



Australia Awards

# Australia Awards in Vietnam

5th Monitoring and Evaluation  
Report

November 2014



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# Abbreviations

AAF	Australia Awards Fellowships
AALP	Australia Awards Leaderships Program
AAS	Australia Awards Scholarships
ACIAR	Australian Centre for International Agricultural Research
ADS	Australian Development Scholarships
ALAF	Australia Leadership Awards Fellowships
ALAS	Australian Leadership Awards Scholarships
ANU	Australian National University
CEO	Chief Executive Officer
DCS	Development Cooperation Strategy
GE	Gender Equality
HR	Human Resources
HRD	Human Resources Development
HRM	Human Resources Management
IMF	International Monetary Fund
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training (Vietnam)
MOFA	Ministry of Foreign Affairs (Vietnam)
MOIT	Ministry of Industry and Trade (Vietnam)
NGOs	Non-Governmental Organisations
PCC	Program Coordinating Committee
PWD	Person with Disability
TESOL	Teaching English to Speakers of Other Languages
UNDP	United Nations Development Programme

# 1. Conclusions and Recommendations

## 1.1 Purpose and Organisation of the M&E Report

**Australia Awards Program:** The goal of the scholarships program is to facilitate economic growth and poverty reduction in Vietnam through improving the quality of human resources. The expected outcomes of the program are:

1. Australian scholarship and fellowship Alumni in Vietnam make personal contributions to priority development areas.
2. Australian PhD-qualified alumni improve the quality of teaching and research programs in Vietnamese universities, and Teaching English to Speakers of Other Languages (TESOL)-qualified alumni support the national program to expand skills in English.
3. Women and men have equal opportunity of obtaining masters and PhD scholarship in order to: develop and utilise new skills; and contribute to development in the priority areas and to gender equality in Vietnam.
4. Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship.

**Monitoring and Evaluation Report:** Monitoring and evaluation reporting comprises four separate documents: (1) Monitoring and Evaluation Report 2014; (2) Alumni Tracer Study 2014; (3) Longitudinal Case Histories of Scholarships Alumni; and (4) Alumni Small Grant Scheme – Operational Review.

The Monitoring & Evaluation Report 2014 examines the impact of the scholarships program in the four outcome areas of the program. Within these outcome areas, the report examines results in the areas identified in the program's theory of change. It describes and seeks to explain post-return impacts for alumni and their organisations.

**Alumni Tracer Survey:** In June 2014, an electronic survey was sent to 2,337 alumni who had returned to Vietnam in the 15-year period from 1998 to 2012. The survey was completed by 785 alumni or 33.6% of the recipients. The purpose of the alumni tracer study was to examine the impact of the scholarship program on its alumni in Vietnam. The tracer survey was the main source of data for the Alumni Tracer Study 2014 and the M&E Report 2014. For the former report, the program carried out a comparative analysis of the performance of alumni based on the year of their return to Vietnam and on their gender. For the latter report, the program analysed the performance of alumni based on their employment sector.

**Alumni Reintegration Survey:** In October 2014, an electronic survey was sent to 464 alumni who had returned to Vietnam in 2013 and 2014. The survey was completed by 247 alumni or 53.2% of the recipients. The purpose of the alumni reintegration survey was to examine the progress made by alumni in the implementation of their reintegration plans. The survey asked alumni about their participation in reintegration workshops, the characteristics of their reintegration plans, the extent to which they had implemented their plans, and factors affecting success. The findings from the survey are reported in section 3.2 of this report.

## 1.2 Conclusions on Program Performance

1. **Awardees have acquired valuable skills** – Australia Awards scholars acquired valuable skills and knowledge while they were on-award. About 65% of alumni said their skills and knowledge were *highly relevant* to their current job. A majority of alumni in every type of employment sector found their skills to be highly relevant to their work. At least 50% of alumni regularly used 7 of 10 identified skills in performing

their work duties. A majority has used their knowledge and skills to improve their organisations; improve their colleagues' skills; promote gender equality; and strengthen community organisations. About 47% of alumni were involved in a link with an Australian organisation. For many alumni, the study experience in Australia was transformational – it opened their minds, increased their confidence, and changed their way of thinking. Alumni's achievements have reinforced each other. Their networking has improved their job performance; their community work has increased their contributions to organisational development; their transfer of skills to colleagues has increased the own use of the skills in their work. The transformational change through the scholarship program has a whole-of-person impact.

2. **Awardees/alumni have engaged in networking**– For many alumni, the value of the award is threefold: the skills and knowledge acquired, the overseas experience gained, and the networks developed among peers. Networking is especially important for alumni in the Vietnamese context. Awardees begin developing their networks in the pre-award stage; networking continues on-award; and it increases in the post-award stage with support from the program. Networking is a drawing card for awardees' involvement in program activities. Reintegration activities are more than an opportunity for alumni to re-enter the workforce and share valuable knowledge. They are a networking opportunity beginning while on-award. (Alumni were almost five times more likely to remain in contact with other scholarship alumni than with Australian students from their course.) The program needs to increase its support to awardees while on-award and upon return, mindful of the priority placed on networking by alumni.
3. **Alumni have improved organisations** – Almost 94% of alumni made improvements in at least one area of their organisation in the last three years. This represents a valuable return on investment in their studies. The types of improvements made correlate to their employment sector. The tendency is for alumni working in education to improve programs, for alumni in government organisations to improve policies, for alumni in the private sector to improve management systems. The nature of the organisation creates the conditions that enable alumni to contribute to its development. The program needs to recognise this tendency in the support that it provides to alumni.
4. **Alumni have improved human resources** – Alumni have contributed to human resources development (HRD) in their organisations. At least 50% of alumni have increased the level of seven key skills in colleagues. They have done this through supervision, coaching, mentoring and guidance, as well as through seminars and training. In the reintegration process, for instance, work colleagues were the main beneficiaries of the initial activity of 73% of Reintegration Action Plans. The value of the skills and knowledge transferred to colleagues multiplied by the frequency of the skills transfer represents a significant contribution by AAV alumni to HRD. This knowledge transfer increases the sustainability of organisations. However, the contribution is understated and largely unmeasured in the M&E approach, despite a growing interest in measuring value and qualifying the return on the investment in awardees. The program needs to recognise the value of alumni's contributions to HRD.
5. **Alumni have strengthened communities** – Alumni were very active making contributions to community development through their volunteer work with local organisations. Alumni tended to volunteer in local organisations that reflected their employment sector. For example, alumni working in the private sector were mostly likely to volunteer their time in business organisations. About 68% of alumni working in foreign-owned companies and 59% of alumni working in Vietnamese companies used their skills to a great or medium extent while volunteering. Some alumni have said that their studies gave them confidence to volunteer. Local organisations and

communities have benefitted from the volunteer work, but so have alumni and their organisations. Alumni who volunteered with local organisations were more likely than non-volunteers to have used their acquired skills and knowledge in the work place. They were 14% more likely to have transferred skills to colleagues and 19% more likely to have promoted gender equality in their organisations. The program needs to identify ways of facilitating the volunteer work of alumni in order to increase the return on investment in scholarships.

6. **Alumni contribute in employment sectors** – Alumni performance and contributions were influenced by the conditions and practices in their employer organisations. The employment sector shapes what alumni choose to study, how they reintegrate, what skills they use and share, the types of improvements they make in their organisations, who they help in their volunteer time, the extent to which they promote gender equality, and the extent to which they maintain contact with Australians. The program needs to recognise these tendencies in order to provide on-award and post-return support that is targeted, appropriate and accessible to alumni in the various employment sectors.
7. **Alumni contribute according to seniority, career path, and experience** – Alumni contributions to their organisations and communities is shaped by their position, career path, and experience. A majority of alumni re-enter the workforce in professional positions and move into management positions over time. Their employment position affects the nature of their contributions and their ability to contribute. Similarly, the more recently returned alumni were more likely to promote gender equality than those who returned when attitudes were different. (By many accounts the conditions in organisations have changed in recent years.) The cohort of alumni matters to the performance of alumni. The program needs to build on the understanding gained in the tracer study about the impact trajectory of alumni. It needs to sharpen its learning agenda and ensure an integrated analysis of the various elements affecting performance.

*My time in Australia allowed me to make connections with Australian partners and develop my company using these connections. – Mr. Vu Hoai Nam, Director, Nam Vu Company, a leading distributor of electrical and lighting products from Australia*

### 1.3 Recommendations to Improve Program Performance

Recommendations are presented for DFAT's consideration in the M&E strategy and plan for 2015 and beyond into the next phase of the program in Vietnam. The 2014 Monitoring & Evaluation Strategy and Plan recommended that DFAT strengthen its M&E approach, analytical capacity, data quality and strategic knowledge in order to support evidence-based decision-making in the program. Strategic knowledge refers to the knowledge that DFAT builds from the M&E data, and utilises in decision making guiding the program. The recommendations below support this direction.

#### Recommendations about Ongoing Work in the M&E Work Plan

*Recommendation 1: That AAV continues to investigate the conditions in organisations impacting the comparative performance and results of men and women. That the program develops and tests an instrument for making this assessment.*

*Recommendation 2: That the program identifies good practices in employer organisations, including the practices of supportive supervisors, which create the conditions that facilitate the application of skills and knowledge gained by alumni in their studies. That the program*

*shares these good practices with alumni, supervisors, colleagues and leaders in partner organisations employing alumni.*

*Recommendation 3: That the program supports key organisations in the use of the instrument for assessing organisational conditions and in the analysis of organisational changes that are necessary to facilitate the use of skills.*

The work underway and planned in the Special Study on Organisational Conditions and Practices affecting the Application of Alumni's Skills and Knowledge will address this set of recommendations.

### **Recommendations for the M&E Work Plan in 2015**

The purpose of implementing the recommendations is to lay a foundation for M&E in the next phase of scholarships program.

*Recommendation 4: That DFAT focus the M&E work plan in 2015 on a programming theme of strategic importance to the design of the next phase of the scholarships program, in accordance with the HRD strategy. That DFAT selects its M&E activities (such as case studies) to support the learning agenda for the M&E plan.*

*Recommendation 5: That AAV design an 'alumni results' database in order to manage and make better use of data on program outcomes for purposes of learning, decision making, and continuous improvement in the program. That AAV coordinate with the Indonesia program in the database design work with the guidance of Canberra.*

*Recommendation 6: That AAV convene a 'review' workshop toward the end of the phase for DFAT and its partners to analyse results and performance and identify lessons learned in the program that are applicable to the design of the next phase, including the M&E strategy.*

### **Recommendations for the Next Phase of Australian Awards in Vietnam**

The overall purpose of the recommendations is to provide direction in an M&E strategy for the phase.

*Recommendation 7: That DFAT adopt an M&E strategy in the next phase that supports a whole-of-phase approach to continuous learning and the strategic use of M&E resources to support an agenda for learning and improvement.*

*Recommendation 8: That DFAT incorporate value-based evaluation activities into the M&E strategy in order to determine return on investment, benchmark performance, and assess value for money in the program investment.*

*Recommendation 9: That DFAT incorporate new design features in the scholarships program – such as inter-program alumni activities, an on-award program, direct support to scholarships management in priority organisations, or support to alumni volunteer work for development – in order to make better use of programming investments.*

## 2. Summary of Findings

Findings on Program Impact	Explanation or Implication
Outcome 1: Australian scholarship and fellowship Alumni in Vietnam make personal contributions to priority development areas	
Alumni use their acquired knowledge and skills at work and in their daily life	
1.1 % of alumni whose skills and knowledge acquired were relevant to their current job	
Almost 96% of alumni said that the skills and knowledge they acquired in Australia were relevant to their current job. About 65% said their skills and knowledge were <i>highly relevant</i> to their job.	Alumni determine the relevance of studies by their use of technical or subject matter knowledge in performing their work duties.
A majority of alumni in every type of employment found their knowledge and skills <i>highly relevant</i> to their work	Researchers, lecturers and project-based personnel find the study experience itself relevant to their job.
Alumni working in the education sector were most likely, and alumni in the private sector least likely, to have said that their skills and knowledge were <i>highly relevant</i> to their current job.	
1.2 % of alumni who use their skills and knowledge to perform their work duties	
At least 50% of alumni said they have regularly used 7 of 10 skills in their work. Almost 75% said they have regularly used 3 skills – working independently, analytical and critical thinking, and time management.	The relevance of studies to alumni in their current jobs did not correlate to the use of acquired skills and knowledge in performing work duties.
Alumni in all employment sectors said that they used their skills and knowledge to a <i>great extent</i> or a <i>medium extent</i> in performing their work duties.	
Alumni working in aid delivery agencies <sup>1</sup> reported making more use of their skills and knowledge than other alumni.	Alumni in aid delivery agencies were most likely to report having used their acquired technical or subject matter knowledge in performing work duties.
A larger percentage of alumni working in Vietnamese companies than education institutes said they used 8 of 10 skills in performing their work duties. They were more likely than other alumni to have used their leadership skills and planning skills in their work.	
Alumni help to improve the performance of their organisations	
1.3 % of alumni who transfer skills and knowledge to others in their organisation	
Alumni have made significant contributions to HRD in their organisations. Half of alumni have increased the level of seven key skills in colleagues.	
Alumni in education institutes were most likely to have transferred their skills and knowledge to colleagues using formal means such as training courses and seminars. Alumni in aid delivery agencies were mostly	Alumni in the private sector were least likely to have transferred their skills and knowledge to colleagues. This might mean that alumni in the private sector

<sup>1</sup> 'Aid delivery agencies' refers to international non-profit organisations, civil society organisations or NGOs, multilateral aid agencies, and foreign-funded projects. It does not refer to foreign embassies and consulates, which were not included in the analysis in this report because of the small number of survey respondents in this employment sector.



Findings on Program Impact	Explanation or Implication
likely to have transferred their skills and knowledge by informal means.	were given fewer opportunities to make the transfer compared to alumni in education institutes and aid delivery agencies. In any case, private sector firms have benefitted less in terms of alumni contributing to HRD compared to public and not-for-profit organisations.
	Alumni who transferred their skills to colleagues also used their skills and knowledge more frequently in performing their work duties. This was true for all 10 skills.
<b>1.4 % of alumni who make improvements in policies, programs, systems, services, procedures, linkages in organisations</b>	
Almost 94% of alumni made improvements in at least one area of their organisation in the last three years. The main areas that alumni helped to improve were procedures, programs and management systems.	The longer alumni had been back in Vietnam, the more likely they were to make improvements to organisations.
A larger percentage of alumni in government organisations improved policies, alumni in education institutes improved programs, and alumni in private sector firms improved management systems, procedures, processes and services.	Alumni in each employment sector made contributions in areas of importance to their organisations.
Alumni in private sector made significant contributions to work management and implementation in their organisations. Alumni in Vietnamese companies were more likely than others to have made improvements in management systems, procedures, policies and services in their organisations.	A relatively high percentage of alumni in the private sector reported using leadership and management skills in performing their work duties.
Alumni in foreign-owned companies and aid delivery agencies were most likely to have made improvements in 6 of 7 areas of their organisations.	Foreign and international organisations are better than Vietnamese organisations at creating conditions that enabled alumni to make contributions.
<b>1.7 % of alumni who promote gender equality in the work place and local community</b>	
Women were more likely than men to promote gender equality in the work place.	Alumni promoted GE through informal means such as supervising, mentoring or on-the-spot guidance
10% of alumni promoted gender equality <i>to a great extent</i> through informal means and 5% promoted gender equality <i>to great extent</i> through formal means	Men were more likely than women to promote gender equality in training and teaching activities.
About 26% of men promoted GE to a medium extent in training and teaching activities in the last 3 years.	
<b>Alumni make contributions to Vietnam's development</b>	
<b>1.5 % of alumni who use their skills and knowledge in their personal life</b>	
Alumni in aid delivery agencies were most likely among alumni to have used their skills and knowledge with local organisations. Alumni in education were least likely to have volunteered in local organisations.	Alumni who volunteered were more likely to have used their skills and knowledge in the work place. They were more likely to have transferred

Findings on Program Impact	Explanation or Implication
	skills to colleagues, and more likely to have promoted gender equality and disability inclusion.
About 68% of alumni working in foreign-owned companies and 59% in Vietnamese companies used their skills to a great or medium extent while volunteering in business organisations.	Alumni working in private companies were most likely to volunteer in business organisations
<b>1.6 % of alumni who contribute to the development of local communities in priority areas</b>	
About 89% of alumni said the knowledge and skills they gained in Australia was relevant to Vietnam's development priorities.	
Alumni made contributions to community development through their volunteer work with local organisations. They were more likely to volunteer with local councils and business organisations, than mass organisations or religious organisations.	Alumni tended to volunteer in local organisations that reflected their employment sector.
Outcome 2: Australian PhD qualified alumni improve the quality of teaching and research programs in Vietnamese universities, and Teaching English to Speakers of Other Languages (TESOL) qualified alumni support the national program to expand skills in English.	
<b>Alumni helped to improve the performance of their organisations</b>	
<b>2.1 % of alumni in profile 3 who contribute to teaching and research</b>	
47% of profile 3 alumni improved the teaching programs in their university or research institute	
44% of profile 3 alumni published an article in a journal, 23% presented a paper at an international conference, 19% received a grant, and 12% received an award or prize related to their studies	Alumni in education institutes made achievements associated with their sector.
40% of alumni published a work that was related to their studies, 17% of alumni published in peer-reviewed national academic journals, 15% in university level publications, 12% in peer-reviewed international academic journals in the last 3 years.	
<b>Alumni make contributions to Vietnam's development</b>	
<b>2.2 % of alumni in profile 3 who contribute to English language development</b>	
46% of alumni working in the education sector contributed to education as a development priority area.	
Alumni in education institutes contributed to a range of development areas. 46% contributed to education, 22% to agriculture, 21% to environmental studies, 19% to economics, 19% to governance and financial management, and 18% to HRD	Whereas alumni in other employment sectors tended to focus their contributions in one priority area, alumni in universities and research institutes contributed to a range of areas
Alumni in education institutes were least likely to have volunteered among alumni	
<b>2.3 % of TESOL qualified alumni who support the national program to expand skills in English</b>	
769 alumni work in universities and colleges in Vietnam. About 23.1% of these alumni studied TESOL or linguistics in Australia and now work in the English	

Findings on Program Impact	Explanation or Implication
language or foreign languages, literatures or linguistics departments of universities or colleges in Vietnam.	
Outcome 3: Women and men have equal opportunity of obtaining masters and PhD scholarship in order to develop and utilise new skills, and contribute to development in the priority areas and to gender equality in Vietnam.	
3.1 % of female alumni who enhance their skills and knowledge during their studies	
More men than women among tracer survey respondents completed doctorate studies. Seven percent of men but only 3% of women earned their PhDs. About 88% of women, but only 81% of men completed their Master's qualifications.	
About 97% of women surveyed said their skills and knowledge were relevant to their current job. Women were more likely than men to have said that.	
3.2 % of female alumni who use their skills and knowledge to perform their work duties	
96% of returning alumni produced at least one of the following outputs related to their skills and knowledge: presentations, reports, briefings, memos, or teaching course and materials.	Men were as likely as women to have received support from supervisors and colleagues.
Men were more likely than women to produce all types of knowledge outputs except teaching materials and blogs.	
3.3 % of female alumni who transfer skills and knowledge to others in their organisation	
Male and female alumni were just as likely to change to a better job, participate in link between Vietnamese and Australian organisations, present paper at international conference, return to Australia, receive a grant, and receive an award or prize.	
3.4 % of female alumni who make improvements in policies, programs, systems, services, procedures, linkages in organisations	
Almost 94% of alumni made improvements in at least one area of their organisation in the last three years.	
Men were more likely than women to make improvements in organisations. Significantly more men than women made improvements to management systems and policies in organisations. Men were also more likely to improve linkages with other organisations.	
Women were most likely to improve their organisation's programs.	A significant portion of the alumni improving programs were in professional positions in Cohort 1. Almost 40% of all respondents were in Cohort 1 and 60% of Cohort 1 respondents were women.
3.5 % of female alumni who use their skills and knowledge in their personal life	
Men were more likely than women to have used their skills and knowledge to a great extent or medium extent in their volunteer work with local organisations.	

Findings on Program Impact	Explanation or Implication
<b>3.6 % of female alumni who contribute to the development of local communities in priority areas</b>	
About 28% of women reported making contributions to education, 25% to economics, and 25% to governance and financial management.	
Men were more likely than women to report making contributions to Vietnam's development. Women were more likely to report making contributions to education and public health, but men were more likely to make contributions in all other development priority areas.	
<b>3.7 % of female alumni who promote gender equality in the local community</b>	
Women were more likely to promote gender equality in their organisation and volunteer at a local organisation. Men were more likely to receive a promotion at work and publish an article in a journal	
In last 3 years, 12.0% of alumni have promoted gender equality through informal means to a great extent; 37.9% to a medium extent; 33.5% to a small extent; and 16.6% not at all.	
<b>Outcome 4: Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship.</b>	
<b>4.1 % of alumni who regard their scholarship experience positively</b>	
Almost all of the 45 alumni who participated in the longitudinal case histories said that they had a positive experience studying in Australia.	
More than 95% of the 45 alumni mentioned how they valued the personal growth from the study experience.	Alumni became more independent, and learnt to be more critical, analytical and objective in their thinking.
Almost all alumni said that they were satisfied with their course and were successful in their course work.	The course provided alumni with knowledge, access to facilities, and support to their research.
<b>4.2 % of alumni who have a positive perception of Australia</b>	
All 45 alumni in the longitudinal case histories said they had a positive perception of Australia Various alumni in the case histories reported being impressed with the Australian educational system.	Alumni were impressed with their university's library system, academic resources, professors, and services provided by International student center.
<b>4.3 % of alumni who maintain people-to-people links with Australians</b>	
Alumni have maintained contact with other Vietnamese alumni and with scholarship alumni from other countries.	Language, proximity and the program all facilitate contact between Vietnamese alumni.
Fewer alumni have maintained contact with Australians. A majority of alumni had lost contact with local communities, homestay families and former employers.	Recent cohorts were more likely than older cohorts to have maintained contact with Australians.
Alumni working in public sector organisations were most likely to have maintained contact with people from all listed stakeholder groups. Alumni working in private sector companies were least likely.	
31% of alumni in education sector have maintained	

Findings on Program Impact	Explanation or Implication
contact with former lecturers and university staff.	
<i>4.4 % of alumni whose organisation maintains professional links with Australian organisations</i>	
55% of alumni said their organisation has a professional or business link with one or more Australian organisations	Public sector organisations were more likely than private sector organisations to have links with Australian organisations.
60% of alumni in education institutions said their organisation had a link with Australian organisations	
54% of alumni in government organisations said their organisation had a link with Australian organisations	
23% of alumni in Vietnamese companies said their company had a link with Australian organisations	Vietnamese companies were the least likely employers to have maintained links with Australian organisations.
<i>4.5 % of alumni involved in the organisation's professional links with Australian organisations</i>	
47% of alumni were involved in a link with an Australian organisation to some extent.	Vietnamese organisations with international links were more likely to foster enabling conditions for the use of skills and knowledge by alumni.
28% of alumni in the Vietnamese government organisations and 28% in education sector were involved in their organisation's link with an Australian organisation to a great or medium extent	Alumni whose organisation had a link were more likely to have used their skills and knowledge when performing their work duties; transferred their skills and knowledge to colleagues; promoted gender equality or disability inclusion; and experienced a positive change in their employment status.
11% of alumni in Vietnamese companies were involved in their company's link with an Australian organisation	

## 3. Characteristics of Alumni

### 3.1 Basic Description of the Alumni Population

#### 2014 Awardees

Scholarships are awarded to Vietnamese scholars, officials and other applicants in three profiles:

- Profile 1 – Local government officials and staff of Vietnamese NGOs and provincial enterprises
- Profile 2 – Central government officials
- Profile 3 – Tertiary lecturers, TESOL and researchers.

Exhibit 3.1 indicates that in the 2014 round the program successfully met its overall target for awardees. It awarded 185 scholarships to individuals, including 175 awards from the MC's head contract with DFAT and 10 awards in the Australia Awards Leadership Program as determined in Canberra. This was a reduction of 50 awards from the 235 approved in 2013.

While the program met its overall target of 185 awardees, it did not meet its target for awardees in Profiles 1 and 2. Two awardees in Profile 1 subsequently failed to meet the

RMIT Level 4 Placement Test and another Profile 1 awardee was later made ineligible as she applied for a second Masters so their conditional awards were withdrawn. Four awardees in Profile 2 and one in Profile 3 were subsequently made ineligible and their awards were withdrawn when it was discovered they had applied for a second Master's degree. Seven awardees were transferred from the Profile 3 reserve list to replace the Profile 1 and Profile 2 awardees whose awards were withdrawn.

### Exhibit3.1 Applications and Awards by Profile, 2014 Round

Profile	Applications				Scholarships			
	Total (a)	Eligible (b)	Ineligible (c)	(b) as % of (a)	Awardees		Targets	
					No.	%	No.	%
1. Local Government Officials & staff of Vietnamese NGOs and provincial enterprises	507	262	245	51.7%	62	33.5%	65	95.4%
2. Central Government Officials	208	178	30	85.6%	46	24.9%	55	83.6%
3. Tertiary Lecturers, TESOL and Researchers	641	476	165	74.3%	77	41.6%	65	118.5%
<b>Totals</b>	<b>1356</b>	<b>916</b>	<b>440</b>	<b>67.6%</b>	<b>185</b>	<b>100.0%</b>	<b>185</b>	<b>100.0%</b>

In 2014, the program received 1,356 applications for scholarships. This was an increase of 106 applications over the 1,250 application received in the 2013 round and the largest number of applications ever received by AAV.

In terms of applications in each profile, the program received slight increases in the number of applicants in profiles 1 and 3. However, there was almost a doubling of Profile 2 applications to 208 in 2014 from 133 in the 2013 round. This was likely a result of removing the IELTS requirement at application in the 2014 round.

The program also met its target for 20% of awards being given to PhD candidates. In 2014, 37 conditional awards were offered for PhD studies (compared to 47 awards in 2013). The number of PhD applications in Profile 3 continued its upward trend from 246 in 2012 to 298 in 2013 to 331 in 2014.

There was a significant increase in the number of ineligible applications to 32.4% in the 2014 round from 25% in 2013. This was a result of the sharp increase in ineligible applications in Profile 1, which jumped from 30% to 48.3% largely as a result of the narrowing of eligibility criteria for Profile 1.

The program failed to meet its target of providing equal opportunity to men and women for skills development through study in Australia. In 2014, 60.4% of applicants were women and 39.6% were men. This included women in profile 2 who comprised 65.9% of 178 applicants. The program offered 62.1% of awards to women, which was a marked increase to the 56% of awards offered to women in 2013.

### Total alumni

As of July, 2014, the program database contained 3,896 alumni of the scholarships program. The program added 356 alumni to the database in the previous 14 months.



### Alumni by gender

Of the 3,896 alumni in the database, 51.2% are women and 48.8% are men. The program has awarded more scholarships to women than men in every annual round since 2008. In the past four years, 62.7% of all new alumni entered into the program database have been female (488 women as compared to 290 men).

### Alumni by location

Of the alumni known to be living in Vietnam, about 80% of them live in either Hanoi or Ho Chi Minh City. A further 9.3% of alumni live in secondary cities such as Hai Phong, Danang, Can Tho or Hue. About 10.7% of these alumni live the provinces.

### Alumni by ethnicity

The program database contains information on the ethnicity of 721 alumni, or 18.4% of the total number. Of the 721 alumni, almost 94% are members of the Kinh majority. The non-Kinh alumni were Tay minority (20 alumni), Thai (6), Nung (5), Khmer (5), Hoa (4), Muong (2), Jrai (1). The program started collecting information on the ethnicity of alumni in 2010. It is still missing information on the ethnicity of 80% of alumni in the database.

### Alumni by disability

Only four alumni in the database are registered as a person with a disability (PWD). The program only started collecting this information in 2010. However, there are eight PWDs currently studying in Australia with AAS scholarships, and eight PWDs from the 2013 and seven from the 2014 round were granted awards. In the 2014 Tracer Survey, eight alumni indicated that they had a disability.

### Alumni by type of scholarship

The program has provided 3,983 scholarships to 3,896 alumni. Eighty-three scholars, or 2.1%, have received two scholarships, while two scholars have received three. Dating back to 1986, alumni were awarded scholarships of seven different types (see exhibit).<sup>2</sup> From 2007 only three types of scholarships were still active – ADS, ACIAR and ALAS. ADS made up about 97% of the active types of scholarships.

**Exhibit3.2: Awards by type of scholarship (as of July 2014)**

Operational	Type of scholarship	Number	Percent
1975	Colombo Plan	17	0.4%
1986-1991	United Nations Development Programme (UNDP)	222	5.6%
1992-1994	Winrock	18	0.5%
1992-2007	International Monetary Fund (IMF)	28	0.7%
1992 to present	Australian Development Scholarships (ADS)	3,583	90.0%
1995 to present	Australian Centre for International Agricultural Research (ACIAR)	25	0.6%
2007 to present	Australian Leadership Awards Scholarships (ALAS)	90	2.3%
<b>Total</b>		<b>3,983</b>	<b>100%</b>

<sup>2</sup>In 2013, the Australian Development Scholarships (ADS) were renamed the Australia Awards Scholarships (AAS), the Australian Leadership Awards Fellowships (ALAF) were renamed the Australia Awards Fellowships (AAF), and the Australian Leadership Awards Scholarships (ALAS) became the Australia Awards Leaderships Program (AALP).

### Awards by level of study

Almost 71.7% of the courses completed by alumni were for Master's degrees or graduate diplomas. Another 20.8% of the courses were for undergraduate degrees. As of July, 2014, 136 alumni, or 3.4% of the total, had achieved their doctorates.

**Exhibit3.3: Awards by level of study (as of July 2014)**

Level of study	Alumni	
	Number	Percent
Short-term Training	116	2.9%
Undergraduate	827	20.8%
Graduate Diploma	331	8.3%
Master's Degree	2,524	63.4%
Doctorate (PhD)	136	3.4%
No information	49	1.2%
<b>Total</b>	<b>3,983</b>	<b>100%</b>

### Alumni fields of study

Alumni have completed courses in 14 fields of study. Almost 81% of all scholarships were concentrated in seven fields of study – business services, education, science and technology, economics, agricultural and rural development, the environment and medicine/health.

**Exhibit3.4: Awards by field of study (as of July 2014)**

Field of study	Field of study	
	Number	Percentage
Business Services	878	22.0%
Education	747	18.8%
Science and Technology	573	14.4%
Economics	343	8.6%
Agriculture and Rural Development	264	6.6%
Environment	229	5.8%
Medicine/Health	195	4.9%
Infrastructure	144	3.6%
Public Policy and Administration	142	3.6%
Laws	121	3.0%
Community Development	102	2.6%
Communication and Journalism	75	1.9%
Information Management	71	1.8%
Social Science	48	1.2%
No information	51	1.3%
<b>Total</b>	<b>3998</b>	<b>100.0%</b>



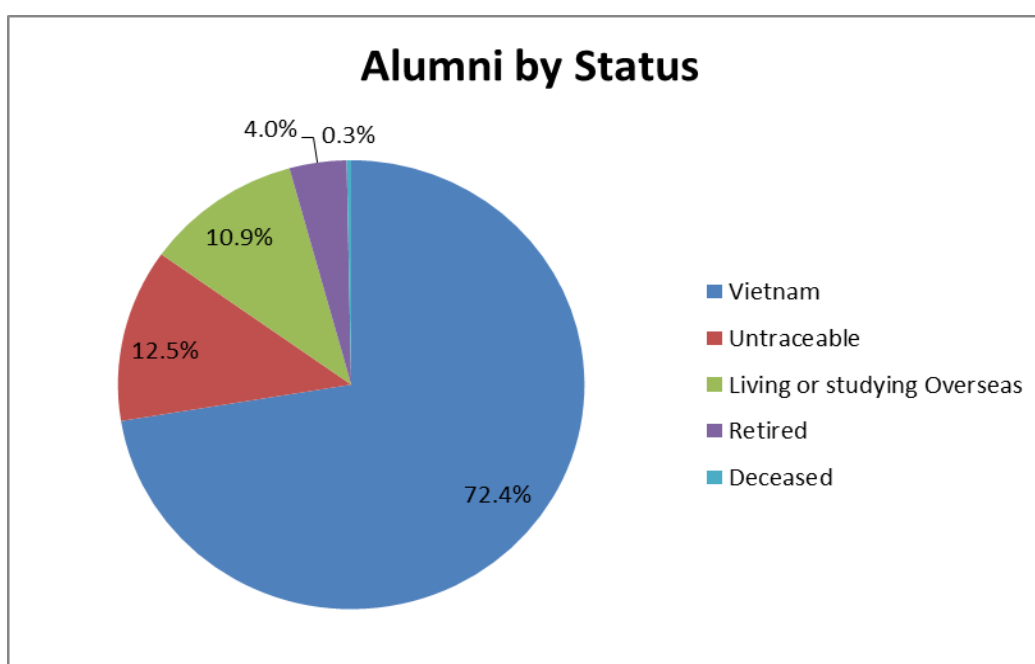
### Alumni by crosscutting issues

Twenty-two alumni in the database have completed studies in areas that DFAT has identified as priority crosscutting issues. Twelve alumni have completed courses in human rights, 6 in gender equality, and 4 in disability issues.

### Alumni status

About 72.3% of 3,896 alumni in the program database currently live and work in Vietnam. Another 4.3% were either retired or deceased, while 10.9% were living overseas. The program is not able to trace the whereabouts of 487 alumni, or 12.5% of all alumni in the database.

**Exhibit 3.5: Alumni by status (as of July 2014)**



About 10.9% of the alumni added to the database in 2014 were living overseas. While the number of alumni living overseas increased in 2014 from 404 to 425, the percentage of alumni living overseas dropped from 11.4% to 10.9%. About 52.7% of alumni living overseas were in Australia.

### Employment sectors

Of the alumni who are employed and living in Vietnam, about 45% of them are employed in profile 1 organisations and 36.2% in profile 3 organisations. The remaining 18.8% of the alumni are employed in profile 2 organisations.

Education institutions are the single largest employer of alumni. Almost 28.7% of alumni work in universities and colleges. Private sector companies employ about 24.0% of alumni – foreign invested companies employ 12.9% and Vietnamese private business employ 11.1%. Central government agencies employ almost 18.4% of alumni who live and work in Vietnam.

Women comprise 53.5% of the 2,684 alumni who live and work in Vietnam. Men comprise 46.5%. Women make up 57.8% of the alumni working in education institutions, and 51.3% of the alumni working in central government agencies.

Women comprise 58% of the alumni working for International organisations, NGOs and foreign private sector firms. They comprise 47.2% of the alumni working for Vietnamese governments, state-owned enterprises and private sector firms.

**Exhibit 3.6: Alumni in Vietnam by employment sector (as of July 2014)**

Employment sector	All alumni employed		Women		Men	
	No.	%	No.	%	No.	%
<b>Profile 1</b>						
Foreign Invested Companies	345	12.9	185	53.6	160	46.4
Vietnam Private Companies	299	11.1	129	43.1	170	56.9
State Owned Enterprises	157	5.8	81	51.6	76	48.4
Local and International NGOs	138	5.1	88	63.8	50	36.2
Local Governments	113	4.2	59	52.2	54	47.8
International/UN/Organizations/Embassies	76	2.8	51	67.1	25	32.9
Unions/Mass Organizations	27	1.0	14	51.9	13	48.1
Hospitals/Medical Centers	26	1.0	13	50.0	13	50.0
High Schools/Vocational Colleges	21	0.8	12	57.1	9	42.9
Freelance	6	0.2	2	33.3	4	66.7
<b>Sub-total: Profile 1</b>	<b>1,208</b>	<b>45.0</b>	<b>634</b>	<b>52.5</b>	<b>574</b>	<b>47.5</b>
<b>Profile 2</b>						
Central Government Agencies	493	18.4	253	51.3	240	48.7
Government projects	11	0.4	8	72.7	3	27.3
<b>Sub-total Profile 2</b>	<b>504</b>	<b>18.8</b>	<b>261</b>	<b>51.8</b>	<b>243</b>	<b>48.2</b>
<b>Profile 3</b>						
Education institutions	771	28.7	446	57.8	325	42.2
Research institutions	201	7.5	96	47.8	105	52.2
<b>Sub-total Profile 3</b>	<b>972</b>	<b>36.2</b>	<b>542</b>	<b>55.8</b>	<b>430</b>	<b>44.2</b>
<b>Total</b>	<b>2,684</b>	<b>100%</b>	<b>1,437</b>	<b>53.5%</b>	<b>1,247</b>	<b>46.5%</b>

### Employment positions

Overall, 35.6% of alumni who are employed and living in Vietnam are leaders and senior managers in their organisations.<sup>3</sup> Leaders and senior managers comprise 46.1% of profile 1 alumni, 29.2% of profile 2 alumni, and 25.9% of profile 3 alumni.

There are 386 women and 569 men among the alumni who are leaders and senior managers. Women leaders and senior managers comprise 40.4% of the 955 leaders and senior managers in the database, and 14.4% of all alumni employed and living in Vietnam. Men who are leaders and senior managers comprise 21.2% of all alumni who are employed and living in Vietnam.

The employment areas where more women or almost the same number of women are in management positions are local government, foreign invested companies, local or international organizations and unions/mass organisations.

<sup>3</sup>Leaders and senior managers are defined by their positions in their organisations. They are heads of departments or higher in education; deputy heads of departments or higher in research institutions; deputy heads of departments in central and local governments; CEOs, board members, owners/principals/directors and heads of departments in foreign invested companies, Vietnamese private businesses, and state-owned enterprises; and CEOs, directors and heads of departments/programs in international and local NGOs, international/UN agencies, and embassies.

**Exhibit 3.7: Alumni in Vietnam by employment position (as of July 2014)**

Employment sector	All alumni employed		All leaders & senior managers		Women		Men	
	No.	%	No.	%	No.	%	No.	%
<b>Profile 1</b>								
Foreign Invested Companies	345	12.9	166	48.1	84	50.6	82	49.1
Vietnam Private Companies	299	11.1	200	66.9	69	34.5	131	65.5
State Owned Enterprises	157	5.8	69	43.9	30	43.5	39	56.5
Local and International NGOs	138	5.1	38	27.5	18	47.4	20	52.6
Local Governments	113	4.2	31	27.4	14	45.2	17	54.8
International/UN Orgs/Embassies	76	2.8	17	22.4	8	47.1	9	52.9
Unions/Mass Organizations	27	1.0	16	59.3	7	43.8	9	56.3
Hospitals/Medical Centers	26	1.0	13	50.0	6	46.2	7	53.8
High Schools/Vocational Colleges	21	0.8	6	28.6	2	33.3	4	66.7
Freelance	6	0.2						
<b>Sub-total: Profile 1</b>	<b>1,208</b>	<b>45.1</b>	<b>556</b>	<b>46.0</b>	<b>238</b>	<b>42.8</b>	<b>318</b>	<b>57.2</b>
<b>Profile 2</b>								
Central Government Agencies	493	18.4	145	29.4	47	32.4	98	67.6
Government Projects	11	0.4	2	18.2	1	50.0	1	50.0
<b>Sub-total Profile 2</b>	<b>504</b>	<b>18.8</b>	<b>147</b>	<b>29.2</b>	<b>48</b>	<b>32.7</b>	<b>99</b>	<b>67.3</b>
<b>Profile 3</b>								
Education Institutes	771	28.8	178	23.1	77	43.3	101	56.7
Research Institutes	201	7.5	74	36.8	23	31.1	51	68.9
<b>Sub-total Profile 3</b>	<b>972</b>	<b>36.2</b>	<b>252</b>	<b>25.9</b>	<b>100</b>	<b>39.7</b>	<b>152</b>	<b>60.3</b>
<b>Total</b>	<b>2,684</b>	<b>100%</b>	<b>955</b>	<b>35.6%</b>	<b>386</b>	<b>40.4%</b>	<b>569</b>	<b>59.6%</b>

## 3.2 Findings of the Alumni Reintegration Survey

The key findings of the alumni reintegration survey are:

1. Alumni have implemented their ReAPs according to plan in 75% of cases.
2. Supervisors have played a key role in the design and implementation of ReAPs.
3. The main factor in the successful implementation of ReAPs is the relevance of its activities to organisations, colleagues, and the supervisors.
4. The main outcome of ReAPs is HRD in organisations.
5. The program has improved the Reintegration workshops, and more awardees/alumni have attended the workshops, but the main factors in the success of the ReAPs are inside the organisation.

### *Reintegration Workshops*

- About 84% of 247 alumni who responded to the survey attended at least on reintegration workshop in Australia or Vietnam. The number of alumni who attended workshops increased from 2013 to 2014.
- About 34% of the alumni who attended a workshop in Australia said that the workshop helped prepare them to a great extent for returning to Vietnam. About 23% of the alumni who attended a workshop in Vietnam said the workshop helped them to a great extent to identify ways of making improvements in their organisation.

- Only 22% of respondents said that the information they had received in reintegration workshops was one of the most important factors for the successful implementation of the ReAP. About 66% of respondents the relevance of the ReAP to the work of the organisation was one of the main factors.

#### *Reintegration Action Plans*

- About 70% of 247 alumni prepared ReAPs.
- About 66% of the alumni who prepared ReAPs discussed their ReAP with their supervisor during its preparation.
- About 90% of these alumni said their supervisor supported their ReAP to a great or medium extent.

#### *ReAP Activities*

- The most common type of activity in the sample of ReAPs was conducting research. Fifty percent of all ReAPs included this activity. About 40% of ReAPs included giving a presentation at the work place, 39% included delivering training, 36% attending a conference, 35% publishing an article, and 32% improving an organisational system.
- About 65% of ReAPs promoted gender equality to a great or medium extent.
- In 73% of ReAPs, alumni's colleagues were the main beneficiaries of the first activity. In 39% of ReAPs, the main beneficiaries of the first activity were students, 11% women, and 9% disadvantaged groups.

#### *ReAP Implementation*

- About 33% of the ReAPs were completed at the time of the survey. About 75% of the ReAPs were implemented (or are being implemented) according to plan and schedule.
- The main outcome of ReAPs is HRD in organisations.

#### *Factors Affecting Success*

- The main factor in the successful implementation of ReAPs is the relevance of its activities to alumni's organisations, colleagues and supervisors.
- The main factors constraining the implementation of ReAPs were lack of support from supervisors and colleagues in the organisation, insufficient funding, inadequate time allocated to the plan, and the mindset of leaders and managers and the differences in thinking between Australians and Vietnamese.

## 4. Progress toward the Achievement of Outcomes

### 4.1 Progress toward Outcome 1

#### **Performance Indicators**

- |     |   |
|-----|---|
| 1.1 | % of alumni who enhance their skills and knowledge during their studies   |
| 1.2 | % of alumni who use their skills and knowledge to perform their work duties                                       |
| 1.3 | % of alumni who transfer skills and knowledge to others in their organisation                                     |
| 1.4 | % of alumni who make improvements in policies, programs, systems, services, procedures, linkages in organisations |
| 1.5 | % of alumni who use their skills and knowledge in their personal life   |
| 1.6 | % of alumni who contribute to the development of local communities in priority areas                              |
| 1.7 | % of alumni who promote gender equality in the work place and local community                                     |

## Alumni Tracer Survey

As mentioned in section 3.3, the Program carried out an alumni tracer survey in June 2014. This section reports on program outcomes using survey data from alumni disaggregated by employment sector. The five employment sectors included education institute, government organisation, Vietnamese company, foreign-owned company, and aid delivery agency.

### Alumni Use their Acquired Skills and Knowledge at Work

#### *Relevance of studies*

In the tracer survey, almost 96% of alumni said that the skills and knowledge they acquired in Australia were relevant to their current job. About 65% said their skills and knowledge were *highly relevant* to their job. A majority of alumni in every type of employment found their knowledge and skills *highly relevant* to their work (see exhibit).

Alumni in the education sector were most likely to report that their skills and knowledge were *highly relevant* to their current job. Almost 75% of alumni working in Vietnamese universities or research institutes said their skills were *highly relevant*, while almost 70% of alumni working in aid delivery agencies said the same. The relevance of studies to alumni correlates to their use of technical or subject matter knowledge in performing their work duties. Also, for researchers, lecturers and project-based personnel in these two employment sectors, the study experience itself would be relevant to their work in Vietnam.

**Exhibit 4.1 Relevance of Alumni's Skills and Knowledge to Current Job**

	Percentage of Alumni who said their acquired skills and knowledge are relevant to their current job				
Degree of Relevance	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	63	85	79	135	253
Highly relevant	69.8%	50.6%	57.0%	60.7%	74.7%
Somewhat relevant	25.4%	44.7%	35.4%	36.3%	21.7%
A little relevant	4.8%	4.7%	6.3%	2.2%	3.6%
Not relevant at all	0.0%	0.0%	1.3%	0.7%	0.0%

Alumni working in the private sector were the least likely to say that the skills and knowledge they acquired were *highly relevant* to their current job. Only 51% of alumni working in foreign-owned companies reported this; they were almost 50% less likely to have said this than alumni working in the education sector. About 57% of alumni working in Vietnamese companies said the same. A slightly higher but still modest percentage of alumni (61%) working in government organisations reported the same.

#### *Frequency of use of skills and knowledge acquired*

In the tracer survey, alumni identified 10 skills that they had acquired during their studies in Australia (see exhibit 4.2). Seven of these skills were used regularly by at least 50% of alumni in the past 3 years. Three skills – working independently, analytical and critical thinking, and time management – were used regularly by almost 75% of alumni.

Alumni in all employment sectors said that they used their skills and knowledge to a *great extent* or a *medium extent* in performing their work duties. Alumni working in aid delivery agencies seemed to make more use of their skills and knowledge than other alumni. They reported using 6 of 10 skills to a greater extent than alumni in other employment sectors. They reported using another 3 of 10 skills to a greater extent than alumni in all but one other employment sector.

Alumni in aid delivery agencies and in education institutions were most likely to report having used their acquired technical or subject matter knowledge in performing their work duties. Alumni working in the private sector reported having used their technical or subject matter knowledge less often. Alumni in government organisations also used their subject matter knowledge less often than alumni working in education institutes and aid delivery agencies.

Alumni working in Vietnamese companies were mostly likely to have used their leadership skills and planning skills in their work. They were also more likely than alumni in all but one other employment sector to have used their management skills, communication skills, analytical and critical thinking skills, and English language.

The relevance of studies to alumni in their current jobs did not correlate to the use of acquired skills and knowledge in performing work duties. On the whole, alumni in Vietnamese companies made very good use of their acquired skills and knowledge even though a smaller percentage of them said their course was relevant to their job.

Similarly, alumni in education institutes and government organisations made less use of a variety of skills even though large percentages reported that their studies were *highly relevant* to their jobs.

Surprisingly, a larger percentage of alumni in Vietnamese companies than education institutes said they used 8 of 10 skills in performing their work duties.

**Exhibit 4.2 Use of Alumni's Skills and Knowledge in Performing Work Duties**

	Percentage of Alumni who said they've used their skills and knowledge in performing work duties				
Type of Skill and Knowledge	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	63	85	79	135	253
Technical/subject knowledge	88.9%	78.8%	82.3%	79.3%	91.7%
Analytical/critical thinking	98.4%	94.1%	97.5%	92.6%	95.3%
Leadership skills	85.7%	82.4%	87.3%	77.0%	71.5%
Management skills	90.5%	84.7%	88.6%	81.5%	73.9%
Communication skills	98.4%	92.9%	96.2%	94.8%	94.1%
Cross-cultural skills	92.1%	83.5%	77.2%	74.1%	77.1%
English language skills	95.2%	89.4%	92.4%	84.4%	91.7%
Planning skills	95.2%	85.9%	96.2%	92.6%	90.5%
Working independently	96.8%	96.5%	97.5%	97.0%	98.8%
Time management skills	100.0%	94.1%	96.2%	97.0%	95.3%

#### *Influence of studies on employment situation*

Studies have influenced at least seven changes in the employment situation of alumni:

1. Changing to a higher ranking position
2. Earning a high salary
3. Supervising more staff
4. Having more financial responsibility
5. Playing greater role in policy-making
6. Having more technical or operational responsibility
7. Having more management responsibility

The biggest influence of studies was over alumni changing to a higher ranking position and having more technical or operational responsibility at work. Studies had less influence over alumni having more financial responsibility and playing a greater role in policy-making.

A larger percentage of alumni working in the private sector than the public sector have experienced changes in their employment situation as a result of their studies. The largest percentage of alumni who experienced 5 of 7 changes was in the private sector. Alumni working in foreign companies were most likely to report that their studies resulted in them earning a higher salary, supervising more staff, and having more management and financial responsibility. Alumni working for Vietnamese companies were most likely to report changing to a higher-ranked position. These alumni said that their studies had influenced their employment situation at the same time that they were least likely to say their studies were relevant to their current job.

Alumni working in the public sector – education institutes and government organisations – were often the least likely to report changes to their employment situation. This was true of 6 of 7 changes. Alumni in education institutes were most likely to say that their studies were relevant to their current job, but least likely to report a change in their employment situation stemming from their studies.

Generally, private sector firms were better at making use of alumni's skills and knowledge, and at rewarding them with a higher-ranked position, more pay, and increased responsibility.

**Exhibit 4.3 Influence of Studies on Employment Situation**

	Percentage of Alumni who said their studies have influenced their employment situation				
Change in Employment Situation	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	65	85	81	137	253
Change to higher ranking position	78.5%	84.7%	86.4%	73.0%	65.2%
Earn a higher salary	84.6%	91.8%	87.7%	57.7%	59.7%
Supervise more staff	56.9%	76.5%	74.1%	60.6%	57.3%
Have more financial responsibility	58.5%	69.4%	64.2%	50.4%	37.2%
Play greater role in policy-making	69.2%	71.8%	69.1%	78.1%	54.9%
Have more operational responsibility	86.2%	80.0%	79.0%	78.1%	65.6%
More management responsibility	73.8%	84.7%	79.0%	70.1%	60.5%

#### *Support received from supervisors and colleagues*

About 77% of alumni said their supervisors provided a great level or medium level of support to the application of their skills and knowledge in their work. However, 23% of alumni said their supervisors provided only a small level of support or none at all.

Alumni in government organisations have received a comparatively high level of support from supervisors and colleagues alike. Alumni working for Vietnamese organisations – whether government, education or private sector – were more likely than others to have said that they received almost equal amounts of support from both supervisors and colleagues than alumni working in foreign or international organisations.

Alumni in Vietnamese companies were least likely to report that they have received the support of supervisors and colleagues in the use of their skills and knowledge. More than one-third of these alumni said they received only a small level of support or no support at all. Alumni in education institutes were about 20% more likely to say their supervisors provided higher levels of support. Alumni in aid delivery agencies were about 35% more likely than alumni in Vietnamese companies to have said the same.



**Exhibit 4.4 Support of Supervisors and Colleagues for the Use of Skills and Knowledge by Alumni (by Employment Sector)**

	Percentage of Alumni who said they have received support of others for the use of their skills and knowledge in the work place				
Received Support From	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	63	85	79	135	253
Supervisor	82.5%	77.6%	64.6%	79.3%	77.5%
Colleagues	71.4%	67.1%	64.6%	76.3%	73.1%

Men were as likely as women to have received support from supervisors, although they were more likely than women to say that their supervisors supported them to a great extent. Men and women reported the same level of support from colleagues.

**Alumni Vignette 4.1 – Building Relationships for Business**

**Mr. Vu Hoai Nam, Director, Nam Vu Company, Private Vietnamese Company**



Vu Hoai Nam worked for the Ministry of Fisheries as an aquaculture engineer. After he earned his Master of Applied Science from James Cook University in 2005, he returned to Vietnam to work in a wastewater project. When the project failed after two years, Nam made a decision to change his line of business altogether.

Seven years later, Nam is the director of Nam Vu Company in Vietnam, which is a leading distributor of electrical and lighting products from Australia.

Nam no longer puts his professional knowledge to good use in his engineering work. But he has relied on his experience in Australia to build his company to its leading position today. As Nam told us, “My time in Australia allowed me to make connections with Australian partners and develop my company using these connections.” Nam is the main person behind many of these relationships with his Australian partners.

Nam has taken his company from start-up to leading distributor. Along the way, he has improved the skills and knowledge of his colleagues. As the company focuses on selling products imported from Australia, his colleagues’ English language and cross-cultural skills are indispensable to success.

His achievements are many and varied. In the last three years alone, Nam has improved the products and services of the company, participated in links with Australian organisations, provided employment to numerous people, improved the skills of colleagues, and increased the his own income and the income of the organisation.

Nam and his company have also undertaken a good share of community work. He has contributed time and money for activities and fundraising. In one activity, he provided free transportation for people going to the mountainous areas. In others, he has called for the participation of all family members in the voluntary work, not just men. “When women and children are involved, the volunteer projects are more stable and long-lasting,” he explained.

For Nam, the positive impact of inclusion, participation and gender equality is another lesson taught in Australia and learned in Vietnam.



## Alumni Help to Improve the Performance of their Organisations

### *Transferring skills and knowledge in the work place*

In the last three years, alumni made significant contributions to human resources development (HRD) in their organisations. Half of alumni have increased the level of seven key skills in colleagues. They have largely done this through informal means such as supervision, coaching, mentoring and guidance. The value of the skills transferred multiplied by the frequency of the skills transfer represents a significant contribution made by AAV alumni to HRD in their organisations.

#### **Exhibit 4.5 Percentage of Alumni Using Formal or Informal Means to Transfer Skills**

		Percentage of Alumni Transferring Skills to Colleagues	
Type of Skills		By Formal Means	By Informal Means
1.	Analytical and critical thinking skills	58.0	66.5
2.	Communication skills	54.2	65.8
3.	English language skills	53.7	64.1
4.	Working independently	52.7	62.5
5.	Technical or subject matter skills	55.8	58.9
6.	Time management skills	43.3	52.7
7.	Planning skills	42.3	52.2
8.	Cross-cultural skills	40.4	48.6
9.	Management skills	39.7	47.6
10.	Leadership skills	28.4	37.4

Alumni in education institutes were most likely to have transferred their skills and knowledge to colleagues using formal means such as training courses and seminars. Alumni in aid delivery agencies were mostly likely to have transferred their skills and knowledge by informal means. They were also more likely than alumni in all employment sectors but education to have transferred their skills and knowledge using formal means.

Alumni in the private sector were least likely to have transferred their skills and knowledge to colleagues. This might mean that alumni in the private sector were given fewer opportunities to make the transfer compared to alumni in education institutes and aid delivery agencies. In any case, private sector firms have benefitted less in terms of alumni contributing to HRD compared to public and not-for-profit organisations.

#### **Exhibit 4.6 Transfer of Alumni's Skills and Knowledge to Colleagues in the Workplace (by Employment Sector)**

Means of Transferring Skills	Percentage of Alumni who have transferred their skills to colleagues				
	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Formal Means	45.2%	37.9%	40.2%	44.4%	54.7%
Informal Means	67.1%	60.0%	53.9%	60.6%	60.0%

Alumni who transferred their skills to colleagues also used their skills and knowledge more frequently in performing their work duties. This was true for all 10 skills. On average, alumni who transferred their skills were 7.1% more likely to have used their

skills and knowledge gained at least occasionally when performing their work duties. They were 10% more likely to have used management skills in their work.

Organisations received double the return if they encouraged alumni on staff to transfer their skills and knowledge to colleagues.

### **Improvements in organisational systems**

According to the tracer survey, almost 94% of alumni made improvements in at least one area of their organisation in the last three years. The main areas that alumni helped to improve were procedures, programs and management systems. The longer alumni had been back in Vietnam, the more likely they were to make improvements to organisations. With the exception of recently-retained alumni making significant improvements to programs in universities, there was a direct correlation between how long alumni had been back and whether they had made improvements in organisational systems.

Alumni in each employment sector made contributions in areas of importance to their organisations. For example, a larger percentage of alumni in government organisations improved policies, alumni in education institutes improved programs, and alumni in private sector firms improved management systems, procedures, processes and services.

Alumni in public sector organisations were less likely than alumni in other employment sectors to have contributed to management systems, procedures, processes and services. Alumni in education institutes were least likely to have made improvements in management and operations. Alumni in government organisations were most likely to have improved policies and least likely to have improved services among alumni in all employment sectors.

### **Exhibit 4.7 Percentage of Alumni Improving Organisations in last 3 years (by Employment Sector)**

	Percentage of Alumni who have improved areas of their organisation				
Area of Organisation	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Management systems	37.0%	46.3%	45.1%	43.1%	30.0%
Procedures	42.5%	62.1%	43.1%	41.9%	31.7%
Processes	43.8%	52.6%	41.2%	36.9%	27.0%
Policies	32.9%	32.6%	37.3%	51.9%	25.7%
Programs	50.7%	29.5%	30.4%	30.6%	47.3%
Services	34.2%	38.9%	38.2%	31.3%	33.0%
Linkages with other orgs	41.1%	20.0%	30.4%	36.9%	30.3%

Alumni in the private sector made significant contributions to the management and implementation of work in their organisations. This might reflect the relatively high percentage of alumni in the private sector who reported using leadership and management skills in performing their work duties. Alumni in Vietnamese companies were more likely than alumni in all employment sectors but one to make improvements in management systems, procedures, policies and services in their organisations.

Alumni in foreign-owned companies and aid delivery agencies were most likely to have made improvements in 6 of 7 areas of their organisations. These included all areas except policy development. This might suggest that foreign and international organisations are better at creating conditions that enable alumni to make their contributions.

The extent to which alumni have made contributions in public sector organisations correlates to the relevance of their studies.

#### **Alumni Vignette 4.2 – Learning by Doing**

**Mr. Nguyen Duc Son, Brand Strategy Director, Richard Moore Associates, Foreign-owned Company**



Nguyen Duc Son graduated from the University of Sydney with a Master of Commerce in 2008. His studies have enabled him to gain an impressive array of professional experiences. “I always look for chances to apply what I learned in Australia by finding proper employers and expanding my professional activities,” said Son.

Son is a consultant in marketing and brand management. He has worked in projects in brand research, brand differentiation strategy, brand personality, brand archetype, brand identity, and communications.

Within his industry, Son is seen as a ‘high-quality human resource’ in the area of market research, marketing and brand management. Highly mobile, Son has held several positions since returning to Vietnam. He is now the Brand

Strategy Director for Richard Moore Associates – a company that specializes in branding and marketing.

Son has made several improvements in the company. He has improved its consultancy services, and introduced more effective and customer-tailored governance models. He has increased its income and brought benefits to its clients. The clients include Vietjet Air, Kangaroo, Mai Linh taxi, Thai Binh seed, Thaco, Mai Phuong computer, Phu Yen Bird Nest, Helio Center, Effoc coffee, Language Links, Nguyen Kim and PICO. Son has been put in charge of more and more challenging duties.

Studying in Australia provided a foundation for Son’s career. “All of the subjects in the course were highly applicable to my job,” said Son. The experience in Australia made him more creative and professional. Son was a founding member of Hanoi Marketing club where professionals in his field exchange knowledge and experience. He is also the Co-founder of Sage Brand & Communication Academy that specialises in professional brand and communication coaching for business people. He is the lecturer of Advanced Building Class.

Son’s scholarship benefitted his career and his personal life. His family visited him while he was on-award, and they were impressed with Australia. His time in a multicultural environment shaped Son’s mind-set and behaviour. He is more positive and motivated as a result.

Son is an active person, who is committed to learning by doing.

#### **Alumni Make Contributions to Vietnam’s Development**

##### *Relevance of skills and knowledge acquired to Vietnam’s development priorities*

About 89% of alumni responding to the tracer survey considered the knowledge and skills they gained in Australia to have some relevance to Vietnam’s development priorities. Almost 50% considered their knowledge and skills to be *highly relevant* to development priorities. Only 8 of 612 alumni surveyed (1.3%) said their knowledge and skills were *not at all* relevant to priorities.

### *Development priorities addressed in alumni's work*

Alumni have contributed to a range of development priority areas. The largest percentages of alumni contributed to governance and financial management and economics.

Alumni in aid delivery agencies were most likely to have contributed to development priority areas. These alumni were more likely than alumni in other sectors to have made contributions in 5 of 10 priority areas. At least 20% of alumni working in aid delivery agencies contributed to community development (45%), public health (30%), environment (30%), agriculture (27%), and governance and financial management (22%). Alumni in aid delivery agencies were less likely than other alumni to have contributed to education and HRD.

At least 20% of alumni working in Vietnamese companies made contributions to four development priority areas, namely, economics (33%), education (26%), governance and financial management (24%) and HRD (23%). They were more likely to have contributed to the HRD priority than other alumni even though they were least likely to have transferred their skills to colleagues. At least 20% of alumni working in foreign-owned companies made contributions to three development priority areas, including economics (51%), HRD (21%) and governance and financial management (20%).

**Exhibit 4.8 Percentage of Alumni Contributing to Development Priority Areas (by Employment Sector)**

	Percentage of Alumni who have contributed to development priority areas				
Development Priority Area	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Economics	13.7%	50.5%	33.3%	38.1%	19.0%
Governance & financial management	21.9%	20.0%	23.5%	53.1%	19.0%
Construction	6.8%	8.4%	5.9%	6.3%	5.0%
Environment studies	30.1%	8.4%	12.7%	18.1%	21.0%
Agriculture	27.4%	10.5%	6.9%	16.3%	22.0%
Human resources development	13.7%	21.1%	22.5%	20.0%	18.0%
Education	9.6%	15.8%	25.5%	13.8%	46.0%
Community & inclusive development	45.2%	16.8%	13.7%	11.9%	12.0 %
Human rights & transnational crime	13.7%	1.1%	2.9%	6.9%	3.0%
Public health	30.1%	8.4%	11.8%	12.5%	11.0%

Alumni in public sector organisations contributed to development priorities in their work areas. About 53% of alumni working in government organisations contributed to the area of governance and financial management. This was the single largest percentage of alumni from any one sector contributing to any one priority. About 46% of alumni working in the education sector contributed to education. Significant numbers of alumni in education institutes contributed to a range of development areas, including agriculture (22%), environment (21%), economics (19%), governance and financial management (19%), HRD (18%), and education as previously mentioned.

### *Alumni involvement in community development*

Alumni were very active making contributions to community development through their volunteer work with local organisations. Alumni who volunteered their time with community organisations were more likely to volunteer with local councils and business organisations, than mass organisations or religious organisations.

Alumni tended to volunteer in local organisations that reflected their employment sector. For example, alumni working in private companies were most likely to volunteer in business organisations. About 68% of alumni working in foreign-owned companies and 59% in Vietnamese companies used their skills to a great or medium extent while volunteering in business organisations. About 25% of alumni in Vietnamese companies and 21% in foreign-owned companies used their skills in community-based organisations.

More than 46% of alumni working in government organisations used their skills and knowledge acquired in their volunteer work with local governments, local councils, district councils or communes. About 32% used their skills in mass organisations.

Alumni in aid delivery agencies were most likely among alumni to have used their skills and knowledge with local organisations. About 69% of alumni in aid delivery agencies used their skills and knowledge while working with community-based organisations, about 45% with local governments, councils and communes, and about 27% with mass organisations. Among alumni in the various employment sectors, those in education institutes were least likely to have volunteered in local organisations.

### **Exhibit 4.9 Percentage of Alumni Using Skills and Knowledge in Volunteer Work with Local Organisations (by Employment Sector)**

	Percentage of alumni using their skills in volunteer work with local organisations				
Type of Organisation	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Religious organisation	9.6%	5.3%	4.9%	6.9%	4.3%
Community-based organisation	68.5%	21.1%	24.5%	18.1%	21.0%
Local gov't/council/commune	45.2%	18.9%	19.6%	46.3%	37.3%
Mass organisation	27.4%	18.9%	15.7%	31.9%	28.0%
Business organisation	15.1%	68.4%	58.8%	28.8%	19.0%

Alumni who volunteered with local organisations were more likely to have used their acquired skills and knowledge in the work place. This was true for all 10 skills (see exhibit). On average, alumni who volunteered were 6.6% more likely to have used the skills and knowledge gained at least occasionally when performing their work duties. They were also 13.7% more likely to have transferred skills and knowledge to colleagues and 19.1% more likely to have promoted gender equality and disability inclusion to a medium extent. These are significant differences in likelihood.



### Alumni Vignette 4.3 – Applying Practical Knowledge in Environmental Protection

#### Tran Phuong Dong, Associate Consultant, PEAPROS Consulting JSC, Private Vietnamese Company

Tran Phuong Dong was a researcher in the Ministry of Natural Resources and Environment's Marine Hydro-Meteorological Center when he received a scholarship to study at the University of Sydney. He returned to his government job after earning his PhD in 2005.

Studying in Australia changed Dong's thinking and way of working. In 2009, he decided to give up his job and become an environmental consultant, and he is now an associate consultant with PEAPROS Consulting JSC. Dong's previous

work was the narrow field of research and environmental protection and he couldn't use his skills and apply the practical knowledge he gained from his research in Australia.

As a consultant, Dong has participated in many environmental projects. He has worked with other consultants to protect the environment in Vietnam and improve living standards. In his consultancies, he has improved planning systems and introduced new work procedures; improved management systems and developed policies; improved human resources management; and increased the income of the organisation.

Dong said that as an environmental consultant, he has contributed to the development of Vietnam. He has carried out environmental impact assessments of planned power and industrial projects, and reported to decision makers and project managers, making suggestions for environmental protection. Dong has studied environmental law in Vietnam, and met with members of parliament to suggest changes to some laws. Dong helped create a network of environmental experts to protect the environment of Vietnam

## 4.2 Progress toward Outcome 2

### Performance Indicators

- 2.1 % of alumni in profile 3 who contribute to teaching and research
- 2.2 % of alumni in profile 3 who contribute to English language development
- 2.3 % of TESOL qualified alumni who support the national program to expand skills in English

### Profile 3 Alumni Use their Acquired Skills and Knowledge at Work

#### *Relevance of Studies to Alumni in the Education Sector*

Alumni in the education sector were most likely to report that their skills and knowledge were *highly relevant* to their current job. Almost 75% of alumni working in Vietnamese universities or research institutes said their skills were *highly relevant*.

#### *Use of Skills and Knowledge by Alumni in the Education Sector*

Alumni in education institutions were most likely to report having used their acquired technical or subject matter knowledge in performing their work duties. However, alumni in education institutes made less use of a variety of skills even though large percentages reported that their studies were *highly relevant* to their jobs.



### *Changes to Employment Situation of Alumni in the Education Sector*

Alumni working in the public sector – education institutes and government organisations – were often the least likely to report changes to their employment situation. This was true of 6 of 7 changes. Alumni in education institutes were most likely to say that their studies were relevant to their current job, but least likely to report a change in their employment situation stemming from their studies.

### *Support of Supervisors and Colleagues to the Use of Skills and Knowledge by Alumni*

Alumni working for Vietnamese organisations – whether government, education or private sector – were more likely than others to say that they had received almost equal amounts of support from both supervisors and colleagues than alumni working in foreign or international organisations.

## **Profile 3 Alumni Help to Improve the Performance of their Organisations**

### *Alumni Transfer their Skills and Knowledge to Colleagues in the Workplace*

A majority of alumni indicated that in the last 3 years they had transferred their skills and knowledge to colleagues through formal training or teaching. Almost 55% of alumni said they transferred skills through training or teaching to a great or medium extent. At the same time, about 45% of alumni said they had transferred skills and knowledge to colleagues through formal means only to a small extent or not at all.

Alumni working in education institutions were more likely to use formal means of transferring skills and knowledge than other alumni. Employees of teaching institutes transferred their knowledge and skills to a medium or great extent far more frequently than average.

The extent to which alumni make contributions in public sector organisations correlates to the relevance of their studies. Alumni in education institutes improved programs and alumni in government improved policies. Both were less likely than alumni in other employment sectors to contribute to management systems, procedures, processes and services. Alumni in education institutes were least likely to have made improvements in 4 of 7 areas.

### *Alumni Promote Gender Equality in the Workplace*

Alumni in education institutes were least likely among alumni in all employment sectors to have promoted gender equality in the work place.

### *Alumni Make Achievements in their Professional Areas*

Alumni in education institutes made achievements associated with their sector. About 44% of alumni in the education sector published an article in a journal, 29% participated in a link between Vietnamese and Australian organisations, 23% presented a paper at an international conference, 22% volunteered at a local organisation, 19% received a grant, and 12% received an award or prize related to their studies. In all of these areas, they outperformed alumni in the other employment sectors. However, they were much less likely to receive a promotion at work or change to a better job than alumni in the private sector.

### *Publications*

In the last 3 years, almost 40% of alumni published a work that was related to their studies. About 17% of alumni published in peer-reviewed national academic journals, and about 15% in university level publications. Almost 12% of responding alumni published an article in a peer-reviewed international academic journal in the last 3 years.

**Exhibit 4.10 Percentage of Alumni who have published in last 3 years (by Type of Publication)**

Type of Publication	Alumni Who Published		
	No. of Alumni	% of All Alumni (624)	% of Published Alumni (248)
National academic journal (peer-reviewed)	109	17.5	44.0
University level publication	91	14.6	36.7
International academic journal (peer-reviewed)	74	11.9	29.8
Unpublished report	64	10.3	25.8
General publication (newspaper, magazine)	57	9.1	23.0
Industry publication	29	4.6	11.7

### Profile 3 Alumni Make Contributions to Vietnam's Development

#### *Alumni Contribute to Development Priority Areas*

Alumni in public sector organisations contributed to development priorities in their work areas. About 53% of alumni working in government organisations contributed to the area of governance and financial management. This was the single largest percentage of alumni from any one sector contributing to any one priority. About 46% of alumni working in the education sector contributed to education. Significant numbers of alumni in education institutes contributed to a range of development areas, including agriculture (22%), environment (21%), economics (19%), governance and financial management (19%), HRD (18%), and the education sector as mentioned.

#### *Alumni Contribute to English Language Development*

According to the alumni database, 769 alumni work in universities and colleges in Vietnam. About 23.3% of these alumni studied TESOL or linguistics in Australia and now work in the English language or foreign languages, literatures or linguistics departments of universities or colleges in Vietnam.

**Exhibit 4.11 Percentage of Alumni who contribute to English Language Development (by Position)**

Alumni who work in Universities and Colleges	Total	Rectors or Vice Rectors		Lecturers		Researchers		Others	
	No.	No.	%	No.	%	No.	%	No.	%
<b>Total Alumni</b>	769	17	2.2%	674	87.6%	16	2.1%	62	8.1%
<b>Total Alumni who studied TESOL or Linguistics</b>	178	7	41.2%	166	24.6%	1	6.3%	4	6.5%

#### *Alumni Contribute to Community Development through Local Organisations*

Alumni in education institutes were least likely among alumni in all employment sectors to have volunteered in local organisations.



### *Alumni Maintain Links with Australia*

Alumni working in public sector organisations, such as government and education institutes, were most likely to have maintained contact with people from all listed stakeholder groups.

Public sector organisations were more likely than private sector organisations to have maintained links with Australian organisations. About 60% of alumni working in education institutions said their organisation had a link with one or more Australian organisations. Almost 28% of alumni in the education sector were involved in the link to a great or medium extent.

## 4.3 Progress toward Outcome 3

### Performance Indicators

3.1	% of female alumni who enhance their skills and knowledge during their studies
3.2	% of female alumni who use their skills and knowledge to perform their work duties
3.3	% of female alumni who transfer skills and knowledge to others in their organisation
3.4	% of female alumni who make improvements in policies, programs, systems, services, procedures, linkages in organisations
3.5	% of female alumni who use their skills and knowledge in their personal life
3.6	% of female alumni who contribute to the development of local communities in priority areas
3.7	% of female alumni who promote gender equality in the work place and local community

### Female Alumni Use their Acquired Skills and Knowledge at Work

*Women enhance their skills and knowledge during their studies*

More men than women among tracer survey respondents completed doctorate studies. Seven percent of men but only 3% of women earned their PhDs.

More women than men completed their Master's degrees. About 88% of women, but only 81% of men completed their Master's qualifications. Similar percentages of men and women completed under-graduate degrees.

*Women believe their skills and knowledge are relevant to their current job*

About 97% of women surveyed said their skills and knowledge were relevant to their current job. Women were more likely than men to have said that.

### Exhibit 4.12 Percentage of Alumni whose Skills and Knowledge were relevant to their job (by Gender)

Gender	Percentage of alumni whose skills and knowledge were relevant to current job		
	Females	Males	Total
Total answered	369	256	625
Number who said their skills were relevant to job	358	240	598
Percentage who said their skills were relevant to job	97.0%	93.8%	95.7%

### *Summary of Achievements of Men and Women*

Men and women have similar performance in many respects. They were just as likely to change to a better job, participate in a link between Vietnamese and Australian organisations, present a paper at an international conference, return to Australia, receive a grant or receive an award or prize.

Men and women performed differently in some ways. Women were more likely than men to look for new employers upon return, promote gender equality in their organisation, and volunteer at a local organisation.

Men were more likely than women to return to their previous employer. They were more likely to return to a higher ranked position, receive a promotion at work, and publish an article in a journal. Men were more likely to promote disability inclusion in their organisation.

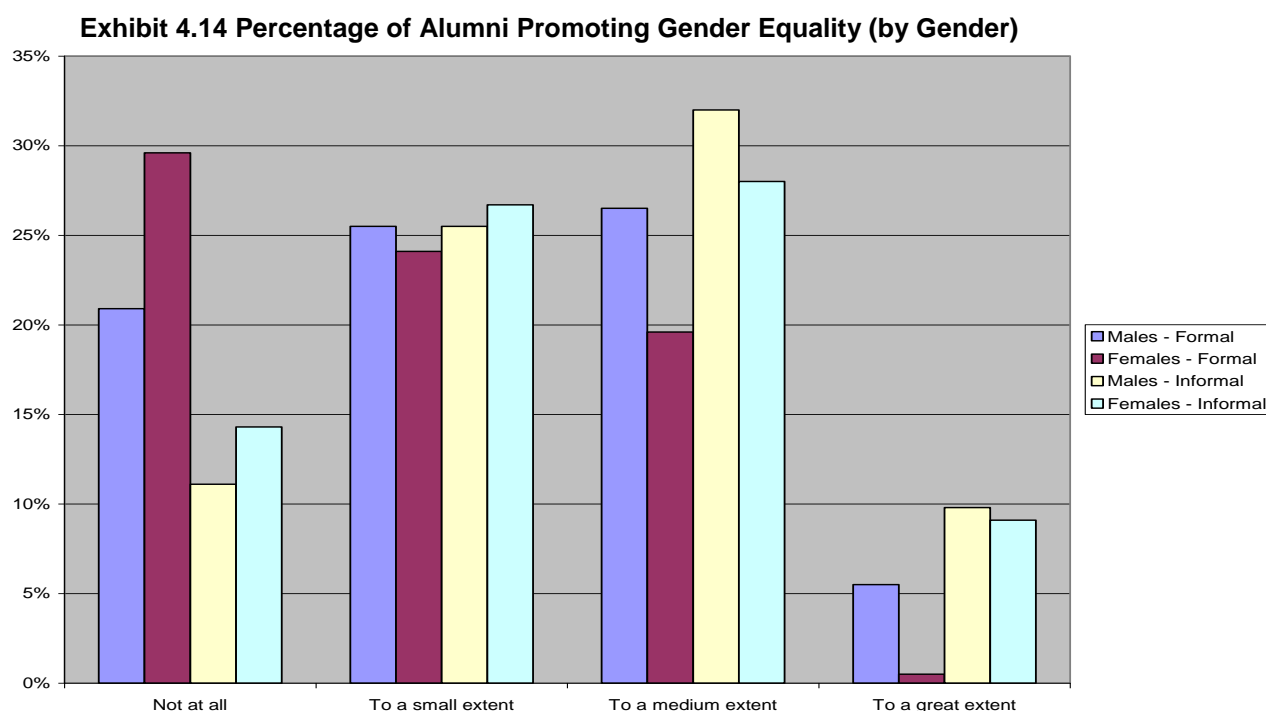
**Exhibit 4.13 Percentage of Alumni who Made Achievements (by Gender)**

		% of Males	% of Females	Difference (Male to Female)
1.	Receive a promotion at work	51.7	40.9	+10.8
2.	Change to a better job	30.8	30.2	+0.6
3.	Publish an article in a journal	28.0	24.1	+3.9
4.	Participate in link between Vietnamese and Australian orgs	23.4	23.0	+0.4
5.	Promote gender equality in their organisation	19.7	24.6	-4.9
6.	Volunteer at a local organisation	17.5	18.9	-1.4
7.	Present a paper at an international conference	15.7	14.6	+1.1
8.	Receive a grant	10.4	10.0	+0.4
9.	Promote disability inclusion in their organisation	8.9	5.4	+4.5
10.	Receive an award or prize related to studies	8.6	8.7	-0.1
11.	Return to Australia	6.8	7.4	-0.6

### *Promotion of gender equality*

Women were more likely than men to promote gender equality in the work place. Alumni typically promoted gender equality through informal means such as supervising, mentoring or on-the-spot guidance. Generally, gender equality is promoted to a greater extent than disability inclusion.

Only 10% of surveyed alumni promoted gender equality *to a great extent* through informal means in the last 3 years. Only 5% promoted gender equality *to a great extent* in training and teaching activities. Men were more likely than women to promote gender equality in training and teaching activities. About 26% of men promoted gender equality to a medium extent in training and teaching activities in the last 3 years.



#### *Support received from supervisors and colleagues*

About 77% of alumni in the tracer study said their supervisors provided a *great or medium level* of support to the application of their skills and knowledge in their work. Men were as likely as women to receive support from supervisors, although they were more likely than women to say that their supervisors had supported them *to a great extent*. Men and women reported the same level of support from colleagues.

#### *Type of work role for men and women*

Alumni were predominantly in professional and managerial positions in their organisations. According to the job classification in the alumni database, 44.5% of all tracer survey respondents were in management positions. This included 52.6% of male respondents and 38.7% of female respondents. A higher percentage of men than women in each cohort were in management positions.

Among recently returned alumni, men were almost 50% more likely to be in management positions than women. Among the oldest cohort, men were about 65% more likely than women to be in management positions. In cohorts 3 and 4, men were respectively at least 25% and 20% more likely than women to be in management positions. Only in cohort 2 were men and women equally as likely to be in management positions.

#### **Exhibit 4.15 Percentage of Alumni in Management Positions (by Gender)**

Cohort (Year of Return)	Total		Male Alumni		Female Alumni	
	No.	% of Total	No.	% of Males	No.	% of Females
Cohort 1 (2010 to 2012)	97	31.0	45	39.1	52	26.3
Cohort 2 (2007 to 2009)	83	45.6	34	45.9	49	45.4
Cohort 3 (2004 to 2006)	56	47.5	29	53.7	27	42.2
Cohort 4 (2001 to 2003)	60	65.9	28	73.7	32	60.4
Cohort 5 (1998 to 2000)	53	65.4	35	79.5	18	48.6
<b>Total</b>	<b>349</b>	<b>44.5</b>	<b>171</b>	<b>52.6</b>	<b>178</b>	<b>38.7</b>

## Alumni Help to Improve the Performance of their Organisations

### *Transferring skills and knowledge in the work place*

About 71% of female alumni said they had transferred their skills and knowledge to others in their organisation to a great extent or medium extent. Men were more likely to have transferred their skills and knowledge by informal means to colleagues.

**Exhibit 4.16 Percentage of Alumni Who Transferred Skills to Colleagues (by Gender)**

Gender	Percentage of alumni who transferred their skills and knowledge to colleagues		
	Females	Males	Total
Total answered	362	254	616
Number who transferred skills to colleagues	257	188	445
Percentage who transferred skills to colleagues	71.0%	74.0%	72.2%

### *Promotion of gender equality*

In last 3 years, 12.0% of alumni have promoted gender equality through informal means to a great extent; 37.9% to a medium extent; 33.5% to a small extent; and 16.6% not at all. Among those alumni who promoted gender equality to a great extent or medium extent, men were more likely than women to report promoting gender equality.

**Exhibit 4.17 Percentage of Alumni Who Promoted Gender Equality (by Gender)**

Alumni Using Informal Means	Percentage of alumni who promoted gender equality to great or medium extent		
	Females	Males	Total
Total answered	360	255	615
No. of alumni who promoted gender equality	171	136	307
Percentage of alumni who promoted gender equality	47.5%	53.3%	49.9%

Alumni working in aid delivery agencies were most likely to have promoted gender equality in their organisation to a great or medium extent. This was true for alumni using formal and informal means to promote gender equality. Alumni working in government organisations were more likely to have promoted gender equality than alumni in all other employment sectors except the aid delivery agencies.

Alumni in Vietnamese companies and education institutes were least likely to have promoted gender equality in the work place. This might reflect the values of business organisations. Or it might reflect the view that gender equality is a foreign and technical concept, rather than a universal and integrated concern. The survey results did not clarify how alumni viewed gender equality, what promoting it meant, and what conditions enabled them to do so.

**Exhibit 4.18 Promotion of Gender Equality in Organisations (by Employment Sector)**

	Percentage of Alumni who have promoted gender equality in their organisation				
Means of Promoting Gender Equality	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Formal Means	42.5%	28.4%	24.5%	31.3%	27.7%
Informal Means	56.2%	45.3%	40.2%	46.9%	35.3%

*Improving organisational systems*

Almost 94% of alumni made improvements in at least one area of their organisation in the last three years. The main areas that alumni helped to improve were procedures, programs and management systems.

Men were more likely than women to make improvements in their organisations. Significantly more men than women made improvements to management systems and policies in organisations. Men were also more likely to improve linkages with other organisations. Women were most likely to improve their organisation's programs, while men were most likely to improve its management systems.

**Exhibit 4.19 Percentage of Alumni Improving Organisations in last 3 years (by Gender)**

		Alumni		Male Alumni		Female Alumni	
Area of Organisation		No.	% of Total	No.	% of Males	No.	% of Females
1.	Procedures	301	45.2	133	40.9	168	36.5
2.	Processes	267	40.1	110	33.8	157	34.1
3.	Management systems	280	42.0	146	44.9	134	29.1
4.	Programs	291	43.7	117	36.0	174	37.8
5.	Services	251	37.7	107	32.9	144	31.3
6.	Links with other organisations	235	35.3	117	36.0	118	25.7
7.	Policies	253	38.0	135	41.5	118	25.7
8.	None of the above	41	6.3	19	5.8	22	4.8

**Alumni Make Contributions to Vietnam's Development**

Men were more likely than women to report making contributions to Vietnam's development. Women were more likely than men to report making contributions to education and public health, but men were more likely to make contributions in all other development priority areas. About 28% of women reported making contributions to education, 25% to economics, and 25% to governance and financial management.

**Exhibit 4.20 Percentage of Alumni Contributing to Development Priority Areas (by Gender)**

Development Priority Areas	Females	%	Males	%
	<b>460</b>	<b>100%</b>	<b>325</b>	<b>100%</b>
Economics	114	24.8%	99	30.5%
Governance and financial management	114	24.8%	87	26.8%
Construction	20	4.3%	24	7.4%
Environment studies	69	15.0%	68	20.9%
Agriculture	57	12.4%	75	23.1%
Human resource development	73	15.9%	66	20.3%
Education	127	27.6%	84	25.8%
Community and inclusive development	61	13.3%	57	17.5%
Human rights and transnational crime	19	4.1%	15	4.6%
Public health	59	12.8%	38	11.7%
None of these priorities	7	1.5%	15	4.6%

*Alumni Contribute to Community Development through Local Organisations*

Men were more likely than women to have used their skills and knowledge to a great extent or medium extent in their volunteer work with local organisations.

**Exhibit 4.21 Percentage of Alumni Contributing to Community Development through Local Organisations (by Gender)**

Types of community organisations	Females	%	Males	%
Total Answered	460	100%	325	100%
Total Answered	460	100%	325	100%
Religious organisation	17	3.7%	24	7.4%
Community-based organisation/NGO	108	23.5%	83	25.5%
Local government/provincial councils/local councils/district /commune	145	31.5%	115	35.4%
Mass organisation (youth, women, farmers, trade union, clubs)	99	21.5%	93	28.6%
Business organisation	136	29.6%	107	32.9%

#### Alumni Vignette 4.4 Blossoming in Australia

##### Ms. Ngo Thi Thach Truc, Director, Beta Orchids, Private Vietnamese Company



Ngo Thi Thach Truc is the Director of Beta Orchids Ltd based in Dalat. She started the company in 2006 after graduating from Flinders University in Adelaide with a Master of Biotechnology Studies. The course increased her professional knowledge and her skills in business management, but her participation in Orchid Clubs in Australia had a large impact on her future.

Truc used her experience in Australia to start a business in Vietnam. Since 2006, she has improved her company in numerous ways. She has introduced business planning approaches to Beta Orchids. She has increased the skills and knowledge of her staff. She has introduced work procedures and improved the quality of their products and services. Most importantly for a business woman, Truc has increased the income of the firm and the people who work for it.

With the confidence she gained in Australia, Truc has built up her business network. She has maintained business links with various Australian organisations. She has developed relations with other Vietnamese companies. Truc has brought significant benefits to her community by transferring her technology and business models to other orchid planting enterprises in Da Lat. Under her care these companies produce better flowers and there is potential for export.

#### 4.4 Progress toward Outcome 4

##### Performance Indicators

- 4.1 % of alumni (m/f) who regard their scholarship experience positively
- 4.2 % of alumni (m/f) who have a positive perception of Australia
- 4.3 % of alumni (m/f) who maintain people-to-people links with Australians
- 4.4 % of alumni (m/f) whose organisations maintain professional links with Australian organisations
- 4.5 % of alumni (m/f) who are involved in their organisation's professional links with Australian organisations

##### Alumni Views of Australia

Almost all the 45 alumni who participated in the longitudinal case histories said that they had a positive experience studying in Australia. They had increased their skills and knowledge, gained experience and made friends with people from different countries. Various alumni reported being impressed with the Australian educational system, particularly their university's library system; academic resources; professors, and the services provided by international student center.

More than 95% of the 45 alumni mentioned how they valued their personal growth from the study experience. They said they had become more independent and learnt to be more critical, analytical and objective. As one alumnus said, he developed the skill to work independently and had a more comprehensive approach to problem-solving. Nearly 1/3 of alumni said how their knowledge, teaching practices and communication skills had been improved.

Almost all alumni said that they were satisfied with their course and were successful. As one alumnus said, “The course in Australia was not only useful for my career development but also my personal growth.” Only three alumni dissented from the shared view that the course was valuable to their current work. Two of these alumni said the study experience in Australia was positive but they couldn’t use what they had learned in their work.

## People-to-People Links

### *Maintaining contact with Australians*

Generally, alumni have maintained contact with other Vietnamese alumni and with scholarship alumni from other countries. Significantly fewer alumni have maintained contact with Australians. About 47% of alumni said they were in contact with other Vietnamese alumni at least monthly (i.e. occasionally). About 16% said they were in contact with other alumni weekly or daily.

Most Vietnamese alumni were in contact only infrequently (i.e. once or twice a year) with Australians or they had lost contact altogether. They were more likely to have maintained some contact with Australians in the former university alumni association, lecturers and staff. A majority of alumni had lost contact with local communities, homestay families and former employers. As expected, recent cohorts were more likely than older cohorts to have maintained contact with Australians.

### **Exhibit 4.22 Type and Frequency of Contact Made by Alumni (Aggregate)**

Group	Regularly	Occasionally	Infrequently	Never
1. Other students from Vietnam	15.9	47.5	34.6	2.0
2. Other AAS students	14.1	37.7	41.5	6.7
3. Former university alumni association	3.9	20.2	56.2	19.7
4. Former lecturers and staff	3.9	16.8	48.2	31.1
5. Australia students	3.3	10.5	39.5	46.8
6. Local communities in Australia	2.2	7.7	26.8	63.3
7. Australian homestay families	1.9	6.6	20.9	70.2
8. Former employer in Australia	0.7	6.2	19.8	73.3

Alumni working in public sector organisations, such as government and education institutes, were most likely to have maintained contact with people from all listed stakeholder groups. Alumni working in private sector companies were least likely to have maintained contact with 9 of 10 stakeholder groups.

About 31% of alumni working in education institutes have maintained contact with former lecturers and university staff, and the 19 to 28% of alumni in all five employment sectors who have maintained contact with their university alumni association.



**Exhibit 4.23 Percentage of Alumni in Contact with Australians and Other Alumni (by Employment Sector)**

	Percentage of Alumni who have maintained contact with Australians or Other Alumni				
Stakeholder Group	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	63	85	84	142	284
Other students from Vietnam	63.5%	51.8%	57.1%	66.9%	65.5%
Other AAS students	50.8%	45.9%	48.8%	56.3%	52.1%
University alumni association	27.0%	21.2%	19.0%	28.2%	23.9%
Former lecturers and staff	11.1%	4.7%	13.1%	12.0%	31.0%
Australia students	9.5%	11.8%	7.1%	14.1%	14.8%
Local communities in Australia	7.9%	7.1%	3.6%	9.2%	11.3%
Australian homestay families	4.8%	4.7%	4.8%	9.2%	10.2%
Former employer in Australia	1.6%	5.9%	4.8%	5.6%	8.1%

### Professional and Business Links

#### *Professional links with an Australian organisation*

In the tracer survey, about 55% of alumni reported that their organisation has a professional or business link with an Australian organisation. About 85% of alumni in organisations with links with Australians were involved in the link to some extent.

Public sector organisations were more likely than private sector organisations to have maintained links with Australian organisations. About 60% of alumni working in education institutions said their organisation had a link with one or more Australian organisations. Almost 28% of alumni in the education sector were involved in the link to a great or medium extent. About 54% of alumni working in government organisations said their organisation had a link with one or more Australian organisations, and about 28% of alumni in the sector said they were involved in the link.

Vietnamese companies were the least likely employers to have maintained links with Australian organisations. Only 23% of alumni in this employment sector said their company had a link with one or more Australian organisations, and only 11% of alumni in the sector were involved in their company's links.

Alumni whose organisation had a link with an Australian organisation used their skills and knowledge more frequently than those whose organisation did not. They were also 6.1% more likely to promote gender equality to medium extent or more in their organisation. These alumni were more likely to transfer their skills and knowledge to colleagues, and experience a positive change in their employment status upon their return from Australia.

**Exhibit 4.24 Alumni Involvement in Links with Australian Organisations (by Employment Sector)**

Linkage	Percentage of Alumni who are involved in linkages with Australian organisations				
	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>73</b>	<b>95</b>	<b>102</b>	<b>160</b>	<b>300</b>
Vietnamese organisation has link with Australian org.	47.9%	41.1%	22.5%	53.8%	60.0%
Alumni are involved in link	16.4%	13.7%	10.8%	28.1%	27.7%

Alumni in group discussions suggested that Vietnamese organisations with international links were more likely to foster other enabling conditions for the application of skills and knowledge by alumni. They would be more open to the contributions of staff members who had studied abroad and more supportive of gender equality and other rights-based priorities. In fact, alumni whose organisation had a link with an Australian organisation used their skills and knowledge more frequently than those whose organisation did not. Compared to others, alumni whose organisation had a link were 3.8% more likely to have used their skills and knowledge when performing their work duties; 9.3% more likely to have transferred their skills and knowledge to colleagues; 6.1% more likely to have promoted gender equality or disability inclusion; and 4.5% more likely to have experienced a positive change in their employment status.

Alumni whose organisation had a link used their skills and knowledge more frequently than those whose organisation didn't. This was true for 9 of the 10 skills.

**Exhibit 4.25 Alumni Make Use of Acquired Skills and Knowledge in Work Duties**

Skill	Percentage of Alumni to use their skills and knowledge at least occasionally		
	Whose organisation has a link with Australian organisation	Whose organisation doesn't have a link with Australian organisation	Difference (Link to No Link)
Technical skills and knowledge	88.4	82.4	+6.0%
Analytical/critical thinking skills	94.9	95.6	-0.7%
Leadership skills	78.5	76.5	+2.0%
Management skills	81.5	80.1	+1.4%
Communication skills	96.7	91.5	+5.2%
Cross-cultural skills	82.4	75.0	+7.4%
English language skills	93.4	86.0	+7.4%
Planning skills	92.8	89.3	+3.5%
Working independently	98.5	96.3	+2.2%
Time management skills	97.6	94.5	+3.1%

Some of the positive change that alumni working in organisations with links to Australian organisations were more likely to experience included:

- having a higher ranking position;
- having more management responsibility;
- supervising more staff;
- having more technical or operational responsibility; and
- having a greater role in policy-making.

#### **Alumni Vignette 4.5 – Practicing Economic Diplomacy through Links for HRD**

##### **Ms. Lu Thi Hong Nham, Director, Duc Anh, Private Vietnamese Company**

As a former lecturer in Vietnamese literature, Lu Thi Hong Nham has a great story to tell about economic diplomacy.



Twelve years ago, Nham was a contracted lecturer in the Literature Department at the Vietnam National University. But when she left that job to pursue her doctoral studies, she soon realized that she needed a change in her career. She wanted to make better use of her abilities and a more direct contribution to her community.

Nham could not have imagined that 12 years later, she'd be managing her own private company with 60 employees. Her firm, Duc Anh, delivers a range of education services, including 'study-abroad consultations' for Vietnamese students aspiring to study in Australia. The consultations ensure that students study in schools and programs best suited to their abilities and career aspirations.

Duc Anh currently represents nearly 40 universities as well as many colleges, high schools and private schools in Australia. Her company also works with Australian organisations that provide services to overseas students, such as accommodation, insurance and guardianship of under-aged students.

Australian partners train Duc Anh staff in their products, services and relevant laws and regulations. Duc Anh shares with Australians valuable information about the Vietnamese market and useful tips for sales promotion.

"Thanks to these relationships, our products are diverse, comprehensive and high quality, and we are able to make good decisions. As a result, we have consistently good revenues and growth, and our partners are happy with our work methods and the quality of the students we've recruited for them," said Nham.

Achieving success wasn't easy and Nham worked hard and often took the initiative with building new relationships. "I looked for partners who have similar ways of working as we do. Once we established a relationship, we maintained it by organizing seminars, interviewing students, training staff, and doing many things aimed at improving business quality."

Duc Anh has a bright future thanks to its good quality services and relationships with Australian organisations. These links have allowed Duc Anh to change their clients' lives for the better.

# Annex 1 – Methodology

## Theory of Change

The Australia-Vietnam Development Cooperation Strategy (DCS) identifies three priority areas of support for Vietnam's development: human resources development, economic integration, and environmental sustainability. It also identifies three crosscutting thematic priorities: gender equality, human rights, and people with disability.

The goal of the scholarships program is to facilitate economic growth and poverty reduction in Vietnam through improving the quality of human resources. The program increases Vietnam's access to the professional and technical capacity and leadership skills that are needed for sustainable development.

To achieve its overall goal, the program aims to achieve four outcomes:

1. Australian scholarship and fellowship Alumni in Vietnam make personal contributions to priority development areas.
2. Australian PhD qualified alumni improve the quality of teaching and research programs in Vietnamese universities, and Teaching English to Speakers of Other Languages (TESOL) qualified alumni support the national program to expand skills in English.
3. Women and men have equal opportunity of obtaining masters and PhD scholarship in order to: develop and utilise new skills; and contribute to development in the priority areas and to gender equality in Vietnam.
4. Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship.

Program achievements derive from what alumni and their employers do after alumni return to Vietnam. Alumni (male and female) are expected to:

- make relevant use of the skills and knowledge that they acquired in Australia in their work and personal lives;
- help improve the performance of their organisations through the relevant use of skills and knowledge acquired in Australia;
- make contributions to Vietnam's development in their areas of expertise and personal lives; and
- support poverty reduction and economic growth in Vietnam through their contributions and the improved performance of their employer organisations.

## Comparative Analysis of the Performance of Alumni

The M&E reports are based on a comparative analysis of performance of alumni. Performance was viewed largely in terms of their use of the skills and knowledge that they acquired in their studies in their work and communities in Vietnam. Comparisons in the performance of alumni were made based on the year of their return to Vietnam, on their employment sector, and on their gender. The M&E reports attempt to identify cause-and-effect in the performance of alumni by examining how various elements correlate with the application of skills and knowledge by alumni.

### **Definition of the Application of Skills and Knowledge by Alumni**

In the M&E reports, the application of skills and knowledge acquired by alumni in Australia was evidenced by alumni:

- Using skills and knowledge to perform their work duties;
- Transferring skills and knowledge to others;
- Making improvements in their organisations;
- Supporting links between their organisations and Australian organisations; and
- Promoting gender equality in their organisations.

### **Operational Review of the Small Grants Scheme**

The review of the Small Grant Scheme took place in February 2014. The review activities included sending an electronic survey to all grantees; facilitating group discussions with eight grantees who had responded to the survey; and interviewing six AAV staff members, the DFAT Post officer who is responsible for oversight, and five managers who supervise alumni who received small grants.

The electronic survey was sent to 65 alumni who had received small grants. Of these, 56 grantees (86.2%) responded. The respondents represented 45 of 50 small grants (90%). The survey asked about grantees' experience with the grant and grant scheme.

### **Alumni Tracer Study**

Australia Awards in Vietnam (AAV) now has over 3,900 alumni. Almost 75% of them returned to Vietnam in the 15-year period from 1998 to 2012. In June 2014, the AAV program sent an electronic survey to 2,337 alumni from this period. The survey was completed by 785 alumni or 33.6% of the recipients.

The purpose of the alumni tracer study was to examine the impact of the scholarship program on its alumni in Vietnam. It study addressed four sets of questions about alumni

1. What was the employment experience of alumni upon return to Vietnam? What is their current employment situation?
2. How have alumni applied their acquired skills and knowledge in their current job? What were their achievements upon return and in the last 3 years?
3. Which factors have affected the application of skills and knowledge and the achievements of alumni? How has the program, employer organisation, external context, and alumni affected the application of skills and knowledge?
4. How do the employment experiences, application of skills and knowledge, and achievements of sub-groups of alumni compare? How do they compare between male and female alumni? How do they compare between cohorts of alumni who have been back in Vietnam for different lengths of time?

After compiling the survey results, the program conducted four group interviews involving 28 alumni who had answered the survey questionnaire. The purpose of the interviews was to clarify, explain and gain further understanding of the survey results; and to identify success stories of alumni.

### Alumni Tracer Survey Respondents

To carry out a comparative analysis of alumni in cohorts based on the year of their return to Vietnam. The program identified five cohorts of alumni – each covering a 3-year period. The numbers of alumni in each cohort responding to the survey were:

#### Exhibit 1 Alumni Responding to the Tracer Survey (by Year of Return to Vietnam)

Cohort	Year Returned	Respondents	Response Rate of Alumni in Cohort
Cohort 1	2010 to 2012	313 alumni	54.8% of 571 alumni in cohort
Cohort 2	2007 to 2009	182 alumni	33.5% of 544 alumni in cohort
Cohort 3	2004 to 2006	118 alumni	22.9% of 516 alumni in cohort
Cohort 4	2001 to 2003	91 alumni	24.0% of 380 alumni in cohort
Cohort 5	1998 to 2000	81 alumni	24.9% of 326 alumni in cohort

To carry out a comparative analysis of the performance of alumni in cohorts based on their employment sector, the alumni tracer survey respondents were grouped into five employment sectors. (1) 'Government organisation' comprised those alumni working for central or local government departments; (2) 'Education institute' comprised alumni working for Vietnamese universities or research institutes; (3) 'Vietnamese company' comprised alumni working for private sector firms or self-employed in Vietnam; (4) 'Foreign company' comprised alumni working for foreign-owned companies or joint-ventures; and, (5) 'Aid delivery agency' comprised alumni working for international non-profit organisations, civil society organisations or NGOs, multilateral aid agencies, and foreign-funded projects.

Exhibit 3.2 describes the number of survey respondents in each employment sector. The largest number (38.2%) worked in education institutes. Only alumni in aid delivery agencies comprised less than 10% of the total.

#### Exhibit 2: Alumni Responding to the Tracer Survey (by Employment Sector)

	Alumni working in Employment Sectors	
Employment sector	No. of Survey Respondents in Employment Sector	Percentage of Survey Respondents in Employment Sector
Education Institute	300	38.2%
Government organization	160	20.4%
Vietnamese company	102	13.0%
Foreign company	95	12.1%
Aid delivery agency	73	9.3%
Others	55	7.0%
Total	785	100.0%

The 'Other' category of survey respondents included those alumni currently studying, unemployed, retired, or working in a foreign embassy. Alumni in the 'Other' category were not included in the comparisons and analysis.

### **Alumni Reintegration Survey**

In October 2014, the AAV program sent an electronic survey to 464 alumni who had returned to Vietnam in 2013 and 2014. The survey was completed by 247 alumni or 53.2% of the recipients.

The purpose of the alumni reintegration survey was to examine the progress made by alumni in the implementation of their reintegration plans. The survey asked alumni about their participation in reintegration workshops, the characteristics of their reintegration plans, the extent to which they had implemented their plans, and factors affecting success.

### **Longitudinal Case Histories (LCH)**

In 2014, the program carried out case histories of 45 alumni who had returned to Vietnam in either 2011, 2008 or 2005. The purpose was to understand the impact trajectory of the award on these individuals. They were selected for interviews to reflect the key characteristics of the total alumni population. They will be interviewed at 3-year intervals at a fixed point (i.e., 3 years, 6 years and 9 years after returning) and about a fixed period (i.e., the 3-year period preceding the interview). Going forward, the program will trace the impact of the award on 135 individuals over 9 years.

A Vietnamese researcher carried out the face-to-face interviews using an interview guide. The guide reflects the AAV theory of change. It asks alumni for examples of how they have used their new skills and knowledge in their work, how they strengthened their organisations, how they have promoted gender equality, and how they have maintained contact or linkages with Australia. The guide also asks alumni about their career development – whether they have changed jobs, been promoted or been given more responsibilities at work in the interval. It seeks to identify cause-and-effect in terms of the effect of organisational conditions and AAV alumni support on the performance of alumni. The LCHs make comparisons of the type and quality of impact and benefits for individual alumni 3 years, 6 years and 9 years after returning to Vietnam.



## Annex 2 – Status of Implementation of Recommendations from 2013 M&E Report

The 2013 M&E Report included a set of recommendations for the program to implement in order to support evidence-based decision-making in the program. The recommendations were for the program to strengthen its M&E approach, analytical capacity, data quality and strategic knowledge in 2014. The recommendations are listed and reported against in the table below.

**Table 1: Status of Implementation of Recommendations Made in 2013 M&E Report**

Recommendation	Implementation Status
<i>Recommendation 1:</i> That the program update its <i>M&amp;E Strategy and Plan</i> (October 2012) to improve performance measures and data collection methods, and introduce performance targets and standards for use in decision-making.	<ul style="list-style-type: none"> <li>• MESP updated by M&amp;E Adviser in May 2014</li> <li>• MESP approved by DFAT in May 2014</li> <li>• Performance measurements changed in MESP</li> <li>• Data collection methods updated and improved</li> <li>• Performance targets and standards for use of performance information in decision-making not yet introduced</li> </ul>
<i>Recommendation 2:</i> That the program carry out a Tracer Study of alumni in 2014 to form the basis of M&E reporting.	<ul style="list-style-type: none"> <li>• Tracer Study conducted by M&amp;E Adviser in July-Aug 2014</li> <li>• Draft report submitted to DFAT in Oct 2014 focusing on impact on five cohorts of alumni</li> <li>• Report on findings on gender equality prepared in Sept 2014</li> <li>• Report on findings for alumni in five employment sectors prepared in Oct 2014</li> <li>• Draft M&amp;E report 2014 submitted to DFAT in Nov 2014 focusing on private sector programming theme</li> </ul>
<i>Recommendation 3:</i> That the program review its Small Grants Scheme in 2014.	<ul style="list-style-type: none"> <li>• Review conducted by M&amp;E Adviser in Feb-Mar 2014</li> <li>• Final report approved by DFAT</li> <li>• Recommendations implemented by Program post-award team</li> </ul>
<i>Recommendation 4:</i> That the program promote a better understanding of good practices for applying knowledge and skills and making improvements in employer organisations.	<ul style="list-style-type: none"> <li>• TOR for research on conditions and practices affecting use of skills and knowledge by alumni approved by DFAT</li> <li>• Research commenced in Oct 2014</li> </ul>

## Annex 3. Findings on Alumni Performance by Gender

### Survey Background

1. This annex report was prepared using sex-disaggregated data from the *Alumni Tracer Study 2014*. The tracer study examined the impact of the Australia Awards scholarship program on its alumni in Vietnam. It relied on the information from tracer survey responses from 785 alumni as well as group discussions with 28 of these alumni.
2. The tracer survey asked Australia Awards alumni about their (1) employment situation upon return, (2) current employment situation, (3) application of skills and knowledge in performing work duties, (4) sharing of skills and knowledge with colleagues and others; (5) strengthening of their organisation; (6) promotion of gender equality and disability inclusion; (7) contributions to local communities; and (8) links with Australia.
3. The main questions for the study included a question about how the employment experiences, application of skills and knowledge, and achievements of male and female alumni compared. All survey data were sex-disaggregated to answer this question.

### Survey Respondents

4. The survey respondents were grouped into 5 cohorts. Cohort 1 alumni returned in the period 2010 to 2012; cohort 2 in 2009 to 2007; cohort 3 in 2004 to 2006; cohort 4 in 2001 to 2003; and cohort 5 in 1998 to 2000. More than 63% of all respondents belonged to cohorts 1 and 2. The older the cohort, the lower the response rate was among alumni.
5. Almost 59% of the survey respondents were women. Women comprised 61% of respondents in cohorts 1 and 2, and 52% of respondents in cohorts 3, 4 and 5. Women comprised less than 46% of respondents in cohort 5. With the exception of respondents in cohort 4, the older the cohort, the lower the percentage of respondents who were women.<sup>4</sup>

### Academic Qualifications of Men and Women

6. More men than women among survey respondents completed doctorate studies. Seven percent of men but only 3% of women earned their PhDs.
7. More women than men completed their Master's degrees. About 88% of women, but only 81% of men completed their Master's qualifications. Similar percentages of men and women completed undergraduate degrees.

### Seniority of Position on Return

8. About 59% of alumni who returned to their previous employers returned to the same position as before (or the same level position). However, 39% of alumni returned to a higher position. Men tended to return to higher positions more frequently than women.

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<sup>4</sup>This trend did not hold true for cohort 4.

**Table 1: Seniority of Employment Position on Return to Vietnam (by Gender)**

Position that Alumni returned to was...	Total	Male Alumni		Female Alumni	
	No.	No.	% of Males	No.	% of Females
Higher level position than one before studies	187	93	28.6	94	20.4
Same level position as one before studies	282	102	31.3	180	39.1
Lower level position than before	9	6	1.8	3	0.7

**Finding a Job on Return**

9. More than one quarter of alumni said they had found a new job upon their return to Vietnam. On average, it took these alumni less than 2 months to find a new position. After 6 months, almost 90% of them had found work.
10. In the sample, women were more likely than men to look for new employers (men were more likely to return to previous employers). About 29% of female alumni looked for new employers, whereas only 25% of male alumni did the same. Women were more likely than men to find a new position within six months of returning. After six months, about 93% of women and 84% of men had found new employers.

**Employment Situation**

11. Almost 96% of 666 alumni were either working full-time, working more than one job, or enrolled in further academic study. More than 91% of alumni were working full-time, while less than 1% of alumni were not working. Men and women were just as likely to be working full-time, but men were more likely to work more than one job. They were also more likely to be enrolled in further academic studies. Women were more likely to be working part-time.

**Type of Work Role**

12. Alumni were predominantly in professional and managerial positions in their organisation. Of 631 alumni, 50.4% identified their role as professional, while 40.7% said manager. About 4% said they worked as a technician or associate professional.
13. Men worked in management positions more frequently than women. About 39% of male alumni responding to the question said they worked in management positions, whereas only 28% of female alumni said the same. Women worked in professional positions more frequently than men. About 46% of female alumni responding to the question said they work as professionals, whereas only 33% of male alumni said the same. Men were more likely to work as skilled agricultural, forestry or fishery workers, while women were more likely to work as clerical support workers or service and sales workers.
14. According to the job classification in the alumni database, 44.5% of all survey respondents were in management positions. This included 52.6% of male respondents and 38.7% of female respondents. A higher percentage of men than women in each cohort were in management positions.
15. Among recently returned alumni, men were almost 50% more likely to be in management positions than women. Among the oldest cohort, men were about 65% more likely than women to be in management positions. In cohorts 3 and 4, men were respectively at least 25% and 20% more likely than women to be in management positions. Only in cohort 2 were men and women equally as likely to be in management positions.

**Table 2: Percentage of Alumni in Management Positions (by Gender)**

Cohort (Year of Return to Vietnam)	Total		Male Alumni		Female Alumni	
	No.	% of Total	No.	% of Males	No.	% of Females
Cohort 1 (2010 to 2012)	97	31.0	45	39.1	52	26.3
Cohort 2 (2007 to 2009)	83	45.6	34	45.9	49	45.4
Cohort 3 (2004 to 2006)	56	47.5	29	53.7	27	42.2
Cohort 4 (2001 to 2003)	60	65.9	28	73.7	32	60.4
Cohort 5 (1998 to 2000)	53	65.4	35	79.5	18	48.6
<b>Total</b>	<b>349</b>	<b>44.5</b>	<b>171</b>	<b>52.6</b>	<b>178</b>	<b>38.7</b>

### Change of Employer

16. Male and female alumni were just as likely to change to a better job.

### Summary of Achievements of Men and Women

17. Men and women have similar performance in many respects. They were just as likely to change to a better job, participate in a link between Vietnamese and Australian organisations, present a paper at an international conference, return to Australia, receive a grant or receive an award or prize.
18. Men and women performed differently in some ways. Women were more likely than men to look for new employers upon return, promote gender equality in their organisation, and volunteer at a local organisation.
19. Men were more likely than women to return to their previous employer. They were more likely to return to a higher ranked position, receive a promotion, and publish an article. Men were more likely to promote disability inclusion in their organisation.

**Table 3: Percentage of Alumni Making Achievements (by Gender)**

	% of Males	% of Females	Diff.
1. Receive a promotion at work	51.7	40.9	+10.8
2. Change to a better job	30.8	30.2	+0.6
3. Publish an article in a journal	28.0	24.1	+3.9
4. Participate in link between Vietnamese and Australian orgs	23.4	23.0	+0.4
5. Promote gender equality in their organisation	19.7	24.6	-4.9
6. Volunteer at a local organisation	17.5	18.9	-1.4
7. Present a paper at an international conference	15.7	14.6	+1.1
8. Receive a grant	10.4	10.0	+0.4
9. Promote disability inclusion in their org	8.9	5.4	+4.5
10. Receive award or prize related to studies	8.6	8.7	-0.1
11. Return to Australia	6.8	7.4	-0.6

20. Alumni in recent cohorts were more likely to report achievements than alumni in older cohorts. In particular, alumni in recent cohorts participated in linkages between Vietnamese and Australian organisations, promoted gender equality, and volunteered in local organisations in higher percentages than alumni in older cohorts. Alumni in Cohort 1 were almost twice as likely to promote gender equality as alumni in any other cohort. They were also most likely to promote disability inclusion. Alumni in older cohorts were more likely to receive a promotion, or present a paper at an international conference.

### Knowledge Outputs

21. In the past 3 years, almost 96% of returning alumni produced at least one of the listed outputs related to their skills and knowledge. Common outputs were presentations and reports related to skills and knowledge acquired. Over half of alumni produced at least one presentation, report, or teaching course and materials in the past 3 years.
22. Men were more likely than women to produce all types of knowledge outputs except teaching materials and blogs. This included presentations, reports, briefings and memos.

### Improvements in Organisational Systems

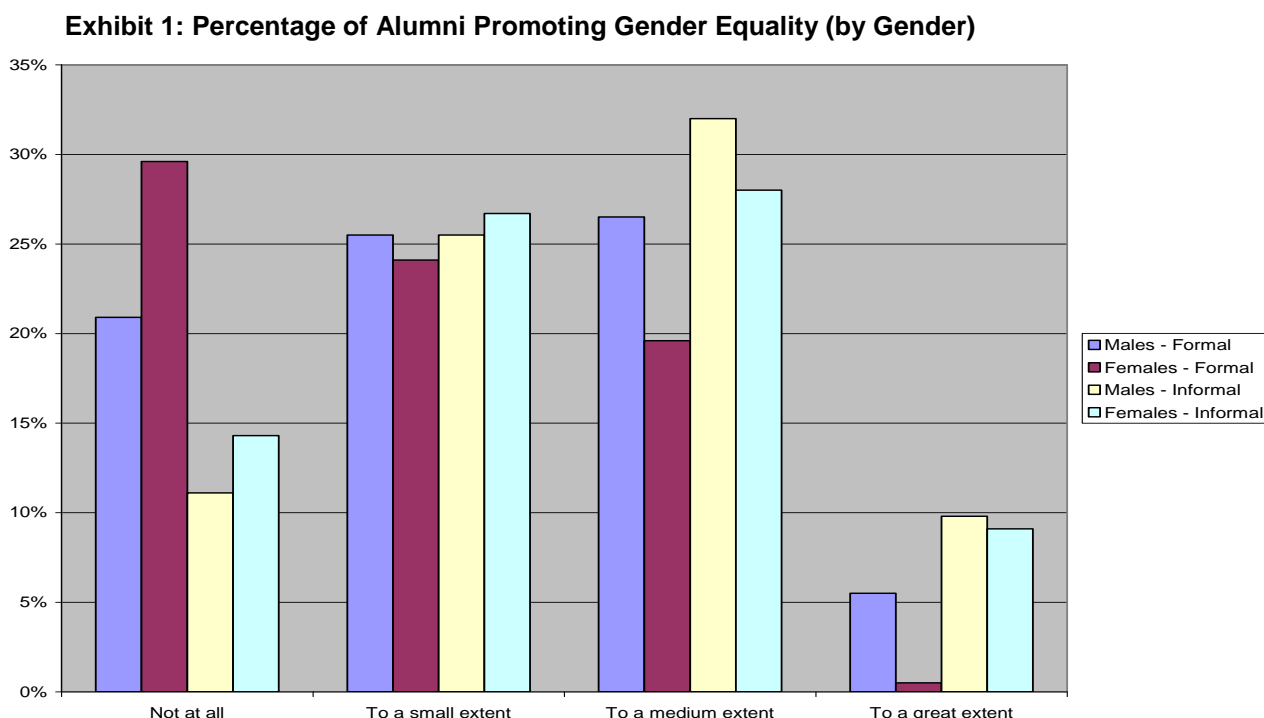
23. Almost 94% of alumni made improvements in at least one area of their organisation in the last three years. The main areas that alumni helped to improve were procedures, programs and management systems.
24. Men were more likely than women to make improvements in their organisations. Significantly more men than women made improvements to management systems and policies in organisations. Men were also more likely to improve linkages with other organisations. Women were most likely to improve their organisation's programs, while men were most likely to improve its management systems.

### Support Received from Supervisors and Colleagues

25. About 77% of alumni said their supervisors provided a great or medium level of support to the application of their skills and knowledge in their work. Still, 23% of alumni said their supervisors provided only a small level of support or none at all. Men were as likely as women to receive support from supervisors, although they were more likely than women to say that their supervisors had supported them to a great extent.
26. Alumni reported receiving good levels of support from colleagues. But supervisors had provided more support. Alumni were about 45% more likely to say that their supervisors supported them to a great extent than their colleagues to the same extent. Men and women reported the same level of support from colleagues.

### Promotion of Gender Equality

27. Women were more likely than men to promote gender equality in the work place. Alumni typically promoted gender equality through informal means such as supervising, mentoring or on-the-spot guidance. Generally, gender equality is promoted to a greater extent than disability inclusion.
28. Only 10% of surveyed alumni promoted gender equality to a great extent through informal means in the last 3 years. Only 5% promoted gender equality to a great extent in training and teaching activities. Men were more likely than women to promote gender equality in training and teaching activities. About 26% of men promoted gender equality to a medium extent in training and teaching activities in the last 3 years.



### Participation in AAV Alumni Support Activities

29. A high level of returning alumni have participated in alumni support activities. Only 5% of Cohort 1 alumni have not participated in any AAV activity in the past 3 years.
30. Compared to others, alumni who participated in AAV support activities to a medium or great extent were:
  - 3.6% more likely to use the skills and knowledge gained in Australia at least occasionally in their work;
  - 12.1% more likely to transfer their skills and knowledge to colleagues to a medium extent or more;
  - 5.1% more likely to promote gender equality or disability inclusion to a medium extent or more;
  - 8.3% more likely to work for an organisation that has a professional or business link with an Australian organisation; and
  - 4.3% more likely to be involved in maintaining the link.

### Alumni Involvement in Community Development:

31. Alumni who volunteered in local organisations used their skills and knowledge in their work duties more frequently than those who did not volunteer. Alumni who volunteered transferred skills and knowledge to colleagues and promoted gender equality and disability inclusion in their organisations to a greater extent than those who did not volunteer.
32. On average, these alumni were 13.7% more likely than other alumni to transfer their skills and knowledge, and 19.1% more likely to promote gender equality and disability inclusion to at least a medium extent. These are significant differences in likelihood.

**Alumni and Links between Vietnamese and Australian Organisations:**

33. Alumni whose organisation had a link with an Australian organisation used their skills and knowledge more frequently than those whose organisation did not. They were also more likely to transfer their skills and knowledge to colleagues, promote gender equality, and experience a positive change in their employment status upon their return from Australia.
34. Compared to others, alumni whose organisation had a link with an Australian organisation were:
- 3.8% more likely to use their skills and knowledge gained in Australia at least occasionally when performing their work duties;
  - 9.3% more likely to transfer their skills and knowledge to colleagues to a greater extent;
  - 6.1% more likely to promote gender equality or disability inclusion to a medium extent or more; and
  - 4.5% more likely to experience a positive change in their employment status compared to their initial job upon their return from Australia.



# Annex 4– Findings on Alumni Performance by Employment Sector

## Summary of Results for Alumni in Five Employment Sectors

### Survey Background

The 2014 Tracer Study of Australia Award alumni in Vietnam examined the impact of the scholarship program on its alumni. It relied on survey responses from 785 alumni as well as group discussions with 28 of these alumni. The program collected these data in July and August 2014.

The survey asked alumni about their (1) employment situation upon return to Vietnam; (2) current employment situation; (3) application of skills and knowledge in performing work duties, (4) sharing of skills and knowledge with colleagues and peers; (5) strengthening of organisations; (6) promotion of gender equality and disability inclusion in their organisations; (7) contributions to local communities; and (8) links with Australia.

The survey asked alumni about their employment sector. All survey data were disaggregated to understand the employment experiences, application of skills and knowledge, and achievements of alumni in the different employment sectors. This report compares their responses. The experiences of alumni working for Vietnamese and foreign companies were of particular interest to the scholarships program at this time.

### Survey Respondents

The survey respondents were grouped into five employment sectors. (1) ‘Government organisation’ comprised those alumni working for central or local government departments; (2) ‘Education institute’ comprised alumni working for Vietnamese universities or research institutes; (3) ‘Vietnamese company’ comprised alumni working for private sector firms or self-employed in Vietnam; (4) ‘Foreign company’ comprised alumni working for foreign-owned companies or joint-ventures; and, (5) ‘Aid delivery agency’ comprised alumni working for international non-profit organisations, civil society organisations or NGOs, multilateral aid agencies, and foreign-funded projects. As well, we included an ‘Other’ category of survey respondents, namely, those alumni currently studying, unemployed, retired, or working in a foreign embassy. Alumni in the ‘Other’ category were not included in the comparisons and analysis below.

Table 1 describes the number of survey respondents in each employment sector. The largest number (38.2%) worked in education institutes. Only alumni in aid delivery agencies comprised less than 10% of the total.

**Table 1: Alumni Working in Employment Sectors**

Employment sector	Alumni working in Employment Sectors	
	No. of Survey Respondents in Employment Sector	% of Survey Respondents in Employment Sector
Education Institute	300	38.2%
Government organisation	160	20.4%
Vietnamese company	102	13.0%
Foreign company	95	12.1%
Aid delivery agency	73	9.3%
Others	55	7.0%
<b>Total</b>	<b>785</b>	<b>100.0%</b>

### **Conclusion on Alumni Performance in Employment Sectors**

Alumni performance and contributions were influenced by the conditions and practices in their employer organisations. The employment sector shapes the way that alumni respond to these conditions and practices. The employment sector shapes what alumni choose to study, how they reintegrate, what skills they use and share, the types of improvements they make in their organisations, who they help in their volunteer time, the extent to which they promote gender equality, and the extent to which they maintain contact with Australians. The program needs to recognise these tendencies in order to provide on-award and post-return support that is targeted, appropriate and accessible to alumni in the various employment sectors.

Alumni working in aid delivery agencies and education institutes could be seen as the top performers in the 12 areas of performance described in this paper. This conclusion is based on the number of times that alumni in these employment sectors scored first or second among alumni in the 12 areas of alumni performance. Alumni working in aid delivery agencies scored first or second among alumni in five employment sectors in 8 of 12 areas. Alumni in education institutes scored first or second in 6 of 12 areas (see table).

**Table 2: Employment Sector Scorecard**

Area of Alumni Performance	Alumni Performing in Employment Sectors	
	Top Performing	Honorable Mention
1. Relevance of Studies to Current Job	Education Institutes	Aid Delivery Agencies
2. Use of Skills in Performing Work Duties	Aid Delivery Agencies	Vietnamese Companies
3. Influence of Studies on Employment Situation	Foreign Companies	Vietnamese Companies
4. Support Received from Supervisors	Government Organisations	Aid Delivery Agencies
5. Transfer of Skills and Knowledge to Colleagues	Education Institutes	Aid Delivery Agencies
6. Improvements Made to Organisations	Foreign Companies	Vietnamese Companies
7. Promotion of Gender Equality	Aid Delivery Agencies	Government Organisations
8. Contribution to Development Priority Areas	Aid Delivery Agencies	Education Institutes
9. Alumni Involvement in Community Development	Aid Delivery Agencies	Government Organisations
10. Achievements of Alumni	Education Institutes	Aid Delivery Agencies
11. Alumni and People-to-People Links	Education Institutes	Government Organisations
12. Alumni and Organisation-to-Organisation Links	Education Institutes	Government Organisations

### **Summary of Results for Alumni in the Private Sector**

Alumni in Vietnamese companies were least likely among all alumni to say that their course was relevant to their job. However, they made very good use of their skills and knowledge in their work, and a large percentage of them have experienced changes in their employment situation. As a result of their studies, alumni working in foreign companies were most likely among the cohorts to be given a higher salary and more management and financial responsibilities. Alumni working for Vietnamese companies were most likely to have changed to a higher-ranked position. About 55% of alumni in foreign-owned companies and 54% of alumni in Vietnamese companies received a promotion within the first three years of returning. In contrast, alumni in education institutes were least likely to experience changes in their employment situation stemming from their studies and least likely to change to a better job.

Alumni in the private sector made significant contributions to the management and implementation of work in their organisations. Alumni working in foreign companies were most likely to have made improvement in 4 of 7 areas of the organisation. This included improvements in procedures, processes, management systems and services. Alumni in

Vietnamese companies also performed well in terms of improving their organisations. This might reflect the relatively high percentage of alumni in the private sector who reported using leadership and management skills in their work. However, alumni working in Vietnamese companies were least likely to have transferred their skills and knowledge to colleagues and they were least likely to have promoted gender equality in the work place.

Large percentages of alumni working in Vietnamese companies made contributions to priority development areas and community development in Vietnam. About 33% of alumni in Vietnamese companies contributed to the economic priority, 26% to education, 24% to governance and financial management, and 23% to HRD. About 51% of the alumni in foreign-owned companies contributed to economics, 21% to HRD, and 20% to governance and financial management. For the most part, alumni in the private sector contributed their skills to business organisations and community-based organisations in their volunteer work. In contrast, alumni working in government organisations contributed their skills to local governments, local and district councils, and communes.

Alumni working in private sector companies were least likely among alumni to have maintained contact with Australians and other alumni. Vietnamese companies were the least likely employers to have maintained links with Australian organisations. Only 23% of alumni in this employment sector said their company had a link with one or more Australian organisations, and only 11% of alumni in the sector were involved in their company's links. In contrast, 60% of alumni working in education institutes said their organisation had a link with one or more Australian institutes and 28% of alumni in the sector were involved in the organisation's links.

### **Relevance of Studies to Current Job**

At least 95% of alumni in 4 of 5 employment sectors said that the skills and knowledge they acquired during their studies were either *highly relevant* or *somewhat relevant* to their current job. About 93% of alumni in the fifth sector said the same.

Alumni in the education sector were most likely to report that their skills and knowledge were *highly relevant* to their current job. Almost 75% of alumni working in Vietnamese universities or research institutes said their skills were *highly relevant*, while almost 70% of alumni working in aid delivery agencies said the same. The relevance of studies to alumni correlates to their use of technical or subject matter knowledge in performing their work duties. Also, for researchers, lecturers and project-based personnel in these two employment sectors, the study experience itself would be relevant to their work in Vietnam.

Alumni working in the private sector were the least likely to say that the skills and knowledge they acquired were *highly relevant* to their current job. Only 51% of alumni working in foreign-owned companies said their skills were *highly relevant* to their current job – meaning they were almost 50% less likely to say this than alumni working in the education sector. About 57% of alumni working in Vietnamese companies said the same. A slightly higher but still modest percentage of alumni (61%) working in government organisations reported the same.

**Table 3: Relevance of Skills and Knowledge to Current Job**

	Percentage of Alumni who said their acquired skills and knowledge are relevant to their current job				
Degree of Relevance	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	63	85	79	135	253
Highly relevant	69.8%	50.6%	57.0%	60.7%	74.7%
Somewhat relevant	25.4%	44.7%	35.4%	36.3%	21.7%
A little relevant	4.8%	4.7%	6.3%	2.2%	3.6%
Not relevant at all	0.0%	0.0%	1.3%	0.7%	0.0%

### Use of Skills and Knowledge in Performing Work Duties

Alumni in all employment sectors said that they used their skills and knowledge to a *great extent* or a *medium extent* in performing their work duties. The skills used most often by alumni in all employment sectors were: analytical and critical thinking skills, working independently, communication and time management skills.

Alumni working in aid delivery agencies seemed to make more use of their skills and knowledge than other alumni. They reported using 6 of 10 skills to a greater extent than alumni in all other employment sectors. They reported using another 3 of 10 skills to a greater extent than alumni in all but one other employment sector.

Alumni in aid delivery agencies and in education institutions were most likely to report having used their acquired technical or subject matter knowledge in performing their work duties. Alumni working in the private sector reported having used their technical or subject matter knowledge less often. Alumni in government organisations also used their subject matter knowledge less often than alumni working in education institutes and aid delivery agencies.

Alumni working in Vietnamese companies were mostly likely to have used their leadership skills and planning skills in their work. They were also more likely than alumni in all but one other employment sector to have used their management skills, communication skills, analytical and critical thinking skills, and English language.

The relevance of studies to alumni in their current jobs does not correlate with the use of skills and knowledge acquired in the performance of work duties. On the whole, alumni in Vietnamese companies made very good use of their acquired skills and knowledge even though a smaller percentage of them said their course was relevant to their job. Similarly, alumni in education institutes and government organisations made less use of a variety of skills even though large percentages reported that their studies were *highly relevant* to their jobs. Surprisingly, a larger percentage of alumni in Vietnamese companies than education institutes said they used 8 of 10 skills in performing their work duties.

**Table 4: Use of Skills and Knowledge in Performing Work Duties**

	Percentage of Alumni who said they've used their skills and knowledge in performing work duties				
Type of Skill and Knowledge	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	63	85	79	135	253
Technical/subject knowledge	88.9%	78.8%	82.3%	79.3%	91.7%
Analytical/critical thinking	98.4%	94.1%	97.5%	92.6%	95.3%
Leadership skills	85.7%	82.4%	87.3%	77.0%	71.5%
Management skills	90.5%	84.7%	88.6%	81.5%	73.9%
Communication skills	98.4%	92.9%	96.2%	94.8%	94.1%
Cross-cultural skills	92.1%	83.5%	77.2%	74.1%	77.1%
English language skills	95.2%	89.4%	92.4%	84.4%	91.7%
Planning skills	95.2%	85.9%	96.2%	92.6%	90.5%
Working independently	96.8%	96.5%	97.5%	97.0%	98.8%
Time management skills	100.0%	94.1%	96.2%	97.0%	95.3%

### Influence of Studies on Employment Situation

A larger percentage of alumni working in the private sector than the public sector have experienced changes in their employment situation as a result of their studies. The largest percentage of alumni who experienced 5 of 7 changes was in the private sector. Alumni

working in foreign companies were most likely to report that their studies resulted in them earning a higher salary, supervising more staff, and having more management and financial responsibility. Alumni working for Vietnamese companies were most likely to report changing to a higher-ranked position. These alumni said that their studies had influenced their employment situation at the same time that they were least likely to say their studies were relevant to their current job.

Alumni working in the public sector – education institutes and government organisations – were often the least likely to report changes to their employment situation. This was true of 6 of 7 changes. Alumni in education institutes were most likely to say that their studies were relevant to their current job, but least likely to report a change in their employment situation stemming from their studies. Generally, private sector firms were better at making use of alumni's skills and knowledge, and at rewarding them with a higher-ranked position, more pay, and increased responsibility.

**Table 5: Influence of Studies on Employment Situation**

Change in Employment Situation	Percentage of Alumni who said their studies have influenced their employment situation				
	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>65</b>	<b>85</b>	<b>81</b>	<b>137</b>	<b>253</b>
Change to higher ranking position	78.5%	84.7%	86.4%	73.0%	65.2%
Earn a higher salary	84.6%	91.8%	87.7%	57.7%	59.7%
Supervise more staff	56.9%	76.5%	74.1%	60.6%	57.3%
Have more financial responsibility	58.5%	69.4%	64.2%	50.4%	37.2%
Play greater role in policy-making	69.2%	71.8%	69.1%	78.1%	54.9%
Have more operational responsibility	86.2%	80.0%	79.0%	78.1%	65.6%
More management responsibility	73.8%	84.7%	79.0%	70.1%	60.5%

### ***Support Received from Supervisors and Colleagues***

About 77% of alumni said their supervisors provided a great or medium level of support to the application of their skills and knowledge in their work. Still, 23% of alumni said their supervisors provided only a small level of support or none at all. Alumni reported having received good levels of support from colleagues, but supervisors provided more support. Alumni were about 45% more likely to say that their supervisors supported them *to a great extent* than their colleagues to the same extent.

Alumni in government organisations have received a comparatively high level of support from supervisors and colleagues alike. They received a good amount of support from both groups compared to others. Alumni working for Vietnamese organisations – whether government, education or private sector – were more likely than others to say that they had received almost equal amounts of support from both supervisors and colleagues than alumni working in foreign or international organisations.

Alumni in Vietnamese companies were least likely to report that they have received the support of supervisors and colleagues in the use of their skills and knowledge. More than one-third of these alumni said they received only a small level of support or no support at all. Alumni in education institutes were about 20% more likely to say their supervisors provided higher levels of support for the use of their skills and knowledge. Alumni in aid delivery agencies were about 35% more likely than alumni in Vietnamese companies to say the same.

**Table 6: Support from Supervisors and Colleagues for the Use of Skills & Knowledge**

	Percentage of Alumni who said they have received support of others for the use of their skills and knowledge in the work place				
Received Support From	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>63</b>	<b>85</b>	<b>79</b>	<b>135</b>	<b>253</b>
Supervisor	82.5%	77.6%	64.6%	79.3%	77.5%
Colleagues	71.4%	67.1%	64.6%	76.3%	73.1%

### ***Transfer of Skills and Knowledge to Colleagues***

Alumni in education institutes were most likely to have transferred their skills and knowledge to colleagues using formal means such as training courses and seminars. Alumni in aid delivery agencies were mostly likely to have transferred their skills and knowledge by informal means. They were also more likely than alumni in all employment sectors but education to have transferred their skills and knowledge using formal means. Table 6 contains percentages aggregated from across a range of skill areas.

Alumni in the private sector were least likely to have transferred their skills and knowledge to colleagues whether by formal or informal means. This might mean that alumni in the private sector were given fewer opportunities to make the transfer compared to alumni in education institutes and aid delivery agencies. In any case, private sector firms have benefitted less in terms of alumni contributing to human resources development (HRD) compared to public and not-for-profit organisations.

**Table 7: Transfer of Skills and Knowledge to Colleagues in the Workplace**

	Percentage of Alumni who have transferred their skills to colleagues				
Means of Transferring Skills	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>73</b>	<b>95</b>	<b>102</b>	<b>160</b>	<b>300</b>
<b>Formal Means</b>	45.2%	37.9%	40.2%	44.4%	54.7%
<b>Informal Means</b>	67.1%	60.0%	53.9%	60.6%	60.0%

### ***Improvements Made to Organisations***

Almost 94% of alumni made improvements in at least one area of their organisation in the last three years. The main areas that alumni helped to improve were procedures, programs and management systems. Alumni in each employment sector made contributions in areas of importance to their organisations. For example, a larger percentage of alumni in government organisations improved policies, while a larger percentage of alumni in private sector firms improved management systems, procedures, processes and services.

Overall, alumni in the private sector made significant contributions to the management and implementation of work in their organisations. This might reflect the relatively high percentage of alumni in the private sector who reported using leadership and management skills in their work. Alumni in Vietnamese companies were more likely than alumni in all employment sectors but one to make improvements in 4 of 7 areas of the organisation. The four areas they improved were management systems, procedures, policies and services.

Alumni in foreign-owned companies and aid delivery agencies were most likely to have made improvements in 6 of 7 areas of their organisations. These included all areas except policy development. This might suggest that foreign and international organisations are better at creating conditions that enable alumni to make their contributions.



The extent to which alumni make contributions in public sector organisations correlates to the relevance of their studies. Alumni in education institutes improved programs and alumni in government improved policies. Both were less likely than alumni in other employment sectors to contribute to management systems, procedures, processes and services. Alumni in education institutes were least likely to have made improvements in 4 of 7 areas. Alumni in government organisations were most likely to have improved policies and least likely to have improved services among alumni in all employment sectors.

**Table 8: Improvements Made to Organisations**

	Percentage of Alumni who have improved areas of their organisation				
Area of Organisation	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Management systems	37.0%	46.3%	45.1%	43.1%	30.0%
Procedures	42.5%	62.1%	43.1%	41.9%	31.7%
Processes	43.8%	52.6%	41.2%	36.9%	27.0%
Policies	32.9%	32.6%	37.3%	51.9%	25.7%
Programs	50.7%	29.5%	30.4%	30.6%	47.3%
Services	34.2%	38.9%	38.2%	31.3%	33.0%
Linkages with other orgs	41.1%	20.0%	30.4%	36.9%	30.3%

### ***Promotion of Gender Equality***

Alumni working in aid delivery agencies were most likely to have promoted gender equality in their organisation to a great or medium extent. This was true for alumni promoting gender equality using formal and informal means. Alumni working in government organisations were more likely to have promoted gender equality than alumni in all other employment sectors but the aid delivery agencies.

Alumni in Vietnamese companies and education institutes were least likely to have promoted gender equality in the work place. This might reflect the values of business organisations. Or it might reflect the view that gender equality is a foreign and technical concept, rather than a universal and integrated concern. The survey results did not clarify how alumni viewed gender equality, what promoting it meant, and what conditions enabled them to do so.

**Table 9: Promotion of Gender Equality**

	Percentage of Alumni who have promoted gender equality in their organisation				
Means of Promoting Gender Equality	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Formal Means	42.5%	28.4%	24.5%	31.3%	27.7%
Informal Means	56.2%	45.3%	40.2%	46.9%	35.3%

### ***Contribution to Development Priority Areas***

Alumni have contributed to a range of development priority areas. Alumni were most likely to have contributed to governance and financial management and economics.

Alumni in aid delivery agencies were most likely to have contributed to development priority areas. These alumni were more likely than alumni in other sectors to have made



contributions in 5 of 10 areas. At least 20% of alumni working in aid delivery agencies contributed to community development (45%), public health (30%), environment (30%), agriculture (27%), and governance and financial management (22%). Alumni in aid delivery agencies were less likely than other alumni to have contributed to education and HRD.

At least 20% of alumni working in Vietnamese companies made contributions to four development priority areas. They contributed to economics (33%), education (26%), governance and financial management (24%) and HRD (23%). They were more likely to contribute to the HRD priority than other alumni even though they were least likely to have transferred their skills to colleagues. At least 20% of alumni working in foreign-owned companies made contributions to three development priority areas, including economics (51%), HRD (21%) and governance and financial management (20%).

Alumni in public sector organisations contributed to development priorities in their work areas. About 53% of alumni working in government organisations contributed to the area of governance and financial management. This was the single largest percentage of alumni from any one sector contributing to any one priority. About 46% of alumni working in the education sector contributed to education. Significant numbers of alumni in education institutes contributed to a range of development areas, including agriculture (22%), environment (21%), economics (19%), governance and financial management (19%), HRD (18%), and the education sector as mentioned.

**Table 10: Alumni Contribution to Development Priority Areas**

	Percentage of Alumni who have contributed to development priority areas				
Development Priority Area	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>73</b>	<b>95</b>	<b>102</b>	<b>160</b>	<b>300</b>
Economics	13.7%	50.5%	33.3%	38.1%	19.0%
Governance & financial management	21.9%	20.0%	23.5%	53.1%	19.0%
Construction	6.8%	8.4%	5.9%	6.3%	5.0%
Environment studies	30.1%	8.4%	12.7%	18.1%	21.0%
Agriculture	27.4%	10.5%	6.9%	16.3%	22.0%
Human resources development	13.7%	21.1%	22.5%	20.0%	18.0%
Education	9.6%	15.8%	25.5%	13.8%	46.0%
Community & inclusive development	45.2%	16.8%	13.7%	11.9%	12.0 %
Human rights & transnational crime	13.7%	1.1%	2.9%	6.9%	3.0%
Public health	30.1%	8.4%	11.8%	12.5%	11.0%

### ***Alumni Involvement in Community Development***

Alumni were very active making contributions to community development through their volunteer work with local organisations. They tended to volunteer in local organisations that reflected their employment sector. For example, alumni working in private companies were most likely to volunteer in business organisations. About 68% of alumni working in foreign-owned companies and 59% in Vietnamese companies used their skills to a great or medium extent while volunteering in business organisations. About 25% of alumni in Vietnamese companies and 21% in foreign-owned companies used their skills in community-based organisations.

More than 46% of alumni working in government organisations used their skills and knowledge acquired in their volunteer work with local governments, local councils, district councils or communes. About 32% used their skills in mass organisations.

Alumni in aid delivery agencies were most likely among alumni to use their skills and knowledge with local organisations. About 69% of alumni in aid delivery agencies used their skills and knowledge while working with community-based organisations, about 45% with local governments, councils and communes, and about 27% with mass organisations. Alumni in education institutes were least likely to have volunteered among alumni from the different employment sectors.

Alumni who volunteered in local organisations used their skills and knowledge in their work duties more frequently than those who did not volunteer. On average, these alumni were 13.7% more likely than other alumni to transfer their skills and knowledge to colleagues.

**Table 11: Use of Skills and Knowledge in Volunteer Work with Local Organisations**

	Percentage of alumni using their skills in volunteer work with local organisations				
Type of Organisation	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>73</b>	<b>95</b>	<b>102</b>	<b>160</b>	<b>300</b>
Religious organisation	9.6%	5.3%	4.9%	6.9%	4.3%
Community-based organisation	68.5%	21.1%	24.5%	18.1%	21.0%
Local gov't/council/commune	45.2%	18.9%	19.6%	46.3%	37.3%
Mass organisation	27.4%	18.9%	15.7%	31.9%	28.0%
Business organisation	15.1%	68.4%	58.8%	28.8%	19.0%

### ***Achievements of Alumni***

Many alumni made important achievements in the first three years after they returned from their studies. By and large, their achievements reflected the expectations and reward systems of their employment sector. Alumni working in the private sector were more likely than alumni in other employment sectors to have received a promotion at work. About 55% of alumni in foreign-owned companies and 54% of alumni in Vietnamese companies received a promotion. High percentages of alumni in the private sector also changed to a better job within the first three years of returning.

However, alumni in the private sector were least likely to participate in a link between Vietnamese and Australian organisations, volunteer at a local organisation, and promote gender equality in their organisations. They were about 50% less likely than alumni in the public sector and aid delivery agencies to participate in a link and thereby support the Australia Awards global objective of fostering links with Australia.

Alumni in education institutes made achievements associated with their sector. About 44% of alumni in the education sector published an article in a journal, 29% participated in a link between Vietnamese and Australian organisations, 23% presented a paper at an international conference, 22% volunteered at a local organisation, 19% received a grant, and 12% received an award or prize related to their studies. In all of these areas, they outperformed alumni in the other employment sectors.

However, alumni in education institutes were much less likely to receive a promotion at work or change to a better job than alumni in the private sector.

Generally, alumni working in public sector organisations in Vietnam were least likely to change jobs, while alumni in foreign and international organisations were most likely among alumni in the five employment sectors.

The achievements of alumni in the first three years after they returned to Vietnam that were the most evenly shared across all employment sectors were (1) receiving a promotion at work, (2) returning to Australia, and (3) volunteering in a local organisation. Between 45-55% of alumni reported the former, 16-22% reported volunteering, and 4-10 % said they had returned to Australia.

**Table 12: Alumni Achievements in First 3 Years of Returning to Vietnam**

	Percentage of Alumni who have made achievements in first 3 years of returning				
Type of Achievement	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
Total answered	73	95	102	160	300
Receive a promotion at work	41.1%	54.7%	53.9%	49.4%	45.0%
Change to a better job	60.3%	60.0%	44.1%	25.0%	17.0%
Receive an award or prize related to their studies	9.6%	6.3%	4.9%	7.5%	12.3%
Present paper at international conference	13.7%	4.2%	7.8%	16.3%	22.7%
Publish an article in a journal	19.2%	3.2%	10.8%	23.8%	44.0%
Receive a grant	9.6%	3.2%	1.0%	8.1%	18.7%
Return to Australia	5.5%	6.3%	3.9%	10.0%	7.7%
Participate in link between Vietnamese and Australian orgs	27.4%	13.7%	13.7%	27.5%	29.0%
Promote gender equality in org	43.8%	18.9%	15.7%	25.6%	22.7%
Promote disability inclusion in org	26.0%	9.5%	4.9%	5.0%	4.3%
Volunteer at a local organisation	19.2%	16.8%	16.7%	17.5%	22.3%

### ***Alumni and People-to-People Links***

Alumni working in public sector organisations, such as government and education institutes, were most likely to have maintained contact with people from all listed stakeholder groups. Alumni working in private sector companies were least likely to have maintained contact with 9 of 10 stakeholder groups.

Generally, alumni have maintained contact with other Vietnamese alumni and with scholarship alumni from other countries. Significantly fewer alumni have maintained contact with Australians.

The exceptions to this rule are the 31% of alumni working in education institutes who have maintained contact with former lecturers and university staff, and the 19 to 28% of alumni in all five employment sectors who have maintained contact with their university alumni association.

**Table 13: Alumni Maintain Contact with Australians and Other Alumni**

Stakeholder Group	Percentage of Alumni who have maintained contact with Australians or Other Alumni				
	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>63</b>	<b>85</b>	<b>84</b>	<b>142</b>	<b>284</b>
Other students from Vietnam	63.5%	51.8%	57.1%	66.9%	65.5%
Other AAS students	50.8%	45.9%	48.8%	56.3%	52.1%
University alumni association	27.0%	21.2%	19.0%	28.2%	23.9%
Former lecturers and staff	11.1%	4.7%	13.1%	12.0%	31.0%
Australia students	9.5%	11.8%	7.1%	14.1%	14.8%
Local communities in Australia	7.9%	7.1%	3.6%	9.2%	11.3%
Australian homestay families	4.8%	4.7%	4.8%	9.2%	10.2%
Former employer in Australia	1.6%	5.9%	4.8%	5.6%	8.1%

### ***Alumni and Organisation-to-Organisation Links***

Public sector organisations were more likely than private sector organisations to have maintained links with Australian organisations. About 60% of alumni working in education institutions said their organisation had a link with one or more Australian organisations. Almost 28% of alumni in the education sector were involved in the link to a great or medium extent. About 54% of alumni working in government organisations said their organisation had a link with one or more Australian organisations, and about 28% of alumni in the sector said they were involved in the link.

Vietnamese companies were the least likely employers to have maintained links with Australian organisations. Only 23% of alumni in this employment sector said their company had a link with one or more Australian organisations, and only 11% of alumni in the sector were involved in their company's links.

Alumni whose organisation had a link with an Australian organisation used their skills and knowledge more frequently than those whose organisation did not. They were also 6.1% more likely to promote gender equality to medium extent or more in their organisation. These alumni were more likely to transfer their skills and knowledge to colleagues, and experience a positive change in their employment status upon their return from Australia.

**Table 14: Alumni Involvement in Linkages with Australian Organisations**

Linkage	Percentage of Alumni who are involved in linkages with Australian organisations				
	Aid delivery agency	Foreign company	Vietnamese company	Government organization	Education Institute
<b>Total answered</b>	<b>73</b>	<b>95</b>	<b>102</b>	<b>160</b>	<b>300</b>
Vietnamese organisation has link with Australian org	47.9%	41.1%	22.5%	53.8%	60.0%
Alumni are involved in the link	16.4%	13.7%	10.8%	28.1%	27.7%

# Annex 5 – Analysis of 2014 Longitudinal Case Histories

## 1. Longitudinal Case Histories

### Definition

A longitudinal case history (LCH) is a case study of the impact of an Australia Awards Scholarship (AAS) on the personal life and career of an alumnus. It is interview-based but it makes use of a combination of quantitative and qualitative data in the analysis.

### Purpose

The purpose of the LCH is threefold:

1. To understand the impact and benefits of receiving an AAS on the lives and careers of individual alumni (for example, promotion, pay increase, winning a research grant)
2. To understand this impact and benefits in terms of how they accrue in three periods of three years each after returning to Vietnam
3. To identify cause-and-effect in terms of organisational conditions and AAV alumni support

### Method

The Project Design Document envisaged LCHs as being one-off studies, which would provide qualitative information to supplement the quantitative data collected through surveys. By 2013, the program had modified its approach in order to understand the impact trajectory of the award on individuals.

The new approach is called ‘the fixed-point, fixed-period’ approach. Selected alumni are interviewed at 3-year intervals at a fixed point (i.e., 3 years, 6 years and 9 years after returning) and about a fixed period (i.e., the 3-year period preceding the interview). Individuals are selected for interviews to reflect the key characteristics of the total alumni population. This includes a balance of men and women, a majority of masters-level graduates, and a near-balance of alumni from the three Australia Awards profiles. Selection also considered ethnicity, central and provincial government service, and alumni working in areas of special significance to development of Vietnam.

A Vietnamese researcher carried out the face-to-face interviews using an interview guide. The guide reflects the AAV theory of change. It asks alumni for examples of how they have used their new skills and knowledge in their work, how they strengthened their organisations, how they have promoted gender equality, and how they have maintained contact or linkages with Australia. The guide also asks alumni about their career development – whether they have changed jobs, been promoted or been given more responsibilities at work in the interval. It asks alumni about their involvement in AAV alumni-supported activities. The interviewer explored cause-and-effect with alumni and sought to understand the conditions in organisations that facilitated or constrained the use of acquired skills and knowledge by alumni.

The LCHs make comparisons of the type and quality of impact and benefits for individual alumni 3 years, 6 years and 9 years after returning to Vietnam.

## 2. Summary

The program carried out 45 case histories.

- Fifteen (15) alumni had returned to Vietnam in 2011, 15 in 2008, and 15 in 2005.
- Forty (40) alumni were ADS alumni, 3 were ALAS alumni and 2 were ACIAR alumni.
- Twenty-three (23) alumni were women and 22 were men.
- Fifteen (15) alumni were from Profile 1 organisations, 14 from Profile 2; and 16 from Profile 3.
- Twenty-eight (28) alumni were from Hanoi, 6 were from Ho Chi Minh, 2 from Gia Lai, 2 from Da Nang, 2 from Lam Dong, and 1 from each of An Giang, Thai Nguyen, Lang Son, Daklak and Can Tho.
- Two (2) alumni were ethnic minorities

### Study Experience in Australia

Almost all the alumni said that they had positive experiences studying in Australia. They studied a lot of things from the course in Australia from knowledge to experience. Moreover, 4 alumni in the 2005 cohort, 2 in the 2008 cohort, and 6 in the 2011 cohort, said that they had a chance to make friends with people from many other countries to learn their culture. More alumni in the 2011 cohort were impressed by the Australian educational system, especially the library system, and the academic resources of Australian universities than alumni in the 2008 and 2005 cohorts. Six alumni in the 2011 cohort felt that the library system, and academic resources of Australian universities were very helpful, compared with 4 and 3 alumni in the 2008 and 2005 cohorts respectively. One alumnus said that she was impressed by admirable professors and academic resources of the university. Services provided by International Student Centre were very helpful for a foreign student like her.

Asked about what they most valued from having studied in Australia, many mentioned the experience and academic knowledge obtained. More than 95% alumni also mentioned how they valued the personal growth from the study experience. They particularly cited how they had become more independent; had learnt to be more critical, analytical and objective. One alumnus said he developed an independent working skill and had a more comprehensive problem solving approach. Nearly a third of alumni talked about how their knowledge, teaching practices and communication skills had developed.

Almost all the alumni said they were satisfied with the course and that their course was successful. One alumnus in the 2011 cohort shared that the course in Australia was not only useful for his career development but also for his personal growth. Another in the 2008 cohort shared that the course provided him knowledge, facilities and supported him to conduct his research. He also brought his research product into real life.

One alumnus in 2011 cohort shared that his course was only 60% successful because it mostly provided theory and lacked practical experience. Two alumni in the 2005 cohort found that the study experience in Australia was positive but they were not apply their knowledge/skills in their current work.

### Making Friends in Australia

Many alumni said that they made friends with the lecturers and classmates during their course. Out of 45 alumni, 41 said that they made friends with the lectures, of which 24 of them still contacted the lecturers few times a year, seven of them contacted them monthly and one contacted regularly each week (most of them were research students and they had the same projects with supervisor or they just returned to Australia to have higher

education). Nine alumni made friends with the lecturer but they did not make contact when they returned to Vietnam.

Thirty-one (31) alumni said that they made friends with Australian students and classmates. Only 19 of them were still in touch after completing the course in Australia. The others just made friends with Asian classmates who got the same scholarship or were of the same culture. They rarely made friends with Australians. Not many alumni had close relationships with Australian friends.

Sixteen (16) alumni made friends with homestay families. Some of them made friends with employers, neighbours, tutors, librarians, International services staff, overseas Vietnamese in Australia and Asian friends. None made friends with Australian community members or Australian business owners. One alumnus in the 2005 cohort joined the Orchid club in Australia and made friends with club members. She maintained a connection with them for business purposes in Vietnam after completing her Master's degree in Australia.

The tables below describe the number of alumni from each cohort who made and maintained friends with each stakeholder group.

#### 2011 Cohort:

	Make friends?	Still in touch?	How often are you in touch with your Australian friends?			
	Yes	Yes	Never	Few Times a Year	Monthly	Daily or Weekly
1. Australian lecturers	13	10	3	7	3	
2. Australian students/classmates	14	8	6	7	1	
3. Australian homestay families	5	3	2	2	1	
4. Australian employers						
5. Australian community members						
6. Australian business owners						
7. Others <<Tutor, Librarian, Overseas Vietnamese in Australia>>	3	2	1	2		

#### 2008 Cohort:

	Make friends?	Still in touch?	How often are you in touch with your Australian friends?			
	Yes	Yes	Never	Few Times a Year	Monthly	Daily or Weekly
1. Australian lecturers	14	12	2	11	1	
2. Australian students/classmates	5	2	3	2		
3. Australian homestay families	8	5	3	4	1	
4. Australian employers	2		2			
5. Australian community members						
6. Australian business owners						
7. Others <<Neighbours, Asian friends>>	3	2	1	2		

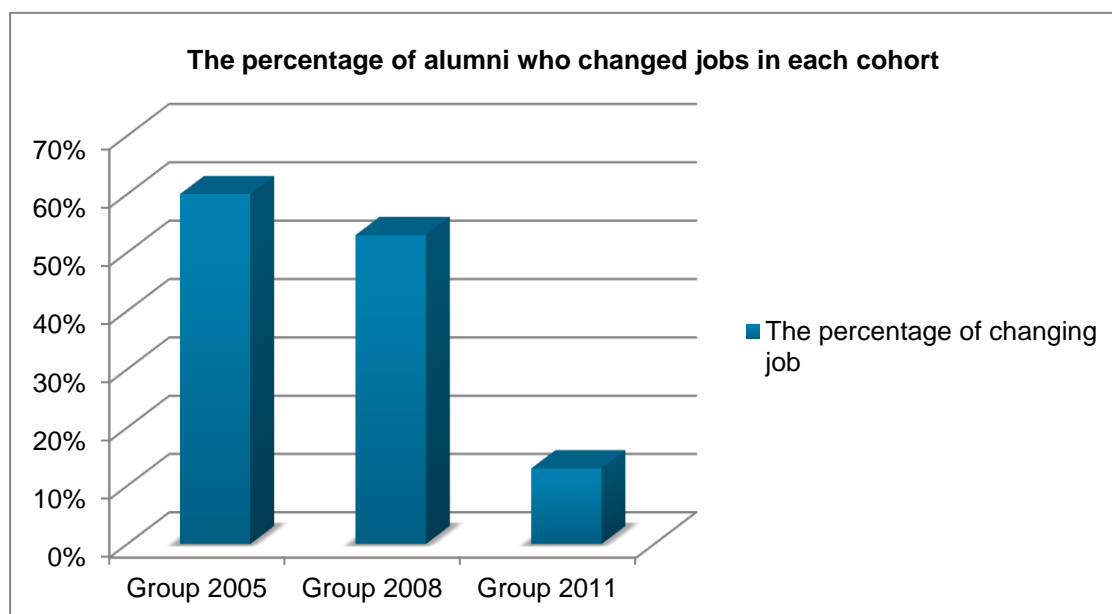


### 2005 Cohort:

	Make friends?	Still in touch?	How often are you in touch with your Australian friends?			
	Yes	Yes	Never	Few Times a Year	Monthly	Daily or Weekly
1. Australian lecturers	14	10	4	6	3	1
2. Australian students/classmates	12	9	3	8	1	
3. Australian homestay families	3	3		2	1	
4. Australian employers	1		1			
5. Australian community members						
6. Australian business owners						
7. Others <<Neighbours, Friends, Orchid Club Members>>	4	3	1	2	1	

### Work after returning to Vietnam

Nineteen (19) alumni changed their job after returning to Vietnam. Most of them moved to work for another employer but two of them changed to another department or division in the same organisation. For example, an alumnus in the 2008 cohort moved from the position of administrator of the Department of Science to be a lecturer in the Faculty of International Finance in the Academy of Finance. In the 2011 cohort, only two female alumni changed their job and no male in this cohort changed their job. One alumnus changed from the position of reporter for a newspaper to become media officer for the Australian Embassy in Vietnam. Another alumnus changed work from a health service officer for an NGO to become a lecturer at Hanoi School of Public Health. In the 2008 cohort, four male and four female alumni change their job. In the 2005 cohort, four males and five females moved to work in a new position.

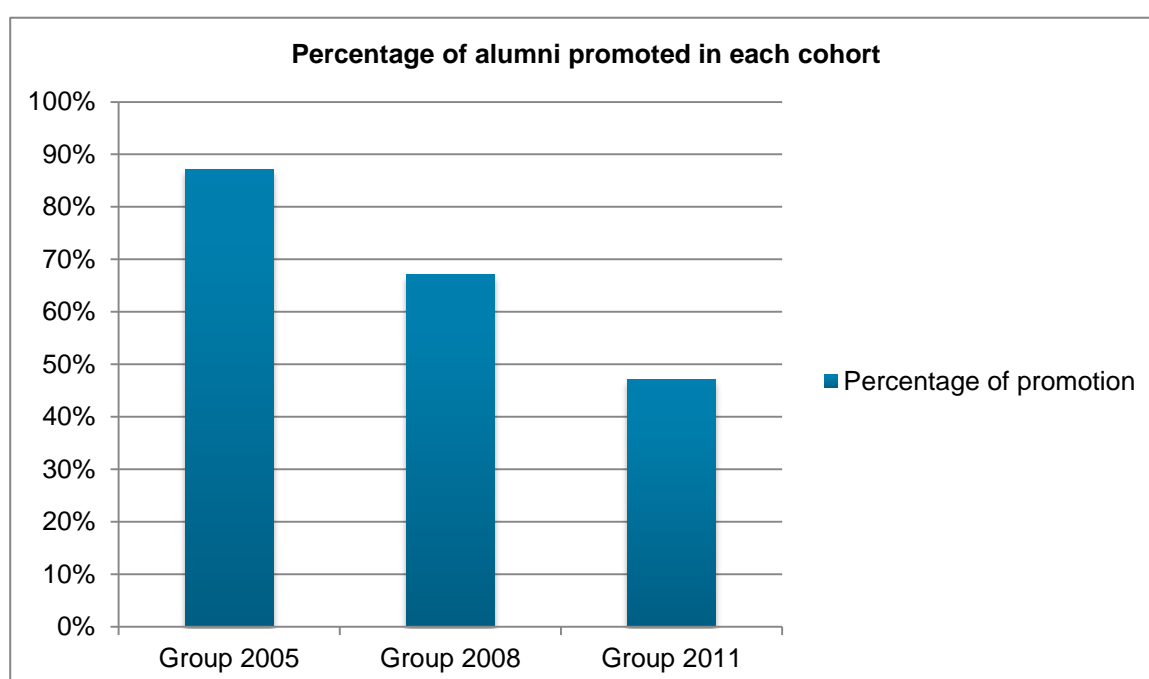


All the alumni interviewed confirmed that studying in Australia had big impact in their work and their life. Forty-three (43) out of 45 alumni said the knowledge and skills gained from Australia were relevant to their work. Almost all alumni said that they felt more confident

and could apply professional knowledge and skills into their work. An alumnus said that almost all of the subjects provided by the Master course are highly applicable to his job.

However, one alumnus in the 2005 cohort tried to apply the knowledge he gained in the field of aquaculture into his work in the first few years after studying in Australia but he did not succeed. After that, he opened a new company, which did not relate to the field that he had studied but he still relied much on the relationships and connections with Australian companies in his business. Another alumnus was also successful with his business but he has not used any knowledge of computer science from the course in Australia in his work. He opened a private company, specialising in Dentistry and vocational training in medical care.

In total, 32 of 45 alumni, accounting for more than 71% were promoted or moved to higher position after the course in Australia. Fifteen (15) of them are females and 17 of them are males. Most alumni in the 2005 cohort (13/15) were promoted to higher position. In this cohort, 2 alumni got scholarship to Australia to get their PhD and 3 of them developed their own business by opening a new company after the course in Australia.



### Living after returning to Vietnam

Almost all the alumni not only applied what they studied into their work but also in their personal life. Ten (10) alumni said they applied what they studied in Australia in raising and educating their children. One shared that he adopted the Australian method of raising children and applied this to his own family. He has not put pressure of learning on his children and let them develop in the most natural way.

Nearly 100% of alumni felt confident about their English and international living experiences. One said that living in a multicultural environment like Australia helped them adapt and get used to new culture and new environment easier. They also felt more confident, more positive and motivated when understanding new environment. More than 30% of alumni learnt to respect and accept the differences in the multicultural society. One learnt to respect people with disability and to care about the environment. One alumnus said that he was aware of the attitude of Australians about queuing, transportation, littering, etc. but it was difficult to apply them in Vietnam.

## Gender Equality

All of the alumni said they were aware of the issue of gender equality in their work and their personal life, but more male than female alumni have been involved in gender equality issues. Only 15 alumni out of 45 were involved in gender equality issues in their work and personal life. A third of them were women. The reason for not participating in gender equality initiatives was that they did not face any problems in life and work. A large number of the alumni who were involved in gender issues were working in projects that integrated the gender equality or in the lessons they lectured. One female alumnus who was involved in some activities to promote gender equality in her community said that it is crucial to protect women's rights. She recommended a gender balance in the selection of staff for training abroad.

## Perceptions of Australia, links with Australian organisations

All the alumni had positive impressions of Australia. They were impressed by the good education system and high living standard, the health system, transportation and clean environment of Australia. No one expressed a negative impression about Australia. Almost all the alumni thought that Australian people were friendly, openhearted and easy-going.

Twenty-four (24) organisations and companies, where the alumni were working, had relations with Australian organisations including universities, ACIAR, ChildFund Australia, CPA, Pasteur Institute in Melbourne and Brien Holden Vision Institute, etc. They often were the main connection in the relation with Australian partners. For example, one alumnus in the 2005 cohort had a relationship with the University of Sydney in implementing the Master training program in Vietnam. One had close relations with Orchids Club members in Australia. The alumni working in academic environments usually had relations with university partners in Australia.

## Participation in the alumni activities

All alumni realised that participation in the alumni activities provided benefits such as networking, studying new knowledge from other alumni, sharing experiences, and recalling memories among others. However, only 29 alumni often participated in the alumni activities. Women with young children, alumni in senior positions, alumni from other provinces did not have much chance to participate in the alumni support activities. More than a third of women interviewed said they were busy with their children and family so that they did not have time to join in the events of alumni. The alumni in remote areas or other provinces far from Hanoi, Ho Chi Minh City and Danang said that they could not participate because most of the events were held in big cities. One alumnus also shared that she sometimes felt lonely when participating in the alumni activities because she did not know anyone at the event. She suggested that the events should be held in small groups with a specialised topic for each group.

## 3. Recommendations

### Recommendation from Alumni

- The scholarship program should provide financial support for the alumni in remote areas and other provinces to participate in the events in Hanoi, Ho Chi Minh and Danang.
- The professional events should be held in small groups with a specialised topic for each group.

### **Recommendations from the Researcher**

The methodology used in the interview was good. The questions were clear and detailed. However, the interviewees sometimes gave the same answer for many questions. For example, if I wrote clearly in the 5.1 about the impact of study in their position now. I did not have any information to write on 6.1 and 6.2 and even in 7.1 and 7.2.

In part 6, we should add more information on questions 6.3 and 6.5. In 6.3, I knew that the person got small grant from AAS but there was no space to write about that grant. We need a space to write about the grant and how the grant contributed to the development of society.

Or in 6.5, they answered about the improvement of plans or systems; I will ask details about what was improved and how it was improved in their organisation and I do not know where to write that information. In some reports, I also clarified what was improved in bracket ().

I suggest that part 7 should change into “CONTRIBUTION TO COMMUNITY AND SOCIETY”. We should add a part for interviewees to answer about their contribution to society, not only for their organisation. In part 7 now, we just concentrate on the volunteer work and gender equality but not their contribution to society from their work and their social activities.

