective: The Asian Development Bank (ADB) sought to support the research, development and implementation of training to strengthen the skills of leaders in the civil service of Viet Nam.

Background

The ADB project on Leadership and Management Skills for Public Leaders and Managers was a national project that began in 2003 and ran through 2013. ADB sought to innovate through new training methods, modify training programmes based on previous training experiences and organize annual training for civil servants. Its primary funding source was an Official Development Assistance loan of US\$15 million.⁸⁰

The Ministry of Home Affairs was the founding organization of the training programme. However, the project cooperated with various other ministries, provinces and districts to provide training for public servants and public sector officials. Its partner organizations included HCMA, the National Academy of Public Administration (NAPA),⁸¹ schools of ministries, provincial political schools, and provinces and districts throughout Viet Nam.

Beneficiaries

Civil servants, public officers, leaders from the commune to district level, and provincial and national levels of government comprised the core beneficiaries of the ADB training. Teaching staff from ministries' training schools for civil servants and from the central, provincial and local political schools attended the ADB training. The director of the ADB project was not willing to share specific numbers of beneficiaries.

Training Scope and Results

The ADB project offered many types of training programmes which aimed to develop leadership skills for public servants. The detailed training objectives included to:

- Support development of new training policies;
- Reform training methods;

⁸⁰ See Ministry of Home Affairs, *Conference Proceedings on the Review of 5 years (2006 – 2010) implementing Decree 40/2006/QĐ-TTg and Decree 1374/QĐ-TTg on Approving Training and Fostering Leaders and Civil Servants in the Period 2011 – 2015*, p. 31.

⁸¹ NAPA is within HCMA.

- Innovate new programmes and modify existing training programmes (new training programme for division heads and division vice heads)⁸²;
- Organize annual training for public servants from the commune to provincial levels and training for newly recruited cadres to department leaders;
- Hold TOT sessions to expand teachers' capacity to facilitate active teaching and learning;
- Organize short study tours to other countries to learn from international experiences (four delegations of 20 members in each delegation);
- Support training tools and devices; and
- Support the evaluation of training programmes and evaluation of the quality of teachers/trainers.

The curriculum was developed by the ADB project manager board in collaboration with hired trainers from other training institutes such as HCMA, NAPA and other state universities. The curriculum varied depending on each class of participants. For leadership training, topics such as developing people skills, decision-making, technical capabilities and conflict management skills were covered.⁸³ Although the curriculum was not made available, face-to-face in-depth interviews with curriculum writers, trainers and the director of the project reflect that it was not gender-sensitive for several reasons. First, the curriculum considered female and male participants equally as leaders and managers, assuming the same knowledge and skills to be promoted and to conduct their work efficiently are required. Similar to other public sector training programmes, the training did not address specific barriers that women cadres encounter in advancing in leadership and management.

The ADB project's programme is unique because it was one of the first state training units that conducted needs assessments before designing the curriculum. However, gender did not seem to be a consideration indicated by the gender-neutral approach. In addition, it trained participants working in the same sector or field at the same time, and in the same leadership position, to allow them the benefit from shared and different perspectives, and similar learning needs and interests. It aimed to train civil servants for their specific job tasks, and the curriculum was designed based on the actual knowledge and skills that civil servants needed to complete their jobs efficiently, rather than offering a pre-fabricated, grade-focused training. Thus, the primary concern of the training was to advance the skills of the government officials as they relate to their ability to lead and manage effectively. However, gender-related influences were ignored. Adult learning and participatory and reflective learning approaches were used.

Despite their needs-based assessment, the programme missed the opportunity to analyze its relevance related to gender. Similar to other gender-blind programmes, the political system of Viet Nam was identified, yet gender-related barriers to advancement were not included in the curriculum.

Empowerment of Women in the Public Sector, Capacity building and gender awareness-raising for women leaders

Objective: All leadership and management training courses offered by the Empowerment of Women in the Public Sector (EOWP) project, which is supported by the UN Development Programme (UNDP) and the Government, have the following four objectives related to training mid and senior-level women civil

⁸² In the Vietnamese administrative structure, a division is an administrative unit that is one level under the department level. The department level is one level under the ministry level. For example, the highest administrative level of HCMA is equivalent with a ministry. Under HCMA are various departments and under each department there are various divisions. A division is the smallest administrative unit of an organization equivalent with a ministry.

⁸³ The ADB project manager refused to share the programme's training curriculum and training content.

servants:

- Build capacity in leadership and management skills;
- Improve effectiveness and efficiency to enable participants to gain opportunities for promotion in the public sector;
- Increase participants' personal skills in areas of personnel and team management; and
- Share and exchange meaningful experiences.

Background

UNDP and MOFA are collaborating on the five-year EOWP capacity development project.

The EOWP project offers leadership and management training for public sector officials, both women and men, in a variety of formats such as short training workshops, short study tours overseas, in-house training overseas (including graduate courses at the University of Cambridge) and conferences. It also provides funding for other organizations such as MOLISA, VWU and HCMA to deliver training workshops to political candidates to the NA, PCs, PPCs and to managers and leaders in various sectors, and to design curricula on leadership, management and policy.⁸⁴

EOWP designed the general curriculum and purpose for this training, including the learning objectives, approach, skills and knowledge. EOWP's training is deployed by private firms. Based on the proposals solicited by EOWP, MDF Indochina, a global training and consultancy agency, was selected in 2011 and Management Consultancy and Development Company (MCD) in 2012. EOWP then worked with MDF and MCD to further develop the curriculum, teaching/learning methodology and needs-assessment process.⁸⁵

The two EOWP short training programmes provided in Viet Nam in 2011 and 2012 by MDF and MCD to women civil servants are reviewed below.

EOWP's short training sessions on capacity building and gender awareness raising for women leaders through MDF Indochina

Background

MDF is a global training and consultancy agency based in the Netherlands with over 25 years of experience in international cooperation. It was chosen by EOWP to provide three training sessions in three provinces in Viet Nam: Hanoi, Danang and Ho Chi Minh City.

Beneficiaries

The training targeted women officials at the vice chair level working in departments, divisions, committees, sectors and Party committees in Hanoi, Danang and Ho Chi Minh City. Each department/division from each province/city was asked to nominate two to three women at division head level or above.⁸⁶

Training Scope and Results

The training covered the following topics:

- Defining leadership;

⁸⁴ Face-to-face interview with EOWP's administrators.

⁸⁵ Additional email interview with the international technical advisor of EOWP on 27 November 2012.

⁸⁶ For more information, see EOWP's Term of Reference (TOR) for Training on Capacity Building and Gender Awareness Raising for Woman Leaders (Hanoi in the north, Danang in the centre and Ho Chi Minh City in the south), p. 3.

- Organizational leadership, the tasks of a manager in development cooperation;
- The vision of an organization;
- Stages of group development;
- Working with a team;
- Theories of conflict management and negotiation;
- Communication techniques;
- Networking and networking analysis; and
- Personal time management.

Trainers delivered this content through lectures supplemented by speeches by current and former MPs and leaders and other experts in their field selected by EOWP. It was expected that the course participants would emerge from the programme with the following competencies and experiences:

- Understand what leadership and management skills are in the context of the public sector and their organizations;
- Practice skills for effective communication and networking;
- Practice skills to manage teams (e.g. effective meetings skills, conflict handling and negotiation skills);
- Understand how to build and maintain an effective team, while understanding the different needs of team members;
- Share experiences and learn from other participants about the role of women working in the public sector, while reflecting on how to face daily, professional challenges;
- Expand networks amongst potential women officials, policy advisors and experts who can support them to be more effective in their daily work; and
- Reflect on personal strengths and weaknesses and develop a personal development plan to increase individual work effectiveness.

In designing the course methodology, EOWP asked MDF to conduct the training with maximum interaction, practice and participation.⁸⁷ MDF trainers applied principles of the Kolb adult learning cycle, which is a step by step process of experiencing, processing, generalizing and applying skills with emphasis on personal reflection and tools for application.

There were two trainers for the three EOWP-MDF training sessions, one of whom was international and the other Vietnamese. In total, 90 public servants in three provinces were trained.

EOWP's short training sessions on leadership and management skills for provincial leaders through the service of MCaD

Objective: Improving provincial leaders' knowledge and skills on leadership and management

Background

EOWP identified MCaD to provide leadership training for provincial leaders beginning in 2012. MCaD provided five courses in Nha Trang, Quang Tri, Phu Tho, Lam Dong and Hanoi. Similar to the ADB project, EOWP's programmes served participants in groups based on their skill level and job sector.

⁸⁷ *Ibid*, p. 2.

Beneficiaries

The five leadership training courses were intended for provincial women leaders including the deputy director, department chair and those in the pipeline for these and equivalent positions. Each training had about 30 participants.

Training Scope and Results

The training was comprised of two parts. The first training course, entitled “Leadership Skills and Organization Development”, was designed for leaders of MOFA. This course included basic content on management and leadership, several skills in management and leadership and a lecture by a guest speaker. It also covered a number of theoretical components including:

- Concept of management;
- Theories of leadership;
- Differences between management and leadership; and
- Characteristics of management and leadership in modern society.

The section on skills had a focus on practical leadership skills, including:

- Fact analysis;
- A personal mind map exercise;
- Public speaking;
- Activities to strengthen one’s leadership style;
- Formulating policy suggestions in foreign affairs;
- The cultural component of leadership;
- Skills to lead followers; and
- Teamwork exercises for applying skills learned into practice of leadership and management.

The second training course on “Advancing Leadership Skills for Provincial Leaders” took place in Quang Tri, Phu Tho, Khanh Hoa and Lam Dong. This training consisted of two main parts. Part one covered general issues on management and leadership, including:

- Differences in leadership styles;
- Factors influencing leadership styles;
- Types of leadership; and
- Traits of effective political leadership.

Part two focused on leadership and included sections on:

- Personal qualities of leaders;
- Core leadership skills;
- Human resource management skills;
- Communication and media skills; and
- Job performance evaluations.

Limiting beneficiaries to women only as well as women from the same field or with the same level of expertise fostered greater peer sharing and learning and made it easier to create content. Group discussions were held on skills necessary for women to be successful leaders. Women leaders gave keynote addresses and discussed specifically how women leaders can overcome social and cultural

barriers within political institutions. Much of the skills building and discussions incorporated teamwork, and workshops were led with team development techniques, with both Vietnamese and international trainers. This approach to participant selection also made it easier for trainers to develop relevant content.

Through to September 2012, EOWP directly trained 240 women leaders in eight provinces. According to EOWP's administrators, the training for MOFA's female leaders at the department level and equivalent were the most successful among nine offered by EOWP, because the target trainees were at the same level of leadership and worked in the same sector. Other training targeted participants from different sectors and levels, making it difficult to select suitable training content relevant to everyone.⁸⁸

The EOWP training programmes deploying MDF and MCaD services were gender-responsive because the programmes intentionally took gender as a criterion for selecting beneficiaries, trainers and guest speakers. One hundred per cent of the beneficiaries and speakers for EOWP-MDF training were women. In Da Nang, the programme had a senior male leader from the Party speak, as well as the (female) leader of a Women's Union. In the event that a senior women official was not available, a male local leader of the PC would speak. While EOWP-MDF had 100 per cent woman trainers, all three trainers from EOWP-MCaD were men. Both training programmes had a gender-responsive curriculum built around professional and personal needs of women in government. The MDF programme also strongly focused on building women's support networks, whereas the EOWP-MCaD curriculum mainstreamed gender issues through presentations by speakers about barriers that Vietnamese women encountered and tips to overcome them. Although EOWP-MCaD's curriculum was less gender sensitive than that of EOWP-MDF, it addressed gender issues through these guest speakers.

EOWP training effectively addressed women's barriers in the public sector through adult learning techniques and personal reflection. However, gender-related barriers were discussed with women only and therefore many public sector leaders in mixed gender training sessions missed these valuable discussions.

The training programmes conducted by EOWP, however, are not sustainable because its funding source is an international organization (UNDP), lacking institutionalization in Viet Nam beyond the life of the programme. As a result, despite gender-sensitive training content, it was not able to address systemic barriers, both formal and informal, to women's advancement in politics and public administration. The training programme's credentials are not officially recognized as a token for civil servants to be promoted in the public sector, nor does the Government mandate the training. As a programme that lacks institutionalization, it is not likely to be afforded the chance to provide continual support over time, such as through mentoring and networking, fundamental to women's confidence and perseverance.

National Economics University and Belgian Technical Cooperation, Management and leadership for female managers in developing regions

Objective 1: This programme sought to strengthen the skills of successful women in management and leadership positions at the provincial level or who were going to attain these positions in the near future. The ultimate goal was to build women's capacity to apply their leadership skills to public policy formulation and business development for the benefit of development in their provinces.

Objective 2: On an individual level, the programme sought to help participants become better able to appreciate the opportunities and challenges facing women in management and leadership positions,

⁸⁸ Face-to-face interview with EOWP's administrators on 6 September 2012.

understand the key principles of leadership and apply important skills of leadership and management in daily life.

Background

In 2009, the Belgian Technical Cooperation (BTC) and MOET's International Cooperation Department, as well as the Center for Development Economics & Public Policy (CDEPP) at the National Economics University (NEU), jointly received funding for two training programmes, which ultimately served women in seven provinces using a TOT model. The first programme was entitled "Developing management and leadership skills for woman managers in less-developed central provinces of Viet Nam." The course was conducted in four central provinces, Thanh Hoa, Nghe An, Ha Tinh and Quang Binh, between September 2009 and April 2010. The second one was "Developing management and leadership skills for women managers in North Mountainous Provinces of Viet Nam", running from 2010-2011. The implementing organizations chose the northern mountainous provinces because they have the highest poverty rate in Viet Nam and are populated by ethnic minorities, making the region particularly vulnerable to outside interference and political under-representation. After BTC and MOET approved the programme, the Institute of Public Policy and Management became a training service provider and managed the programme for two consecutive years. The course ran in three provinces, Lao Cai, Tuyen Quang and Son La, from November 2010 to June 2011.⁸⁹

Beneficiaries

Participants included 241 female managers in both public and private sector organizations from four central provinces: Thanh Hoa, Nghe An, Ha Tinh and Quang Binh. Of these, female managers from the business sector accounted for 40 per cent. Additionally, 84 per cent of participants were currently in management positions and 41 per cent were in the most senior position in their agency (director, president etc.). Almost all participants were between 24 and 45 years of age.

Training in Lao Cai, Tuyen Quang and Son La convened 216 female managers from both public and private sector organizations in these three northern mountainous provinces. From this group, female managers from the business sector accounted for 26 per cent. Of this cohort, 77 per cent were in management positions and 42 per cent in the most senior positions. Unlike the previous group, 31 per cent of participants were ethnic minorities.

Individual classes consisted of approximately 30-35 people. After each training, 10 to 12 participants were chosen to attend an additional TOT.

Training Scope and Results

Before the training began, a brief training needs assessment was conducted to identify critical needs in leadership and management skills for women managers in the selected provinces. Based on the assessment findings, the training content covered the following topics in varying depth:

- Time management;
- Problem solving;
- Communication skills;
- Presentation skills;
- Defining leadership and the difference between leading and managing;
- Leadership styles and qualities; and

⁸⁹ See the final reports of the project "Developing management and leadership skills for woman managers in less-developed central provinces of Viet Nam" and "Developing management and leadership skills for woman managers in North Mountainous provinces of Viet Nam."

- Emotional intelligence and interactive exercises.

The course applied an active and participatory approach, combining mini-lectures with case studies, discussions and presentations by the participants. Participants were encouraged to share knowledge and experience, debate ideas and practice relevant skills. The course balanced advanced knowledge with practical issues and encouraged participants to actively apply the lessons to their training.

The training schedule consisted of two phases, between which there was a two-week period for participants to apply the lessons learned to their daily jobs (including reflection and connection of theory and practice). After two weeks, the attendees reconvened and in small groups discussed the application of the leadership knowledge and skills they had gained from the training, demonstrating the course's emphasis on peer learning.

Participants were evaluated holistically on a variety of factors including class participation, attendance and involvement, application of concepts and the incorporation of skills into their daily jobs, as shared with trainers and peers. A total of 457 women managers in seven provinces were trained over two years. The participants reported that the training helped improve their ability to apply leadership skills in their everyday work, especially time management skills.

While this programme had a greater focus on women, from the perspective of targeting them as exclusive beneficiaries, the approach to address gender was primarily through this quantitative approach. A qualitative approach is missing from even the most progressive programmes in Viet Nam, which is required to address the needs of women and measure a change in their attitude or behaviour, not just their participation.

Paz y Desarrollo or Peace and Development, Leadership for women in politics

Objective 1: The mission of this programme was to provide participants with the tools and information to advance women's representation in positions of leadership.

Objective 2: The second objective was to train 12 master trainers so that they were equipped with leadership skills to continue to offer training to more women in politics, creating sustainable and exponential growth of the programme.

Background

Peace and Development (PyD) is a Spanish NGO working on development and financed by the Spanish Agency for International Development Cooperation. In Asia, PyD has been implementing development projects in five countries, Sri Lanka, the Philippines, East Timor, Cambodia and Viet Nam, since 2006. It focuses on gender equality improvement, increasing community awareness about domestic violence and supporting the economic empowerment of women. It currently works with five partners in Viet Nam, including VWU at the central level, the Institute for Reproductive and Family Health, the TyM Fund⁹⁰ and the provincial Women's Union in Nghe An and Thanh Hoa.⁹¹ The programme was a product of the collaboration between PyD and its local Vietnamese partners involved with provincial leadership.

Beneficiaries

The master trainers were female teachers of political schools or PC representatives in Da Nang and

⁹⁰ The TYM Fund stands for "Tao Yeu May", which means "people loving people" in Vietnamese.

⁹¹ See PyD's website.

Quang Binh provinces. Women from these provinces, who are interested and capable of lecturing on leadership, were eligible to participate. Classes were small, with only 12 women, to ensure a high quality training experience. The criteria to select participants also included teaching skills and their knowledge in the field.

Training Scope and Results

PyD's leadership and management training is only one of several training programmes it has implemented in Viet Nam. The programme focused on training 12 master trainers in a TOT format who then returned to their provinces to provide training for women leaders and managers. There was a clear distinction in the programme between leadership and management skills. PyD's emphasis on the dimensions of leadership and its application demonstrates the importance of cultivating followers, and differs significantly from executing a public sector portfolio as a manager.

Over the course of the two-day training, participants were educated in the areas of power and leadership, leadership and contextual intelligence, leadership teams and coalitions. Participants were encouraged to explore larger conceptual ideas such as leadership, external force, power and inspiration. On the first day, participants were taught basic information on leadership, the types of power, and both the definition of and how to design smart power strategies. Then participants were instructed on the definition of contextual intelligence for leadership, organizational contextual analysis and external contextual analysis. Participants were asked to consider the contextual nature of culture and how this may impact leadership, particularly how Vietnamese culture relates to gender.

On the second day, the programme concentrated on the importance of leadership teams in a lesson entitled "Power in partnership: leadership in teams". The learning objectives for this session included definition and purpose of a vision for leadership, the importance of and criteria for designing a leadership team, and how to use inspiration to engage team members.

The training instruction was methodical and participatory, employing step-by-step approaches oriented towards active learning. The use of group work and activities fostered solidarity between participants and the sharing of ideas, in turn increasing mutual understanding and the diversification of individual thoughts. The programme contained a strong emphasis on the ability to identify leadership concepts and apply them. A portion of the training was focused on identifying and defining leadership and cooperation, before shifting towards a practical application of these concepts. This encouraged participants to identify how to build working groups and define leadership in practical situations.

The TOT equipped 12 women to become trainers who then delivered two training sessions in Quang Nam and Danang provinces. The international trainer observed the training in both provinces. Though feedback from participants in the provinces is not yet available, the training materials and master trainers are now available to conduct additional training in Viet Nam.

Overall, the two training programmes offered by PyD through funding from the Spanish Agency for International Cooperation and Development (AECID) funding were somewhat gender sensitive, in that all participants, curriculum developers and trainers were women. Although the curriculum tended to be gender neutral, it focused a great deal on building leadership teams and gaining power through coalitions, which helped strengthen female participants' skills to enhance their support networks, according to the programme's administrator. Taking into account that only limited presentation material from the programme was shared, the curriculum was not framed in terms of potential negative impacts that Viet Nam's political system may have on women's advancement in politics or formal and informal barriers that Vietnamese women encounter. The programme also suffered sustainability challenges.

The School of Government Inspection, Training on Leadership and Management Skills for division heads and deputy heads

Objective: The training programme is dedicated to updating leaders and managers at the division level, working in the inspection sector throughout Viet Nam, with new knowledge on leadership and management as well as improved skills.

Background

The School of Government Inspection is one of a number of ministry schools in charge of training leaders at the division level of the inspection sector. The number of training sessions depend on the demand of organizations in the sector.

Beneficiaries

Every year, the School of Government Inspection offers training on leadership and management skills for division heads and deputy heads within the inspection sector, and those in the pipeline for the division level, for all 63 provinces. All participants, from the central to the local level, are sent by their employer to the training.

Training Scope and Results

Training at the School of Government Inspection includes two main parts: general knowledge on leadership and management and specialized skills for Viet Nam's inspection sector.

General knowledge on leadership and management covers the following subjects:

- Science and the art of leadership and management;
- Strategic thinking with political leadership;
- Communication with leaders and managers;
- Characteristics of leaders and managers and the foundation of leadership and management skills;
- Leadership and the implementation of political power;
- Leadership and management methods;
- Monitoring and evaluation in leadership and management;
- Innovative application of psychological, ethical and cultural components in leadership and management;
- Dealing with political situations and resolving conflicts;
- Utilizing talents and delegating power effectively; and
- Human resource management and development in administrative organizations.

Specialized skills taught include:

- Planning to conduct inspections;
- Organizing, managing and leading an inspection group in resolving complaints;
- Verifying, communicating, requesting for accountability in inspection, resolving complaints, renunciations and anti-corruption skills; and
- Writing inspection records, reports, inspection conclusion and inspection file management skills.

The training methodology is primarily lecturing, complemented by group discussions and sharing of personal experiences. The programme has not conducted impact evaluations.

Overall, the training programmes offered by the School of Government Inspection are not gender responsive because the programmes do not consider gender related to any aspects. The training content is gender neutral and does not consider specific barriers or advantages of female leaders and managers – similar to other programmes that provide only generic leadership and management skills.

Training Centre for Elected Representatives in the Office of The National Assembly

Objective: The purpose of the Training Center for Elected Representatives (TCER) is to create highly qualified MPs by providing them with a thorough understanding of their roles, the structure, laws and operation of the NA, as well as the skills to operate professionally and effectively.

Background

TCER was established in 2005 and was housed within the National Assembly's Social Committee. In 2008 it became an independent entity within the Government, equivalent to a department.⁹² Its mission and functions are to advise and assist the Committee of Elected Representatives' work in the NA by training and providing elected representatives with the knowledge and skills necessary to carry out their responsibilities effectively and professionally.

Beginning in 2008, TCER planned a systematic training programme for MPs for the course of their five-year term. This is TCER's main training programme, among several others, including a TOT, English for full-time professionals, computer skills for MPs, internet database management skills and public speaking. The five-year training programme for elected representatives includes several modules and training components, all of which are covered by the Government. The systematic, short training sessions are organized year by year for NA elected representatives throughout their five-year term. This long-term approach ensures the coverage of all essential skills to help representatives operate most effectively and maneuver in political office.

Beneficiaries

Training is for elected representatives of the NA and there are no other participation requirements (such as age, gender, race or class). When the number of MPs registered for a course is low, members of PCs are invited to participate.

Training Scope and Results

All training is optional except for the first training for newly elected MPs. This training lasts for five days and covers an overview of the NA, an introduction to its organization and governance role, its functions and procedures, as well as the parameters and obligations of MPs. Next, MPs learn how to engage their constituents in a representative capacity through skills such as maintaining voter contact, utilizing information collected from voters, the role of research, and effective communication and outreach practices.⁹³

⁹² For more information, see <http://ttbd.gov.vn/Home/Default.aspx>

⁹³ More specifically, MPs are trained in the role of research including methods for collection and analysis to identify problems; designing research proposals; utilizing the Internet and expert consultations to inform the process; and applying the research results in the operations of Representatives (half-day). The communications training is comprised of MPs learning how to convey their ideas, first by identifying key issues to be communicated, and how to deliver them through speech preparation and presentation skills. Presentation skills include body language, eye contact, verbal language techniques, timing as well as assessing communication scenarios and responding to difficult questions (half day), and skills to plan and implement the plan on time (half day).

Besides the required training for first-time MPs, TCER runs many workshops on specialized skills such as legislative responsibilities, including monitoring and oversight, public consultation and outreach, debating and policy analysis. According to the outline of the five-year curriculum there is nothing included about gender mainstreaming and no gender perspective is taken in explaining development or oversight of the legal process or in policy analysis. The deputies of the NA also partake in a number of skill-building workshops and lectures, including but not limited to:

- Working on a committee;
- National budget and finance;
- Building voter and constituent connections;
- Skills for administrating meetings and conferences;
- Press relations and communications;
- Functions and roles of the National Assembly;
- Leading legislative initiatives; and
- Campaigning.

For ethnic minority women MPs, there is a separate workshop to discuss specific barriers and structural inequalities they face and how to formulate collective solutions. MPs meet at the end of each term for one to two days to foster an exchange among them and cover more topics in addition to those offered in the first training.

Trainers for the programme have various expertise on the topics mentioned above and all hold a PhD. The programme identifies speakers who can bridge theory and practice, focusing on experienced and knowledgeable MPs who can lecture to NA members. The workshops apply adult learning techniques such as mutual sharing of experiences and knowledge and group discussions to address problems. This approach enables participants to actively reflect on their own experiences as well as hone their approach and messaging. Lecturing comprises one-third to half of the programme time, while discussion and role-play accounts for the rest.

The programme administrator reports that the MPs' knowledge and skills improved during the course. Notably, first-time MPs now participate more actively in debates. However, overall the training programme offered by TCER was not gender-responsive in any respect.

Ministries' schools, training on leadership and management skills, public sector leadership and management training programmes

Objective 1: These programmes are designed to train leaders and managers at the division level within each ministry and sector throughout Viet Nam to achieve new competencies in leadership and management.

Objective 2: More broadly, these programmes seek to improve the ability of leaders and managers to work effectively in the given ministry and sector and improve the quality of leadership throughout Viet Nam's public sector.

Background

Each ministry and sector in Viet Nam has its own training school for its staff and leaders in the field. Since 2010, leaders and managers of each part of the public sector are mandated to participate in leadership and management training annually in order to update their skills. Leaders at the division

level of each ministry and sector receive training at their own ministry and sector training school. These programmes are covered by the annual training budget from the State to each ministry.

Beneficiaries

Beneficiaries comprise division heads, deputies and those in the pipeline for equivalent leadership positions in each ministry and sector in Viet Nam. From the central to the local level, employers send beneficiaries to their region's training facility.

Training Scope and Results

Training includes two main parts: general knowledge on leadership and management and specialized skills in a specific sector. The large size of the training classes reportedly undermines participatory teaching and learning methods by not allowing participants time to speak and engage with the trainer in class. These programmes have not conducted impact evaluations.

Overall, training programmes offered by schools of ministries are not gender-responsive because they do not consider gender in any aspect. Their efforts on leadership and management skills training did not make a measured effort to improve the percentage of women in leadership.

Viet Nam Women's Union, Enhancement of Women's Participation in Leadership

Objective 1: The Viet Nam Women's Union (VWU) designed this programme to address the low proportions of women in leadership and decision-making positions in government.

Objective 2: VWU's public sector training raises awareness of gender inequality amongst existing leaders, managers and officials in charge of personnel policy at the national, provincial, district and commune levels, and offers practical skills to identify solutions to these inequalities. VWU training does this by providing content on gender mainstreaming in policymaking, with the hope of reducing institutional barriers to women's participation in political leadership.

Background

The VWU was established in 1930 and is a socio-political and development organization within the national political system. Today, VWU has a network that operates throughout Viet Nam at four administrative levels (central, provincial, district and commune) with a total membership of over 13 million women. Since its founding, VWU has transformed into a developmental organization, mandated to protect women's rights and advance gender equality initiatives. VWU consults with and makes recommendations to the Party and the State on women-related guidelines and policies. This includes tasks such as introducing female candidates to the Party, participating in the Party Congresses and in elections for the NA and PCs at all levels.

As part of its political training, VWU designed a programme for leaders in elected political positions to gain an understanding of gender inequalities and advancement imperatives. The VWU trained these elected leaders with the intention of empowering them to more effectively implement the Party decisions, the 2010 National Strategy on the Advancement of Women in Viet Nam and the National Strategy on Gender Equality 2011-2020.

The programme officially started in 2009 and was implemented by VWU with support from AECID.

The programme was implemented as a pilot model in six selected provinces. The programme budget was 325,000 Euros and the Vietnamese Government contributed ten per cent of the budget.⁹⁴ The programme lasted from December 2009 to June 2012.⁹⁵ With a sustainable funding source and established name in Viet Nam for over 80 years, VWU is able to attract and target top leaders and candidates from across Viet Nam.

Beneficiaries

For the political training, the beneficiaries were 100 per cent female and included women candidates for the NA, PCs, district councils and commune councils. Public sector leadership training targeted leaders and officials in charge of personnel policy in six provinces at all levels, as well as those in charge of personnel policy for 43 ministries and sectors.

A TOT session was also developed, targeted at gender experts in local areas or those with teaching experience, experienced members of VWU, lecturers from provincial political schools, those with political training experience or independent experts.

For the public sector training and TOTs, classes aimed to have a mix of both men and women and typically served participants aged 40-50 – however, there was no age stipulation. The training also had no requirements based on ethnicity, minority, race or class specifications. The cost per training was an average of VND119 million.

Training Scope and Results

The VWU programme provided unique training for both the political and public sector. The content for political training included an overview of the NA and PC functions and roles, gender equality-related laws and policies, a study of the socio-economic situation in the region, gender and gender equality concepts, development of a plan of action, communication strategies and voter engagement tactics.

The political training served serve the following constituencies:

- Orientation workshop for core trainers (three days);
- TOT for 63 provinces (three days);
- Training for NA candidates (three days);
- Training for PC candidates at provincial level (three days);
- Training for PC candidates at district level (three days); and
- Training for PC candidates at commune level (two to three days).

The public sector content consisted of Party and government policies on gender equality, perceptions on women's participation in politics, planning, problem analysis and decision-making, conflict management, communication and team building.

The programme's public sector training consisted of:

- Leadership skills for 45 ministries and sectors (two days);
- Gender and gender mainstreaming in personnel policy for 43 ministries and sectors (two days);
- TOT on gender and gender mainstreaming in personnel policy for master trainers (two days);
- TOT on gender and gender mainstreaming in personnel policy for provincial trainers (one day);
- Training on gender and gender mainstreaming for leaders and officials in charge of personnel

⁹⁴ This was originally estimated at VND766 million.

⁹⁵ See the VWU Programme Evaluation Report of the programme "Enhancement of Women's Participation in Leadership."

policy in six project provinces (at provincial, district and commune levels separately) (three days); and

- Training on gender mainstreaming in policy advocacy for high-ranking officials (six days).

Training specifically on gender equality and gender mainstreaming for leaders in charge of personnel policy addressed the role gender plays in organizational and personnel issues, tools for gender analysis and gender mainstreaming in personnel policy. Training on gender mainstreaming for high-ranking policy officials, on the other hand, focused on identifying gender issues in legal documents; data collection and analysis from a gender perspective; tools and strategies for promotion of gender equality; gender-sensitive budgeting; negotiation skills; and gender-sensitive legislative monitoring.

The TOT took place in six provinces: Hai Phong, Phu Tho, Quang Binh, Binh Phuoc and Kon Tum. Subsequently, the faculty of these six provinces travelled to other provinces and conducted training for all provinces. These training sessions employed adult learning techniques, including participatory activities, role-playing, group discussions, expert speeches, peer sharing of experiences and presentations.

VWU's training programme was successful in training 10,921 candidates for the NA, PCs and People's Committees as well as high-ranking leaders on leadership skills. The programme also trained 1,050 leaders and public servants who are responsible for personnel policies on gender and gender mainstreaming in public policy-making.⁹⁶ This training equipped participants with knowledge, a positive attitude towards gender equality and gender mainstreaming and the skills needed for participation in elections. Despite the programme's impact, "the biggest disappointment in the last election was the actual decrease in the percentage of women deputies in the NA, from 26.5 per cent to 24.4 per cent."⁹⁷

VWU chose trainers with one of three backgrounds: (1) academics with PhD or Master's degrees and knowledgeable in gender studies, political systems and issues of elections, parliament and laws; (2) professional trainers or TOT master trainers who specialize in skills needed for political campaigning and advocacy, and (3) current and former MPs, PPC and PC members who are experienced in running for office and working in politics. Some programmes combined input from all of these professionals using some as trainers and others as guest speakers.

The long-term success of the programme can largely be attributed to factors of political support and sustainability. The programme was supported by organizations other than VWU – the Party, local government, activist organizations and donors – and mobilized funding from various sources. VWU's sustainability is related to its targeted training of influential leaders, both male and female, who emerge as new trainers from cycles of TOTs and allow the programme to serve a broad audience with a shared vision for more gender-sensitive policymaking.

Overall, the two training programmes offered by VWU, with funding from AECID (and partly from EOWP and Oxfam), were gender responsive because they used gender as a factor in recruiting beneficiaries, curriculum developers, trainers and speakers. All political training sessions had 100 per cent women participants, the percentage of women trainers was high and the main curriculum developer for the political training was highly gender-responsive in her design. The two programmes had strong gender components and gender equality messages. Both programmes also included gender-sensitive or women-focused references, legal documents, policies and speeches. The curricula also identified formal barriers that women encountered and strategies to overcome these challenges.

However, gender issues were not mainstreamed throughout every lecture, in contrast to the manual

⁹⁶ *Ibid.*

⁹⁷ *Ibid*, p. 19.

Women Can Do It used by MOLISA, because VWU's curriculum introduced some thematic topics and skills in a neutral way for both men and women. However, a topic on women's participation in leadership was included. Furthermore, the curriculum was not specific about challenges for women in the public sector, with the exception of how they relate to legal documents. Fewer gender-focused exercises, group work and discussions were offered, compared to the Women Can Do It training sessions.

It should be noted that in 2010 and 2011, VWU served its 10,921 candidates at all levels of NA and PC representatives through 402 political training sessions and provided 36 public sector training sessions on leadership and management with a focus on human resource policies for 1,052 civil servants in charge in personnel policy, and on gender mainstreaming in policy advocacy for high-ranking officials. Three curricula were used: one for PC candidates at all levels, one for NA candidates, and one on leadership skills for all types of civil servants. The same curriculum was used for PCs at all levels, which poses the question of whether or not PC candidates of all levels and all types of civil leaders, managers and officials in charge of personnel policies need the same skills, knowledge and support.

Targeted training of influential male and female leaders using a gender-based approach provides a foundation of understanding for those in the public sector on how gender and public policy influence one another. The VWU training strived to deepen participants' understanding of existing gender inequalities in order to influence their attitudes toward gender mainstreaming policies and promoting equality through policy. Leaders participating in VWU's TOT sessions multiplied the programme's impact and longevity by conducting their own training.

Importantly, VWU's programmes also encountered challenges of sustainability because its funding source was from an international organization (AECID) for a short-term project only, although the organization has had 80 years of presence in Viet Nam. The training programme's credentials were also not officially recognized as a token for civil servants to be promoted, nor were they mandated, resulting in challenges for participant engagement. Also, the short-term engagement failed to be able to provide continual support, mentoring and networking.

Centre for Education Promotion and Empowerment of Women, training to enhance women's capabilities and leaders' gender awareness

Objective: The political training programmes at the Centre for Education Promotion and Empowerment of Women (CEPEW) aimed to improve leadership management skills for targeted elected representatives, women and local leaders through strong gender mainstreaming curricula.

Background

Based in Hanoi since 1997, CEPEW seeks to empower women to achieve gender equality and enhance women's status within the public and private realm. Within that goal, CEPEW has specific objectives to enhance girls' and women's knowledge and skills, improve women's access to resources and mainstream women in community development programmes. Ultimately CEPEW hopes that these steps to empower women will serve to increase the number of female leaders to elected political positions and improve the knowledge and skills of elected representatives at local levels.

CEPEW partners with PPCs, PCs, Party units at various administrative levels (province to commune), VWU and international partners such as the University of Montana and other donors.⁹⁸

⁹⁸ CEPEW's website.

CEPEW offers a combination of political and public sector training. It has offered various leadership skills workshops for women leaders in ministries and sectors and in local governments, and workshops on negotiation and policy advocacy for local leaders of the VWU at all levels. Its programmes include research projects on girls' and women's education needs; training to enhance girls' and women's practical skills; training to enhance gender awareness for male and female leaders at the local level; development and dissemination of learning resources for women and men; and the implementation of community-based projects to improve women's quality of life. The programmes discussed in this report for PC candidates and representatives and local representatives were three of several programmes implemented by CEPEW.

Beneficiaries

CEPEW targeted female candidates for local PPCs and PCs, elected representatives of local PPCs and PCs, as well as male and female leaders and managers in the public sector.

Training Scope and Results

The programme for these three different constituencies included:

- Training workshops for PC candidates that lasted three to four days and addressed PC functions and roles and public administration reform. Participants developed an understanding of grassroots democracy, advocacy skills, communication skills and presenting an action plan, how to contact voters, how to respond to questions publicly, how to identify barriers specific to women and how to overcome them. They received a set of tools to assess and realize gender equality, understand legal documents relating to gender equality, and address the broader socio-economic context of the region and the country.
- Training workshops for elected representatives to the PC lasted five days. During the training, participants discussed a number of topics, including the PC's functions and roles, the relationship between the PC, PPC and Fatherland Front (an umbrella for all social and political organizations in Viet Nam), how to connect with voters before and after PC meetings, skills for listening and responding to questions from voters, gender mainstreaming in communication with voters, decision-making skills, information analysis skills and meeting participation skills.⁹⁹
- Training for local leaders on leadership cover planning, problem solving, decision-making, conflict management, communication, presenting, teamwork, monitoring and evaluation, gender mainstreaming and how to respond to difficult questions.

CEPEW chose trainers with one of three backgrounds: academics who hold PhD or Master's degrees and are knowledgeable in gender studies, political systems and issues of elections, parliament and laws; professional trainers or TOT master trainers who specialize in skills for elections and advocacy; and current and former MPs or PPC and PC members who are experienced in running for office and working in politics, combining them at times. The training programme did not conduct impact evaluations or follow-up assessments with participants. As other training programmes, CEPEW's training faced the same challenges of sustainability and therefore efficiency.

⁹⁹ Meeting participation skills include reading materials skills, presenting ideas during meetings, activities after meetings, questioning and responding to questions skills, monitoring skills and gender mainstreaming into activities.

Section 3 – Background and Findings of Global Leadership Training Programmes

Political Leadership Training Programmes

EMILY’S List, Political training programmes

Objective: The primary purpose of EMILY’s List is to foster “a steady and sustainable increase of women in the political pipeline.” This involves actively supporting more women to run for national, state and local government positions by recruiting more eligible women to run as candidates, training women to have successful campaign skills and competitive strategies, and creating a support network for women throughout the election process.¹⁰⁰

Background

In 1985, a small group of the “founding mothers” of EMILY’s List determined that funding was the toughest barrier for women candidates in the US to overcome. The organization sought to revolutionize political fundraising and gender imbalance in the US Congress through targeted fundraising for women candidates. It identified the biggest barrier for women in American politics, funding, and established an organizational model to address this directly. The model allowed EMILY’s List to change the face of American politics by raising and grouping funds for specific candidates and ushered a new class of women into the US Congress.

EMILY’s List is committed to “help fund the campaigns of pro-choice, Democratic women running for federal political office” and to lower the funding barrier for as many women as possible. The name EMILY’s List, which is an acronym for “Early Money Is Like Yeast,” was chosen because early funding for a campaign increases a candidate’s ability to raise additional money, becoming a more competitive candidate. EMILY’s List is a membership organization that depends on member donations allocated to EMILY’s List-endorsed candidates. The candidates are also supported with training.

EMILY’s List determined that after funding, the second most pressing need for aspiring female candidates is strategic support and infrastructure for their campaign. Candidates at all levels need diligent, experienced staff with a high level of competency and a winning strategy.

“The big thing is feeling a part of a team that supports them. Candidates need a network to campaign and feel confident about their race.” – Amy Dacey, EMILY’s List Executive Director

¹⁰⁰ EMILY’s List Model Fact Sheet. 2010.

EMILY's List evaluates each campaign to identify whether finances, strategy and/or personnel require attention and provides advice and resources to bolster each campaign related to its needs. EMILY's List believes that "to get well-trained finance staff on a campaign is absolutely key" to a successful race. EMILY's List works to equip campaigns it endorses with a full team of campaign staff to get women elected.

Beneficiaries

EMILY's List serves pro-choice, Democratic women running for office in national, state or local elections through its various training programmes, fundraising and voter mobilization efforts.

Congressional candidates are endorsed by EMILY's List which avails them of the organization's support on fundraising and other campaign needs. EMILY's List undertakes a rigorous selection process to evaluate the most political viable candidate across the country, alongside political considerations of targeted seats or districts for the party, to select the endorsed candidates for US Congress.

Candidates at the state level can opt in to EMILY's List training provided by the Political Opportunity Program (POP). The POP training is open to all women who apply and seek candidacy or staffing for a political campaign. EMILY's List prohibits press and consultants from this training in order to target women who will be working within the political arena.

Training Scope and Results

EMILY's List engages in three primary programmes designed to get women elected to political office. They are (1) fundraising and technical support for selected women congressional candidates, (2) POP training for female candidates and campaign staff, and (3) a voter mobilization campaign called "Women Vote!"

EMILY's List is renowned for its congressional fundraising activities, as it is the first, largest and most successful fundraising organization supporting female candidates in US history. The fundraising, nicknamed "bundling" for the way in which EMILY's List raises and groups funds for specific candidates, involves collecting private campaign donations from EMILY's List members and delivering them collectively to the endorsed candidates. For congressional candidates, EMILY's List offers candidate endorsement, strategic training, funding and ongoing guidance. EMILY's List evaluates campaigns individually to identify weak points and train staff strategically.

At the state level, candidates receive training from EMILY's List through POP. EMILY's List determined that female candidates also need stronger campaign infrastructure (personnel, media relations skills, outreach strategies etc.) to more effectively challenge their competitors. POP is a one-day open training intended for women working on political campaigns or candidates at the local and state levels. EMILY's List focuses on the motivation and confidence that it says women need in order to run for elected office. The POP training extends a personal invitation to trainees to consider their own candidacy, which has proven very successful.

"The recruitment process utilizes local organizations and networks to find women that might be interested in running, trains the potential candidates on basic campaign skills to "take the mystery out" of political campaigns, and then supports the women throughout the electoral process. Ideally, there would also be a database to track the women for future elections." – Amy Dacey, EMILY's List Executive Director

EMILY's List training applies a learning methodology that is practical, applied and strategic for the competitive election environment in the US. Training takes place for one day and covers an overview

of the “roadmap” or procedure for getting elected to office, fundraising strategies, partnership plans and networking skills, media and communications engagement, messaging and marketing strategies, grassroots campaigning techniques, social media campaigns and advice for navigating internal party politics. Lectures and training from EMILY’s List staff and alumnae, trainers and politicians, offer practical advice and personal experiences. POP training sessions use POP assistants and coordinators for one-day training to small groups of candidates, staff and volunteers organized by state, for candidates running at the state and local levels.

EMILY’s List has three regional trainers who cover a third of the country and act as senior directors for their region. They manage the organization’s spending in each state, consult with congressional candidates and oversee the POP training in their region. Their macro-perspective enables the organization to keep a pulse on political dynamics and resources required for candidates in their region. The training is tailored to specific states, the political landscape and campaign finance laws, as US election law varies by state and can change between elections.

Training tools include manuals and reference materials on a variety of campaign tactics, with an emphasis on finance and fundraising strategies. EMILY’s List’s signature manual, “Making Dough Rise”, is used to guide participants in campaign fundraising. After the one-day training, all participants are invited to engage in follow-up webinars to cover topics in greater depth. These online training sessions refresh beneficiaries on skills and sustains contact between EMILY’s List and current and prospective candidates and campaign staff. The webinars are also used to inform its network about changes to laws or timely campaign issues by state, such as voter registration deadlines.

The “Women Vote!” effort to turn out the women’s vote addresses the gender gap amongst American voters. By targeting women voters through information technology and grassroots campaigning, this programme leverages the fact that women in the US tend to vote in higher numbers for women candidates.

Since the organization began in 1985, EMILY’s List has helped 103 Democratic women win in national elections, including 87 Congresswomen and 16 Senators, in addition to nine Governors and hundreds of state and local office holders. Seventy-two per cent of candidates endorsed by EMILY’s List won their primary elections in 2012.¹⁰¹

In addition to tracking its candidates and their success and failure, EMILY’s List tracks participants trained in all programmes, which includes not only candidates but also campaign staff and volunteers. Between 2001-2010, EMILY’s List held over 180 training sessions in 36 states, cumulatively training more than 6,300 candidates, campaign staff and volunteers to help get Democratic women in elected offices. This work accelerated preceding the 2012 elections, wherein EMILY’s List and partners trained over 1,300 women in 35 cities and 17 states and the District of Columbia between 2011 and 2012. Finally, EMILY’s List boasts over 1.5 million members, giving it a broad and growing base of financial support and recognition as one of the most successful Political Action Committees in America.

EMILY’s List hosts an annual private conference to bring together alumni, donors and political actors with campaigns and candidates looking for staff and sponsors. In addition, the EMILY’s List job bank connects trainees and other political professionals with Democratic Party campaigns and progressive organizations looking for staff.¹⁰²

¹⁰¹ EMILY’s List Fact Sheet 2011.

¹⁰² “Political Opportunity Program,” Emily’s List. 2012. http://emilyslist.org/what/local_candidates

Objective 1: The primary, long-term goal is to strengthen democratic political parties in Asia by developing a cadre of accountable and responsible young political leaders through teaching active party youth about political theories and institutions, practicing political skills and engaging in concrete political action projects.

Objective 2: The Konrad Adenauer School for Young Politicians (KASYP) seeks to create an active forum for Asian integration and cross-cultural exchange of ideas through a network of politically active, innovative youth leaders.

Background

KASYP was launched in Singapore in 2009 as an initiative of the Konrad-Adenauer-Stiftung (KAS), a German political party foundation. In an effort to support more responsible, accountable political parties in Asia, KAS runs a number of educational programmes and supports various democratic initiatives in the region. The largest independently run initiative to date has been KASYP, a two-year political training programme for aspiring young politicians in Asia, including the Republic of Korea, Myanmar, Thailand, Cambodia, Singapore, Malaysia, Indonesia, the Philippines, India and Pakistan.

Participating youth convene four times over two years for one week each, to different training locations, focusing on different political topics and skills each time. The goal of this intensive, long-term programme is to develop more capable, democratic youth leaders throughout Asia to lead democratic reform and build relationships across national borders. KASYP is managed and fully funded by the KAS regional office in Singapore.

Beneficiaries

KASYP has a competitive application process, which seeks to admit 25-30 eligible candidates every two years. Applicants must be ages 24-38, from one of the ten participating Asian countries, and actively involved in some form of political party activity for a minimum of three years. The application requires a letter from a senior official in a political party to verify the applicant's activity, as well as a proposal from the participant for a political action plan they hope to implement if selected.

Training Scope and Results

KASYP consists of four one-week intensive training sessions which take place over the course of two years. Participant expenses are fully covered for the initial week of training in Manila, Philippines, followed by a week each in Thailand, Singapore and Germany. The training focuses on different aspects of political party development applied to the democratic context in Asia and each beneficiary's home country. The training utilizes a lecture format, small group exercises, simulations and site visits. In between the week-long training, each participant must plan and implement a political action project involving their local political party. The KASYP staff coach each participant and provide support for the completion of their project throughout the two-year programme time span.

Each week of training covers a different thematic focus within political participation. Week one focuses on the ethical and philosophical debates about democracy and political parties. Week two covers strategic political campaigning and participants' action project planning, design and implementation. Participants' action projects must involve and benefit their party, using skills from training, and be implemented during the course of the two years. Launching a self-initiated political action project is supported by workshops on contract writing, and conducting assessments of local context and existing political institutions, with visits to local political organizations. Week three focuses on elections,

including campaigns, fundraising, messaging, finance and corruption. The fourth week, hosted in Germany, covers the topics of political party organization, strategic policy planning and coalition building, and participants visit party centres and German party members for experiential learning.¹⁰³

KASYP has thus far only completed one two-year cycle of its training programme and therefore has only preliminary results to report. Of the 29 participants in the 2009-2011 training, all successfully completed action projects in their home countries within the two years, many of which have sustainable, ongoing effects. KASYP reports that coaching and mentoring the participants on these projects was crucial to their success and ability to mobilize financial and other resources. The KASYP's director also reports that programme alumni are now recruiting fellow young political party members for the programme as well, signifying the positive impact of the programme and its growth in Asia.

University of Mumbai, Chanakya Institute of Public Leadership

Objective: The Chanakya Institute for Public Leadership (CIPL) was founded to address critical shortcomings in Indian political leadership and seeks to build leaders who are ethical and effective "political entrepreneurs", capable of innovating by blending ancient spiritual wisdom with modern technology and political management. With these skills, CIPL hopes these young leaders may become an asset to any organization or constituency and that they will uphold the highest standards in public life.

Background

CIPL is an innovative political training programme for aspiring political leaders that began in 2009. CIPL is an intensive six-month, full-time programme that is unique in its melding of academic training in political philosophy with ancient Indian spiritual guidance and modern management techniques. Housed within the University of Mumbai, CIPL has both permanent faculty and a variety of visiting practitioners who provide instruction on a range of topics to encourage more effective and ethical behaviour while in power. CIPL is free for participants and is financed by the University of Mumbai, private organizations, corporations and private donors.

Beneficiaries

College graduates ages 25-30 with above average grades are eligible to apply to this competitive programme, which is limited to 20 participants. The application includes a written test followed by a personal interview and discussions with CIPL staff to explore candidate interest in political entrepreneurship. While the majority of applicants are Indian, the programme is open to international applicants and those with or without prior political experience. It is also open to both men and women but participants have been predominantly male every year. Notably, the programme had no female applicants one year, indicating potential problems with programme perception, outreach and societal attitudes towards political leadership. There is no weighted selection or targeted recruitment process to encourage women to participate.

Training Scope and Results

CIPL incorporates both modern political philosophy and skills with ancient Indian moral philosophy. Half of the programme content is based on 6,000 sutras, Indian history and yoga practice. Teachers link these ancient practices to modern day application, bridging to the latter half of the programme, which covers India's modern democratic structure, management and challenges.

¹⁰³ Interview: Hofmeister, Wilhelm. 28 August 2012. Singapore. Phone interview.

The six-month programme is divided into two parts with separate curricula: the first three months consist of studying the Kautilya Arthashastra, the 6,000 sutras or rules in ancient Indian scripture, while the second three months are devoted to modern day politics and management techniques, focused on the Indian context. The first three months also incorporate spiritual learning, which includes a daily practice of yoga, chants and meditation. This wide variety of methods is used to create a highly participatory learning environment in which students get a first-hand perspective of both ancient and modern methods of political leadership. The training content includes:

- Study of the entire Kautilya Arthashastra and its modern day application to politics;
- Study of Indian history, philosophy, ethos and culture;
- Daily practice of yoga;
- Modules on constitutional law, human rights and women's laws;
- Modules on management by leading visiting faculty;
- Modules on the Indian democratic system, parliament and foreign policies;
- A study tour to the four corners of India (61 sites including Delhi, Assam, Gujarat and Kanyakumari) to understand the regions' varying cultures, social structures and governance systems;
- Interactive workshops with 15 leaders from the political, spiritual, administrative and business world; and
- Over 150 short and medium-term projects, including role-playing the establishment of an MP's office and constituent outreach services.¹⁰⁴

For all training components, participants learn through lectures from academics and professionals, written materials, group discussions, short and medium-term projects, and visits to relevant government offices across India. The academic content is supplemented by outside lectures and visits to Indian politicians and practitioners at sites across the country. Trainers include six permanent faculty of philosophy and government from the University of Mumbai, as well as 25 visiting lecturers.

An evaluation is conducted at the end of every week to measure student learning and retention of information. This is generally not through written exams and the course has no grading system. Rather, the core faculty and counsellors have conversations one-on-one with participants to measure each individual's personal development. While the programme is only three years old, CIPL reports that some alumni have already entered politics and are active in political parties, a number of others are working as social entrepreneurs in alternative energy initiatives, and a few are rural microfinance managers employing business leadership skills.

CIPL staff also report that alumni keep in touch with CIPL of their own volition, often reengaging CIPL after the programme for career advice or mentorship. Participants receive direct contact information of professionals and practitioners who speak at CIPL sessions, developing a diverse network of professional contacts. They are also connected with other professionals in CIPL's network from across India who serve as mentors in business development, career coaching, political parties and a variety of applicable fields, to help participants overcome obstacles to become young politicians. Finally, alumni meet in Mumbai annually for a conference, and CIPL plans on incorporating active, local alumni into the programme as the alumni base and experience level grows over time.

¹⁰⁴ "Course Contents," Chanakya Institute for Political Leadership. University of Mumbai. 2012. <http://www.ciplmumbai.in/courseDetails.html>

National Democratic INSTITUTE, Women's political leadership programmes

Objective: Within its global democracy programmes, the National Democratic Institute (NDI) works to get women to participate in political and civic life, through voting, NGOs, parliaments and local councils and in political parties.

Background

NDI is an organization based in the US that promotes openness and accountability in government by building political and civic organizations, safeguarding elections and promoting citizen participation around the world. Each programme that NDI implements is tailored to the specific country, its political system, political environment and support required. NDI programmes engage a spectrum of participants relevant to the political process, including candidates, political parties, parliamentarians and their staff, local elected leaders, members of NGOs and citizen organizations, including women and youth groups, executive branch leaders and voters.

Most relevant to this study are NDI's candidate training programmes, programmes for women in political parties and elected women leaders. These programmes typically take place over the course of a few months or over one to two years.

Beneficiaries

NDI's programmes target men and women in political parties, elected leaders at all levels, civic activists and voters. Participants will differ depending on whether NDI is implementing an election, parliamentary, civic or political party programme.

Training Scope and Results

NDI works with women in the majority of its programmes around the world in more than 65 countries. In an effort to increase women's political participation, NDI uses a variety of approaches across its programmes, rather than one particular model. NDI's programmes may consist of a programme solely focused on women, or more often, a mixed gender programme that ensures specific activities with women or in which the importance of women's political participation is addressed. Unlike many other organizations working to promote women's political participation, NDI makes an effort to work with men to convey ways in which women's participation in politics and government is politically expedient and essential for tapping all of the benefits of democracy.

Candidate training programmes for women include all of the typical election-related themes and focus heavily on communications, often using the method of filming women on camera to practice public speaking or at least practice in front of each other to hone public presentation skills. Political party programmes demonstrate a focus on women by working with women's wings of parties to ensure they are not marginalized, and to help women engage in internal party elections and present policy issues of concern to women within the party, particularly to party leadership. Programmes with elected officials help to connect women leaders at the local and national level, develop expertise on a range of policy issues, including less traditional policy areas for women, and understand their roles and responsibilities as elected officials, thereby making them more successful in office and competitive for re-election.

NDI's outreach to women includes working with cross-party women's caucuses and gender committees in parliament, women in political parties, civic activists and candidates at all levels. A strong focus of NDI's programmes is on creating access for women within political parties and helping them gain knowledge and influence through relationships to candidate selection processes, internal party elections and party operations. Another successful aspect of NDI's programmes is that it provides

both women-only programmes that allow space for women to mutually support one another and strategize, while also working with male political leaders – particularly in political party programmes – to understand the value of women’s contribution to politics as half of the electorate.

Unique to NDI’s programmes is day-to-day support taking place over a year or two, in some cases more. This ongoing mentoring and support enables NDI staff to maintain an understanding of the political dynamics in a given country and leverage its other relationships for the benefit of programme participants. This guided process for participants enables real-time coaching for women as they serve in office or build an advocacy campaign around a particular issue.

NDI includes a monitoring and evaluation plan as part of every programme and has undertaken a significant evaluation of a three-year programme in Burkina Faso. NDI’s success globally in supporting women is not captured broadly by the organization. Rather, individual programmes monitor and show increased confidence in women who participate in programmes and improved knowledge of campaign and legislative skills, for example. Evaluations differ depending on the country. NDI was required to track quantitative data related to women’s participation in programmes and is now incorporating more qualitative indicators to determine how women benefited from programmes, whether or not they won a seat in office or were effective in lobbying for passage of a bill in parliament.

Center for American Women in Politics, “Ready to Run” & “New Leadership” programmes

Objective 1: The Center for American Women in Politics (CAWP) strives to develop more female leaders prepared for careers in the public sector and equipped with tangible policy-making skills. CAWP also seeks to empower young women to address societal problems through political solutions by clarifying what political careers exist, where the entry points to the world of politics are, and whom young women can network with for support through direct exposure to those in the political arena. It is designed to “demystify politics for young women.”

Objective 2: Long-term, CAWP aims to build a nationwide network of capable, engaged female leaders in all sectors of public service and political life who can support one another and drive a movement of women engaging in politics to solve societal problems.

Background

The two CAWP political training programmes discussed here, “NEW Leadership” and “Ready to Run”, are both housed at Rutgers University in New Jersey. CAWP is the leading research institution on American women’s political participation and a part of the Eagleton Institute of Politics. Over four decades of research on American women’s voting patterns and civic engagement inform the core goals and philosophy of CAWP’s training programmes for women.

NEW Leadership is designed for university women to become knowledgeable about the diversity of careers in politics and ways to engage in politics. The high level of success achieved by CAWP’s NEW Leadership programme in the 1990s led to the establishment of the nation-wide network of NEW Leadership programmes at partnering universities in 25 states.

Ready to Run is a campaign training programme designed to encourage and equip mid-career level women to run for elected office, work on campaigns or be otherwise engaged in public service. Ready to Run operates in 15 states with a decentralized model that leverages political experts by state and

former politicians to train professional women in how to start a political career.

Beneficiaries

CAWP's two political training programmes target different beneficiary groups. NEW Leadership draws female university students in the United States. Universities recruit female college students both from within their university and throughout the state to attend a NEW programme. Students with an interest in politics and a wide variety of academic backgrounds and experience are encouraged to apply to diversify the profile of women participating and ultimately, the programme experience. The university hosting the training will often provide financial support (at least partial) to their participating students.

Ready to Run is open to all women, regardless of political affiliation or state, who aspire to be politically active in the United States. Ready to Run has a diversity initiative whereby women of colour are targeted and recruited to comprise almost half of all participants.

Training Scope and Results

NEW Leadership seeks to inspire confidence and demystify politics for its participants, which is why it accepts young women and professionals from all educational backgrounds and careers, keeps faculty in residence alongside participants and operates from universities.

"People trust universities more than they trust government – especially young women – it helps them stretch a little outside their comfort zones. It's political but trustworthy because it's a school." – Debbie Walsh, CAWP Director

The methodology and curricula for NEW Leadership and Ready to Run are both based on academic research. The curricula have been adapted to reflect the political nuances and demographics of various states where it exists, yet has maintained the same core goals and approach to empowering young women. Director Debbie Walsh explains the rationale behind the programme's expansion into other states: "It doesn't make sense for there to be one national programme – politics vary tremendously between states. What's necessary to excel in Iowa is different than New Jersey. There are some core principles we insist upon, like diversity...but the model is flexible, exportable." Evaluations for the impact of both programmes rely primarily upon written surveys by participants at the conclusion of the programme.

NEW Leadership

CAWP begins NEW Leadership activities in a state by partnering with a single host university. This university will host the training for one week every summer. Universities must apply to get accepted into the CAWP network and only one per state is accredited. To host the training, partner institutions must raise funds, which typically come from a range of sources, including the university's endowment, private businesses, foundations and philanthropic individuals. As NEW Leadership programmes have expanded across the country, strong partnerships have been developed with host universities, enabling CAWP to rely on locally managed and tailored curricula informed by nationally aggregated participant feedback. NEW Leadership also has extensive networks and visibility throughout 26 states as a result of the outreach efforts of its university partners.

Partnering universities send facilitators, often professors or experts in gender or politics, to New Jersey to be trained by CAWP staff. The facilitators are joined by additional training staff and faculty in residence at each host university, including a combination of current and former elected officials, former candidates, campaign professionals and activists. All trainers share residence in the college dormitories with students for the duration of the training. This unique aspect of the programme provides

participants with the exposure and opportunity to build personal relationships with successful women in politics. Participants and facilitators agree that the week-long shared residency is the programme's most valuable asset. It provides a platform for bonding, mentorship and shared experiential learning in an organic way between the students and women in power. This facet of the programme provides the greatest influence on the students in terms of the goal "to demystify politics for young women."

The NEW Leadership programme has a strong track record of providing young women with leadership skills and an understanding of political processes necessary to play an effective role in public policy, as an elected official or public servant. One of the ways participants actively apply the skills they gain is through development of an action project. Like many other programmes in this report, participants must design and plan an independent project over the course of the week to address a societal problem in their community that can be addressed through political legislation or intervention. Participants are expected to carry their projects out once they return home.

"We know young women are already actively engaged in their communities... but we also want them to understand that this direct service stems from problems that have political solutions." – Debbie Walsh, CAWP Director

In all components of the training, participants meet, interact and even live with professional women in politics who can serve as role models and mentors. The training includes lectures, panel discussions and ample interactive activities such as simulations and small group discussions. Public speaking is incorporated throughout the training and each participant is asked to introduce a speaker as one method of building participant confidence and connection to the lecturers. Participants are encouraged to have a vocal role in simulations and small group discussions, applying both soft skills and technical learning where students role play the work of lobbyists, legislators, the press and a range of other positions involved in US politics. One of the goals of the simulations is to demonstrate the wide variety of ways women can engage in politics and simultaneously, the wide number of ways politics influences everyday life and issues participants' care about. By the end of one week, CAWP's NEW Leadership has provided students not only with the hard skills and understanding of ways to influence politics and policy, but with a network of professional women that will help them realize their political ambitions.

Directly after each NEW Leadership programme, students complete a written evaluation. Since 2009, annual alumnae surveys solicit feedback from a broad sampling of former participants nationally to better track the long-term impact of the programme. Facilitators from across 26 states meet annually (in-person or by tele-conference) with CAWP to evaluate their programmes, share critical feedback and best practices and revisit programme scope. This helps the programmes evolve based on shared and different experiences.

NEW Leadership has played an extraordinary role in shifting the mindset of students to believe that a life in politics is more attainable than they had previously envisioned. The results of a survey of programme alumni in 2009 confirms that NEW Leadership has been highly successful in "inspiring the vast majority of alumnae to participate in politics, educating them about the political process and the importance of increasing the numbers of women in political office, as well as increasing their overall confidence levels and leadership skills."¹⁰⁵ Surveys found that over 90 per cent of respondents credit the NEW Leadership training with an increase in both their understanding of politics and desire to participate. In terms of measuring how NEW Leadership inspired or motivated participants, 85 per cent of alumni respondents reported gaining self-confidence and feeling motivated to create social change after their participation.

"I left NEW Leadership with a greater feeling of confidence in my own ability to lead and my ability to

¹⁰⁵ "NEW Leadership: Empowering Women to Lead. 2009 Alumnae Survey," Center for American Women in Politics. Rutgers University. http://www.cawp.rutgers.edu/education_training/documents/NEWL_09AlumniSurveyReport.pdf

create change. I also left feeling the world of government and politics was much more accessible than I had previously thought.” – NEW Leadership participant

“With the help of NEW Leadership I became a better leader because it encouraged me to have more confidence. After the program, I felt more comfortable applying to positions of power, and I found it easier to go for opportunities I would not have done in the past.” – NEW Leadership participant

A majority of alumni surveyed reported that the programme encouraged them to get more involved in politics (62 per cent), advocate for a political issue (72 per cent) and volunteer for a political campaign (60 per cent). Fifty-eight per cent reported that they plan to pursue a career in politics and government and 42 per cent plan to run for elected office.

NEW Leadership’s approach demonstrates an understanding that these young women cannot be expected to complete their action projects or achieve positions of political influence without a support network and role models. Networking and direct exposure to senior women in politics is a key component of CAWP programmes.

Ready to Run

CAWP’s Ready to Run programme prepares women of all ages, but focuses primarily on mid-career professionals who elect to become actively engaged in American politics. Ready to Run divides participants into two groups from the onset of the training, according to their personal objectives, to allow for more tailored training to each group.

Track one is for women strongly considering or committed to running for elected office. For these women, the training focuses on the logistics of running a campaign and developing a competitive political message.

Track two is for women who have expressed interest in politics but have not yet decided whether they will run for office. Their training includes an inspirational and confidence-building component, evaluates individual skill sets and aspirations, and provides an overview of different careers in public service. This track is designed to expose women to a variety of professionals in political life, help them understand that they could serve as elected officials, and encourage greater participation by women in various political roles. This track includes role-playing and simulations of various jobs in public service to expose women to a range of options.

“We need more women in public office...women inside who can legislate change...we work to train and encourage women to run for office, position to campaign, work on a campaign, or get involved in public life in other ways.” – Debbie Walsh, CAWP Director

Regardless of which track they are in, participants are expected to gain inspiration and knowledge of how to participate actively in the political process. Some will launch their own political initiative or campaign, while others will engage with other organizations or volunteer positions. To facilitate this, participants are given recommendations for political partnerships and resources to help them build their network for campaigning. Training programmes address national issues but are tailored by state to address the political environment and state laws.

CAWP’s academic and research expertise allows for additional resources for the women in these programmes. CAWP developed an interactive online map, where participants and the public can geographically identify by state, the local and regional resources that can support their political action and training (party offices, fundraising groups, activist groups, unions etc.).

Ready to Run has seen more than one-fourth of its alumni run for political office. Many more alumni report planning to run for office, citing they are currently too young. Of those who have run, 70 per cent have won their campaigns, indicating the effectiveness of CAWP's political training programmes for women.

Center for Asian Pacific Women In Politics, making governance gender responsive

Objective: The Center for Asian Pacific Women in Politics (CAPWIP) advocates for transformative politics in the Philippines and economic, social and political equity between the sexes, focusing primarily on achieving equal participation of women in politics and decision-making.

Background

Based in Manila, Philippines, CAPWIP was founded at a conference in 1992 by politically active female civil society leaders who desired greater representation, participation and policy protection for Philippine women in politics. The group expanded steadily over the past two decades to develop a network of national affiliates in five sub-regional groupings: Central Asia, East Asia, the Pacific, Southeast Asia and South Asia. As CAPWIP's website explains: "The sub-regional focal points and national affiliates are autonomous organizations actively involved in women's political empowerment in their respective countries. CAPWIP has committed itself to supporting its network through technical assistance in organizational and programme planning, training, research and information sharing."

CAPWIP is overseen by a pro-bono board of politically accomplished advisors from across East Asia, including men and women. CAPWIP has increasingly partnered with governments and international organizations in its advocacy and training efforts. Today, CAPWIP remains a small, highly active NGO coordinating training and conferences at the hub of this network. The small CAPWIP headquarters publishes biweekly newsletters, disseminates gender-related resources and hosts an annual training for gender responsive governance in Manila, as well as conferences every few years for regional and global networks of women in politics. This report looks at the training entitled "Making Governance Gender Responsive" (MGGR) in greater depth.

Beneficiaries

CAPWIP's primary annual training programme, MGGR, generally attracts a mix of professional women and some men from Southeast Asia, although it is open to global applicants. Approximately one-third of beneficiaries are elected officials, including a number of parliamentarians and regional legislators. Another third of participants have a professional career in a gender-related position, often for non-profits and NGOs, and intend to apply the gender responsiveness training to their organization and its work. The last third of participants are a mix of activists, leaders of women's groups, academic scholars and NGO staff.

Training Scope and Results

The MGGR programme is comprised of eight days of intensive training and is organized thematically. The first half of the workshop (3-4 days) discusses "what is gender," establishing a foundational understanding of gender sensitivity and why it is vital to governance. Gender-sensitivity training includes lectures and workshops on gender analysis, gender mainstreaming in institutions and gender-sensitive monitoring. Participants emerge from the first three days with an understanding of gender sensitivity and tools for evaluating it in governance, including in budgeting, and the ability of public

policy to consider gender-based needs and differences. The speed at which material is presented is tailored to participants' prior knowledge and expertise.

"We give them the tools in lecture format first – discuss gender analysis and the value of conducting it, the tools for conducting it, then go into some kind of workshop or simulation in small groups to problem solve and apply the tools in a systematic process." – Sylvia Ordonez, CAPWIP Director

The latter half of the training (4-5 days) addresses "what is a gender-responsive government" in terms of governmental structure, staffing, processes and policy. Participants learn tools for advocacy and gender mainstreaming that can apply to governmental processes, such as gender budgeting and networking techniques. This part of the programme has participants analyse a problem and role-play as a group to design a practical solution or policy, systematically applying a gender-sensitive approach (e.g. with gender budgeting or gender-responsive education policy).

At the end of the MGGR training participants complete a comprehensive written evaluation and a short daily evaluation following every thematic section. CAPWIP has reached a point of recognition within the Philippines where its training programmes are well-known and regarded as beneficial for professionals in the public sector. The programme's reputation and growing alumni network have become the main source of advertisement for the course.¹⁰⁶

In addition to MGGR and other programmes, CAPWIP partners with various regional organizations and women's groups to host a global congress every few years at which programme alumni, female politicians and decision makers are invited to discuss a timely gender-related topic. Past conference topics have included gender and global warming, maternal mortality and women workers' unions. The three-day conference begins with a plenary and is followed by interdisciplinary topics such as "safety and gender in hospitals," addressed in breakout sessions. This provides a systematic presentation of how gender is or is failing to be incorporated into the issue at hand from a global perspective. Panels and discussions among attendees seek to determine which laws or reforms are necessary in order to affect change or progress on both macro and micro-levels on the conference topic.

Norwegian Labour Party and Norwegian People's Aid, "women can do it" programme

Objective: The purpose of the "Women Can Do It" (WCDI) courses is to give women the self-confidence and organizational training necessary to participate in political life and take on leadership roles in their own communities and countries.¹⁰⁷

Background

WCDI was founded in the 1980s by a strong women's movement within the Norwegian Labour Party (NLP). With Norwegian People's Aid (NPA) as a partner, the organization provided training for women and minority groups in Norway for nearly 20 years, with the purpose of empowering them to be leaders in their own communities, in politics and civil society. The programme was introduced in South Eastern Europe in 1999 by the Stability Pact Gender Task Force and has since expanded, conducting training in the Middle East and Africa. While the programme is still coordinated and funded largely by NPA, local partners, mainly women's groups and coalitions, are the main implementing actors of the programme and many organizations have used the Women Can Do It manual developed for the programme.

¹⁰⁶ Interview: Ordonez, Sylvia. CAPWIP Director. Manila, Philippines. 23 September 2012. Phone.

¹⁰⁷ "Financial Report 2007," Norwegian People's Aid. http://www.npaid.org/filestore/NPA_FINANCIALSTATEMENT-2007.pdf

Beneficiaries

WCDI began by supporting women in Norway in order to get them involved in politics in greater numbers. Also in Norway, but developed much later, the “Immigrant Women Can Do It” programme served women who sought asylum or obtained refugee status in Norway.

While these Norwegian programmes continue, WCDI has expanded to serve women globally, with a particular emphasis on young women in developing countries and those whose rights have been marginalized. WCDI began working abroad with women in the Balkans in 1999 after the Balkan War and later with women in the Middle East and Africa. Participants are often early to mid-career and have come from NGOs in education, health and social sectors, as well as local government administration positions and political parties, although no prior political experience is necessary to participate.

Training Scope and Results

WCDI’s Norwegian training model has been applied in over 30 countries through partnerships with local women’s organizations and unions, which help focus and strengthen the programme locally. WCDI trainers co-teach with the local partner organizations’ facilitators or provide TOTs to multiply the number of women reached by WCDI training.

WCDI training, social actions, seminars and published materials all emphasize the importance of participation by men and women equally for a healthy democracy. WCDI’s training combines organizational and political skills training for democratic politics and campaigning, along with developing women’s self-confidence, awareness of their own strengths and motivation to engage in politics. WCDI takes a rights-based approach to women’s rights, raising awareness of legal protection for women and identifying gaps where women need to organize for equality.

“We [immigrant women in Norway] are represented in the form of victims in debates on the hijab, on circumcision...WCDI taught me to seriously trust myself, to speak at assemblies and fight for my own opinion. Now I am a member of the Labour Party and a deputy in my local chapter.” – Fatima Ali Madar, Immigrant WCDI programme participant in Norway¹⁰⁸

As the programme expanded, it honed its core values and mission to develop more equal societies by helping women gain political decision-making power; organize strategically for more equal representation at all levels of society; educate women and minorities about their rights; and encourage women from different backgrounds to implement projects to empower women in their own countries through grassroots action. For example, immigrant women in Norway and elsewhere suffer from severe inequalities, so the NLP and NPA developed “Immigrant Women Can Do It”, a tailored version of the original training programme to help immigrant women overcome cultural barriers and organize for their rights. Specific policy issues that WCDI has mobilized around include government-supported maternity leave, affordable childcare and elderly care systems, as well as equal employment and educational opportunities for women. WCDI is the only training programme exclusively for women in this study that was initiated by a political party and scaled up globally.

In order to reach more women and reengage alumni, WCDI began holding annual conferences in 2007. These conferences feature prominent female politicians and activists as speakers and celebrate their contributions to the women’s movement. The conferences also function as a networking forum, bringing together NGOs, international organizations and administration officials with alumni to dialogue on pressing gender-related issues.¹⁰⁹

¹⁰⁸ “Immigrant Women Can Do It,” Norwegian Labour Party. <http://arbeiderpartiet.no/Aktuelt/Nyhetsarkiv/Partiet/Kvinner-Kan-til-Soer-Afrika>

¹⁰⁹ Manuela Ramin Osmundsen. “First Women Can Do It Global Conference: Opening Remarks from Former Minister of Children and Equality.” 2007. Belgrade, Serbia. www.regjeringen.no/en/dep/bld/whats-new/Speeches-and-

In over 20 years of operation, WCDI courses have trained more than 25,000 women from over 30 countries. A total of 1,200 women received TOT training to teach the courses in countries outside of Norway, as demand for the programme increased.

Independent evaluations and surveys of programmes in the Balkans and Norway have repeatedly shown that WCDI activities strengthened the women's organizations it partnered with, added momentum to feminist movements and increased the effectiveness of gender equality work locally. Several surveys of participants have demonstrated that the training content has been useful in everyday life and inspired many women to take leadership roles in political parties and civil society organizations.

“Running Start”, National Young Women Political Leadership Programme, “Elect Her” & “Next Step” Programmes

Objective: Running Start seeks to address the unequal representation of women in US Government by fostering women's interest in politics early, helping them achieve higher positions and raise important issues as women share more in the decision-making power of the United States.

Background

In 2007, Running Start grew out of the Women Under Forty Political Action Committee (WUFPA), designed to fund young women to help them win political office in the US. WUFPA realized that the path to political power begins early in life and most women do not run for office until much later than men, largely due to family responsibilities or other priorities. WUFPA's leadership also realized that women needed a political pipeline that began with young women and supported them through their professional careers. They needed the skills, confidence and networks necessary to compete in American politics. Running Start seeks to fill that need, training and motivating young women in high school, college and young professionals to engage in politics and decision-making roles.

One of Running Start's programmes is run in partnership with universities, which allows for housing and meeting space, while the rest of the programmes are managed by Running Start's Washington DC office. Running Start is supported financially by the Walmart Foundation and a number of smaller private foundations and donors.

Beneficiaries

Running Start is based in Washington, DC, and has programmes for high school girls in California, Michigan and New York. Running Start leads a total of four training programmes for young women annually, serving high school students through young professionals. It also hosts a monthly continuing education seminar series in Washington, DC open to the public. Each of Running Start's four application-based programmes targets young women of different age groups and experience levels.

- **Young Women Political Leadership Program:** High school girls from 9th grade to graduating seniors from anywhere in America are encouraged to apply. Applicants need no prior experience with politics or a partisan affiliation. The programme is designed to be an introduction to politics and the political parties.
- **Elect Her:** This programme works with women in four-year colleges in the US who wish to be part of their student government, either as elected officers or campaign team members.
- **Star Leadership:** This programme is designed for a small number of women who are college juniors, seniors or recent graduates (in their early 20s) who seek internships in politics, but may

not have the opportunity to access the halls of power in Washington, DC on their own.

- Next Step: Young professional women ages 23-27 with two to four years of work experience who wish to work in politics are the target audience of this programme.
- Path to Politics: This lecture series is open to the public and attracts professionals and college students in the Washington, DC area.

Training Scope and Results

Running Start has demonstrated through the success and political involvement of their programmes' alumnae, just how important it is to build a pipeline of young, confident and interested women. With effective programmes that both teach skills and inspire young girls, it is building networks for them early and providing them with mentoring, access and exposure to political power and processes.

All four programmes offered to young women by Running Start seek to build the number of women in the political pipeline through a holistic, continuous approach to training youth and young professionals.

Young Women Political Leadership Program: Since 2007, the Young Women Political Leadership Program (YWPLP) has been the flagship training programme of Running Start. The popularity of the original programme in Washington, DC led to the growth of regional programmes in California, Michigan and New York to train more high school girls. Although these regional programmes do not visit political institutions in Washington, DC, the condensed training sessions introduce groups of 100 girls to the skills, practitioners and political networks in their own home state. Today, Running Start's YWPLP trains almost 400 girls annually at these four locations.

For the primary YWPLP training, 50-75 high school girls come to Washington, DC to participate in a range of activities, lectures and visits that will help prepare them with the skills and exposure to be politically active in the future. The programme combines skill-based training workshops with inspirational speakers and confidence building activities to motivate the students. Political skills workshops include networking, campaign fundraising, message development and on-camera media training. Students also gain practical knowledge for launching their careers including advice on resume building, public speaking skills and web etiquette through interactive sessions. A particularly valuable exercise for building students' confidence and honing their public speaking skills is the on-camera media training; students are filmed performing a simulation and then watch the film to critique their performance.

Another key component of YWPLP's Washington, DC programme is site visits to government and political institutions. During these visits, young women get exposure to the people and places of decision-making authority in the US, such as Congress and the US Department of State. Participants hear from women in political office and discuss topics such as the history of women as candidates in America and navigating one's party. The participants get to apply skills learned in their workshop on networking during site visits and a dedicated networking event when all of the programme's speakers, alumni and other DC professionals gather in Washington.

Participants are housed and trained at university campuses for YWPLP. Although the programme is fully funded for the participants, they must pay a fee for their lodging at the university. In Washington, DC, students stay at American University and must pay a US\$500 room and board fee, although need-based scholarships are available to cover this cost.

Elect Her: Elect Her targets young women slightly further up in the pipeline than YWPLP. The purpose of the programme is to train college women on how to run and win positions in student government, with the understanding that women with experience winning elections of any kind are more likely to run for political office later in life. The programme operates at 40 college campuses in the US, in partnership with the American Association of University Women. The one-day training for female

students, including both aspiring candidates and their campaign support teams, begins with lectures by local elected officials and previous student government officials for inspiration and anecdotes on winning elections. The afternoon includes practical skill-building workshops, messaging and strategy development, campaign team-building advice, the development of an elevator pitch and an election simulation. Running Start stays in touch with participants via email after the one-day training to find out whether they won their campaign.

Star fellowship: The Star fellowship programme lasts one semester (16 weeks) in Washington, DC and includes an internship with a Member of Congress and a weekly workshop at Running Start's headquarters (with room and board covered). The fellowship is currently for seven ambitious, young women who are in college or have recently graduated. It is fully funded by the Walmart Foundation and organized by Running Start in partnership with congressional offices. Participants work as unpaid interns in a congressional office Monday through Thursday to understand legislative processes and establish personal connections. On Fridays, the girls participate in a seminar at Running Start's office to learn political skills, including political communications, networking, fundraising, lobbying and public speaking.

Next Step: The Next Step programme continues to assist women further up the political pipeline, targeting young professional women and many alumni from Running Start's other programmes. Next Step operates from Running Start's headquarters in Washington, DC and teaches much of the same training content as YWPLP in terms of political skill building. However, because the participants already have some professional work experience and a clearer idea of what political career or field interests them, Next Step puts greater emphasis on networking. In addition to workshops and speaking on camera, Next Step finds mentors for participants in their field and more directly supports the launch of their political career path.

Path to Politics: The only programme run by Running Start that is open to the public is Path to Politics, a seminar series in Washington, DC. Running Start chooses an annual theme for the lecture series centred on women and politics, and sponsors speakers each month who share practical skills and anecdotal experience over lunch. Path to Politics is an open forum that not only provides an opportunity for Running Start to engage mid-career professionals and others outside of the typical age bracket they serve, but also to build the organization's network of professionals in Washington, DC whom they can tap for their programmes.

Running Start measures success with several metrics, including whether its alumni engage in civic participation, gain leadership skills that they apply to decision-making roles in the future, and state that they are more likely to run for political office. By these measures, Running Start programmes have been highly successful. In 2011, Running Start hired an independent evaluation group, Momentum Analysis, to conduct a survey of over 7,000 alumni with written questionnaires. In a measure of the programme's effect on inspiration for a career in politics, over 60 per cent of participants reported that they plan to run for, hold or be appointed to a government office at the local, state or federal level. In terms of civic participation, almost 40 per cent of participants reported contacting an elected official and 25 per cent volunteered to work for a political candidate or official. Additionally, over 40 per cent applied their skills by holding a leadership position in a community or school council. Running Start seeks to increase these proportions to even higher levels of civic participation and leadership activity.

The programmes' success can also be distinguished by their growing popularity, competitive application process and alumni involvement. In 2011, Running Start received over 30,000 applications for its YWPLP alone, which accepts approximately 400 students. Running Start realizes that they need to improve communication with their alumnae in order to increase the likelihood of their future political participation and participants' ability to leverage Running Start's vast political network.

Public Sector Training Programmes

Institute of Public Administration

Objective: The Irish Institute of Public Administration's (IPA) five-year strategic vision (2011-2015) explains its core goals as to "provide for the professional development of public servants, and for the organizational development of public service bodies, to meet the challenges facing us now and in the future." Specifically, IPA seeks to develop Ireland's capacity "in areas such as leadership, management of people and other resources, governance, policy analysis and evaluation, and service delivery."¹¹⁰

Background

IPA began in 1957 as a joint initiative between senior civil servants and academics to improve the quality and effectiveness of Ireland's public service. IPA became the primary training and research institution for Ireland's public sector and earned a reputation internationally for both the quality and comprehensive scope of its work. Since Ireland faced severe economic challenges in 2009, IPA adapted from receiving full government funding to becoming a non-commercial state agency. IPA now operates as not-for-profit, receiving less than 20 per cent of its budget in 2012 from the Irish Government and earning the rest of their funding as a commercial operation. It is accountable to the Ministry of Public Expenditure and Reform. In addition, IPA has adapted its model by strengthening its partnership with the University College of Dublin and private organizations that benefit from IPA's knowledge of the Irish Government.

"A close relationship with the Irish government and University are the result of extensive and strategic consultations to position IPA where the need for training and the resources are greatest." – IPA five-year strategic vision

Today, IPA continues to be the primary institution training the Irish public service at all levels of government and also offers educational degree programmes and international training. The international training has begun in conjunction with a network of public sector institutions across Europe and North America.

Beneficiaries

IPA offers a range of programmes that primarily benefit members of the Irish public service from junior to senior level staff and managers. Annually, IPA trains approximately 30,000 members of the central government and 200,000 from the public sector in total, with a focus on local government. While IPA has had an established relationship with the Government of Ireland since its inception in 1957, IPA's relationship with local government is much stronger than that with the central one. This is largely because IPA receives an annual payment from local governments to subsidize training, but also because of a unique nomination process for local officials to the institute. In this nomination-based training programme, each county or city manager may nominate two executives annually from their local region's civil service for the short-term training. This process ensures that participants engage more meaningfully in the programme because they feel they have a privilege rather than an obligation to attend.

Increasingly, IPA programmes benefit private sector and non-profit sector practitioners who work with the Irish Government. Training sessions are typically balanced in terms of men and women, but senior level training is predominantly male. IPA previously had requirements targeting women during the 1980s and 1990s, however, these are no longer popular because public opinion in Ireland has shifted and the majority of women in the public service feel it is counterproductive to stratify or separate them now.

¹¹⁰ "Five-year Strategic Vision," Institute for Public Administration. Dublin, Ireland. 2011. www.ipa.ie/pdf/IPA%20Strategy%20FINAL%20Eng%20WEB.pdf

Training Scope and Results

IPA offers three types of programmes of varying durations and content: 1) long-term educational programmes that confer a diploma, degree or certificate (accredited and delivered by IPA's partner institution, the University College of Dublin), 2) accredited professional part-time programmes through the Whitaker School of Government and Management, and 3) open or customized short-term executive training programmes for practitioners.

Since partnering with the University College of Dublin (UCD) in 2007, IPA jointly offers a number of academic programmes for full-time students and professionals. Certificate programmes provide shorter (one semester to one year) and more specialized training, while degree programmes in Bachelor of Arts or Business Studies, as well as a variety of post-graduate degrees, offer a combination of theoretical and practical expertise over the course of one to four years. IPA offers an extensive range of courses and degrees with specializations such as criminal justice, policy analysis, leadership and strategy, local government management and computer science, among others.

Many of IPA's degree and diploma acquisition programmes are run through the Whitaker School of Government and Management, which was launched to blend IPA's education and research missions. The Whitaker School is different from the IPA-UCD joint degree programmes because it is designed for part-time students, primarily offering night-time and weekend seminars for working public servants at its facilities. The Whitaker School offers over 30 nationally accredited programmes that are part-time for public servants in the areas of public management, local government, healthcare management, human resources and financial sustainability, among others. These educational programmes often span one to two years and result in a Master's, Bachelor's or professional diploma. The courses provide a combination of theoretical and practical content for public servants of different experience levels and from a variety of backgrounds.

Notably, these long-term educational programmes employ flexible attendance and distance learning policies, making it possible for participants from across the country to enrol and only rarely travel to the IPA centre in Dublin. Evening lectures in Dublin are streamed online so participants can access content from weekly classes remotely. Additionally, some lectures are brought on a rotating basis to selected regional centres to better facilitate contact with those doing distance learning. Exams, assessments and evaluations are all processed electronically rather than on paper to more quickly facilitate evaluating this decentralized training class.

The third training model IPA employs is its short-term training courses for managers and executives, primarily in the public sector. These courses are open for enrolment online and can be seminars lasting a few hours to intensive training spanning three days. Topics range from information technology use to healthcare management, taxation and audits to constituent service delivery, and a variety of leadership development programmes.

"Many IPA courses can be tailored to the specific requirements of your organization and delivered on an in-house basis at a negotiated rate. We can also deliver courses where, for example, two or three departments come together to provide a minimum number of participants." – IPA online training schedule, Fall 2012

Finally, a training initiative launched by IPA in 2005 has recently been redesigned in partnership with Harvard College in the US to develop an innovative, intensive public sector training called the Leadership Challenge for Senior Public Servants. Participants must apply to the competitive programme and are selected, in part, based on their identification of a leadership challenge on which they want to work. This individual challenge represents the thematic thread that runs throughout the programme's three modules. The programme is broken into three residential stays of three days each separated

by two months in Dublin, Warwick University and Harvard College. The course is privately paid for by executives or their employers and includes residencies, training materials and coaching sessions.

The key element of learning and development, as identified by research from both IPA and Harvard University trainers, is personalized coaching of participants in one-on-one sessions. Between the residential modules, coaching is provided to participants with a follow-up coaching session after the programme's conclusion. The residential programme is primarily group work and discussion-based, with textbook work and reading done outside of course training, in between modules. This transatlantic programme incorporates cross-cultural leadership understanding and focuses on adaptive leadership.

"Adaptive leadership is based on the belief that if organisations must adapt to succeed, so must the practice of leadership amongst its people. Through developing the skills of adaptive leadership, senior managers develop the skills to deal with the powerful resistance that is often elicited by proposed changes to deeply embedded values and patterns of behaviour." – Marty Linksy, Harvard University Senior Leadership Consultant¹¹¹

IPA has a staff of 85 trainers, which includes a small core of academics who primarily teach the long-term academic degree programmes. In addition, there are a number of practitioner trainers with public sector experience who teach only night classes. IPA currently has 20-25 full-time training specialists who design, customize and deliver the majority of programmes. The bulk of IPA's programmes are delivered in IPA's facilities because it is most economical, but companies and government offices may hire IPA to train larger groups in-house in their offices.

IPA primarily conducts evaluations directly following a programme's conclusion, but also holds small focus group sessions to discuss training effectiveness. There are a number of other methods that IPA uses to measure its programmatic success, including feedback from university partners, independent quality reviews, budgetary performance reviews and analysis of the numbers of attendees over time.

IPA does not track alumni or help create alumni networks for the vast majority of its programmes because they are one-off training sessions. However, for the Leadership Challenge for Senior Public Servants, IPA plans to track and engage alumni after the redesigned 2013 programme. Of note for gender equality initiatives, IPA used to organize a network to support senior women in Ireland's civil service, but this network has become neglected in the past decade, perhaps because the role that it played is not needed as much now.

"Networks for women in business and academia researching the issue of senior women advancement may still have some appeal... but I don't think any civil servants want to join such a network. Not anymore at least." – Teresa Casserly, IPA Programme Coordinator

Westminster Explained

Objective: Westminster Explained (WE) develops and delivers a range of training programmes that equip civil servants and those working with government institutions with the skills, knowledge and networks to effectively engage in public affairs.

Background

Westminster Explained (WE) is the primary public sector training organization for the United Kingdom

¹¹¹ IPA Leadership Challenge Brochure.

civil service. WE formed in 2000 as the training division of the political communications company “Dods Parliamentary Communications” to meet demand for training on the workings of parliament and government. Since 2000, WE has expanded to train foreign clients working with the UK, the European Union (EU) Parliament, private sector organizations engaging in public affairs, and organizations interested in good governance and communication skills across Europe, Africa, Asia and South America. Annually, WE provides over 200 open training courses, hundreds of customized courses, dozens of webinars and a number of conferences in the realm of public affairs and governance. WE works in concert with Civil Service World, a Dods subsidiary and news publication designed specifically for the UK civil service.

Beneficiaries

WE primarily serves mid-level and senior-level civil servants in the UK who are assigned to complete the training by their employer. Increasingly, training beneficiaries come from private businesses that contract with government institutions and international political organizations, including the EU Parliament. WE offers both open courses, which anyone may pay for and attend, as well as tailored, specialized classes open only to a select class of civil servants.

Training Scope and Results

WE's flagship training programmes serve members of the UK civil service, but WE is increasingly tailoring training for private businesses, non-profits and foreign governments. While WE offers general skill-based leadership programmes, its flagship training programmes are a unique, structural approach on how to cooperate with Parliament. The majority of WE's work focuses on training government ministers, their staff and mid-level managers to work with Parliament on writing governmental reports and negotiating policy. Trainers are experts in the internal workings of Parliament (the UK's or EU's) and develop courses to demystify the technical structure, processes and engagement strategies for those outside of Parliament. This targeted inside approach benefits candidates, public servants, foreign governments and civil society partners of Parliament. While WE remains politically neutral, it has trained counsellors of political parties and has frequently prepared shadow cabinet ministers for office.

WE offers training in the format of online “Westminster webinars”, one-day intensive training, and multi-day focused training that builds capacity in a particular area. These training sessions all include both lecture components and interactive role play, public speaking and case studies based on real world situations, often held in Parliament, to apply skills. WE's website contains the complete and extensive offering of available courses. Topics covered in face-to-face workshops include:

- Governmental briefings and submissions;
- Ministerial correspondence;
- Oral briefing for your ministers/senior official;
- Writing to the public as an elected official; and
- Introduction to accounting officer responsibilities.

The majority of WE trainers are former civil servants with first-hand experience, other trainers come from academia or professional coaches. Politicians do not serve as instructors, which enables WE to fulfil its non-partisan mandate. Likewise, it does not work with political candidates, campaigns or individual parties. While WE trainers are based in London, many frequently travel to deliver training sessions across the UK and globally as WE expands its leadership consulting services.

WE leverages the reach of Civil Service World, a print and online newspaper, as a platform to inform the government and civil service of its offerings and events, and to provide resources and forums for anonymous questions from beneficiaries. One WE training manager reports that “a massive amount

of e-learning is provided by partner organizations across the UK” who leverage WE tools and training remotely through webinars, social media tools and electronic coaching.¹¹² WE also has an online policy portal containing current guidance and toolkits for implementing skills taught in the training.

One final component of WE’s public sector training is the annual Women into Leadership conferences. Since 2010, these one-day conferences have brought together women working in the UK public sector to discuss governmental issues or reforms relevant to women, learn from accomplished female panellists and engage in a number of practical skills workshops. Each year’s agenda is designed by a planning committee of senior women from the civil service in order to ensure that the material is practical and relevant. In addition to civil servants, female leaders from the private sector and civil society are invited to speak about how women get ahead in their field. The plenary sessions of the conference include an on-camera practice interview, keynote speeches from very senior government figures, a panel discussion with questions and answers and a networking component to facilitate women’s support of one another post-conference.

“We find that the most important thing is to get female leaders, senior figures involved in the programme. The conference planning committee is made up of a number of senior civil servants. We have also benefited from the advice and input of senior civil servants who helped out at the conference, formally or informally.” – Charlotte Maddix, Westminster Explained Programme Manager

In the future, WE plans to expand the conference to two days and include successful programmes run by others in the UK. These include “speed mentoring” programmes for junior and senior civil servants to meet, as well as the development of a women’s public affairs network.

Participants complete a feedback form at the end of each day of training. WE utilizes a four-step evaluation process for longer training sessions focusing on:

1. Result - What impact (outcome or result) will improve our business?
2. Performance - What do the employees have to perform in order to create the desired impact?
3. Learning - What knowledge, skills and resources do they need in order to perform?
4. Motivation - What do they need to perceive in order to learn and perform? (Do they see a need for the desired performance?)

Shorter training sessions and conferences often receive feedback informally from participant emails. These shorter sessions have correspondingly shorter evaluations, which only delve into the result portion of the evaluation process. WE reports that this has been highly productive to date. At the end of the 2012 annual conference on leadership, WE asked participants to answer the following three questions:

1. What “brave” actions do I intend to take when I return to the office?
2. What risks will I consider taking to pursue my career objectives?
3. What personal development goals will I set as a result of today’s conference?

These questions serve as part evaluation and part inspiration to take action and apply skills from the conference. WE follows this questionnaire with an informal survey emailed to participants three months after the conference to assess how attending has affected delegates’ lives. WE also has an informal network of staff and conference panellists – the planning committee – that email ideas and meet once a year to plan the conference. A more formal planning committee and gender-sensitive approach for the conference are in the pipeline for future conferences.

¹¹² Interview: Sam Williams. Westminster Explained, London, England. Phone. October 2, 2012.

Objective: The Malaysian National Institute of Public Administration's (INTAN) public sector training focuses on human resource development with the mission of accelerating national development through a highly knowledgeable, skilled public sector.

"For the public service to be the facilitator and pace setter and to assist the private sector in nation building as well as trading and export, it must have a knowledgeable, skilful and competitive workforce." – Malek Shah Bin Mohammed Yusoff, INTAN former director

Background

INTAN is the training arm of the Public Service Department, which is the federal human resource agency of the Government of Malaysia. INTAN provides training for both federal and state Malaysian civil servants as well as foreign civil servants, and partners with countries around the world. INTAN established the Malaysia Technical Cooperation Programme (MCTP) in 1980 as a way to help other countries advance through developing their human capital. Today INTAN partners with over 140 developing countries to provide technical training fellowships to their citizens in areas of governance in which Malaysia has expertise. Though INTAN's training programmes are focused on the public sector, opportunities are increasingly available for it to serve the private sector as well.

INTAN's training focuses on human resource development and leadership skills in management, planning and evaluation in order to accelerate national development. INTAN is notable not only for the quality of its human resource training, but also for its scale. Over 1,000 courses and seminars are delivered to more than 40,000 participants annually in Kuala Lumpur.

Beneficiaries

INTAN offers training courses for three primary beneficiaries: Malaysian public servants, public servants from developing countries and private sector employees. Domestically, INTAN trains public servants from the federal and state administration at all levels. Applicants must be between 26 and 45 years old and must pass a medical certification to participate in the programme.

The Leadership and Organizational Management (LOM) course is intended for senior government officials with a university degree in any field and a minimum of ten years of experience in their field.

Training Scope and Results

The core goal of all of INTAN's training is to create a government that is a "learning organization" a dynamic institution that is adaptable to the challenges of the 21st century. Some of the key training goals supporting this paradigm shift include:

1. "Preparing a strategy to cope with uncertainties and rapid changes in the external environment;
2. Developing internal flexibilities in the organization by reducing bureaucratic methods and focus on content rather than form;
3. Promoting a culture of learning process through questions, mistakes and experience as well as a culture of innovation, creativity, sharing and diversity;
4. Establishing a framework for effective management of knowledge resources and creating a data bank for knowledge references;
5. Learning and gaining knowledge on a continuous basis, sharing that knowledge among top

management and workers as well as with stakeholders and applying the knowledge effectively to enhance competitive advantage; and

6. Creating a workplace with a proactive, creative approach to the unknown in order to find new ways to be competitive and manage work.”¹¹³

INTAN offers a variety of courses that further these goals in the areas of policy studies, project management, leadership and management, information-communication technologies and e-learning, languages, public sector economy and blue ocean strategy. While the majority of INTAN’s courses are taught by trainers at the facilities in Kuala Lumpur, the INTAN web portal offers a number of e-learning courses and resources as well as degree courses at five partnering public universities in Malaysia. The fellowships offered to foreign civil servants from developing countries include both short-term courses at INTAN as well as long-term degree courses.

The LOM course for senior public servants analyses leadership at various levels: the government, community and private sector. Participants have site visits throughout the programme, experiencing the extent to which theories of leadership are actualized in government institutions. Topics covered include:

- Coaching and mentoring;
- Effective leadership;
- Negotiation skills for managers;
- Managing change after a crisis situation;
- Introduction to creative thinking and problem solving;
- Strategic management; and
- Knowledge management.

INTAN teaches these skills through a mixed methodology of lectures, case studies, group discussions, participant presentations, and in some classes visits to governmental institutions.

INTAN trains more than 40,000 personnel annually through some 1,000 courses and seminars each year, including almost 4,000 foreign participants. While no one was able to comment on the impact of these courses or provide evaluations, an academic review of INTAN in 2005 noted the enormous success of the institution in modernizing and advancing Malaysia’s Government to be more competitive in the 21st century. A total of 3,978 participants have been trained through MCTP at INTAN in both short-term and long-term courses. Director Malek Shah Yosuff points out: “The Malaysian public sector has evolved from being primarily a collector of revenue and an enforcer of laws and regulations to being an implementer and then to being a service provider as well as a facilitator, regulator and pacesetter.”¹¹⁴ Much of this evolution and success, he attests, is due to the training provided by INTAN to public servants across all sectors and all levels.

¹¹³ Malek Shah bin Mohammad Yosuff. “The public service as a learning organization: the Malaysian experience”, *International Review of Administrative Sciences*. Sage Publications. 2005. <http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN025530.pdf>

¹¹⁴ Yosuff, 2005.

Women's Leadership Development Programmes

Women's Learning Partnership, Leadership Training Programmes

Objective 1: Women's Learning Partnership (WLP) seeks to achieve a sustained shift in participants' view of leadership from hierarchical and static to democratic, participatory and dynamic.

Objective 2: With this understanding of leadership, WLP seeks to empower women with the practical skills necessary to take increasing ownership and decision-making power within their families, communities and countries.

Objective 3: Globally, WLP works collaboratively to build the capacity of women's organizations and networks in the Global South in order to collectively advocate for gender equality and change legislation, policies and attitudes at the local, national and regional levels.

Background

WLP is a global network of independent organizations dedicated to empowering women to be leaders within their families, communities and countries. Headquartered in Bethesda, Maryland in the US, the partnership works with organizations in 20 countries in the Global South to deliver training, resources and other tools for improving the effectiveness of women's movements in these countries. WLP provides an annual TOT for each region with partner organizations. These partner organizations subsequently train local women in their country.

The training covers a variety of topics centred on WLP's core mission of women's leadership and political equality. Each training comes with a WLP-designed curriculum that includes case studies, discussion questions and participatory scenarios that can be adapted to each partner organization's local context to most effectively empower local women. In this manner, WLP's partnership model creates a multiplier effect to increase the number of women trained with these tools for self-empowerment. WLP operates with a small core staff from the United States, but is able to reach tens of thousands of women in 20 countries annually with its programmes through its partnerships and by using a TOT model.

Beneficiaries

Beneficiaries who attend the training sessions are predominantly women, however, men are also welcome to the vast majority. WLP operates annual TOTs for a small number of leaders from each geographical region. The TOTs have been almost 100 per cent women because in many places it is thought that male leaders may jeopardize the "safe space" of a female cohort and decrease women's active participation. Some of the organizational capacity building, civil society building or youth training includes men as participants at the grassroots level, and a few of WLP's partner organizations have men on their staff.

At the local level, the training through NGO partners and women's groups benefits hundreds of grassroots activists, including students, teachers, lawyers and other established professionals, who wish to strengthen their leadership skills and practical knowledge. The training is often open to interested attendees but occasionally targets specific groups for a political purpose, such as the advocacy training for Moroccan female nomads to claim their land ownership rights.

Training Scope and Results

WLP develops leadership training curricula and delivers a TOT programme that addresses topics including leadership, human rights, political participation and ICT for advocacy. WLP trains its global

trainers at its headquarters in Bethesda, Maryland. These global trainers are dispatched to the annual national and regional TOTs in partner countries. At these national training sessions, global trainers co-facilitate a TOT with a national trainer from a WLP partner organization. The participants in the four to five-day national training sessions are NGO staff and community leaders, and they commit to facilitate subsequent training in their community at the grassroots level. All training at the grassroots level is coordinated and implemented by WLP's partner organizations, allowing for maximum programme adaptability and relevance.¹¹⁵ This enables WLP to exponentially magnify its training impact.

"The way in which these TOTs are structured place significant onus on the participants themselves. The space is owned by the participants, who practice training and facilitation skills and who rely on constructive peer review to reflect on their facilitation, communication and analytical skills and incorporate their own experiences." – Mahnaz Afkhami, Women's Learning Partnership President

WLP's methodology stresses the importance of participatory learning and role playing to simulate real scenarios at the national and grassroots levels. Participants use a range of learning methods and materials including:

- WLP-designed manuals that contain facilitation guidance, training curricula and activities, including the Leading to Action political participation manual, Leading to Choices leadership manual, Yes I Can youth manual and ICT manual;
- Socratic seminars with small groups;
- Case studies supplemented by anecdotes from trainers and participants in open, discursive format; and
- Political action projects – participants commit to apply what they have learned through meaningful political action in their communities.

WLP emphasizes that part of the training's objective is inspiration, encouraging participants to believe "yes I can" when facing daunting political or gender-related challenges. The other primary objective is to invoke a sense of responsibility to be a change-maker and active participant in society, inspiring participants to invoke a "yes I should" attitude towards engagement as a leader in bettering their lives and communities.

A major component making the training applicable and impactful for each participant is the development of a political action plan. The purpose of individually creating these plans is to commit to paper an idea for change and detail how to take initiative with the power and resources realistically available to implement the change they would like to see. These plans may be as simple as resolving to speak to women at the market about ways to be enfranchised decision makers in the home. More ambitious action plans, often designed at the national training sessions and TOTs, include launching women's advocacy efforts, leading marches to raise awareness or launching a political campaign. WLP stays in touch by email or phone for questions about participants' action plans for the first six months after the training.

One year after national or regional level TOTs, participants are invited back to engage as co-facilitators to report on their political action plans and training activities from the past year. WLP reports that approximately one-third of all former TOT participants return to the training one year out, but many more stay involved in their local organizations as trainers and leaders.

WLP is a model institution for its consistent use of comprehensive evaluation techniques and long-term goal monitoring. WLP collaboratively determines a five-year strategy and set of goals for its organizational growth and partner relationships. Throughout each five-year period, WLP engages in

¹¹⁵ Interview: Afkhami, Mahnaz and Catherine Harrington. Women's Learning Partnership, Bethesda, Maryland, 19 September 2012.

continual reflection and revision in planning, monitoring and evaluation systems in order to maximize impact and participant learning. These regular reflections are based on staff experiences, partner feedback and independent evaluations, conducted during every five-year period to assess progress towards WLP's long-term goals.

WLP's monitoring is successful, not only because it includes input from headquarters, national partners and grassroots participants, but also because this feedback drives responsive changes. WLP's evaluations demonstrate an active commitment to fit the needs of local partner organizations with their growth, political cycles and cultures. WLP acknowledges that while this adaptable model "at times leads to complexity in standardization, overall it greatly enriches [WLP's] work and offers partners means of adapting their own assessment mechanisms to chart progress." (Sprenger, 2007, International WLP Evaluation).

WLP evaluates the learning of the trainers through daily written evaluations and a comprehensive final evaluation at each national training. At the grassroots-level training, where participants are not expected to be literate, facilitators determine the impact of their training using oral interviews. Facilitators investigate whether participants noted a change in their personal leadership skills or growth or their definition of leadership. At the grassroots level, evaluations of the course are prepared by local facilitators and therefore vary in scope and depth.

In the first year after the training, local facilitators follow-up with participants through in-person visits or written evaluations to ask how participants have applied skills from the training, undertaken political action, taught their community or family leadership techniques, or otherwise applied what they learned. The timing and frequency of following up with participants is left to the partner organizations' discretion. External evaluators have been hired to measure impact at the grassroots level every two years.

A forthcoming online forum, or learning portal, is currently under construction to provide alumni a convenient way to stay connected, share ideas, compare challenges and successes, and access resources from anywhere in the world with internet access.

US Department of State and The Woodrow Wilson International Center for Scholars, Women in Public Service Project

Objective: The Women in Public Service Project (WPSP) seeks to create a new class of young women who are leaders with a desire to invest their talents and energy into bettering their countries, communities and governments. WPSP equips these young leaders with the strategic skills, confidence and networks of support necessary to engage in politics today.

Background

WPSP launched in 2011 as a partnership between the US Department of State and five leading women's colleges (Barnard, Bryn Mawr, Mount Holyoke, Smith and Wellesley). US Secretary of State Hillary Clinton announced the establishment of the project, calling for a global commitment to engage more women in solving the complex political problems of today and pledging US Government support for the initiative. WPSP is housed in the Woodrow Wilson Center for International Scholars in Washington, DC and has grown in only a year to include four more women's colleges and a host of global partner institutions. These institutions are united by the common goal of empowering young women to become decision makers in politics and civil society worldwide. WPSP leverages the uniquely resource-rich environment on the university campuses to build political pipelines for women globally.

Universities allow the programme to not only tap ambitious young women interested in leadership but to use the university faculty, facilities and learning tools to deepen students' learning experience. The partner universities also have a wealth of useful alumni and connections to foster early exposure to leaders, mentors and career options.

WPSP seeks to advance women through a number of avenues, including research on specific challenges and effective training techniques for young women, intensive training institutes, tailored mentoring opportunities, and to build a global network of female leaders in the public sector and civil society. WPSP seeks to hold a number of specialized training sessions for young women around the globe through its partner institutions. As of 2012, training has been conducted at Wellesley College, the Asian University for Women (AUW) and Smith College, each targeting a specific group of young women with tailored training content. Future training sessions are planned for Latin American women to take place at Scripps College and for women from post-conflict countries at Bryn Mawr University. This report reviews the summer institute held in August 2012 at the Asian University for Women in Chittagong, Bangladesh, a two-week long training programme – one of the first for WPSP – which targeted women from Afghanistan.

Beneficiaries

The training institutes hosted by WPSP partner universities target college women. The young women come from a variety of academic backgrounds and countries, and do not have to attend the host university where the programme takes place. They must demonstrate their interest and motivation to engage in public service and leadership, as demonstrated in their application. A certain number of spots in each class are reserved for young women from conflict or post-conflict countries, including Iraq and Afghanistan. For the 2012 summer institute, beneficiaries included 30 female students from AUW and 10 from Afghanistan, totalling 40 students from 12 countries.

Training Scope and Results

The summer institute curriculum was developed by Dr. Rangita de Silva de Alwis, the director of WPSP, and was delivered by professors from the host institution specializing in political science, international relations and gender studies. The training content is based, in part, on previous training curricula and a book developed by de Silva, *Women Leading Change*. The summer institute provides participants with a combination of background theories on political leadership along with practical analytical frameworks and political skills to develop well-rounded policy-making capabilities.

"Women and girls want and need rigorous analytical frameworks for political analysis." – Rangita de Silva de Alwis, WPSP Director

The institute begins with a module on the power of voice and how women's power is inherently politicized globally. This is the first of a number of modules designed to inspire and motivate young women to speak up and engage in the policy arena more proactively, especially in societies where women are extremely marginalized. In addition to motivational modules, the institute utilizes a number of role-playing scenarios and real life case studies, which are contextualized to the region and country in which the training is delivered to maximize applicability for participants. Training topics include transformative leadership techniques, analytical frameworks for inclusive policy-making, women in human rights legislation, social entrepreneurship, balancing work and family life, and the successful role of women leaders in politics worldwide.

The summer institute uses a "participatory pedagogical approach" with minimal lecturing and a focus on shared learning, using many simulations, group discussions and debates. This approach seeks to both maintain the attention of the young women, and reinforce their confidence and public speaking

ability within the safe, supportive space.

Notably, the summer institute includes three important follow-up activities. First, all participants must engage in a political action project applying the analytical frameworks and practical skills they learned to a problem or issue in their communities or schools. These action projects are implemented during the subsequent fall semester, once they have returned to school. The second follow-up activity is mentorship. All participants receive a professional woman mentor from within WPSP's global network who is specifically chosen to match their interests and needs. These mentors engage in monthly calls or meetings with the participants, coach them on their action projects and provide general career counselling.

The ten young women from Afghanistan who participated enrol in AUW's Access Academy following the summer institute. The Access Academy is a year-long, intensive educational programme that improves students' English and critical thinking skills to prepare them to enrol in AUW's undergraduate programme.

This particular summer training institute in Bangladesh was only implemented recently (August 2012) and written evaluations from participants are forthcoming on the programme's website. At the time this report was written the action project presentations are also due to be completed, and will offer insight into the practical application and long-term impact of the training.

Prior to the 2012 summer institute, there was a two-day pilot programme in December 2011 for mid-career young female public servants. This condensed week-long training, conducted at Wellesley College with a diverse global class, was designed to determine what elements of training mattered most to them and what methodologies were most effective. Feedback from this training identified that negotiation and communication skills were most desired and that participatory learning and role-playing over a longer duration was most effective for learning.

This feedback was applied to the AUW summer institute in Bangladesh, which facilitators reported very successful. After the summer institute, verbal group evaluations, in addition to individual evaluations, provided valuable feedback on the month-long training. The group oral evaluation technique sparked interesting conversations and a deeper level of insight and reflection from the young women, who engaged in an open critique of the course together.

Center for Creative Leadership, Leadership Beyond Boundaries Programmes

Objective 1: Leadership Beyond Boundaries (LBB) seeks to achieve a sustained shift in participants' understanding of leadership from hierarchical and static to democratic, participatory and dynamic.

Objective 2: With this understanding of leadership, LBB seeks to empower marginalized communities including women, youth, and minority groups with the practical skills necessary to take increased ownership and decision-making power within their families, communities and political sector.

Background

The Center for Creative Leadership (CCL) is an independent research and training institution dedicated to advancing creative leadership globally. Since 1970, CCL has been renowned for its research-based approach to effective training of business executives, public sector decision makers and team leaders from across disciplines with customized, cutting-edge training. CCL now operates 2,000 training sessions annually through its own institutions and partner organizations globally.

In 1997, CCL began programmes in Asia and Africa, which was a dramatic shift for an organization focused primarily on training over 25,000 American executives annually from Fortune 500 companies. For this expansion to Asia and Africa, CCL created a non-profit branch, LBB, with a unique approach to design, consult and implement leadership programmes that are “affordable, accessible, scalable” for African and Asian leaders. From women’s self-help groups to youth parliaments and farming cooperatives, LBB’s model has proven sustainable and scalable for leaders at all levels. Through increasing use of partnerships and decentralized TOTs, LBB and its partners now train over 10,000 Africans on leadership annually in over 25 countries in five languages.¹¹⁶ LBB’s partners have included ministries, political parties, local community groups and many other types of organizations.

Beneficiaries

LBB programmes are implemented with a variety of local partner organizations that all have different target audiences for leadership empowerment training. Students and youth, as well as women and minority groups, comprise the majority of LBB beneficiaries because they often lack access to traditional leadership experiences.

Training Scope and Results

LBB has a wide array of clients and correspondingly their programmes range from basic leadership development to political capacity building to social advocacy and movement building. All training is customized but based on a repertoire of leadership tools and models. CCL has marketed itself on the model of customizing training to its clients. When it expanded to include non-profit LBB, it kept the practice of customizing but emphasized the use of research-based learning models that balance a mixed learning model with input from local partners to meet the cultural context.

LBB staff are directly responsible for implementing approximately 50 per cent of the training in Africa and Asia; for the other 50 per cent, LBB consults with local partners including NGOs, health clinics, businesses and schools. These consultations include support on the design of the leadership programmes, facilitation materials and activities, and evaluation support. The subsequent programme implementation occurs through local partners, often with LBB trainers and staff present in support roles.

LBB is often solicited to design and implement programmes with established organizations in the sustainable development field. When working with organizations including the Grameen Foundation in India and women’s self-help groups in Kenya, LBB often provides only the training materials or TOT course, allowing local partners to take ownership and maintain autonomy on deciding the most effective programme model and content for their members’ needs.

LBB uses a number of approaches pioneered by CCL researchers and adapted from their original application to corporate training. The Assessment – Challenge - Support (ACS) approach is one three-part model for leadership training designed by CCL and applied by LBB. The first component, assessment, aims to evoke personal awareness of participants’ existing strengths and gaps in leadership skills through surveys, introspective exercises and reflective discussions. The second component, challenge, seeks to challenge participants’ thinking and assumptions, while promoting the implementation of acquired problem-solving skills, creative approaches and taking initiative. This component often involves challenging role-playing, debates or problem-solving simulations. Finally, support, the third component, is provided via constructive criticism from peers in group settings, facilitators’ feedback, and trusting relationships built between participants, mentors and facilitators that last beyond the training.¹¹⁷ ACS is therefore a loose framework of proven successful approaches to build into more

¹¹⁶ Interview: Harrison, Steadman. LBB. Addis Ababa, Ethiopia, 12 September 2012. Phone.

¹¹⁷ *Leadership Essentials Workbook*. Center for Creative Leadership. 2011. p 41

specific training content.

Another successful research-based approach used by LBB is the 70/20/10 model. 70/20/10 represents the ideal proportions of time spent on experiential learning, peer-based learning and traditional lecture-format learning, respectively. Based on more than 30 years of research by CCL experts in the US, this model challenges traditional assumptions about learning and emphasizes experiential leadership activities such as role-playing and simulations for the greatest impact. Notably, the 70-20-10 model does not offer guidance as to which experiences contribute the most to growth. It is up to programme facilitators and mentors to select a variety of assignments and experiences for participant growth.¹¹⁸

While the formatting varies by client, LBB programmes typically follow this general outline:

- Introspective self-evaluations analysing social identity, personal vision and leadership skills;
- Discussion of leadership philosophy and framework for successfully leading;
- Small group work with mentor to assess the problem/goal and environmental factors; and
- Hard skills and solution development.

In order to fuel and sustain individual growth in leadership, LBB understands group learning is critical. LBB has designed dozens of programme materials, visual aids, learning games and facilitation guides for trainers to deliver contextualized, interactive training to groups at the grassroots level. Leadership development methods include:

- Lectures and panels by trainers, practitioners and politicians;
- Personal surveys and evaluations (of leadership capabilities, emotional intelligence, familiarity with concepts);
- Group discussions and comparison of individual evaluation results; and
- Locally contextualized materials – pictures, case studies, games, language.

Almost every LBB programme is a custom design, contextualized to the local culture, needs, resources and objectives. To do this effectively, LBB almost always delivers training in conjunction with local partner organizations. The consistent core element of LBB programmes is that they are designed to be human-centric, or aim to leverage human capital in new ways. This means employing the fundamental methodology of CCL: lead the self first, then lead others. Following are examples of LBB's leadership training that span political and civic engagement:

- Women's empowerment – This work began when, contacted by Ellen Johnson Sirleaf, LBB partnered directly with Liberian Foreign Ministry to help get more women in government. The Ministry needed a compelling reason why women should leave other work for civil service and started with a mentoring programme and consulted NGOs like CARE how to empower women and help them with psychological and security issues.
- Bridge training – This training focuses on leveraging techniques and cooperation for bridging a particular social barrier to equality for a specific group of people. For example, bridge training has been applied to bridging inequitable gender norms and developing gender-sensitivity in personal ethics and governance. It has also been used for youth and other ethnic minority groups and is contextualized for the country.
- Programme for young politicians in Africa (LEAD) – This Swedish funded programme exists in three African locations through political parties and requires a 50/50 male/female split. The programme encouraged both genders to sensitize their language, understand differences and represent a full constituency of both female and male aspiring leaders. Electoral administration organizations served as partners.

¹¹⁸ CCL white paper. www.ccl.org/leadership/pdf/research/GroomingTopLeaders.pdf

LBB has trained tens of thousands of youth, women and local leaders in South Asia and Africa since 1997. LBB's impact is particularly difficult to measure and quantify because they work with individual clients to maximize skills on a given topic, leading to diverse programme outcomes. For example, LBB's partnership with the Center for Transformational Leadership in Kenya's Rift Valley taught leadership and conflict mitigation skills to over 2,000 Kenyan youth.

Evaluation of LBB programmes and trainers after the programme is conducted primarily by CCL headquarters staff. Evaluations seek to measure how effectively training conveyed the following:

- A holistic understanding of effective leadership – the defining skills, approaches and awareness required;
- Interpersonal skills and strategies for overcoming challenges or disagreements in the workplace (boundary spanning, team problem solving) and how to forge compromise (negotiation skills, interest weaving); and
- Greater awareness of self (leadership capabilities) and community needs (leadership deficits) through systematic assessments.

Because grantmakers require so much information about programme impact, CCL has invested heavily in a professional team of evaluators to reach out to alumni to gather detailed feedback. Using interviews primarily, CCL evaluators survey those trained by LBB and their beneficiaries (those trained at the local level by LBB-trained facilitators) to determine “what is sticking – what trickles down after the first [TOT] training.”¹¹⁹ For grassroots programmes and rural training, trainers from local partners often conduct verbal surveys that are shared with evaluators.

Post-programme activity and connectivity depends largely on the logistical feasibility (urban versus rural) and if participants want to stay connected. Because so many LBB programmes are partnerships with existing membership organizations, there is often a pre-established network for participants to stay involved with and apply their acquired skills collectively (e.g. political advocacy). For TOTs especially, LBB hosts alumni breakfasts and speaker series in certain cities, although the majority of post-programme connectivity is done via social networks, especially Facebook, where LBB is very active.

The White House Project, “Vote, Run, Lead,” “Go Lead,” and “Go Connect”

Objective: The White House Project (WHP) strives to strengthen the leadership of young professional women in business and politics by focusing on women's ambitions, creativity and leadership skills to become active change agents across disciplines.

Background

WHP began with the goal of empowering women to run for elected office and increase the representation of women at all levels of political life in America. WHP has since expanded its mission to include developing young women to be influential change agents across various sectors, from politics to the marketplace, and has begun research, networking and corporate leadership activities in addition to political leadership training. WHP is based in New York City, but trainers travel the country to client sites to conduct training and host conferences. Additionally, in 2006 WHP founded the White House Project's Corporate Council, which engages senior business people to help women develop bridges across government and the private sector. Corporations that join the council commit to advancing gender equality within their own organizations and working to support young women leaders across the private and public sectors.

¹¹⁹ Interview: Henry Browning. Center for Creative Leadership, Greensboro, North Carolina, USA. 24 August 2012. Phone.

Beneficiaries

WHP caters to young professional women in the US in both business and public sector careers, who wish to increase their effectiveness as managers and leaders. Applications are open to the public for “Go Lead” and “Go Connect” courses and events, however, as WHP increasingly works with corporate clients, many participants are sent to WHP sessions by their employers.

Training Scope and Results

The first training programme developed by WHP, “Vote, Run, Lead,” trained thousands of women across the US to run for political offices, but was phased out and replaced by two programmes, “Go Connect” and “Go Lead”. WHP discovered that only a small percentage of women it trained actually ran for office. By reevaluating participant ambitions, WHP discovered that women desire a broader approach to leadership that includes political as well as corporate and non-profit sector opportunities. WHP transitioned to a new training model that included two programmes, Go Lead and Go Connect, that can both be tailored to the needs of women aspiring to a corporate or political role.

The interactive Go Lead training programme offered by WHP ranges from two to three hour online or in-person training at the client’s facilities, to conferences and training summits that last one to three days. While the Go Lead programme is adaptable to client’s needs and schedule, WHP has solidified four modules for how women can excel in leadership, which range from networking to communication. Regardless of whether the training is for political or business professionals, they include team building and planning exercises:

“The curriculum needs to have a campaign planning piece, how to run a campaign or organize a team; it’s so overwhelming for women to think about that it’s often the missing piece...the planning piece is what helps women decide that they can do it. They can run and excel if they can see it on paper.”- Katie Groke Ellis, WHP Programme Manager

For Go Lead training, the first part is often dedicated to general leadership skills such as planning and team building, while the afternoon has participants delve into the technical skills of their specific profession, such as entrepreneurship, fundraising strategies or grassroots campaigning.

The second programme designed by WHP, Go Connect, is a series of open events for women and alumni to foster “deliberate, intentional networking.” The one-time events hosted through Go Connect include educational events such as lectures and film screenings, social events and alumni get-togethers that bring together young professional women with more experienced practitioners and politicians. This access to successful women not only assists the younger women with mentorship and inspiration, but can also be crucial for securing new jobs.

“Networking is key ... the internal sisterhood that is informal is so essential, they support each other and bring one another up... it cannot include any men because you have to be comfortable to sit around and discuss things that cross the line.” – Katie Groke Ellis, WHP Programme Manager

While evaluations of WHP training are not publicly accessible, over 15,000 women have been trained through WHP programmes across the United States. Furthermore, alumni actively helped to recruit new participants and invite friends to attend Go Connect events. A number of alumni have gone on to run for elected office and represent their communities. Despite WHP’s active alumni base, both in politics and private business, the organization has since had to close its doors due to funding challenges.

Athena Center for Leadership Studies at Barnard College

Objective: The Athena Center at Barnard College seeks to help women become more successful leaders in their jobs and communities through hands-on training in presentation skills, financial management, negotiating effectively and communicating strategically in the 21st century.

Background

The Athena Center was founded in 2009 at Barnard College in the US with the mission of becoming a leading institution globally dedicated to advancing women in leadership. Barnard College serves as a beneficial host institution because it is world-renowned for its liberal arts education and commitment to educating young women. The Athena Center is also strategically housed at Barnard because of its location in the heart of New York City, surrounded by women in business, diplomacy, education, the arts and a multitude of other sectors. The professional development training offered by the Athena Center relies upon the latest research and skill-based approaches to help both female students and professional women become more successful leaders. Using hands-on workshops, personalized leadership assessments and low ratios of facilitators to participants, Athena's Leadership Lab works to hone participants' presentation, negotiation and financial management skills, or political impact. The programmes are complemented by a film festival with a women's focus.

Beneficiaries

The training is designed either for professional, corporate clients or Barnard College students. For the professional training, Athena works with employees of a number of Fortune 500 companies and organizations also based in New York City. Student programmes are offered to students at Barnard College, which has an all-female undergraduate body. Each training session holds approximately 40 beneficiaries.

Training Scope and Results

Athena offers two types of training programmes as of 2012: (1) student programmes through Barnard College's Athena Scholars Program and (2) professional programmes through the Athena Center's Leadership Lab. The student programmes are offered to Barnard College students, all female, as part of their tuition and are scheduled as a series of three or four two-hour long workshops. Professional programmes are offered as one or two day-long workshops to paying individuals or corporate offices.

The foci of the Athena Center's training programmes are personal leadership development through personalized plans, hands-on workshops and emphasis on leadership skills that are often not a distinct focus of traditional leadership training. Athena Center staff note that their focus is not on leadership in public policy or political office. The programmes are designed to teach necessary, technical skills for professional and young adult women from a range of sectors. In addition to being sensitive to interdisciplinary experiences, Athena's training is gender sensitive in its approach and content. Athena invokes the mantra "glass ceilings were meant to be broken," as one of many motivators for its all-female beneficiaries to develop personal leadership plans unconstrained by traditional notions of gender.

Student programmes through the Athena Scholar's Program are categorized in seven tracks or core competencies, including:

- Communications;
- Negotiation;
- Management;

- Risk-taking and resilience;
- Financial fluency;
- Entrepreneurship; and
- Technology, social and digital media.

In addition to these tracks, the Athena Center hosts an annual film festival on women and leadership, training female film-makers, featuring female leaders in the film industry and integrating the cultural component of leadership into their overall mission. Presenting this creative path to leadership reinforces Athena's desire to have a cross-sector approach and balance in leadership training for women.

All of Athena's training strives to have a very personalized approach and a 1:8 ratio of facilitators to participants. Shorter training sessions, such as the two-hour skills training for students, are designed around workshops on specific skills (networking, crisis communications, negotiating salaries etc.) and small group discussions. A typical day-long professional training begins with a personal self-assessment of leadership competencies. Facilitators then talk through Athena's ten "core competencies" of leadership, allowing students to reflect on which competencies are their strengths or weaknesses, as identified by the self-assessment. Participants then discuss their personal goals in regards to leadership and the topic of the training in small groups and individually with facilitators. Participants must write down their goals as a personal leadership development plan by the conclusion of the training.

Professional training seeks to include panel discussions by experts and top-level company representatives on leadership and their own experiences. These full-day training sessions typically conclude with a summary by the facilitator and a presentation to the group by each participant on their personal goals. This exercise is intended to establish peer accountability and support networks within a company to reach individual leadership goals.

The training methodology and curricula for the workshops are primarily designed by Athena Center staff, however, trainers may incorporate some of their own content and experiences. Trainers are women from Athena's executive board or hired external facilitators who train professionally. To date, Athena has not utilized Barnard College faculty as trainers, but benefits from the input and insight of Barnard College faculty and students on its Faculty and Student Board of Advisors.

The Athena Center has been active since 2009 and in its first year the Leadership Lab offered 85 workshops, enrolling nearly 1,000 professional women and 145 Barnard students. In this short period the Center has not conducted any comprehensive programme or external evaluations. Both students and professional beneficiaries complete surveys to assess their experience with the course, at its conclusion. Follow-up surveys to measure the programme's impact in the long term have not been implemented yet.

The Athena Center has taken participant feedback critically and is in the process of remodeling its programmes. Previously, Athena ran a leadership programme for both professional women from the surrounding community in New York City and students, but learned from trainer and participant feedback that it was too difficult for the trainers to meet everyone's needs in this combined class. Athena also has plans to develop webinars and an annual conference on women in leadership, including workshops, inspiring speakers, and potentially a job fair.

Section 4 – ANNEX

Viet Nam programmes: Overview

Training Programme Scope								Genders Indicators				
Agency	Programme	Type of Training	Learning/Teaching Methodology	Location (s)	Duration	Funding Source	Cost of Training to Donor	Typical of # Beneficiaries	Approx. % of Women Beneficiaries	Gender used as Participant Selection Criteria	Approx. % of Women Trainers	Gender Responsive Curriculum
1. Ministry of Labour Invalids and Social Affairs (MOLISA)	1. Pilot Training of Female National Assembly (NA) and People Council (PC)	Political	No need assessments Participatory and active learning Guest speakers	Ho Chi Minh City	4 Days	EOWP	20,000 USD	20	100%	Y	60% No international trainers	Y
	2. Female National Assembly (NA) and People Council (PC) Training	Political	No need assessments Guest speakers	Ben Tre, Ninh Binh, Nghe An, Ha Tinh	3 Days	EOWP	8,000 USD/1 class	147	100%	Y	50% No international trainers	Y
	3. Election skills for female candidates for elected office	Political	Highly participatory and active learning	Hanoi	4 Days	Norwegian Ministry	ND	35	ND	ND	Included 2 Norwegian trainers	Y
	4. Training for first time female candidates for elected office	Political	Participatory and active learning	Northern Viet Nam Central Viet Nam Southern Viet Nam	3 Days each training	ND	ND	35 each training	ND	ND	ND	Y
	5. Sustainable Gender Mainstreaming skills: the Ladders	Gender Mainstreaming	ND	ND	ND	ND	ND	ND	38	ND	ND	ND

Training Programme Scope								Genders Indicators				
Agency	Programme	Type of Training	Learning/ Teaching Methodology	Location (s)	Duration	Funding Source	Cost of Training to Donor	Typical of # Beneficiaries	Approx. % of Women Beneficiaries	Gender used as Participant Selection Criteria	Approx. % of Women Train-ers	Gender Responsive Curriculum
2.Ho Chi Minh National Academy of Politics and Public Administration (HCMA)	6. Training on Communication skills for the School of Farmer Union	Public Sector	No need assessment conducted before training. Partly participatory and active learning	Hanoi	3 Days	Government funding	18 million VND	33	25 Female Participants = 75%	N	75%	N
	7. Training on leadership and management skills for departments	Public Sector	No need assessment conducted before training	Hanoi	9 Days (8 in class, 1 day field trip)	Government funding	77 million VND	29	0%	N	12,5%	N
	8. Training on leadership and management skills for the Office of government	Public Sector	Participatory and active learning but mainly traditional lecturing because of the large class size	Hanoi	3 Days	Government funding	41,5 million VND	191	33,3	N	66,6% (2 female/2)	N
	9. Advance Degree in Politics and Administration	Public Sector	90% traditional lecturing	All 63 provinces in Viet Nam	9 months concentrated trainings. 2 years in service trainings	Government funding	ND	69,996 in service: 100-120	No gender break-down statistics although have overall statistic	N	Varies according to each class but overall 46,4 %	N
3.National Institute of Education Management's (NIEM) under MOET	10. Viet Nam – Singapore training programme on Management and leadership skills for education managers	Public Sector	Training need assessment Highly active and participatory	Hanoi and Singapore	6 weeks (3 weeks in Viet Nam; 3 weeks in Singapore)	Government of Singapore, Foundation Temasek Singapore, and SIREM, (European Committee)	ND	30/class (total: 500)	NA	N (Senior lecturers are the criteria)	NA	N
4. Asian Development Bank (ADB) Project	11. Workshops for senior education managers	Public Sector	Highly participatory, experiential methodology Conducted training need assessments	Tan Da, Vinh Yen	2 Days	UNESCO Viet Nam	ND	20	ND	N	ND	N
	12. Trainings on leadership and management skills for social servants	Public Sector	Design contents for leaders and managers in specific sector Participatory method	Hanoi and other provinces	3 – 5 Days	ADB	15 million USD	ND	ND	N	ND	N



Training Programme Scope								Genders Indicators					
Agency	Programme	Type of Training	Learning/ Teaching Methodology	Location (s)	Duration	Funding Source	Cost of Training to Donor	Typical of # Beneficiaries	Approx. % of Women Beneficiaries	Gender used as Participant Selection Criteria	Approx. % of Women Trainers	Gender Responsive Curriculum	
5. Empowerment of Women in the Public sector Project (EOWP)	13. Capacity Building for Women Leaders (through MDF)		Needs Assessment was conducted however very poor input from participants								100%		
		Public Sector	Training was participatory and interactive. Students given opportunity in class to practice skills	Hanoi, HCMC, Danang	3 days each training	EOWP	10,000 USD/class	30/class	100%	Y	International trainer, women and men speakers	Y	
	14. Leadership and management skills for provincial leaders through the service of Management consultant and Development Company (MCaD)		Needs Assessment was not conducted										
		Public Sector	25% of training was participatory and interactive 75% of training was traditional lecture style No follow-up or long-distance training with students was conducted	Nha Trang, Quang Tri, Phu Tho, Lam Dong, and Hanoi	3 days each training	EOWP	600-800 USD/ day	30 – 35/class	100%	Y	3 men trainers from MCaD	Y	

Training Programme Scope							Genders Indicators					
Agency	Programme	Type of Training	Learning/ Teaching Methodology	Location (s)	Duration	Funding Source	Cost of Training to Donor	Typical of # Beneficiaries	Approx. % of Women Beneficiaries	Gender used as Participant Selection Criteria	Approx. % of Women Trainers	Gender Responsive Curriculum
6. National Economics University (NEU) và Belgium Technological Corporation (BTC)	15. Developing Management and Leadership Skills for Women's Managers in Less Developed Central Provinces in Viet Nam	Leadership and management skills for leaders and managers of both public and private sectors	Conducted quick training Need assessment High participatory, reflection	Thanh Hoa, Nghe An, Ha Tinh, Quang Binh	Work-shop 1	TBC (73.6%)	Total Cost for all trainings in 4 provinces: 49,602 Euro	Total: 240 30-35/class	100%	Y	50%	Y
					3 Days	Center for Development Economics & Public Policy: 7,504 Euro (15,1%)						
					Management and Leadership skills	Provincial Woman Association: 3,880 Euro (7,8%)						
					Individual Project	Central Woman Cadre School: 1,720 Euro (3.5%)						
					2 – 3 weeks							
					Work-shop 2							
					1 Day							
					Experience sharing and TOT section							
					1 Day	TBC (70.3%)						
	Developing Management and Leadership skills for Women's Managers in Less Developed Northern Mountainous Provinces of Viet Nam	Leadership and management skills for leaders and managers of both public and private sectors	Conducted quick training Need assessment Active and Participatory approach, combining mini lectures/speeches with cases, discussions and presentations of the participants	Lao Cai, Tuyen Quang, and Son La	Circles of 5 days training of leadership and management skills; 1 day action plan	Institute of Public Policy & Management: 6,075 Euro (15.6%)	39,030 Euro including travels, DSA	Total: 216 30-35 per class	100%	Y	50%	Y
					Central Woman Cadre School and Provincial Woman Association: 5,500 Euro (14.1%)							



Training Programme Scope								Genders Indicators				
Agency	Programme	Type of Training	Learning/Teaching Methodology	Location (s)	Duration	Funding Source	Cost of Training to Donor	Typical of # Beneficiaries	Approx. % of Women Beneficiaries	Gender used as Participant Selection Criteria	Approx. % of Women Trainees	Gender Responsive Curriculum
7. Pazy Desarrollo (PyD)	16. Leadership for women in Politics	TOT	Conducted need assessments before trainings. Participatory methodology	Quang Nam, Da Nang	2 days	AECID	ND	12	100%	Y	100%	Y
	17. Skills for Division Heads and Deputy Heads of Inspection Sector	Public Sector	Mainly traditional lecturing method	Hanoi	10 Days	Government funding	50USD/student	Less than 100	5%	N	0%	N
9. Training Center for Elected Representatives (TCER) in the Office of National Assembly	18. Five year training program for elected representatives	Political	Mainly traditional lecturing method although sharing experience was deployed	Multi-ple provinces	1 - 5 Days	Government funding	ND	Varies	ND	N	ND	N
10. Ministries' Schools	19. Other trainings on Leadership and Management skills	Public Sector	Mainly traditional lecturing method although sharing experience was deployed	Hanoi	3-5 Days	Government funding	ND	100	ND	N	ND	N
11. Viet Nam Women's Union (VWU)	20. Political	Political	Participatory and Active learning: Lecturing	Many provinces	2 – 6 Days	Mainly AECID; small part from EOWP and Oxfam	325,000 Euro	20-30/ class; 402 trainings total of political trainings: 10,921	100%	Y	ND	Y
		Public Sector	Participatory and Active learning: Lecturing	Hanoi and other provinces	2-6 Days (Most 2-3 Days)	AECID	325,000 Euro	12/1/1935 (1,052 total)	NA	Y	Y	Y
12. Center for Education on Promotion and Empowerment of Women (CFPEW)	21. Training to Enhance Women's Capacity and Leaders' Gender Awareness	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	Y

- ND – No Data Available
- Global Program

Training Programme Scope							Gender Indicators				
Organization	Programme	Type of Training	Location	Duration	Funding Source	Cost of Training for Funder (\$)	Average # of Beneficiaries	% of Women Beneficiaries	Gender used as Participant Selection Criteria	% of Women Trainers	Gender Responsive Curriculum
1. EMILY's List	Political Opportunities Program (POP)	Political	Cities across US	1Day	Private Donors	NA	NA	100% (checked)	Y	NA	Y
	School for Young Politicians (SYP)	Political	Singapore, Malaysia, Thailand, Germany	4 weeks /2 years	Political Party Foundation	NA	25 to 30	34% (2010)	N	NA	N
3. Mumbai University	Chanakya Institute for Public Leadership	Political	Mumbai University	6 months	Private Donors	NA	12 to 20	0% (2012)	N	50%	N
4. National Democratic Institute (NDI)	Women's Political Participation	Political	70+ countries	Varies	US Government	Varies	Varies	75%	Y	80%	Y
5. Center for American Women in Politics (CAWP)	NEW Leadership	Political	Colleges in 26 US States	1 week	Universities, Private	30,000\$	< 40	100%	Y	100%	Y
	Ready to Run	Political	15 US States	1 week	Private Donors, Participants	10,000\$	< 40	100%	Y	100%	Y
6. Center for Asia Pacific Women In Politics (CAPWIP)	Making Governance Gender Responsive	Political	Manila, Philippines	8 Days	International Donors	NA	30-50	Majority, varies	Y	NA	Y
7. Women can do it (WCIDI)	WCIDI	Political	Worldwide	3-5 Days	Norway Labour Party, Norway Aid	Varies	Varies	100%	Y	NA	Y
8. Running Start	Young Women's Political Leadership Program (YWPLP)	Political	4 cities in US	1 Day – 5 Months	Private Donors	60,000\$	50 to 75	100%	Y	95%	
	Elect her	Political	Colleges across US	1 Day	Private Donors	120,000\$	Varies	100%	Y	95%	Y
	Start Leadership	Political	Washington, DC	4 Months	Private Donors	65,000\$	7 to10	100%	Y	95%	Y
	Next Step	Political	Washington, DC	1 Week	Private Donors	20,000\$	30 to 50	Approx. 50%	N	62%	N



Training Programme Scope							Gender Indicators				
Organization	Programme	Type of Training	Location	Duration	Funding Source	Cost of Training for Funder (\$)	Average # of Beneficiaries	% of Women Beneficiaries	Gender used as Participant Selection Criteria	% of Women Trainers	Gender Responsive Curriculum
9. White House Project (WHP)	Vote Run Lead and others	Political	Cities in the US	2-3 Days	Private Donors and Participants	NA	Varies	100%	Y	100%	Y
10. Institute of Public Administration	Degree-based or customized	Public Sector	Ireland	3 hours– 2 years	80% Clients; 20% Government of Republic of Ireland	730 – 7,950 Euro	Varies	Approx. 55%	N	40%	N
11. Westminster Explained (WE)	Customized to Clients	Public Sector	Worldwide, primarily UK	3 hours – 3 months	Clients	£195 charities, £245 public, £345 public sector	< 40	Varies	N	NA	N
12. Malaysian National Institute of Public Administration (INTAN)	Leadership Organization Management	Public Sector	Kuala Lumpur, Malaysia	3 weeks	Clients	Varies	< 40	Varies	N	NA	N
13. Women in Public Service Project (WPSP)	AUW Summer Institute	Public Sector	Chittagong, Bangladesh	3 weeks	US Government	NA	40	89-90%	N	100%	Y
14. Women's Learning Partnership (WLP)	Leading to choices and others	Political and Public Sector Leadership	Worldwide	4-5 Days TOT	Private Donors	NA	25-Oct	Varies	Y	50%	Y
15. Center for Creative Leadership (CCL)	Leadership Beyond Borders (LBB)	Political and Public Sector Leadership	Worldwide	1/ Day- 2Weeks	Clients	Varies	Varies	100%	Y	NA	Y
16. Athena Center, Bernard College	Customized to Clients	Business and Public Sector Leadership	New York City, US	1 Day – 6 Weeks	Clients	NA	40	100%	Y	100%	

Viet Nam programmes: List of interviewees

Note that some interviewees are both programme administrators and participants, or administrators and trainers.

Ms. Cao Thi Le. Department of State Administrative and Public Sector Organization, Office of the Government, Vice Director.

Ms. Cao Thi Xuan Hong. Healthcare Division, Office of the Government, Vice Head.

Ms. Pui Yee Chan. MDF International, Regional Director.

Ms. Dan. Famer Association, Gia Lai Province, Chair.

Ms. Dinh Thi Bach Mai. Member of Parliament.

Ms. Dinh Thi Ha. Center for Leadership and Policy Studies, Ho Chi Minh National Academy of Politics and Public Administration.

Ms. Do Minh Thuy. Personnel Department, Viet Nam Women's Union, Administrator of the Enhancement of Women's Participation in Leadership project.

Ms. Do Thi Thanh Binh. Office of the Government.

Ms. Ha Hoa Ly. Faculty of Public Administration on Social Issues, National Academy of Public Administration.

Ms. Mary Hawkesworth. Professor of Political Science and Women and Gender Studies, Editor of Sign.

Ms. Ho Thi Cam Dao. Member of Parliament, Soc Trang Province.

Ms. Hoang Bich Ha. Peace and Development (PyD), National Programme Coordinator.

Ms. Huong. Department of Labour, Invalids and Social Affairs, Ha Tinh Province.

Ms. La Thi Dung. Viet Nam Women's Union, Tra Linh District, Cao Bang Province, Chair.

Ms. Le Thanh Huyen. Department of Human Resources, Training and Upgrading, School for Leaders of the Ministry of Culture, Sports and Tourism, Head.

Ms. Lo Thi Luyen. Provincial People's Council, Culture and Society Division, Dien Bien, Vice Head.

Ms. Luong Thi Thanh Phuong. Research Institute of Education Management, National Institute of Education Management, Deputy Director.

Ms. Mai Dieu Linh. Department of Home Affairs, Expert.

Ms. Kristen Margis. Consultant to the Center for Leadership and Policy Studies at HCMA, trainer and curriculum developer for Peace and Development (PyD).

Mr. Robert Mellor. Policy and capacity building advisor and consultant.

Ms. Katherine Muller-Marin. UNESCO Hanoi office, Representative and Head.

Ms. Jean Munro. Empowerment of Women in the Public Sector project, Senior Technical Advisor.

Mr. Nghia. Department of Training and Upgrading for Public Servants, Ministry of Home Affairs.

Mr. Nguyen Du. Office of the Government.

Mr. Nguyen Hoa Binh. ADB Project, Director.

Mr. Nguyen Khac Hung. Management Consultancy and Development Company, President.

Mr. Nguyen Ngoc Boi. Personnel Department, Government Inspection.

Mr. Nguyen Ngoc Thanh. VNU University of Economics and Business, Vice Rector.

Mr. Nguyen Quang. Habitat Programme Manager, United Nations Human Settlements Programme.

Mr. Nguyen Thanh Hai. School for Government Inspectors, Rector.

Ms. Nguyen Thi Thu Ha. Department of Gender Equality, Ministry of Labour, Invalids and Social Affairs.

Mr. Nguyen Van Hau. National Academy of Public Administration, Chair.

Mr. Nguyen Van Thang. Asia-Pacific Management Institute, Director.

Mr. Nguyen Van Tien. Personnel Department, Government Inspection, Deputy Director.

Mr. Nguyen Xuan Thuy. Member of Parliament, Phu Tho Province.

Ms. Nhuy. Viet Nam Women's Union, Ha Tinh Province, Chair.

Mr. Pham Ngoc Tien. National Committee for the Advancement of Women in Viet Nam, Head of Office.

Ms. Pham Phuong Thao. Empowerment of Women in the Public Sector project.

Ms. Pham Thi Tinh. Institute of Human Studies, Viet Nam Academy of Social Sciences, Head of Library Department.

Ms. Pham Thuy Quynh. Personnel Department, Viet Nam Women's Union.

Mr. Phan Chi Anh. Faculty of Business Administration, Associate Dean.

Ms. Thach Thi Dan. Member of Parliament, Tra Vinh Province.

Mr. Tong Dang Hung. Division of Training and Upgrading, National Academy of Public Administration, Head.

Mr. Tran Minh Dieu. Member of Parliament, Quang Binh Province.

Ms. Tran Thi Thanh Thuy. Center for Leadership and Policy Studies, Ho Chi Minh National Academy of Politics and Public Administration.

Mr. Tran Thieu Hung. Division of Public Officials, Department of Personnel, Ho Chi Minh National Academy of Politics and Public Administration, Vice Head.

Mr. Tran Van Tien. Department of Personnel, Government Inspection, Deputy Director.

Mr. Trinh Ngoc Thang. Training Center for Elected Representatives, Office of the National Assembly, Deputy Director.

Ms. Truong Thuy Hang. National Institute of Education Management, Ministry of Education and Training.

Mr. Vu Anh Tuan. Center for Leadership and Policy Studies, Ho Chi Minh National Academy of Politics and Public Administration.

Ms. Vuong Thi Hanh. Center for Education Promotion and Empowerment of Women.

Viet Nam programmes: Interview profile breakdown

Break down by gender, nationality and interview method	Administrators	Trainers	Participants	Total interviewees
Total	26	13	17	56
Female	12	7	13	32
Male	14	6	4	24
Vietnamese	24	9	17	50
International	2	4	0	6
Ethnic minority		13	4	4
Face-to-face in-depth interview	25	0	9	47
Phone interview	0	0	8	8
Mixture of face-to-face, phone and email interview	2		0	2
Group discussion	3		3	5

Viet Nam programmes: Research questionnaire

The following data will be sourced from interviews with programme administrators and publicly accessible information online and in writing, with the exception of the section specifically for participants.

Questions will include but will not be limited to:

- *Motivation, objectives and goals*
- *What was your motivation for participating in this training programme?*
- *How would you define the programme and its elements?*
- *How was your experience in the training programme? Did it meet your expectations?*
- *Do you think the programme met its own goals and objectives sufficiently?*

Training content

- *What part/s of the programme was most useful?*
- *What part/s of the programme can be improved?*
- *What did you like/dislike about the programme?*
- *For female participants: Do you think gender played a factor in your experience in this programme?*
- *For male participants: Were you made aware of structural and cultural factors that impact on women's opportunities to hold management and leadership positions and what you, as a leader/manager, can do to address this?*
- *Did the programme provide you with background and skills to address the structural, organizational and cultural barriers faced by women leaders? (The point is to see if the curriculum supports all upcoming leaders/managers to support women to excel)*
- *What other factors do you think may help to improve your leadership and political skills to do your job?*
- *Did the programme improve your leadership knowledge, skills and attitude? Can you share what you learned?*

Programme results and impact

- *Do you think you changed as a result of your participation in the programme?*
- *Have you experienced a change in your professional/personal performance as a result of the training?*
- *What other programmes did you participate in during the past five years and do you think any of them have helped you? How were they different?*

Learning and teaching methodology/trainers

- *Was your programme engaging and interactive?*
- *Did your trainers affirm and encourage your individual capacity?*
- *What were the difficulties you faced before and during the training programmes, if any? (In order to identify barriers in term of criteria for participants and other barriers)*
- *According to you how can these difficulties be resolved?*

Global programmes: Overview

Training Programme Scope							Gender Indicators				
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2. Konrad Adenauer Stiftung	School for Young Politicians (SYP)	Political	Singapore, Malaysia, Thailand, Germany	4 weeks /2 years	Political Party Foundation	NA	25 to 30	34% (2010)	N	NA	N
3. Mumbai University	Chanakya Institute for Public Leadership	Political	Mumbai University	6 months	Private Donors	NA	12 to 20	0% (2012)	N	50%	N
4. National Democratic Institute (NDI)	Women's Political Participation	Political	70+ countries	Varies	US Government	Varies	Varies	75%	Y	80%	Y
5. Center for American Women in Politics (CAWP)	NEW Leadership	Political	Colleges in 26 US States	1 week	Universities, Private	30,000\$	< 40	100%	Y	100%	Y
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7. Women can do it (WCDI)	WCDI	Political	Worldwide	3-5 Days	Norway Labour Party, Norway Aid	Varies	Varies	100%	Y	NA	Y



8. Running Start	Young Women's Political Leadership Program (YWPLP)	Political	4 cities in US	1 Day – 5 Months	Private Donors	60,000\$	50 to 75	100%	Y	95%	
	Elect her	Political	Colleges across US	1 Day	Private Donors	120,000\$	Varies	100%	Y	95%	Y
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16. Athena Center, Bernard College	Customized to Clients	Business and Public Sector Leadership	New York City, US	1 Day – 6 Weeks	Clients	NA	40	100%	Y	100%	

Global programmes: List of interviewees

Afkhami, Dr. Mahnaz. Women's Learning Partnership, President. Washington, DC, United States. September 19, 2012. In-person interview.

Browning, Henry. Center for Creative Leadership, Senior Executive Associate. Asheville, NC, United States. August 31, 2012. In-person interview.

Casserly, Teresa. Institute for Public Administration, Programme Manager. Dublin, Ireland. October 8, 2012. Phone interview.

Cottrell, Kevin and Maia Comeau. German Marshall Fund, Fellowship Program Director and Head of Congressional Affairs. Washington, DC, United States. August 24, 2012. In-person interview.

Dacey, Amy. EMILY's List, Executive Director. Washington, DC, United States. September 18, 2012. Phone interview.

De Silva de Alwis, Dr. Rangita. Women in Public Service Project, Director. Washington, DC, United States. October 10, 2012. In-person interview.

Dunatchik, Allison. Running Start, Director of Programmes. Washington, DC, United States. October 31, 2012. Phone interview.

Gogri, Dr. Kamini. Chanakya Institute for Public Leadership, Programme Faculty. Mumbai, India. October 9, 2012.

Groke Ellis, Katie. White House Project, Programme Manager. Denver, Colorado, United States. October 31, 2012. Phone interview.

Harrington, Catherine. Women's Learning Partnership, Programme and Communications Associate. Washington, DC, United States. September 17, 2012. Phone interview.

Harrison, Steadman. Leadership Beyond Boundaries, Director. Addis Ababa, Ethiopia. September 13, 2012. Phone interview.

Hofmeister, Wilhelm. Konrad Adenauer School for Young Politicians, Director. Singapore. September 10, 2012. Phone interview.

Markham, Susan. National Democratic Institute, Director of Women's Programmes. Washington, DC, United States. Phone interview.

Maddix, Charlotte. Westminster Explained, Programme Manager. London, England. September 24, 2012. Email interview.

Ordonez, Sylvia. Center for Asian Pacific Women in Politics, Director. Manila, Philippines. September 21, 2012. Phone interview.

Shaw, Tony. Westminster Explained, Director of Development. London, England. October 5, 2012. Email interview.

Vilardi, Erin. Athena Center for Women's Leadership. New York, United States. November 7, 2011.

Walsh, Debbie. Center for American Women in Politics, Director. New Brunswick, NJ, United States. Phone interview.

Williams, Sam. Westminster Explained, Program Manager. London, England. October 3, 2012. Phone interview.

Global programmes: Research questionnaire

Background

- *Establishment/overview*
- *Date of establishment*
- *Founding body/organization(s)*
- *Partner organizations*
- *Locations (national, regional, etc.)*
- *Funding source(s)*
- *Budget*
- *Only programme or one of several implemented by the organization?*
- *Programme goal and objective(s) (Is the programme designed specifically as a feeder of leaders to elected political positions? Or is the mission more general, intending to develop leadership skills for people who may want to work in a range of sectors?)*
- *Public/private/association with government etc.*

Programme scope

- *Programme scope*
- *What is the programme's duration and schedule?*
- *How many training sessions are offered annually?*
- *Total programme budget*
- *What are the programme's funding source(s)/cost to participants?*

Beneficiaries

- *How many beneficiaries per training?*
- *Who are the target beneficiaries?*
- *What efforts are made, if any, to seek gender parity in the class? What is the average balance of male and female beneficiaries?*
- *What is the eligible age range or professional level?*
- *Are there any specifications or targeted recruiting based on beneficiaries' ethnic, minority, race or class background?*
- *Gender breakdown:*
- *Target age range*
- *Ethnic, minority, race, class specifications*

Programme content

- *Model/methodology: long-term training, experiential, participatory, reflective learning approaches used?*
- *Profile of the trainers*
- *Profile of the curriculum developer*
- *Curriculum content: (Ask for curriculum, handouts, exercise etc. if possible)*
- *Learning/teaching methodology*

- *M&E*
- *Methodology for M&E (qualitative and quantitative assessments?)*
- *Evaluations publicly accessible?*
- *End of training evaluations (can be collected?)*
- *Is the programme gender sensitive? (Does the programme specifically address the fundamental barriers and obstacles facing women who seek to attain leadership? Are participants (regardless of gender) provided with background knowledge, skills and examples of how to support women overcoming those barriers?)*

Results and outcomes

- *How does the programme measure and evaluate its achievement/success? (Does it track how many participants enter public service/become elected officials? Performance in public service?)*
- *Does the programme track alumni, conduct long-term follow-up or impact assessments?*
- *Did the organization provide a long-term follow-up with programme alumni or conduct an impact assessment?*
- *Since the establishment of this programme, has there been an increase in the representation of women in leadership positions in the civil service and political sphere? Is there any correlation that can be drawn?*

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