

EXPLORING GENDER INEQUALITY IN VIET NAM'S EDUCATION SECTOR THROUGH FINANCE DATA

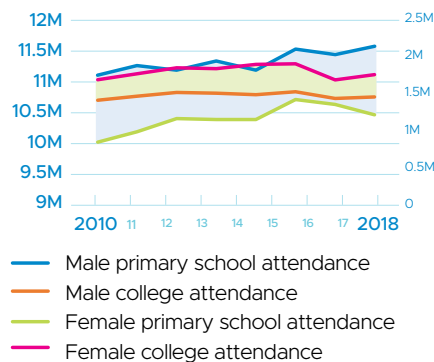


This infographic explores progress in addressing gender equality gaps in Viet Nam's education sector and the role of development finance in supporting this objective over the last decade.

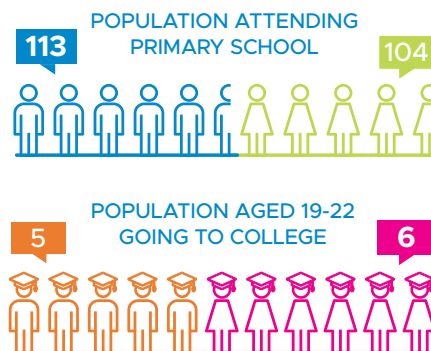
It does so by drawing on data about gender differences in education from the Gender Equality Monitoring (GEM) platform and data about development finance that targets the education sector (and addresses gender specifically) from the Aid Atlas platform.

PERSISTENT GENDER INEQUALITIES IN THE EDUCATION SECTOR

The [Gender Equality Monitoring \(GEM\) platform](#) provides data on gender inequality at the sub-national level in the Lower Mekong countries and is used here to explore gender gaps in Viet Nam's education sector.

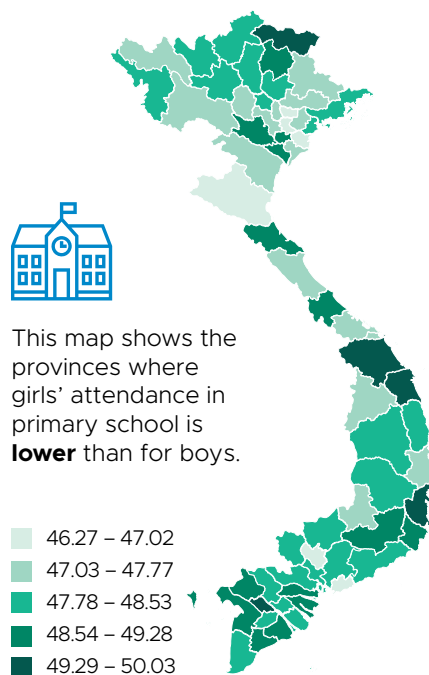


Data from GEM platform shows that, in Viet Nam, the number of girls attending primary school were persistently lower than that of boys between 2010-2018. By contrast, the number of female college students were consistently higher than male students.



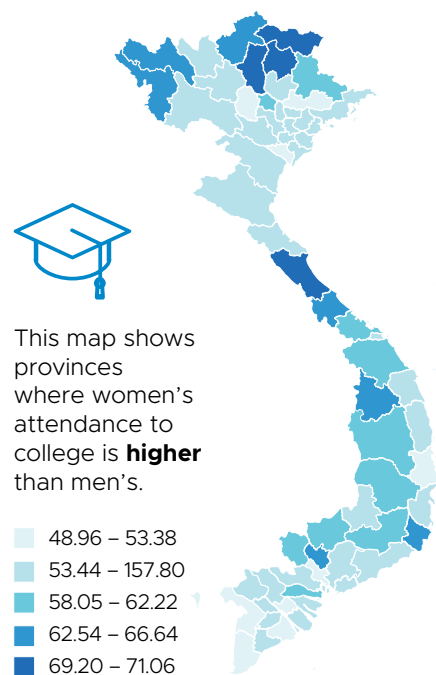
This equates to 113 boys attending primary school for every 104 girls and 5 men attending college for every 6 women.

GIRLS ENROLLED IN PRIMARY SCHOOL FROM 2009-2018 (IN %)



This map shows the provinces where girls' attendance in primary school is **lower** than for boys.

WOMEN ENROLLED IN COLLEGE FROM 2009-2018 (IN %)



This map shows provinces where women's attendance to college is **higher** than men's.



This information invokes questions for further investigation:

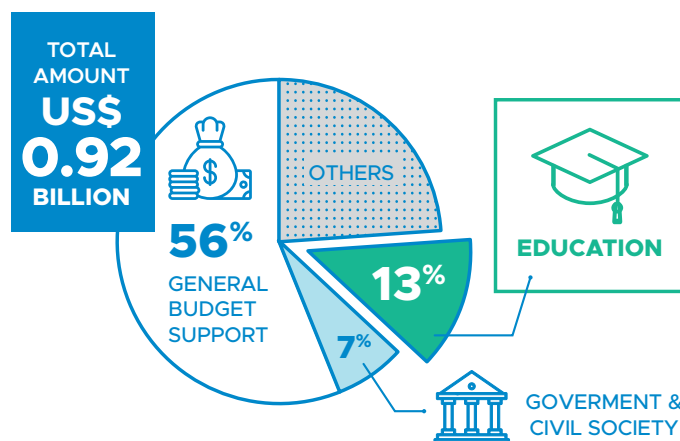
- In which social groups and provinces do girls have less access to school?
- Do higher education rates result in better career advancements for women?
- In which social groups do young women gain more advantages in higher education?
- Does ethnicity and poverty play a role in the gender gap?

HOW HAS DEVELOPMENT FINANCE TARGETED EDUCATION AND GENDER INEQUALITY?

Given the inequalities observed in various education-related gender indicators, it may be interesting to explore whether international development finance has played a meaningful role in addressing some of these inequalities. [Aid Atlas](#)'s development finance data is used here to explore the landscape of development aid in Viet Nam allocated to education and gender equality.

Data from Aid Atlas also shows how much development finance was principally targeted at addressing gender inequality in Viet Nam, and of this how much was within the education sector.

GENDER RELATED AID DISBURSEMENTS (2008-2018)



Funders report that of the US\$ 54.8 billion in total development aid, just US\$ 0.92 billion was targeted at improving gender equality. More than half (56%) of this amount was provided as General Budget Support. Only 13% of the gender-related finance was in the education sector.

In other words, **aid to education with a gender focus only accounted for 0.23% of the country's total development aid of the US\$ 54.8 billion** between 2008-2018.

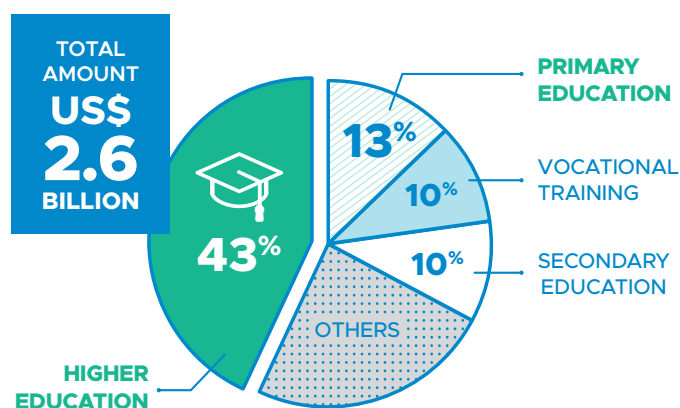
This example illustrates how the data from the Aid Atlas and GEM platforms can be used to:

- examine the contribution of development aid to narrowing gender gaps in the education sector;
- support the revision of investment priorities and financing structure in the education sector;
- support decision-makers and donors in identifying geographical and technical areas for development assistance.



Development aid has been an important source of finance for Viet Nam over the last decade. Between 2008-2018, bilateral and multilateral funders reported spending a combined amount of US\$ 54.8 billion in development aid to Viet Nam, making it the second biggest aid recipient among Southeast Asia countries.¹

SUB-SECTOR AID DISBURSEMENTS IN EDUCATION (2008-2018)



Of this, a total of US\$ 2.6 billion was targeted towards the education sector. Data from Aid Atlas allows us to see how this spending was directed towards different education sub-sectors: higher education received 43%, followed by primary education (13%), vocational training (10%) and secondary education (10%).

¹ Countries included in this group are: Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Thailand, Timor-Leste, Viet Nam.