



Australian Government

★ Australia Awards

AUSTRALIAN SCHOLARSHIPS FOR DEVELOPMENT IN VIETNAM (ASDiV) PROGRAM

# 2<sup>nd</sup> Annual Report

Doc 59722 Version 3 | March 2011

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4. Placement and Mobilisation Report
5. Annual Academic Outputs Report
6. Australia Awards Alumni Program Report
7. Monitoring and Evaluation Report

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

<b>ACET</b>	Australian Centre for Education and Training (in Vietnam)
<b>ACG</b>	Alumni Consultative Group
<b>ACIAR</b>	Australian Centre for International Agricultural Research
<b>ADS</b>	Australian Development Scholarships program
<b>ADS Support</b>	Australian Development Scholarships Support
<b>AEI</b>	Australian Education International
<b>AIDAB</b>	Australian International Development Assistance Bureau
<b>ALA</b>	Australian Leadership Awards
<b>ALAF</b>	Australian Leadership Award Fellowships
<b>ALAO</b>	Australian Leadership Award Officer
<b>ALAS</b>	Australian Leadership Award Scholarships
<b>ALASA</b>	Association of Laos Australian Scholarship Alumni
<b>ANU</b>	Australian National University
<b>ASDiV</b>	Australian Scholarships for Development in Vietnam
<b>ASMC</b>	Australia Scholarships Managing Contractor
<b>ASS</b>	Australian Scholarships Section (in AusAID)
<b>AUD</b>	Australian Dollar
<b>AusAID</b>	Australian Agency for International Development
<b>CSIRO</b>	Commonwealth Scientific Industrial Research Organization
<b>DCS</b>	Development Cooperation Strategy
<b>DD</b>	Design Document
<b>DFAT</b>	Department of Foreign Affairs and Trade
<b>DHA</b>	Department of Home Affairs

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

<b>DIAC</b>	Departure of Immigration and Citizenship
<b>DOET</b>	Department of Education and Training
<b>EL</b>	English Language
<b>ELICOS</b>	English Language Intensive Courses for Overseas Students
<b>ELT</b>	English Language Training
<b>FTG</b>	Fast Track Group
<b>GAPP</b>	General Awareness and Promotion Plan
<b>GoV</b>	Government of Vietnam
<b>GMAT</b>	Graduate Management Admission Test
<b>GPA</b>	Grade Point Average
<b>HCMC</b>	Ho Chi Minh City
<b>HCMNAPPA</b>	Ho Chi Minh National Academy of Politics & Public Administration
<b>HFMP</b>	Hanoi Family Medical Practice
<b>HRD</b>	Human Resource Development
<b>IAP</b>	Introductory Academic Program
<b>HTV</b>	Ho Chi Minh Television
<b>IELTS</b>	International English Language Testing System
<b>IMF</b>	International Monetary Fund
<b>IT</b>	Information Technology
<b>JSC</b>	Joint Selection Committee
<b>FM</b>	Finance Manager
<b>LHRDA</b>	Local Human Resources Development Adviser
<b>M&amp;E</b>	Monitoring and Evaluation

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

<b>MARD</b>	Ministry of Agriculture & Rural Development
<b>MC</b>	Managing Contractor
<b>MOET</b>	Ministry of Education and Training (in Vietnam)
<b>MOF</b>	Ministry of Finance
<b>MOFA</b>	Ministry of Foreign Affairs
<b>MOH</b>	Ministry of Health
<b>MOIT</b>	Ministry of Industry & Trade
<b>MOJ</b>	Ministry of Justice
<b>MONRE</b>	Ministry of Natural Resources & Environment
<b>MOLISA</b>	Ministry of Labour, Invalids and Social Affairs
<b>MPI</b>	Ministry of Planning and Investment
<b>MPS</b>	Ministry of Public Security
<b>NACESTI</b>	National Centre for Scientific and Technological Information
<b>NCFAW</b>	National Council for the Advancement of Women in Vietnam
<b>NGO</b>	Non Government Organisation
<b>OASIS</b>	Online Australian Scholarship Information System
<b>OBS</b>	Overall Band Score
<b>ODA</b>	Overseas Development Assistance
<b>OOG</b>	Office of Government
<b>PCE</b>	Pre-Course English
<b>PCOC</b>	Party Central Organisation Committee
<b>PDB</b>	Pre-Departure Briefing
<b>PhD</b>	Doctorate of Philosophy

## ACRONYMS, ABBREVIATIONS AND TERMINOLOGY

<b>PPC</b>	Provincial People's Committee
<b>PPI</b>	Priority Public Institution
<b>SBV</b>	State Bank of Vietnam
<b>SCO</b>	Student Contact Officer
<b>SIMON</b>	Scholarship Information Management Online
<b>TESOL</b>	Teaching English as a Second Language
<b>UNDP</b>	United Nations Development Programme
<b>UQ</b>	University of Queensland
<b>VIED</b>	Vietnam International Education Development
<b>VCCI</b>	Vietnam Chamber of Commerce and Industry
<b>VGAC</b>	Vietnam Graduates from Australia Club
<b>VOV</b>	Voice of Vietnam
<b>VNN</b>	Vietnamnet
<b>VUFO</b>	Vietnam Union of Foreign Organizations

## Executive Summary and Key Recommendations

This Annual Summary Report summarises the promotion and selection for the ADS 2012 intake and ALAS 2011 intake, the placement of ADS and ALAS awardees, the academic results of awardees currently studying in Australia (where available) and, as the final stage of the scholarship cycle, the alumni program.

**Selection results** - this is the first Annual Report on the promotion and selection processes for the ADS and ALAS scholarship programs based on the ASDiV Design Document (DD). The results of the first selection process using the five Profiles for the 2012 ADS intake were very satisfactory. There was a 24% increase in the number of ADS applications (1206). A total of 263 conditional scholarships were awarded against the targeted number of 225 scholarships available. All five Profiles (and the Priority Public Institutions program) have received sufficient eligible applications for a competitive selection and only Profile 3 (PPI program) just failed to reach its respective targeted percentage of scholarships (38% compared to the targeted 40%). There has been a four-fold increase in the number of PhD applications to 306 and a doubling of PhD conditional awards (50) over last year. Some 10% of applications were from disadvantaged applicants (ethnic minorities, disability and disadvantaged rural applicants) and 36 disadvantaged candidates including 24 ethnic minorities received conditional awards. There has also been an increase in the ALA scholarships awarded to Vietnam from 16 last year to 20 this year.

A number of issues have arisen during the selection process which essentially stem from the complexity of the ASDiV program design, in particular having 5 Profiles and a separate Priority Public Institutions program, and having three Joint Selection Committee (JSC) meetings instead of two. This complexity has made it difficult both to promote the program and to implement its selection processes. It has also caused some confusion among prospective applicants and short-listed candidates. Key recommendations to simplify the design and the selection process are:

- > That the number of Profiles be reduced from 5 to 3 Profiles but covering the same target groups and PhD applicants have a separate Profile
- > That the PPI definition be narrowed to cover only central government institutions and agencies and exclude PPI-affiliated research institutions which will be covered by other Profiles
- > That the PPI program be opened up to all central level government ministries/institutions that are involved in policy analysis and policy determination
- > That PhD applicants be considered and assessed as a distinct category and that consideration be given to limiting applicants for PhD studies to university/college lecturers and researchers
- > That JSC 2 and JSC 3 be combined into one JSC 2 meeting
- > That all short-listed candidates are interviewed by the Interview Panel and that the composition of the Interview Panel and its modalities are reviewed
- > That the IELTS requirements be simplified and that all PhD candidates require a minimum of 5.5 and all Masters (and undergraduate) candidates require only 4.5
- > That AusAID prepares a list of list of priority HRD needs against which applicants would be assessed to replace applicants being assessed against the three pillars of the current draft country strategy and that the fields of study be reviewed to reflect these priorities



- > That the levels of study for university lecturers and researchers from both Profiles 4 and 5 be rationalised to allow both Masters by Research and Coursework and that the Graduate Diploma be removed as a specific option for Profile 5
- > That for the next intake the current provisions for undergraduate studies for disadvantaged applicants remain but this level of study then be reviewed and assessed for its appropriateness
- > That the ADS application package makes it clear that for applicants with GPAs less than 7.0 they need to take the Graduate Diploma pathway in order to study for a Masters degree, as universities will not accept direct entry of students with GPAs less than 7.0 for a Masters course.

**Promotion results** - the M&E report observes that the selection results are a prima facie indication of effective promotion of the scholarship programs. The M&E report also recommends that promotion activities increase for Profile 1, in particular, to improve the competitive ratio of applications. In meeting the challenge of ensuring sufficient applicants from local government employees, especially ethnic minorities for Profile 1, ASDiV has undertaken promotional visits to selected provinces with large concentrations of ethnic minorities. These visits have had some initial, but limited success, and more intensive efforts are necessary. Key recommendations to strengthen scholarships' promotion are:

- > That follow-up visits to targeted provinces are undertaken soon after JSC 3 to report on the outcomes of the 2012 ADS intake round and to establish the basis for continuing cooperation
- > That ASDiV seek to work closely with the Departments of Home Affairs and Education and Training on ADS scholarship opportunities in targeted provinces in respect of their provincial HRD plans
- > That the number of targeted provinces is expanded to include neighbouring provinces and other provinces where there are large concentrations of ethnic minorities.

**English Language Training** - the English Language Training Program for the 2011 ADS intake conducted by ACET has been completed. More than 98% of candidates who finished the full training cycle (including additional training) have reached the IELTS target band score. Only two candidates can be classified as "not reaching the target band score" after completing all of the training options.

**Placement and mobilisation** - given the large increase in the numbers of awardees to be placed and mobilised this year, there have been very few problems encountered in placement and mobilisation. At the time of this report, ASDiV had successfully placed 240 ADS awardees for the 2011 intake. This number already surpasses the targeted 225 ADS scholarships without including the 6 additional candidates who have not yet reached the required IELTS overall 6.0. They are doing additional English language training (2 at ACET and 4 privately) and subject to AusAID agreement will sit the IELTS test on 6 January 2010. By the time of placement, the gender balance in favour of women had increased to 68% from 66% at the time of application. There was an increase in the number of universities where the ADS awardees were placed from 16 last year to 23 this year largely as a result of the large increase in the number of awardees from 149 in the 2010 intake.

## Alumni Program

The year 2010 has been a year of transition for the AusAID-funded alumni program in Vietnam with major changes in organisation, direction, as well as branding. These changes have come about as a result of the two factors: the introduction of the Australia Awards concept and international alumni network, and the realisation that the existing segmented, group-based, AusAID-funded alumni organisation does not provide a significant public presence or social interface for the over 3,000

AusAID-funded alumni. Much has been achieved in 2010 in strengthening the alumni core group leadership, bringing the groups together and organising joint and region-wide activities. Nevertheless, more concrete steps need to be taken to establish a national Australia Awards alumni organisation with a clear vision, long term strategy, organisational framework and agreed funding modalities. The following recommendations aim to achieve these objectives and the establishment of a national Australia Awards alumni organisation in the first half of next year.

- > That consideration is given to holding strategic planning workshops in the three regions early in 2011 to discuss the future directions and organisation of the Australia Awards alumni network in Vietnam
- > That consideration is given to establishing a long term plan based on annual themes for professional development activities across the country and that further consideration be given to embodying these themes by organising three conferences annually on the same theme in Hanoi, Hue and Ho Chi Minh City.
- > That there is at least one large, prestigious social event held annually in each of the three regional cities associated with the Australian Embassy/Consulate in some way.

Overall, the report demonstrates the program's success in seeking applications in accordance with the Profiles; promoting scholarships for capacity building and institutional development in selected PPIs and universities; maintaining gender sensitivity and promoting gender equity; maintaining a high level of transparency; ensuring assessments are objective and maintaining equitable and inclusive practices.

## 1. Introduction

This is the first Annual Report on the promotion and selection processes for the ADS and ALAS scholarships programs in the context of the ASDiV Design Document (DD). In particular, the Report covers the first ADS intake (2012) under the revised eligibility and selection criteria using five Participant Profiles for the ADS program. The Report also covers the progress in implementing the ADS program, using the previous ADS selection criteria and processes, including the placement of ADS awardees from the 2010 and 2011 intakes and the academic results of awardees currently studying in Australia from previous intakes where available. The final stage in the scholarship cycle, the alumni program, as implemented within the parameters of the DD and the subsequent Australia Awards initiative, is also covered in the Report. The Report includes the first Monitoring and Evaluation (M&E) report assessing the ASDiV's implementation progress and the two scholarship programs' achievements to date.

Because of the complexity of, and the challenges in the ASDiV design, the first contracted phase of the ASDiV program ending in January 2012 is essentially a pilot program, as acknowledged in the DD. It was expected that in the program's implementation and in analysing the results of the scholarship application and selection processes, a number of difficulties and issues would arise that would require reassessment, adjustment and change in the design. Furthermore, whilst perhaps not so expected, the program's implementation and directions have been influenced by the different perspectives and understandings that have emerged from Canberra under the Australia Awards initiative, from the new leadership of the scholarship program at AusAID Post, from the change in the ASDiV representation from MOET and from the Managing Contractor (MC). This has resulted in a flexible view of the DD and how it might be adapted and adjusted for more effective program implementation to achieve the scholarship programs' outcomes. This flexibility is necessary, even though at times it is not always clear to the MC to what extent the DD might be subject to change as a result of these new perspectives.

The DD is thus, in many ways, a living document, subject to adjustment and change as implementation of the program proceeds. In such a fluid situation, the most effective way to meet the challenges that emerge is close dialogue and a spirit of partnership between AusAID, MOET and the MC. This Report is thus a reflection of this spirit of partnership that has emerged between the parties and focuses on the outcomes to date, the challenges, the adaptations made and proposed changes that make program implementation more efficient and results more effectively achieved.

This section of the Report consists of a summary analysis of processes, outcomes and issues that are contained in the following seven annexes:

1. Report on the Implementation of the General Awareness and Promotion Plan (GAPP)
2. Annual Selection Report
3. Priority Public Institutions (PPI) Program Report
4. Placement and Mobilisation Report
5. Annual Academic Outputs Report
6. Australia Awards Alumni Program Report
7. Monitoring and Evaluation Report

## 2. Selection Results

The results of the first selection process using the five Profiles for the 2012 ADS intake are very satisfactory. There has also been an increase in the ALA scholarships awarded to Vietnam in the 2011 ALA intake. Key results to date are summarised below.

### 2.1 ADS

- > a 24% increase in the number of ADS applications (1206) compared to last year's intake (909)
- > a substantial reduction in the number ineligible applications from 36% last year to 27% this year
- > 263 candidates offered conditional awards compared to the 225 awards available
- > all five Profiles (including the PPI program in Profile 3) received sufficient eligible applications for competitive selection with only Profile 3 falling slightly short of the targeted percentage of scholarships (38% compared to the target of 40%)
- > a four-fold increase in the number of PhD applications from 80 last year to 306 this year and double the number of conditional PhD scholarships awarded (50 compared to 26 last year).
- > a significant increase in the number of PPI applications over last year from 115 last year to 160 and PPI conditional awards (97 compared to 71)
- > improved geographic spread over Vietnam's 63 provinces/cities (applications from 58 and conditional awards from 45 provinces/cities )
- > a reduced dominance of applications from Hanoi and HCM City decreasing from 70% of total applications last year to 57% this year, but at the conditional award approval stage the percentage decrease was somewhat less (62% this year compared to 65% last year)
- > 57 applications from ethnic minorities of whom 49 were eligible and 24 were awarded conditional scholarships
- > 64 disadvantaged rural applicants (ethnic Kinh), of whom 49 were eligible and 11 were awarded conditional scholarships
- > 5 applications from persons with disabilities, of whom 3 were eligible and one received a conditional award
- > no undergraduate scholarships were awarded from the 9 undergraduate applicants from disadvantaged applicants; the one applicant short-listed for IELTS did not meet IELTS or Special English candidate requirements
- > half the total number of applications (611) were university/college lecturers in Profiles 4 and 5
- > a wide representation of applications from 109 universities and colleges including 38 provincial universities and colleges with 46 universities/colleges including 13 provincial universities/ colleges represented in the conditional scholarships awarded
- > an improved gender balance over last year (this year Female 60: Male 40 applicants and Female 61: Male 39 conditional awardees compared to last year's ratio Female 66: Male 34 at both stages); the favourable female ratio is consistent across all Profiles, the PPI program and ethnic minorities

- > a sharp reduction in the number of applicants applying for commerce from 22% last year to 11% this year and an increase in education from 9% to 14%
- > 322 candidates from the 398 short-listed met IELTS requirements; 49 did not satisfy IELTS requirements; 16 withdrew or were absent; 11 classified as Special English candidates
- > 322 candidates remain in the next stage of the selection process for a total 225 scholarships
- > 89 “fast track” candidates with an overall IELTS of 6.5 and no sub-band below 6.0.
- > 5 Special English Language candidates with IELTS below 4.5 were awarded conditional scholarships but as all 5 had IELTS of 4.0 they were able to join the pre-departure English Language program

Table 1 includes the total number of applications by Profile and by eligibility.

**Table 1: Total ADS eligible/ineligible applications**

Eligibility	Non-PPI							PPI		Total	
	P.1	P.2	P.3	P.4	P.5	Total	%	Qty.	%	Qty.	%
Ineligible	24	105	16	156	11	312	30%	13	8%	325	27%
Eligible	62	219	9	353	91	734	70%	147	92%	881	73%
Total	86	324	25	509	102	1,046	100%	160	100%	1,206	100%

**Table 2: Summary of JSC Decisions for 2012 Intake**

Profile	Notional Target	Approved at JSC 2	Approved at JSC 3	Total Approved by JSC
1&2	67	19	61	80
3	90	24	75	99
4	45	32	23	55
5	23	23	6	29
Total	225	98	165	263

## 2.2 ALAS

- > a 37% increase in total ALAS applications to 88 this year from 64 applications last year
- > a 47% increase in the number of eligible applications compared to last year
- > 20 of the 30 recommended candidates sent to Canberra received ALAS awards
- > 6 of the remaining 10 recommended candidates received an ADS

- > 16 candidates accepted the ALAS award; the remaining 4 withdrew as they received other scholarships (3 Endeavour Awards and one Fulbright).

### 3. General Awareness and Promotion Plan (GAPP)

The GAPP consisted of two components: a general awareness strategy to raise awareness of the Australian Awards scholarship programs in general, and a targeted promotion strategy to recruit sufficient quality ADS applicants for the 2012 intake to reach the overall target of 225 scholarships and the individual Profile and PPI percentage targets.

#### 3.1 General awareness strategy

In assessing the effectiveness of the general awareness strategy, the M&E Report (annex 7) notes that very few generic awareness-raising activities have been undertaken as the priority has been to encourage applications for the current scholarship round. Nevertheless, the report cautions that, since ADS scholarships are carefully targeted, care will need to be taken in building awareness of the program so that unrealistic demands for scholarships are not generated. The report suggests that the focus of generic awareness-raising should thus be on celebrating the achievements of the program rather than pro-actively seeking more applications. Two types of promotional activity are being undertaken by ASDiV which meet this objective of celebrating the program's achievements. One cost-effective promotional activity has been the use of existing television programs for featured interviews. The second is to develop feature stories/videos of successful alumni.<sup>1</sup>

#### 3.2 Targeted promotion strategy

The targeted promotion strategy focused on the five Applicant Profiles with each Profile having a specific approach, although Profiles 1 and 2 were combined because of their related target groups. The M&E report makes a number of observations on this year's targeted promotion from the number of applications received.

- > The 24% increase in total of applications from 909 last to 1206 this year was prima facie indicator of improved promotion
- > The improved geographical spread with applications from 58 of Vietnam's 63 provinces and the reduced dominance of Hanoi and Ho Chi Minh City (from 70% to 57%) suggests effective regional promotion
- > The four-fold increase in the number of PhD applications indicates that ASDiV promotional visits to provincial /regional universities and colleges made some contribution to the increase
- > The substantial reduction in the number of ineligible applications and only 8% not matching any Profile suggests that program information was generally effective in making the application criteria explicit. Nevertheless, it also suggested that there is a continuing need to reinforce eligibility criteria in information sessions and promotional material targeting Profiles 1 and 2, which had the largest mismatch of applications.

In assessing the effectiveness of the media used, the M&E report notes that advertising on commercial websites and newspapers appears to have been quite effective with 13% of applicants citing these as

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<sup>1</sup> Preparations are in hand to undertake 20 short video profiles of prominent alumni. These videos will be placed on Facebook and Youtube and linked to the ASDiV website and will also be source material for a 15 minute promotion video being planned as well as for inclusion in TV programs where possible. The challenge is for ASDiV to take every opportunity to find human interest stories about alumni and awardees that could feature in the electronic and printed media and on ASDiV's website on a regular basis.

their first source of knowledge about ADS. The report recommends that the current mix of newspaper and website advertising be retained for the next intake.

The M&E report observes that all Profiles received sufficient applications to provide a minimum basis for competitive selection. However, it concluded that:

- > promotion for Profiles 2 and 4, which had substantial numbers of applications, could be scaled down
- > increased promotion activities are desirable for Profiles 1 and 3 (including the PPI program) as the current ratio of over 2.1 applications for every scholarship is insufficient for an effective competitive process (however, there may be effective limits to the numbers of available candidates in these Profiles as the promotional strategy gives substantial attention to them)
- > despite the large number of PhD applications, promotional visits to provincial universities should continue in the interests of further geographic diversity of university applications.

The M&E report notes that, as 60% of the applicants were women, there is no need for additional promotional effort directed at female applicants beyond that currently undertaken. The gender balance in favour of women was across all Profiles (and among ethnic minority applicants), and notably the case in Profile 5 (TESOL lecturers) reflecting their greater representation in the work force.

Approximately 10% of applications were from disadvantaged applicants (ethnic minorities, disability and disadvantaged rural applicants). The M&E report concludes that the promotional campaign has been successful in encouraging applications generally from disadvantaged applicants and efforts in Profiles 1 and 2 have yielded proportionate results.

### 3.3 Targeting poor provinces

The biggest promotional challenge that ASDiV has faced has been to ensure that there were sufficient applicants from government employees for Profile 1 in particular, and from ethnic minorities and disadvantaged rural applicants, more generally. The main strategy has been to target selected poor provinces with large concentrations of ethnic minorities. This was done through visits by senior ASDiV staff to three provinces in each of three regional areas: Mekong delta, central highlands and the northwest. While these visits had some successes in generating applications from these areas, particularly in the Mekong delta, there are constraints in working in these rural provinces.

One clear lesson from the provincial visits is the pervasive power of the Provincial People's Committees (PPCs) in almost all matters locally, including provincial universities and colleges. It is thus necessary for ASDiV to work through the PPCs for promotion purposes. This restricts the freedom of "movement" of ASDiV staff and it is not possible to independently organise information sessions and difficult to make separate contacts with prominent people outside the context of the PPC, as planned in the GAPP. ASDiV is thus dependent on the goodwill of the provincial leadership and the organisational efficiency of the PPCs in organising meetings and publicising the information session. While the visits were generally welcomed by the provincial leadership, ASDiV encountered difficulties in Gia Lai where the information session was subsequently cancelled.

Another constraint is the generally poor levels of English language especially in the more remote provinces in the central highlands and the northwest. In these two regions, the frequent citing by local authorities of local low levels of English seemed to erect a psychological barrier to more positive cooperation. This year's IELTS results confirm the lower levels of English of candidates from these two



regions and the sharp drop in the number of short-listed candidates that meet minimum IELTS requirements.

A further constraint in the central highlands and northwest provinces is the rather passive attitude to the central government's directive that all provinces formulate and implement five-year HRD plans to raise the university qualifications of provincial employees. Nevertheless, as all provinces are required to formulate a new five-year HRD plan (2011-2015), this provides an opportunity for ASDiV to engage more closely with the PPCs on the opportunities that the ADS program provides in implementing their HRD plans over a longer planning period. As such, ASDiV needs to work with the two agencies in the PPC responsible for HRD issues - the Department of Home Affairs (DHA), more generally, and the Department of Education and Training (DOET) which is responsible for the provincial universities and colleges.

It is important that after the JSC 3, ASDiV staff make follow-up visits to the targeted provinces to report the results of 2012 ADS round to the provincial authorities, both in respect of their own provinces as well as those provinces where there have been successful outcomes. These visits should seek to consolidate the cooperative links with the DHA and DOET and make preliminary plans for the later information sessions. The number of targeted provinces could also be expanded by making visits to neighbouring provinces, and to other selected provinces with large concentrations of ethnic minorities as time permits.

## 4. Selection Process

At the time of writing this Report, the selection process for ADS has passed through the following stages:

- > Screening eligibility/ineligibility and submission to AusAID on 6 September 2010 (881 applicants screened as eligible)
- > Assessing eligible applicants for submission to JSC 1 (370 proposed for short-listing by ASDiV)
- > Short-listing of candidates for IELTS testing by JSC 1 on 18 October 2010 (398 candidates shortlisted)
- > IELTS testing on 30 October (322 candidates met minimum IELTS requirements; 11 disadvantaged candidates below IELTS minimum 4.5 being considered for Special English)
- > Interview Panel interviewed 96 candidates (including all 61 PhD candidates) from 24 November to 7 December 2010 for consideration by JSC 2 on 17 December 2010
- > International Academic Adviser counselled and assessed 61 PhD candidates and National Academic Adviser counselled and assessed 83 Masters candidates from 24 November to 7 December for consideration by JSC 2
- > JSC 2 on 17 December 2010 approved 99 conditional awards (including 45 PhD awards), deferred consideration of 31 candidates to JSC 3 and did not approve 11 candidates; in addition 11 Special English language candidates were deferred to JSC 3
- > 176 remaining Masters candidates had consultations with the National Academic Adviser in late December 2010/ early January 2011. 76 of these candidates from Profiles 1 and 2 were also interviewed by the Interview Panel.



- > JSC 3 was brought forward to 19 January from scheduled 17 February 2011 and approved 165 conditional awards.

The main issues that have arisen in the selection process stem from the complexity of the program design which has made it difficult both to promote the program and to implement its selection processes. This complexity has also caused some confusion among prospective applicants and short-listed candidates. The complexity stems from a number of factors which are summarised in the following sections.

#### **4.1 Complexity of Profiles/PPI program**

The current five Profiles are unnecessarily complex. It is not clear which type of local government officials should be allocated to Profile 1 or 2, especially when the PPCs exert control over all government departments and agencies in provinces, except for some line institutions/agencies controlled by central Government ministries. In any case, the distinction between the two Profiles is somewhat artificial as both are combined in the one target of 30% of scholarships, and in practice the targeted promotion strategy also links the two Profiles.

The existence of the PPI program within Profile 3 is confusing, demonstrated by the fact there is no allocation of scholarships for the non-PPI Profile 3 applicants. This would be simplified if the PPI program became synonymous with Profile 3 (see below).

As Profiles 4 and 5 are both targeting university/college lecturers, these could be combined into one Profile for university/college lecturers and researchers. This would reduce the number of profiles and make promotion simpler. The GoV's wish to reserve 10% of the scholarships for TESOL teachers can be implemented during the selection process.

Having two "categories" of scholarships, PPI and Non-PPI, subsuming the 5 Profiles under Non-PPI only adds to the confusion. If the PPI program becomes synonymous with Profile 3 this confusing nomenclature can be eliminated.

#### **4.2 Restriction of definition of PPIs to central institutions**

The current definition of a PPI is too comprehensive covering central institutions, their branches, affiliated research institutes and provincial government offices. A key feature of the PPI program is the engagement of the HRD advisers with institutions to ensure PPI scholarships meet the HRD needs of the institution; however, this is not practical when it comes to the affiliated research institutes which are scattered throughout the country and who have their own HRD plans. Sector-wide plans, when they exist, are not very useful in assessing individual research applicant's HRD relevance.

Moreover, the 37 applications received from PPI-affiliated research institutes in the 2012 intake outside the PPI program indicate that linking the institutes to the PPIs is not the most efficient way to handle these applicants, especially for the PPIs with many affiliated institutes such as MARD. Thus it is more practical to separate research institutes from the PPI program and for these institutes to come under other relevant Profiles.

In addition, there is no need for local government officials to be linked to the PPI program as they come within the scope of Profile 1. Moreover, if these officials applied under the PPI program they would have to meet the 7.0 GPA requirement, while Profile 1 has no GPA minimum. Neither can the local government applicants practically be encompassed by the work of the HRD advisers. Thus, the definition of a PPI should be restricted to central Government agencies for which the PPI program is essentially designed.

### 4.3 Inadequate representation of PPIs

The current list of PPIs does not entirely fit with the development objectives set out in the DD or with the three new country strategy pillars. One obvious Ministry and another Ministry-equivalent agency that are missing in terms of the DD's emphasis on education of State employees and targeting ethnic minorities are the Ministry of Home Affairs and the Committee on Ethnic Minorities. With the new second pillar of economic integration in the country strategy emphasising infrastructure, the Ministry of Construction and the Ministry of Transportation need to be included. As a key GoV institution, the National Assembly should also be added. In sum, the PPI program should be opened to all designated central level organisations that are involved in policy analysis and determination. The addition of more PPIs will result in a wider scope of activities for the two HRD advisers and a heavier administrative burden. Nevertheless, with the experience gained this year and many of the HRD processes and materials in place, the HRD advisers should be able to cope with the wider range of PPIs.

### 4.4 PhDs

There is an overall target of 20% allocation of scholarships for PhD scholarships, giving a notional total of 45 scholarships. Difficulties arose in the selection process for PhD applicants in having two JSC decision-making stages for allocation of awards - JSC 2 and JSC 3.

The first difficulty occurred in trying to assess PhD applicants against Masters applicants within the same Profile during the screening process, because of the generally higher assessment scores achieved by PhD candidates. There was also no basis for determining what the percentage of PhD awards should be allocated within each Profile. Thus, PhD applicants were, in practice, assessed against each other to provide a fair, comparative basis for all PhD applicants.

The second difficulty arose during the selection process after JSC 1 and the IELTS testing that followed. According to the DD, at this point all PhD short-listed candidates who had reached Fast Track IELTS scores of 6.5 were to be interviewed by an Interview Panel and academically assessed by the International Academic Adviser for consideration for a scholarship at JSC 2. The remaining short-listed candidates would have gone through the same process for consideration at JSC 3 at a later stage.

However, it became apparent that this two-stage assessment and decision-making process could give an unfair advantage to those PhD candidates who met Fast Track IELTS levels and who would be considered separately and ahead of those PhD candidates who required some pre-departure English language training. Thus, in consultation with AusAID, it was decided to have all the PhD short-listed candidates go through the Interview Panel and Academic Adviser assessment process at the same time for consideration as a single group by JSC 2.

The third difficulty relates to the inclusion of applicants working in policy planning in the current eligibility criteria for PhD studies. This issue arose during the counselling and interview activities of the Academic advisers and the Interview Panel. In two cases where the PhD applicants were PPI candidates working in policy planning areas, there was no necessary connection between the candidates' research proposals and the future plans of their specific Departments.

Generally, the main purposes for undertaking a PhD are to gain knowledge and skills in advanced research methodology, which can be used to conduct further research or to train other researchers in the future, and to push forward the boundaries of knowledge in specific disciplines. It is clear that university lecturers and researchers need to obtain these skills; however, this is far less obvious for Government officials. Even senior bureaucrats do not usually need the skills developed through PhD research. Good Master's degrees are more than enough training for policy and planning staff at any

Government level. It is thus recommended that the future eligibility criteria for PhD studies be limited to university/college lecturers and researchers and not include persons working in policy planning.

#### 4.5 Combining JSC 2 and JSC 3 meetings

As explained in respect of the PhD candidates, splitting the JSC points of decision making in allocating scholarships between those with Fast Track IELTS scores at JSC 2 and those who require pre-departure English Language training at JSC 3 is not conducive to assessing and treating all short-listed candidates on a level playing field. If Fast Track candidates are treated first in isolation from the non-Fast Track candidates there is the risk that undue preference will be given to the Fast Track level candidates in deciding who receives scholarships. This would, in particular, disadvantage those candidates from the provinces in Profiles 1 and 2 and lecturers from provincial and regional universities in Profiles 4 and 5 who have lower levels of English language.

An anomalous situation arose in respect of Profile 5 in the second phase of this year's selection process when 34 of the 45 short-listed candidates satisfied the Fast Track IELTS score but only 23 scholarships are to be allocated to this Profile. The 9 applicants who did not reach the Fast Track English level are all from regional/provincial universities and colleges. Thus it was decided to include the non-Fast Track candidates in the phase 2 selection process so that all Profile 5 candidates could be considered at the same time by JSC 2.

The above suggests that there is a flaw in the DD in having two points for JSC decision-making on the allocation of scholarships. It is therefore recommended that for future intakes JSC 2 and JSC 3 be combined and become JSC 2 where all candidates will be considered for scholarships at the one time.

#### 4.6 Interview process

The DD is not consistent between those candidates who are to be interviewed by the Interview Panel and those candidates who are to be counselled and academically assessed by the two Academic Advisers. The DD requires only PhD, Masters by Research and Profile 1 and 2 candidates to be interviewed, while all candidates are to be counselled by the Academic Advisers. The round of interviews and counselling that took place in preparation for JSC 2 demonstrated that a fairer, more equitable and more comprehensive selection approach would be for all candidates to be subjected to both the interview panel and the academic advisory processes. As the interviews were found to be a very useful screening process and provided additional valuable perspectives about a candidate, the inclusion of all candidates in the Interview Panel process would provide a more complete assessment of all candidates for consideration by the JSC.

Interviewing all candidates will require a re-assessment of the composition of the Interview Panel and its modalities, especially if the recommendation to combine JSC 2 and JSC 3 into a single meeting is accepted. This could require more than one Interview Panel operating simultaneously in order to get through the large number of candidates.

#### 4.7 Complex IELTS level requirements

For the 2012 ADS intake, there are two different minimum IELTS requirements by Profile division: i) overall 4.5 with no sub-band below 3.5 for Profiles 1, 2 and 3, and ii) overall 5.5 with no sub-band below 5.0 for Profiles 4 and 5. The 5.5 requirement for Profile 4 was set in the DD on the assumption that all Profile 4 applications would be for PhD studies. As noted, the level of studies requirement for Profile 4 was subsequently modified by the JSC to allow for Masters by Research for young, recently appointed lecturers in future intakes. Thus, there would be no need for the latter to have a minimum of 5.5.

During the screening process it was decided, in consultation with AusAID, to extend the 5.5 minimum IELTS requirements for all PhDs to create a level playing field for all PhD candidates and in recognition that a 4.5 minimum was too low for PhD candidates who would need to reach at least 6.5 to be accepted into PhD studies by most Australian universities.

For Profile 5, where higher English language competency is required, PhD applicants would still require 5.5 but Masters applicants would only need to meet IELTS 4.5 overall minimum. This would allow more applicants from regional/provincial universities to meet IELTS requirements and to be considered for pre-departure English language training (or even Special English training).

#### **4.8 Mismatch between country program and ASDiV objectives**

There are practical difficulties in applicant targeting and linking ADS scholarships under ASDiV objectives with the new country strategy. The current country strategy and ASDiV objectives as set out in the DD are somewhat mismatched. In reality, the ASDiV program's focus on rural development (especially under Profile 2) and its emphasis on ethnic minorities and disadvantaged rural applicants does not fit well with the current country strategy which does not specify rural development as a broad objective, although environmental sustainability can be thus broadly interpreted. Moreover, there is not full convergence between the country strategy and the fields of study in the 2012 application package, for example, health studies, communication studies, social sciences and law.

For scholarship targeting, the country strategy is too broad, especially the first HRD pillar. HRD can cover almost any capacity building of individual candidates through post-graduate studies. It was difficult to assess candidates against the three strategy pillars as most could be assessed as meeting the broad HRD pillar if they did not fall within the economic integration or environmental sustainability pillars. Thus it would probably be better to replace the broad country strategy pillars in scoring applicants with a more specific list of priority areas, while leaving scope for candidates to be accepted in lesser priority areas.

#### **4.9 Rationalise levels of study**

There is scope to rationalise the levels of study in Profiles 4 and 5 for uniformity. The JSC 1 accepted that Masters by Coursework as well as Masters by Research should have been offered as a level of study in Profile 4 in this year's intake. Masters by Coursework can be a better basis for preparation for a PhD and has fewer risks for those students who do not have a research background. Moreover, in Profile 5, the Graduate Diploma in TESOL was offered in addition to Masters programs but no application was received in this year's Profile 5 intake for a diploma. It is clear for young university lecturers with an undergraduate degree that their career advancement requires a Masters degree.

#### **4.10 Undergraduate study**

An issue is whether the undergraduate option should be maintained for disadvantaged candidates given the very few (9) applicants in this year's intake and that none have met IELTS requirements. Dropping the undergraduate option would simplify the promotion and selection processes and consolidate ADS in Vietnam as solely for post-graduate studies.

If the undergraduate option is to be maintained for disadvantaged applicants and, if it is considered desirable to increase the number of undergraduate applicants, a strategy would be to remove the requirement for work experience for disadvantaged applicants. The work requirement removal would undoubtedly increase the numbers of ethnic minority applicants and possibly candidates with disabilities. On the other hand, opening up the undergraduate level of study would probably lead to a flood of applications from high school graduates who are ethnic Kinh from disadvantaged rural areas.

Dropping work requirements also has implications for the current selection criteria with its emphasis on work experience and its relationship to proposed field of study.

As this initial phase of the ASDiV program is a pilot, it may be best to leave the undergraduate option with the current work requirements for disadvantaged applicants for the next intake and then assess whether it should be retained, dropped or expanded.

#### 4.11 GPA levels

During the short-listing process for the IELTS testing, many disadvantaged candidates from Profiles 1 and 2 and lecturers from regional and provincial universities and colleges, who had GPAs less than 7.0, were shortlisted by JSC 2. This was done in the interest of providing an opportunity for disadvantaged candidates and province-based lecturers to obtain a scholarship.

Fourteen shortlisted Masters candidates, who were processed during the selection round by the Interview Panel and Academic Advisers for JSC 2, had GPAs less than 7.0. As GPA is seen as the objective indicator of success for postgraduate studies, most Australian universities will not consider applicants for Masters programs with a GPA less than 7.0. One option would be for a candidate with a GPA less than 7.0, if awarded a scholarship, to take a Graduate Diploma pathway which leads to a Masters degree, provided the student can then meet the Masters entry requirements.

Interaction by the advisers with the candidates points to the need for the Graduate Diploma Pathway option to be made clear at the time of application for those applicants with low GPAs, so that they have no misunderstanding on this issue when they apply for a scholarship.

#### 4.12 Restructuring Program Profiles/Categories

Based on the analysis above, a possible restructuring of the Profiles/Categories could be undertaken without changing ASDiV's priority targeting groups. It is outside the scope of this report to raise the issue of changing the targeted groups as this would require a substantial design change. Proposed changes that retain the integrity of the current design are as follows:

Profile/Category	Level of Study	Target Group	IELTS Requirements	Targeted Percentages of Scholarships
PhD Applicants	PhD	Lecturers, researchers and policy planners (including PhD applicants from the PPI program)	5.5 with no sub-band below 5.0	20%
Provincial Administration and Development	Masters	Provincial officials and rural development workers	4.5 with no sub-band below 3.5	30%
Central Public Institutions Program (PPI program)	Masters	Officials working in Central Government ministries and agencies	4.5 with no sub-band below 3.5	40%
University Lecturers and Researchers	Masters	Lecturers and researchers working in universities/ colleges and research institutes	4.5 with no sub-band below 3.5	10%

There remains one small category of PhDs that does not fit neatly into this restructuring - the PhD applicants from the PPIs. In reality, separating the research institutes affiliated with PPIs from the PPI program and removing policy planners from the PhD eligibility criteria will eliminate all but a few PhD applicants from the PPI program. These few PhD applicants are most likely to come from the HCMNAPPA which is a special case, being the Party's top training and research institution. Nevertheless, for HRD strategy purposes these PhD applicants should still be included in the PPI program.

## 5. HRD Strategy and the PPI Program

The assignment of an International HRD Adviser and Local HRD Adviser to engage more closely with the PPIs is an important new element in the ASDiV program. The interaction of the two advisers with the PPIs and responsibilities of the PPIs are outlined in the PPI Strategy Framework. While this Strategy Framework was designed for the PPI intakes under the new ASDiV processes, its application has in fact been introduced for the 2011 intake in the form of revamped exit briefings and, for existing PPI awardees in Australia, re-integration workshops for recently returned graduates.

The impact of this closer engagement with the PPIs is demonstrated by the significant increase in the number of PPI applications from 115 last year to 160 this year. Part of this increase comes from the two additional PPIs (MOLISA and MPS) who joined this year with a combined 25 applications, but there was still a net increase of 20 applicants received from the 13 'old' PPIs. There was also a lower number of ineligible applications compared to last year (13 of 60 compared to 21 of 115). The M&E report noted that a major factor in the low level of ineligible applications was the generally effective screening by the PPI panels (which again can be attributed to the closer engagement with the PPIs by the HRD advisers).

It became clear in seeking to meet the DD's provisions of assisting the PPIs in formulating institutional HRD plans that this was unrealistic and too ambitious. Thus, the decision was made with AusAID's concurrence to narrow the plan to an institutional HRD training plan, which could then be aligned more closely with ADS priority areas and the applicants' career path plans. The clearer HRD objectives of the PPI program has meant a change in role of the PPI Coordinators from an administrative one to include HRD support. This change is more difficult for the four coordinators who are not from organisation and personnel departments and they require more support from the two advisers.

On the whole, the PPIs fulfilled their commitments to ASDiV, providing institutional HRD training plans and indicative scholarship allocation targets, attending the several briefing workshops, promoting the scholarships internally and conducting their in-house career path planning workshops. There was significant improvement in the numbers of applicants nominated by MPI and MOET, two PPIs noted as under-performing in last year's report. However, PCOC and OOG performed poorly. OOG did not submit any nominations; OOG claims that being a small organisation they do not have a pool of young, potential applicants. PCOC submitted four nominations, but none passed the IELTS test and therefore PCOC will have no scholarships this year. PCOC is unique in that can nominate Party members throughout the country which makes it difficult to fit into the HRD strategy. However, the main problem was their potential candidates' poor English language levels, even after intensive 6 months training.

The PPI program will enter a new phase next year when the International HRD Adviser commences closer monitoring of PPI awardees in Australia and the Local HRD Adviser engages more closely with PPI employers to prepare for graduates' re-integration plans.



## 6. English Language Training

The English Language Training Program for the 2011 ADS intake conducted by ACET has been completed. More than 98% of candidates who finished the full training cycle (including additional training) have reached the IELTS target band score. Only two candidates can be classified as “not reaching the target band score” after completing all of the training options.

According to ACET, in general, this year’s training has run very smoothly. The issues that did arise are largely perennial ones that through consultations involving ACET, ASDiV and AusAID, have been dealt with effectively.

One issue arises from the significant gap between the candidates’ completing the training/achieving the target and the candidates’ mobilisation to Australia, sometimes upwards of six months. Currently the onus is on students to maintain their English skills during this period. ACET has reported that this year many of the successful candidates have been requesting further assistance from ACET.

This appears to be a weakness in the design of the program cycle. A strategy to address this issue would be for an on-line course to be available to candidates from when they finish their English language until departure for Australia. Such an on-line course could ideally be made more effective through some human or face-to-face element (ACET has already begun to work on an on-line learning program).

## 7. Placement and Mobilisation

Given the large increase in the numbers of awardees to be placed and mobilised this year, compared to last year, as a result of the scholarship increase, there have been very few problems encountered in placement and mobilisation. What problems have occurred largely stem from the sheer volume of work that these numbers have engendered, particularly as mobilisation coincides with the visa issue and travel pressures of the seasonal holiday period.

ASDiV has successfully placed 239 ADS awardees for the 2011 intake (including two students who are waiting for final university offers). This number already surpasses the targeted 225 ADS scholarships. By the time of placement the gender balance in favour of women had increased to 67% from 66% at the time of application.

Eighty-seven 2011 awardees are required to do pre-course English (PCE) averaging 11.85 weeks per student, roughly the same as last year’s intake. However, it is noted that for the 2010 intake the 10 weeks PCE was insufficient for 12 students to meet their universities’ requirements, resulting in their transfer to other universities. Another student from 2010 Intake had his scholarship withdrawn as he was unsuccessful in finding a university that accepted his IELTS score.

There was an increase in the number of universities in which the ADS awardees were placed, from 16 last year to 24 this year largely as a result of the large increase in the number of awardees from 149 the 2010 intake. The “Group of 8” universities remained the most popular universities with the University of Queensland receiving the most students (52) followed by Melbourne University (41).

The mobilisation process for the 16 ALAS awardees has proceeded smoothly with 13 awardees mobilised in January 2011 with the other 3 candidates being mobilised in June for the second semester.

## 8. Academic Outputs

The information and analysis on scholars' progress and on completed scholarships set out in Annex 5 - Annual Academic Outputs Report are seriously constrained by the incomplete and inaccurate data on OASIS. Thus, the information provided in the report on the academic progress of scholarship awardees currently studying in Australia is incomplete and does not provide a comprehensive picture of scholars' academic progress, achievements and failures. Nor is the data up-to date on the numbers of awardees who completed their scholarships in 2010.

To provide much of the information required, ASDiV had to request the IT section at the Australia Scholarship Section (ASS) for additional data. Even so, this data are incomplete. ASDiV records show that there should be 340 scholars in Australia up to the end of 2010. The file obtained from ASS shows only 193 scholars currently in Australia. It is thus clear that most universities do not update students' progress on OASIS as often as is required to ensure accurate and up-to-date records. While the data of 193 records provided showed 21 high achievers and only 8 at risk students, ASDiV has no information on the 45% who are categorised as 'no comments', as the universities have not updated student progress on OASIS. The information in the Academic Outputs Report on variations is complete up to 31 December 2010, as this is based on variation requests made by the universities to ASDiV.

## 9. Alumni Program

The database currently contains records of 3,097 alumni dating from 1977 to the present and represents an important historical record of the program. A recent improvement has been the inclusion of a large number of alumni from the early years of the program, following extensive tracking by the ASDiV team. Previously very little was known about these alumni. It is estimated that there are less than 300 alumni who have not been included on the database.

The year 2010 has been a year of transition for the AusAID-funded alumni program in Vietnam with major changes in organisation, direction, as well as branding. These changes have come about as a result of two key factors. One factor was the introduction of the Australia Awards concept in September last year to include an Australia Awards Alumni Network linking all Australian Government-funded overseas alumni into a single international alumni network. This has meant a change of name and branding from mid-year from ASDiV Alumni Program to the Australia Awards Alumni Program, and the incorporation of IMF and ACIAR alumni into the ASDiV alumni database (the inclusion of Endeavour Awards and other Australian Government-funded alumni is still to be clarified).

A second factor was the realisation that the existing segmented, group-based, AusAID-funded alumni organisation did not provide a significant public presence or social interface, either locally or nationally, for the over 3,000 alumni that have been funded by AusAID. Moreover, the group-based structure and the absence of a national alumni organisation are not compatible with the increased importance being placed on the promotion of the Australia Awards branding and the Australia Awards Alumni Network. As a result, the establishment of a national Australia Awards alumni organisation was foreshadowed in the ASDiV Alumni Program Strategy 2010-2011 and this remains on the agenda for implementation in the first half of next year.

In practice, there has been a significant move away from the group-based structure to an informal, region-based structure. In Hanoi, the core teams of the three most active groups have started to meet and work together as a joint group or informal 'chapter'. The two Ho Chi Minh City groups have been



consolidated into a Ho Chi Minh City Australia Awards Group, while in central Vietnam the Hue Education Group has renamed itself the Hue Australia Awards Alumni Group.

During the year there was a gradual transformation from disparate efforts by individual groups to inter-group/joint collaboration in organising professional development seminars and training workshops on a region-wide basis. Seminars and training workshops focused on generic topics to fit a wider audience, but with continuing emphasis on the quality of the presenters/trainers.

With the new directions of the alumni program, the alumni groups have been encouraged to co-organise social networking activities to attract wider participation and to increase the publicity value of Australia Awards alumni. In addition, ASDiV has consulted with AusAID on the possibility of organising special social events in conjunction with the Australian Embassy and visits by the Prime Minister and Foreign Minister with the objective of attracting a wider circle of alumni to the functions and generally to promote the image of Australia Awards alumni.

The ASDiV Website and Facebook have been used to promote the alumni program, to update alumni's contact details, to publicise alumni events, and to facilitate improved networking opportunities for alumni and potential candidates.

Alumni have played an important role in supporting ASDiV promotion activities as discussed in the report on the Implementation of the GAPP (annex 1). Alumni are either potential candidates for higher studies or vehicles for disseminating information to prospective candidates through their networks.

Steps have been taken to launch an alumni mentoring program for scholarship awardees. First priority will be given to new awardees. There will also be opportunities for current scholars to join the program if they are found to be at risk in their current studies.

The first round of submissions under the new Small Grant scheme has been held. Thirteen applications were received with a total proposed budget of A\$ 82,000 and 8 were approved for total or part funding for a total of A\$ 39,735. Eight proposals have been received for the second round totalling A\$ 44,432. AusAID has indicated that it wishes to reassess the purpose, criteria and modalities of the scheme. Currently, the budget amount of AUD 1.25 million

In summary, much has been achieved in 2010 in strengthening the core group leadership, bringing the groups together and organising joint and region-wide activities. Nevertheless more concrete steps need to be taken to establish a national organisation with a clear vision, long term strategy, organisational framework and agreed funding modalities.

Consideration could be given to holding strategic planning regional workshops early in 2011 to discuss the future directions and organisation of the Australia Awards alumni network in Vietnam. Such workshops could also be a vehicle to attract the older group of alumni that hitherto have only been marginally involved in alumni activities. Consideration could also be given to establishing annual themes for professional development activities across the country and a long term plan based on these annual themes could be developed. One option would be to organise three conferences on the same theme in Hanoi, Hue and Ho Chi Minh City. These conferences would particularly provide opportunities for alumni to present papers and broaden their professional networks.

One of the biggest challenges facing the alumni program is how to motivate older, inactive alumni who have families and other commitments. Organising appropriate social activities is one way that a wider circle of alumni could be attracted to engage in the Australia Awards network. Consideration needs to be given to the type and timing of social activities which could optimally draw in more, older alumni. The

aim should be at least one large, prestigious social event annually held in each of the three regional cities, associated in some way with the Australian Embassy and/or visiting Australian dignitaries.

## 10. Alumni Impact

In order for alumni to make a contribution to Vietnamese economic growth and poverty reduction they must return from overseas study, remain in Vietnam after return, and obtain relevant employment. Generally, the more senior the position occupied, the greater the opportunity for influence. The following characteristics have emerged from analysis of alumni data:

### 10.1 Alumni in Vietnam or Overseas

- > Efforts to trace alumni listed as untraceable or overseas have revealed that the majority have actually returned to Vietnam. Using scenario analysis, 85% to 90% of alumni are now estimated to have returned to Vietnam or are likely to return. 95% of all PhD level alumni are back in Vietnam.
- > 31% of overseas alumni are known to be undertaking further study. Most of these originally received undergraduate or masters degrees from Australia. 11% of alumni overseas are working overseas; however, this includes a significant cohort of alumni working for the Vietnamese government as diplomats. Nothing is known about the remaining 58% at this stage but on present indications many of these are likely to have returned to Vietnam or be engaged in overseas study.

### 10.2 Alumni Employment

- > 18% of alumni are public servants, 48% are civil servants, 25% are in the private sector, 5% are in civil society and 4% work for international organisations including aid agencies and embassies
- > 24% of alumni in Vietnam are assessed to be in senior level positions including 40% of public servants and more than 50% of civil servants. This includes Vice Ministers, Director Generals, Rectors and Heads of Research Institutes
- > 10% of civil servants are researchers; many are at a senior level
- > 77% of private sector alumni work for foreign companies but most are in technical positions. Alumni in Vietnamese companies are more likely to be at a senior management level. 10% of all private sector alumni are assessed to be in senior positions including CEOs, Managing Directors and Board Members
- > 66% of those working for international organisations and civil society are working directly in development assistance.

### 10.3 Alumni Contribution

- > There was found to be a strong correlation ( $0.228\ p < .01$ ) between working area and field of study for PPI alumni from intake years 2004, 2006, and 2008 (approximating alumni who have returned 1, 3 and 5 years ago). This indicates that the majority of alumni are working in areas relevant to the area they were first selected against, however, it was noted that the correlation appears to grow weaker the longer the alumni are back.
- > 62% of PhD qualified alumni were found to be working in universities or research institutions in Vietnam including 4 who are working for English Language teaching universities. Others are working for government, Vietnamese private companies or International organisations.

- > 176 alumni who studied TESOL, TEFL or Linguistics are working in Vietnamese universities. Of the remainder, 11 are working for government, 3 are working for International Organisations, 8 are in the private sector, and 5 are in civil society.
- > Longitudinal Case Histories suggest a high level of ongoing personal and professional contact with people and organisations encountered during study in Australia. Of the twenty people studied, eight are involved in some form of activity with Australian organisations including universities, CSIRO, ACIAR and the Australian University Quality Agency. One owns an education agency with links to 86 Australian education institutions. Two others were not currently involved with Australian organisations but had been in the past.

# **A n n e x 1**

**Report on the Implementation of the General Awareness and Promotion Plan (GAPP)**

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## Introduction

The ASDiV General Awareness and Promotion Plan (GAPP) was submitted to and approved by AusAID in February 2010.

This report reviews and assesses the implementation of the GAPP in 2010 for the ADS 2012 intake and the ALAS 2011 intake. It presents an examination of the effectiveness of the approach and the various activities undertaken as set out in the GAPP and includes issues, lessons learnt and recommendations for improvement for future intakes.<sup>2</sup>

The GAPP sought to integrate, to the practical extent possible, promotional information about the ALA/ADS to present a coherent awareness message about the Australia Awards. However, as the ALA is a regionally based program with separate promotion materials and application processes, a separate section is included in this report that relates specifically to the promotion of ALA Scholarships. Thus the report is in two parts: Part A deals with the ADS promotion and Part B refers to the promotion of the ALAS.

## PART A – Australian Development Scholarships

### 1. Key approach to ADS promotion in 2010 (2012 Intake)

The overall purpose of ASDiV's promotion activities is to raise awareness of the Australia Awards scholarship programs and to recruit sufficient quality ADS applicants for the 2012 ADS intake to reach the overall target of 225 scholarships and the individual Profile and PPI percentage targets. The GAPP outlined some new or strengthened promotion components, and key changes from last year in the promotion approach undertaken include: i) use of media including newspaper coverage through feature articles and TV coverage; ii) use of social networking sites including Facebook and Youtube; iii) use of alumni; iv) targeted promotion visits to priority provinces and regional universities; (v) public diplomacy; and (vi) targeted NGO briefing session.

The GAPP (relating to the promotion of ADS) adopted a two-level approach - **1) General Awareness Strategy** and **2) Targeted Promotion Strategy**.

1. **General Awareness Strategy key components** are *Applications Publicity Phase* and *Perennial Publicity Phase*. The *Applications Publicity Phase* takes place after the approvals of all publicity materials by AusAID, and lasts from April until the end of July, the closing date for ADS applications. The *Perennial Publicity Phase* occurs throughout the year, as the opportunity arises, in cooperation with the AusAID Public Affairs office.
2. **The Targeted Promotion Strategy** centres on the *five ADS Applicant Profiles* with each Profile having a specific approach (Profiles 1 and 2 are combined due to their similarities). The implementation of this strategy starts prior to and coincides with the Applications Publicity Phase.

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<sup>2</sup> Data analysed for examination was drawn from a range of sources including application forms, website clicks, hotline and an email use, mail-outs statistics, and informal reviews of provincial visits, alumni events and briefings.

## 2. Assessment of GAPP effectiveness and implementation

### 2.1 ADS 2012 intake application outcomes

The number of applications, in particular eligible applications, demonstrates that overall the **GAPP** was effective in reaching a broad audience and generating a large number of highly qualified applicants to fill the 225 scholarship places available for the 2012 intake. The total number of applications (1,206) represented a third more applicants than last year (909). There were sufficient numbers of eligible applicants in all Profiles and the PPI program to enable the targeted percentages to be met.

By far the greatest number of applications was lecturers and researchers under Profile 4. Together with the applicants under Profile 5, it can be seen that approximately half of the applicants were university/college lecturers and researchers. Of particular note was the reasonably high number (86) of applicants (56 of whom were deemed eligible) from Profile 1, which presented the greatest challenge in terms of promotion and recruitment.

There was also very broad representation across Vietnam with applications from 58 of Vietnam's 65 provinces/cities.

### 2.2 Assessment of General Awareness Strategy

#### 2.2.1 Phase 1: Application Publicity Phase

##### *Application package updated*

The application package was extensively redrafted taking into account the eligibility criteria of the new five Profiles, the changed English language requirements, and the modified screening and selection processes. The list of priority districts for disadvantaged rural applicants was also included in the application package.

As so much of the revised ADS scheme under ASDiV was new, the application package went through a number of modifications as issues arose and were clarified. This led to delays in finalising the package (some small changes were made even after the opening of ADS applications) and the final printed version was not ready in time for the second of the targeted provincial visits. The changes to the package were, however, easily made on the website.

Two thousand application packages were printed but, as they were not the final version, they were only used for briefing purposes at the provincial and university information sessions. It is thus recommended that the application package should be reviewed and approved as early as possible in 2011 to facilitate the smooth implementation of the GAPP.

All indications are that prospective applicants had no difficulty in downloading the application package from the ASDiV website. It is recommended that hard copies of the application package not be printed for next year's intake. For briefing purposes at information sessions photocopies of the package can be used instead.



### **ASDiV Website**

The ASDiV website was the major source of information for potential ADS applicants. The new website was developed based on the requirements of the ASDiV Design Document (DD). On-line features included Q&A, Facebook Fan Page and Poll. The website was published at the beginning of July 2010, somewhat later than planned as its content too underwent numerous modifications.

From July to October 2010 the total hits to the ASDiV Website were **228,711**. In July only the number of hits was **121,756**. The following table shows hits by month:

Month	Hits
Jul	121,756
Aug	34,399
Sep	25,823
Oct	46,733
<b>Total</b>	<b>228,711</b>

Subsequently, changes were made to the website home page to bring the banner on the home page in line with AusAID requirements for promotion of the Australia Awards. Further improvements will be made to the website to reduce the number of menus, simplify the text and remove duplication of information on the website and in the application package.

Some difficulties were encountered in dealing with Q&A online and this on-line tool proved to be inefficient. Questions were downloaded chronically and answered daily or every two days. However, it was not possible to group the questions by subject matter. Nor could answers be given on an individual basis. Emails and the telephone hotline proved to be more effective in answering individuals' queries. Nevertheless, the on-line Q&A was useful in obtaining a range of questions which will be distilled and included, as appropriate, in FAQs section of the website.

It is recommended that the Q&A on-line facility be removed and that the ASDiV *info@asdiv.edu.vn* email and hotline be used to answer individual queries.

### **Brochure/poster/folder**

As with the application package, it took some time, in consultation with AusAID, to finalise the design and content of the promotion package (brochure, poster and folder). Four thousand eight hundred (4,800) five-fold brochures with English and Vietnamese on two sides were printed and providing basic information on the ADS and ALA programs in Vietnam. One thousand five hundred (1,500) posters and one thousand (1,000) folders were also printed. The promotion package was disseminated to targeted ministries, public institutions, PPCs, media, NGOs and universities where there were potential applicants (see details in Mail-out of information packages below).

### ***Commercial websites advertising***

Commercial websites advertising remains one of the most effective ways to raise awareness of the ADS program due to increasing use of news websites by young, educated Vietnamese, who are potential applicants.

The program logo directly linking to the ASDiV poster on the ASDiV website was placed on three popular websites: VnExpress.net, Vietnamnet.com and Dantri.com.vn. On the first two websites it was placed for the first month of the application period and on Dantri it was split between the home page for the first two weeks and the Education page for the second two weeks.

There was a total of 8,635 clicks on Vietnamnet averaging 270 per day; 4,695 clicks on VnExpress averaging 147 and on Dantri there were 1,304 clicks in the first two weeks on the home page and 1,371 in the second two weeks on the education page. The number of clicks on a daily basis was quite constant throughout the one month period on all three websites. This indicates that advertising over a one month period is appropriate.

In addition, news about ADS was published free of charge on commercial websites including VnExpress.net, Ngoisao.net, Vietnamnet.vn, tin247.com, gtdt.vn (Giao duc va Thoi dai), thanhnieonline.com. VnExpress reported 11,705 hits on the AusAID press release.

One option to consider is whether to make the logo more prominent on the home page of the websites. However, this would require a significant increase in the budget. This increase could be compensated in part by running the logo for a shorter period of time.

Bookings should be made as early as possible to ensure the advertisement is placed on the home page for the required time.

### ***Non-commercial websites advertising***

Where practicable, the websites of other stakeholders were used to increase the awareness of scholarships, for example, through publication of the AusAID press release launching ADS. These websites included MOET, PPIs (such as MOLISA, MARD), VIED, Australian Embassy, studyinAustralia.gov.au, VUFO\_NGO, VERN's forum, universities (e.g. Hanoi Agricultural University, An Giang University and NEU), VCCI, baocongthuong.com.vn, Tintucngay nay.com, [www.mangduhoc.com.vn](http://www.mangduhoc.com.vn), [www.duchoc5chau.com](http://www.duchoc5chau.com), [www.baomoi.com](http://www.baomoi.com), [www.tinmoi.vn](http://www.tinmoi.vn) and 60s.com.vn.

### ***Social networking sites***

Social networking is a new approach in the ASDiV promotion strategy. A Facebook site named **"Australian Scholarships for Vietnam"** was created. Facebook allows a very high level of interaction and connectivity. Awareness of the scholarship programs has increased rapidly through the Fans' network including potential applicants. Although it was published only in May 2010, the active number of users reached 782 at the end of October with 312 active users in October.

Unfortunately it has not proven possible to change the Facebook name to the more appropriate "Australia Awards in Vietnam" without losing existing fans.

### ***Newspaper advertising/radio and local TV advertising***

Last year's media report indicated that, while newspaper advertising remained a significant source of information identified by applicants, it was much less important than the then scholarship program's

website and word-of-mouth. Therefore, this year the advertising in the national daily newspapers was cut back to a total of only 9 issues in three main national daily newspapers at the beginning of the application period: Tuoi Tre, Lao Dong, and Vietnam News.

From the ADS 2012 intake applicants' survey, the most significant sources of information identified by applicants were: i) employers/work colleagues (34%), ii) friends/relatives (25%), and iii) ASDiV website (22%). The number of applicants who obtained information from daily newspapers was much lower (8%), for example, Tuoi Tre (38 applicants), Vietnam News (15 applicants) and Lao Dong 14 applicants). See Table 1: Sources of information – ADS applicants 2012 Intake.

Although the number of applicants who claim their first source of information from newspapers is low, from the point of view of raising general awareness about ADS, it is probably worth using daily newspapers again to launch ADS next year.

This year, VOV Giao Thong (Traffic station) in Hanoi was used for the first time to advertise the ADS. It was used once free of charge. While there was a budget for advertising on VOV Giao Thong, on further reflection it was decided not to use this budget, since being restricted to Hanoi, VOV Giao Thong ADS broadcasts could inadvertently encourage "Open Category" applicants from Hanoi, who did not fit any of the new Profiles. Nevertheless, there would be overall benefit for general awareness raising if free advertising can be obtained next year.

Local television proved a useful source of information in some of the targeted provinces in advertising ADS, especially in the Mekong Delta provinces. In several provinces such as Lao Cai, Soc Trang, Tra Vinh and Dak Lak, the local television station conducted interviews with visiting ASDiV staff and/or broadcast news on meetings with the provincial leaders, and broadcast the advertisement about the information sessions without charge.

However, in several provinces, Gia Lai, and Son La, the PPCs did not facilitate the advertisement on local television (see also section on targeted promotion visits to priority provinces). Based on this year's experience, it is recommended that planning for provincial media coverage of the scholarship programs be undertaken at an earlier stage and explicit agreement be sought from PPCs on the content and the preferred type of broadcast.

**Table 1 - Sources of information – ADS applicants 2012 Intake**

No	Information Source	Intake 2011			Intake 2012		
		Open Category	PPI Category	Total	Open Category	PPI Category	Total
1	ADS website	380	57	437	322	31	353
2	Friends/relatives	283	37	320	371	28	399
3	Employer/work colleague	215	88	303	411	123	534
4	Tuoi tre newspaper	91	4	95	35	3	38
5	Dantri.com	47	11	58	37	3	40
6	Vietnam Net	50	6	56	34	3	37
7	VN express	68	8	76	54	2	56
8	Lao dong newspaper	27	3	30	9	2	11
9	Australian Embassy	68	12	80	42	6	48
10	Vietnam News newspaper	30	4	34	14	1	15
11	Hanoi moi newspaper	15	3	18	1	0	1
12	24H.com	8	1	9	0	0	0
13	VERN's forum	6	1	7	12	0	12
14	NGO Centre	14	3	17	22	2	24
15	VOV 1	0	0	0	6	0	0
16	Other	5	4	9	13	0	13

#### **ADS hotline and email**

The ADS hotline was opened from 15 June to 30 July 2010 from 8:30am to 4:30pm Monday to Friday. During the 3 week period when figures for the ADS hotline were kept (1-23 July) there were 665 phone calls. In the last week of July, the number of calls became overwhelming (approximately 100 per day) making it difficult for the staff to keep an accurate record. For the six week application phase, there were 562 email enquiries to [info@asdiv.edu.vn](mailto:info@asdiv.edu.vn). These two vehicles proved to be effective channels of support for potential applicants.

### ***Information video***

The ASDiV team produced an in-house 18 minute video (at no cost) which was used in the information sessions in the provinces. For content, material was compiled from three existing videos: the video produced by ADS Support “Ten years, Australia’s development scholarship “ADS” in Vietnam”, the VTV video “Study in Australia” and AEI’s promotion video. Showing a video was a useful introduction to the information sessions in the provinces, an updated video is now needed to provide current information.

It is recommended that a new 15 minute video be produced for provincial information sessions in 2011, provided that the video can be produced at an acceptable cost.

### ***Television programs***

The strategy of using existing television programs to promote ADS proved a cost effective way to raise awareness of the ADS program nationwide. The ASDiV Team Leader appeared on a popular VTV1 program “Nguoi xay to am” (The Nest Builder) which featured interviews with and stories on several ethnic-minority female ADS alumni/awardees. Feedback indicates that the program was widely viewed and was very well received by viewers.

Another program with Hanoi cable television called “Cua so du hoc” was also a good opportunity for the ASDiV Team Leader to promote new features of the ADS program. In addition, the ASDiV Team Leader participated in a game show on VTV3 to introduce briefly the Australia Awards scholarships. ASDiV’s participation in these programs took place at minimal cost.

## **2.2.2 Phase 2: Perennial Publicity Phase**

### ***Media coverage***

There was wide media coverage of the AusAID press releases on Australian Awards when they were launched in March 2010 (ALAS) and June 2010 (ADS). In addition, ASDiV has been working with media contacts, especially alumni, to explore appropriate opportunities for media coverage about the two programs. One result was the excellent article in Thanh nien newspaper and Thanhnienonline.com about Ms Ma Thi Dieu Linh, the ethnic minority female ADS awardee who appeared on the “Nguoi xay to am” TV program mentioned above. Ms Linh’s inspiring story sets a bright example for ethnic minority women to emulate.

### ***Alumni events and awardee briefings***

At the 11 alumni events held throughout the country ASDiV staff used the opportunity to promote the Australia Awards programs. ASDiV staff also promoted the programs in conjunction with the nomination form and pre-departure briefings in the expectation that the information, especially on the changed focus of the ADS, would be disseminated through word of mouth by the attendees to friends and relatives.

### ***Video profiles of prominent alumni***

It is planned to make brief 3-5 minute video profiles of 20 prominent alumni to be used on the website (as well in the information video mentioned above). Implementation of this activity is dependent on the development of a well founded list of prominent alumni. The list has taken some time to develop, as lists of pre-1994 alumni are being located and updated and as more complete, updated information on existing lists becomes available. This is a time consuming task. To date, a list of 115 prominent alumni

has been compiled and an analysis of the most likely candidates for the profiles has been done. It is planned to start the work early in 2011. These profiles will be posted on Facebook and the website and used where possible in regular TV programs.

### ***TV program***

It was proposed that the video profiles of prominent alumni (above) could also be aired as a series on VTV to be broadcast over different time slots. However, in exploring the idea with media contacts in VTV, ASDiV was advised that it was not feasible to cooperate with VTV in developing such a series, as there was no broadcasting time available and it would be very costly. Contacts further advised that a more appropriate approach was for ASDiV to utilise existing television programs, where appropriate, to highlight the success stories of particular alumni. This approach was seen to be more feasible and cost effective.

It is thus recommended that ASDiV explore further with VTV which programs might be suitable vehicles for ASDiV alumni to be featured.

## **2.3 Assessment of Targeted Promotion Strategy**

### ***Mail-outs of information package***

The previous ADS mailing list was reviewed, updated and modified as necessary to reflect the targeted Profiles. Information packages containing the promotional materials were mailed to the following organisations/institutions: 63 provincial PPCs, 22 ministries, 249 universities/colleges as well as separately to TESOL department/faculty heads, 72 English Training Centres, 174 NGOs, 74 research institutions, 119 newspapers/magazines and 60 Australian volunteers. It is impossible to assess the effectiveness of such mail-outs, though they may have contributed in some degree to the very high number of applications received from across the country. From an awareness point of view alone, targeted mail-outs would appear worth doing.

### ***Targeted promotion visits to priority provinces***

To enable an intensive promotion effort to mobilise suitable applicants from poor rural areas and ethnic minorities in Profiles 1 and 2, priority was given to three regions, including regional and provincial universities located in those areas. The three regions are Northwest (Dien Bien, Son La, Lao Cai including Tay Bac and Thai Nguyen universities), Central Highlands (Gia Lai, Kon Tum, Dak Lak including Tay Nguyen University and the Kon Tum branch of Danang University), Mekong Delta (An Giang, Soc Trang, Tra Vinh provinces including An Giang, Can Tho and Tra Vinh Universities).

Two visits were made by senior ASDiV staff to each of these regions in late May and June 2010. The purpose of the first visit was to meet with provincial and university leaders to introduce the Australia Awards scholarship programs and to plan for the ADS information sessions to be held in the provinces during the following visit. Arrangements for the visits were made through the PPCs and separately through regional university rectors.

The reception of the visiting ASDiV staff (and a senior AusAID staff member for the Central Highlands and Son La and Dien Bien in the Northwest) was generally at the PPC Vice Chairperson level, and in most cases with wide representation of PC departments/agencies at the meeting. With one exception (Gia Lai) the provincial authorities welcomed the visit and the special attention given to their province. The departments designated to work with ASDiV to plan for the information sessions were either the DOET or DHA.

In general, the information sessions in the provinces (except Gia Lai) went well with audiences of varying size (27 to around 100), and from different targeted groups, depending in large degree on whom the PPC invited. Logistic arrangements were generally good. However, in Dak Lak, internal coordination problems within the PPC in both visits meant last minute arrangements for the first meeting and then late dissemination of the official PPC notice of the session, thus possibly reducing the number of attendees. In several provinces, the information session venues and advertisements on local television were offered free of charge.

As foreshadowed above, difficulties were encountered with the Gia Lai PPC from the onset with the PPC insisting on a letter from MOET in addition to the AusAID letter. During the first visit, which had to be arranged at the last moment, the ASDiV and AusAID delegation met with officials from DHA and DOET, who were cooperative and forthcoming. Planning went ahead for the information session in Gia Lai, but ASDiV was finally told after departure from Hanoi that the Vice Chairman had refused to sign the prepared letter from DHA to notify provincial agencies of the information session, reportedly indicating that such a session was not necessary as the province had not benefited from other scholarship programs. After consultation with AusAID and MOET the information session was cancelled.

It is important that there be follow-up visits to the targeted provinces (including Gia Lai if the PPC is receptive) after the JSC3 (ideally in March 2011) to inform provinces of the results of the 2010 intake ADS round (theirs and other provinces' results) and to lay the basis for further cooperation for the 2013 and subsequent intakes. Specific focus should be on working with the DHA as it is this department that is responsible for developing and implementing the provincial HRD plan, which includes a required 5-year plan to upgrade the university level qualifications of provincial staff. These plans seem to be well advanced in the Mekong Delta provinces, exemplified by the "Mekong 1000" and the "Tra Vinh 100" scholarship schemes, in contrast to the other two regions.

It is recommended that ASDiV widen the scope of visits to neighbouring provinces as many are just a short distance from targeted provinces. If time permits, visits could be made to other more distant provinces with similar concentrations on ethnic minorities and rural poor (for further analysis of the visits to targeted provinces see Section 5: Issues, lessons and recommendations).

### ***Information sessions in targeted universities***

Information/briefing sessions were held in a number of regional universities (Tay Nguyen, Tay Bac, Thai Nguyen, Danang University branch in Kon Tum) and national universities such as National Economics University (NEU), Hanoi Agricultural University (where the Vice Rectors are both alumni) and Danang University. Attendees at these information sessions were mostly potential applicants. However, the timing in June was not optimal because most universities were busy with year-end exams and because of the onset of summer vacations.

The very high number of applicants from the large universities indicates that applicants at these universities have ample access to scholarship information through the internet and word of mouth from colleagues. Thus there is no need for specific information sessions at national universities. It is thus recommended that information sessions should only focus on regional and provincial universities, especially where ASDiV can combine these with their provincial visits.



### **Information session for NGOs**

A special briefing session for NGOs was held in Hanoi which attracted a large audience. Although many NGO staff can access information on ADS via the VUFO\_NGO website and NGO email system, it is still recommended that an information session for NGOs be organised next year because of wide NGO interest in ADS and the usefulness of the session in clarifying issues for participants.

### **Use of alumni for scholarships promotion**

Where possible and convenient, alumni were invited to information sessions to share their experiences in preparing applications and their learning experiences in Australia. The alumni's brief presentations were very useful for potential applicants. In Soc Trang and Tra Vinh, where there are no local alumni, ASDiV staff used the presentations of alumni instead of paying for them to travel to participate in the provincial sessions. This arrangement was found to be more suitable and cost effective. In each province, contacts were made with and information given to all Australia Awards alumni that could be located so that they could pass word through their work place and networks.

### **Public diplomacy**

A senior staff member from AusAID joined the ASDiV team for the first visits to the Central Highlands and the Northwest. This was a very good opportunity for AusAID to establish official contacts with the PPCs and gave visible official backing to ASDiV staff efforts. The first hand experiences gained will undoubtedly help with policy review and development specifically on the challenges of mobilising applicants in remote provinces. However, in order to facilitate proper arrangements with provinces, sufficient notice for security reasons needs to be given of the participation of AusAID staff in such ASDiV visits.

## **3. Financial report for promotions of ADS 2012 Intake**

The estimated budget for ADS scholarship promotion activities for intake 2012 (as revised in the Annual Plan 2010-2011) is **AUD 37,880** covering the *Application Publicity Phase* and **AUD 21,550** is for *Perennial Publicity Phase* from July 2010 to June 2011.

The following financial report illustrates spending mainly for period of *Application Publicity Phase* from November 2009 to November 2010.

### **Expenditure for ADS promotion from Nov 2009 – Nov 2010 (in AUD)**

	<b>Ex rate: 17,400</b>		
<b>ADS PROMOTION</b>	<b>Budget from Nov 09 –Nov 10 (as revised in Annual Plan)</b>	<b>Expenditure from Nov 09 - Nov 10</b>	<b>Balance</b>
<b>Application Publicity Phase</b>			
Newspaper advertising	2,966	2,776	190
Internet advertising	6,034	5,895	139
Advertisement on provincial television and radio	2,241	998	1,243
Advertisement on VOV Giao thong	1,810	0	1,810
Promotion collaterals (incl. design, printing and mail-out)	4,368	2,652	1,716
Application package - hard copies (design & printing)	2,414	826	1,588
Provincial promotion visits	15,875	12,861	3,014



<b>ADS PROMOTION</b>	<b>Budget from Nov 09 –Nov 10 (as revised in Annual Plan)</b>	<b>Expenditure from Nov 09 - Nov 10</b>	<b>Balance</b>
Promotion in PPIs	2,172	2,377	(205)
<b>Total Budget &amp; Expenses for ADS Promotion from November 2009 - November 2010</b>	<b>37,880</b>	<b>28,385</b>	<b>9,495</b>
<b>Perennial Publicity Phase</b>			
Promotion events	2,011	0	2,011
Use of existing VTV programs	4,597	845	3,752
Video - Profile and promotion video	11,494	0	11,494
E-book	3,448	0	3,448
<b>Total budget for Perennial Publicity Phase</b>	<b>21,550</b>	<b>845</b>	<b>20,705</b>

In general, the main activities in **Application Publicity Phase** were well within budget with minor over expenditure in only one item (promotion in PPIs). In several budget lines there was significant under expenditure.

1. The budget line for **Advertisement on provincial television and radio** is 55% under spent due to the free advertisement offered on local television by Lao Cai and Tra Vinh, Soc Trang provinces and that no advertisement was placed on local television in Gia Lai and Son La.
2. There was no expenditure on the budget line for **Advertisement on VOV Giao Thong** - refer earlier comments.
3. The budget lines on **Promotion collaterals** and **Application package - hard copies** were under spent as actual costs were less than estimated and the number of printed application packages was less than planned.
4. The budget line on **Provincial promotion visits** was under spent partly as alumni did not travel to provinces to conduct information sessions as originally planned. This saved \$1,488.

## 4. Issues, Lessons learnt and Recommendations

This section summarises key issues, lessons learnt and recommendations.

### 4.1 Promotional materials and application package

The content and design of the promotional materials and the application package went through a lengthy process this year which delayed the planned visits to the provinces and limited the use of the printed copies of the application package to briefing purposes. The long process was understandable given the complexity of the program design and this being the first year of implementation.

**Recommendation:** The promotional materials and the application package be reviewed and their content be finalised and approved as early as possible in 2011 to facilitate the smooth implementation of the GAPP.

## 4.2 On-line Q&A

The online Q&A on the ASDiV website proved not to be very effective in answering individual queries from potential applicants. More effective vehicles are the telephone hotline and the email *info@asdiv.edu.vn* where individual questions can be answered directly to the enquirer.

**Recommendation:** The Q&A on-line facility be removed and that the *info@asdiv.edu.vn* email and hotline be used to answer individual queries.

## 4.3 Commercial internet advertising

Although somewhat expensive, advertising on commercial internet news sites targets students and younger, well educated Vietnamese who are potential applicants for Australia Awards scholarships and should be continued in next year's campaign.

**Recommendation:** Two options for the use of the logo be considered for commercial internet advertising:

- i) maintain the logo on the home page for the first 4 weeks of the application period
- ii) make the logo more prominent on the home page with the large increase in costs compensated by a reduction in the time period.

It is further recommended that bookings be made as early as possible to ensure a place on the home page.

## 4.4 Information video

The video compiled in-house at no cost from existing video material provided a very useful introduction to the information sessions in the provinces. However, some of this information is outdated and a new video should be produced.

**Recommendation:** A new 15 minute video be produced for provincial information sessions in 2011, provided that the video can be produced at an acceptable cost.

## 4.5 Television and media coverage

The use of existing television programs to promote ADS scholarship is feasible and is a cost effective option. Further opportunities should be explored with VTV for suitable programs where the Australia Awards scholarships and alumni can be featured. ASDiV staff need to be alert to interesting stories about awardees and alumni which could become the subject of printed and on-line newspaper articles. Media coverage should be all year round whenever opportunities occur.

**Recommendation:** Sustained effort be made by ASDiV to explore opportunities for appropriate media coverage in existing TV programs and in the print and on-line media.

## 4.6 Use of local television

It is desirable to make use of the local TV station both as a means to advertise the information sessions to a wider public as well to provide more general news coverage of ADS and the ASDiV staff visits. However, the results of using local television in the targeted provinces were mixed. As the provincial TV and radio network come under the authority of the PPCs, it is essential to obtain the cooperation of the PPCs. The results of local media coverage could be more effective overall if planning is undertaken at an earlier stage and the explicit cooperation of the PPCs is sought in obtaining coverage and on what would be the most appropriate content.

**Recommendation:** Planning for provincial media coverage of the scholarship programs be undertaken at an earlier stage and explicit agreement sought from PPCs on the content and type of broadcast.

#### 4.7 Targeted provincial promotion visits

One clear lesson from the provincial visits is the pervasive power of the PPCs in almost all matters locally including provincial universities and colleges (regional universities come under MOET and some research institutions come under MARD). It is thus necessary for ASDiV to work through the PPCs for promotion purposes. This restricts the freedom of “movement” of ASDiV staff and it is thus difficult to make separate contacts with prominent people, for example prominent ethnic minority women, outside the context of the PPC, as planned in the GAPP.

Nevertheless, it is worth exploring with the central Women’s Union local contacts which ASDiV could make separately through the Women’s Union network. Making early contact with relevant provincial members of the National Assembly is another possible avenue (however, this may not be practical because of the election next year). Meeting with local chapters of the VCCI where they exist is another possibility.

In general, with the exception of Gia Lai, the provincial promotion visits were successful in making the local authorities (and the respective universities/colleges) aware of the Australia Awards and in holding public information sessions. As would be expected, visits to some provinces were more successful than others.

Preliminary results from the ADS 2012 application round show that the visits to the three Mekong provinces were more successful than the other two regions, where there appeared to be less attention placed on HRD needs and planning. This could be partly explained by the greater degree of remoteness of the Central Highlands and Northwest regions and their higher concentration of ethnic minorities. In these two regions, the frequent citing by local authorities of local low levels of English seemed to erect a psychological barrier to more positive cooperation. The reality of planning for and implementing the special EL program for disadvantaged candidates might help overcome in part this barrier.

All provinces are required to formulate a new 5-year HRD plan (2011-2015) with emphasis on raising university qualifications following on from the previous 5-year plan. As the DHA is the responsible organ for developing and implementing the HRD plan, it is desirable that ASDiV seek to work closely with this department during provincial visits so that the latter is made fully aware of the opportunities for cooperation over the longer term. Working with DOET is also important as DOET is responsible for the provincial universities and colleges.

It is important that after the JSC3, ASDiV staff make a follow-up visit to the targeted provinces to report the results of 2012 ADS round to the provincial authorities, both in respect of their own provinces as well as those provinces where there have been notable successful outcomes (as a form of encouragement). These visits should seek to consolidate the cooperative links with the DHA and DOET and make preliminary plans for the later information sessions. An attempt should be made to meet the Gia Lai provincial authorities to see whether cooperation is possible.

The number of targeted provinces could also be expanded by making visits to neighbouring provinces, and even to other selected provinces with large concentrations of ethnic minorities as time permits.

**Recommendation:**

- i. There are follow-up visits to targeted provinces soon after JSC3 to report on the outcomes of the 2012 ADS intake round and to establish the basis for continuing cooperation.

- ii. The ASDiV seek to work closely with DHA on ADS scholarship opportunities in respect of the provincial HRD plans and DOET in respect of the HRD plans for provincial colleges (and universities where the latter exist).
- iii. The number of targeted provinces is expanded to neighbouring provinces and to other provinces where there are large concentrations of ethnic minorities.
- iv. Efforts are made to widen “non-official” contacts in targeted province through the Women’s Union, VCCI and National Assembly members.

#### 4.8 Targeting Universities

The overwhelming number of applications received from the large national universities shows that special information sessions are not necessary in these universities. There is nevertheless scope for targeting regional and provincial universities. For those universities which are located in targeted provinces, visits can be made in conjunction with provincial visits. If time permits, information sessions could be held in other selected provincial universities such as Vinh and Qui Nhon, from where a number of applications were received for this ADS round.

**Recommendation:** Information sessions only be held in provincial and regional universities (except Can Tho, Danang and Hue).

## **Part B- Australian Leadership Awards Scholarships**

### **1. Introduction**

The strategic direction of the ALAS program, which is determined by ASS Canberra, focuses on regional priorities rather than specific country development priorities. At country- level in Vietnam, the ALAS communication strategy is developed and implemented in cooperation with AusAID Post and ASDiV. The purpose is to effectively promote ALAS and generate awareness and understanding of ALAS in order to attract high calibre applicants.

The ALAS promotion plan is based on the general guidelines developed by ASS and the promotion plan developed for ADS by ASDiV. The main modes of communication to promote ALAS are newspaper and internet advertising and targeted direct mail-outs.

### **2. Outcomes of the promotion**

The total of applications for ALA for this year was 88 of which 75 applicants were eligible, compared to 51 of 64 respectively last year. This represents a 30% increase in the number of applications over the last year. Of the eligible applicants 40 were shortlisted for interview.

It was noted that the number of applications in the southern region was lower than that in the central and the northern regions (24 out of 88). The general quality of applicants in the Southern region of Vietnam was also lower. Only four candidates from the south were selected compared with 14 candidates in the north and two from central Vietnam.

To deal with this issue for future intakes, it is worth looking at sources of information of southern applicants and perhaps seeking more active and targeted promotion strategies in the south to attract more high quality applicants.

### **3. Key approach**

The key approach is to integrate ADS and ALAS activities under the Australia Awards banner where feasible. Information on both ADS and ALAS was included in ASDiV printed materials and published on the ASDiV website and “Australian Scholarship for Vietnam” face book site. ALAS were promoted together with ADS at briefings/information sessions in targeted provinces and universities. Information on ALA has been incorporated into the PPI promotion strategy and PPI procedures manual.

### **4. Targeted approach**

#### **4.1 Use of ADS Candidate Profiles**

As part of its integrated promotion strategy, ASDiV used 5 ADS Candidates Profiles to target institutions/organisations and potential applicants against priority objectives/issues common to both ADS and ALA. Targeted institutions/agencies were identified in the 5 Profiles at central/provincial levels where the specific Profile strategy could be applied or adapted as appropriate to promote ALAS. Particular attention was paid to targeting institutions/agencies dealing with disability, human rights and regional stability which were ALAS issues external to the 5 Profile targeted groups (although disability later became an ADS priority area too).

No information sessions were conducted in Hanoi and Ho Chi Minh City per AusAID's decision as the sessions held in 2009 in the two cities appeared to attract those who were already well informed about the program. In the provinces and universities, information on ALAS was provided in the ADS briefing/information sessions with the aim of continuous promotion of ALAS as these sessions took place late in ALAS application period.

## 4.2 General Awareness Campaign

### 4.2.1 Applicants' sources of information

Table 2 shows where the applicants first learned of the Australian Leadership Awards, as declared on their application form. Comments on the table contents are found in relevant sections of the report below.

**Table 2: Applicants' sources of information about the scholarship**

Source of Information	North	Central	South	Overseas	TOTAL
AusAID website	18	6	8	2	34
Home university	0	0	2	1	3
Australian Scholarship website	7	2	5	0	14
Australian university	2	0	1	0	3
Friends/relative	6	2	1	0	9
Newspaper	1	0	3	0	4
AusAID scholarship recipient	7	1	2	0	10
Employer	4	1	0	0	5
Australian Embassy	2	0	0	0	2
IDP Education Centre	1	0	0	0	1
Other: Forum	1	0	1	0	2
Other: Google	0	0	1	0	1
<b>TOTAL</b>	<b>49</b>	<b>12</b>	<b>24</b>	<b>3</b>	<b>88</b>

#### 4.2.2 Internet advertising

**Commercial websites:** Advertising on commercial websites remained the key promotion channel for ALAS. The program advertisements appeared one month from 18 March to 18 April on five online newspapers: VNN, VN Express (14,936 clicks), Vietnam Investment Review, Lao Dong and Tuoi Tre online (2,472 clicks).

In addition the AusAID press release on the ALAS launch was reported on numerous commercial websites including Ngoisao.net, tin247.com, gtdt.vn (Giao duc va Thoi dai), thanhnieonline.com (Thanh nien newspaper online), VTV magazine online (Tap chi VTV), HTV online, Vietnamplus.vn (TTXVN), Vovnews.vn, Sai Gon Tiep Thi online, Phap Luat online, Tuoi tre online.com, Tinmoi.com, Baomoi.com, Thongtinduhoc.com, and Vietnamnetwork.com.

**Non-commercial websites:** The AusAID press release was also reported on various non-commercial websites including MOET and other PPI websites (for instance MPI, MOET, MOLISA), the Australian Embassy Website, VGAC, VIED, Vietnam NGO Resource Centre Website, Vern's Forum and a number of university websites.

Fifty-seven percent (51/88) of ALA applicants indicated that they obtained information from the institutional websites listed in the application form, but there was no indication of their finding out about ALAS from other websites, such as the commercial websites. It is possible that some applicants initially found out about the ALA from the commercial websites; then, through the links, obtained detailed information from the AusAID website, but did not mention the commercial websites as their first source. Nevertheless, it is necessary to review the location, form and timing of the advertisements on these commercial websites, as well as the websites themselves to maximise their effectiveness for next intake's promotion strategy.

#### 4.2.3 Brochures and mail-outs

Three thousands (3,000) Vietnamese brochures and one thousand (1,000) English brochures were printed providing basic information on the ALAS program in Vietnam.

An extensive mail-out of brochures targeted ministries (22), large companies (37), NGOs and aid organisations including local NGOS involved with disabled persons (173), universities (150), research institutes including those dealing with regional stability (74) and the media (119) all over Vietnam. This could account for some applicants who stated in the survey that they first learned of the ALAS through their home university or employer. It is also likely that a number of those who obtained information from friends/relatives may also have benefited from the ASDiV mail-out promotion.

This year, however, the ALA brochure was received too late from Canberra to be ready for the ALAS launch on 10 March 2010. Moreover, the lack of high resolution artwork caused difficulties in printing good quality brochures and disseminating them well in time.

#### 4.2.4 Newspaper advertising

Generic advertising in national newspapers directed potential applicants to the ALAS website ([www.usaid.gov.au/scholar/ala.cfm](http://www.usaid.gov.au/scholar/ala.cfm)). The ALAS were advertised four times in Vietnam News, twice each in Lao Dong newspaper and Tuoi Tre newspaper around mid March 2010.

The AusAID press release was also reported in numerous newspapers including Bao Phu nu Viet Nam (*Vietnam Women's Newspaper*), Bao Cong Thuong (*Industry and Investment Newspaper*), Bao Nhan Dan (*People's Newspaper*), Bao Nguoi Lao Dong (*The Laborers' Newspaper*), Bao Tien Phong (*The Pioneer Newspaper*), Dau Tu (*Investment Newspaper*), Lao Dong (*Labour Newspaper*), Bao Thanh nien (*Youth Newspaper*) and Phu nu TP HCM (*Ho Chi Minh City Women's Newspaper*).

It is noteworthy that only four applicants stated they found out about the ALAS through newspapers, with the three cases in the south declaring *Tuoi Tre* newspaper as their source and the remaining applicant in the north indicating *Lao Dong*.

#### 4.2.5 ADS and ALA alumni

ASDiV promoted the ALAS program by sending emails to all alumni with the aim that ADS/ALA alumni would help spread information about the program by word of mouth through their personal and professional networks. Some alumni could also be prospective candidates for relevant post-graduate studies under ALAS having the advantage of good English language levels. A high number of applicants stated that they first heard about the ALAS through friends and relatives and alumni. The alumni channel remains an effective channel for ALAS promotion.

## 5. Recommendations

**5.1** Internet advertising, newspaper advertising, mail-outs of brochures and emails to all alumni should continue to be used as channels of communication to spread awareness of the ALAS program.

**Recommendation:** The location, form and timing of the advertisements on the above-mentioned commercial websites and the websites themselves are reviewed to maximise their effectiveness for next intake's promotion strategy.

**Recommendation:** Booking for ALAS internet advertising be made as soon as possible, even before the logo/banner artwork is finalised, to ensure a position on the home page. The option to increase the budget to have a more prominent format on the home page can also be considered for more advertising impact.

**5.2** The comparatively small number of applicants and awardees and the generally lower quality of applicants in the south has been noted.

**Recommendation:** An information session for ALAS be held in Ho Chi Minh City and that more specific advertising be undertaken in newspapers more widely read in the south such as Sai Gon Giai Phong and Thanh Nien.

**5.3** There were problems this year in the late receipt of the information brochure from ASS in Canberra and in the lack of high resolution artwork for the brochure resulting in poor quality printing and late dissemination of the poster.

**Recommendation:** The promotion materials should be in high resolution and be sent at least two weeks before the opening of applications to enable sufficient time to print good quality brochures and disseminate them.



**5.4** Designating the first source of information does not give a comprehensive or accurate picture of how applicants learn about the ALAS, especially if applicants use the link on the commercial websites, which may not be noted as the very first source, but instead the AusAID website to which it is directed.

**Recommendation:** The ALAS application forms provide scope for more than one source of information to indicate where applicants learned about ALAS, instead of focusing only on the very first source and that there be a specific box for 'other websites' other than the ones listed.

**5.5.** This year the briefings/targeted information sessions in targeted universities and provinces specifically for the ADS took place too late in the ALAS application period to have any impact on the ALAS applications.

**Recommendation:** Any specific ALAS information session as well as the sessions combined with ADS be scheduled as soon as practicable, well before the closing date of ALAS application because of the lengthy process of preparing ALAS applications.

## 6. Financial report for promotion of ALAS for Intake 2011

In general, all the promotion activities were well within the budget. The total promotion cost was **AUD 9,043** which represents 83% of the budget of AUD10,942. Expenditure for brochure production was much lower than planned because the actual printing cost was lower than estimated and there was no design fee.

### Expenditure for ALAS promotion from Nov 2009 – Nov 2010 (in AUD)

Ex rate: 17,400			
ALAS PROMOTION	Budget from Nov 09 –Nov 10 (as revised in Annual Plan)	Expenditure from Nov 09 - Nov 10	Balance
Newspaper advertising	2,379	2,257	122
Internet advertising	6,092	5,557	535
Brochure (production & mail-out)	2,471	1,229	1,242
<b>Total Budget &amp; Expenses for ADS Promotion from November 2009 - November 2010</b>	<b>10,942</b>	<b>9,043</b>	<b>1,899</b>

# **A n n e x   2**

**Annual Selection Report**

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# INTRODUCTION

This is the first Annual Selection Report describing the new selection criteria, procedures and outcomes arising from the ASDiV Design Document (DD) and the Head Contract. The report contains two parts: Part 1 describes the Australian Development Scholarships (ADS) and Part 2 describes the Australian Leadership Awards Scholarships (ALAS).

## Part 1: Australian Development Scholarships

The ADS selection and screening process has been guided by the DD (with some subsequent modifications by AusAID) and the document “Recommendations on ADS Eligibility/Selection Criteria for the 2012 Intake” (attachment 1).

### 1. ADS Scholarship Numbers

#### 1.1 Allocation of scholarships

The number of scholarships was increased from 175 in the DD to 225 following the visit to Australia of the General Secretary of the Vietnam Communist Party in September 2009.

1. Scholarship indicative allocation according to the five Profiles
  - > Profiles 1 & 2: 67 (30%) – Profile 1: Local Government Officials & Profile 2: Rural Development Workers
  - > Profile 3: 90 (40%) – Central Government Officials (PPI Program)
  - > Profile 4: 45 (20%) – University Lecturers and Researchers
  - > Profile 5: 23 (10%) – English Teachers at University/College levels
  - > (Note: for Non-PPI candidates from Profile 3, applicants may share the indicative quota from other Profiles).
2. Indicative allocation to PhD scholarships – up to 20% i.e. 45

#### 1.2 Category of scholarships

There are two categories of scholarships – Priority Public Institutions (PPI) and Non-PPI. Applicants in the PPI program are nominated by their institutions. PPI applicants must also submit with their applications a *Career Path Plan*. For the 2012 Intake, there were 15 PPIs, two more than last year. As noted above, PPI applicants form the bulk of Profile 3 applicants (see Section 15 and Annex 3- PPI Annual Report for further details on the PPI program).

### 2. Eligibility Criteria

#### 2.1 Eligibility criteria by profile

Each Profile has separate eligibility criteria. These criteria are detailed on pages 2-4 of Attachment 1.

Notable eligibility criteria features are:

- > No GPA requirement on application except minimum GPA 7.0 for PPI Program Masters applicants

- > Two years work experience required for applicants from Profiles 1, 2 and 3 but no requirement for Profiles 4 and 5 and disadvantaged candidates, although some work experience is necessary
- > No minimum IELTS requirement on application for any applicant, but all shortlisted candidates are required to undertake an IELTS test to meet minimum EL requirements (with the exception of those shortlisted candidates who have valid IELTS certificates on or after 31 January 2010)
- > PhD applicants should be lecturers, researchers or work in policy planning to be eligible
- > No minimum academic requirements for PhD applicants with an overseas Masters degree
- > Maximum age is 45 years at time of application

## 2.2 Disadvantaged applicants

Special provisions are available for disadvantaged candidates defined as “ethnic minorities, persons coming from designated poor districts and persons with disabilities”. Disadvantaged candidates may apply for undergraduate studies and do not have to meet the two years work requirement (although should have some work experience).

Disadvantaged shortlisted candidates who do not meet the minimum IELTS requirement of 4.5 are also eligible for additional, special EL training to enable them to reach this IELTS minimum and, if successful, they will automatically move to the next intake round without re-applying.

## 3. Assessment

### 3.1 Selection approach

Assessment of the ADS applications was based on a combination of four selection criteria: i) academic results, ii) work experience, iii) relevance of study and iv) potential contribution to Vietnam, with reference to an agreed weighting system involving each factor.

To assist selection, all applicants were required to complete a Personal Statement which has four sections dealing with i) reasons for selecting field of study; ii) skills to be learnt in Australia; iii) professional and personal qualities and iv) skills to be applied after study to benefit Vietnam's development.

### 3.2 Screening stages

Screening was undertaken in two stages. The first stage was to determine the eligibility of applicants. All applications were sorted into Profiles. For each Profile an assessment was made of the applicants' eligibility according to the general eligibility criteria for applicants and specific eligibility criteria for each Profile.

During this initial eligibility screening process, considerable effort was made by ASDiV staff to contact applicants who had not submitted complete applications or whose documents were not certified, and who could technically be deemed ineligible. The great majority of those contacted were subsequently able to submit the required documentation. The lists of eligible and ineligible applicants were submitted to AusAID on 6 September 2010.

The second stage consisted of assessing all the eligible applicants. The assessment was made on a weighted point basis using a scoring sheet against the four selection criteria mentioned above. In scoring, an applicant's responses in the *Personal Statement* formed a key element in the assessment.

For PPI applicants, the *Career Path Plan* was also taken into account, as was the research proposals for PhD and Masters by Research applicants.

Bonus points were added for disadvantaged applicants and lecturers from regional and provincial universities (other than from universities in Hanoi, Ho Chi Minh City, Haiphong, Can Tho, Danang and Hue).

## 4. Outcomes

### 4.1 Applications

The following table provides a breakdown of the numbers of applications received by Profile and PPI program.

**Table 1 - Total applications by Profile and PPI program**

Profile	Non-PPI						PPI	Total
	P.1	P.2	P.3	P.4	P.5	Non-PPI Total		
Number of applications	86	324	25	509	102	1046	160	1206
% of Total Non PPI	8%	31%	2%	49%	10%			
% of Total Applicants	7%	27%	2%	42%	8%	87%	13%	100%

### 4.2 Eligibility

The total number of applications (1,206) was challenging as it represented one third more than last year (909). By far the largest number of applications was from lecturers and researchers under Profile 4. Together with the applications under Profile 5, it can be seen that approximately half of the applications were university/college lecturers and researchers (this does not include a considerable number of researchers in the other Profiles).

At the end of the screening for eligibility, 30% of the Non-PPI applications were deemed ineligible, while only 8% of the PPI applicants were assessed as ineligible. The small number of ineligible PPI applications reflects the screening undertaken of PPI applications by their institution before submission to ASDiV and, more generally, the close interaction with the PPIs by the two HRD Advisers. The number of eligible and ineligible applicants is set out in the following table:

**Table 2 - Total eligible/ineligible applications**

Eligibility	Non-PPI							PPI		Total	
	P.1	P.2	P.3	P.4	P.5	Total	%	Qty.	%	Qty.	%
Ineligible	24	105	16	156	11	312	30%	13	8%	325	27%
Eligible	62	219	9	353	91	734	70%	147	92%	881	73%
Total	86	324	25	509	102	1,046	100%	160	100%	1,206	100%



The number of applicants originally included under Profile 3 as shown above was subsequently reduced by restricting eligibility under this Profile to Central Government Ministries, the National Assembly and central offices of mass organisations as directed by AusAID. Those applications outside this definition were re-allocated to other relevant Profiles, mostly to Profile 2.

During the eligibility screening process, 37 applications were assessed initially as ineligible since they worked for institutions/organisations under the authority of a number of the PPIs but did not submit their applications through the PPI program as was stipulated in the ADS application documentation. Three-quarters of these applications (27) were from MARD, mostly research institutions in the provinces. Following discussions with AusAID, it was decided that they should be re-allocated to appropriate Profiles if their non-PPI program compliance was the only reason for their eligibility.

### 4.3 Reasons for ineligibility

The reasons for applicants' ineligibility are summarised in Table 3 below. Four principal reasons for ineligibility stand out:

1) Not belong to any of the five Profiles – 93

Most of the applicants who could not be fitted under any Profile were working in the commercial sectors in Ho Chi Minh City and Hanoi.

2) Not enough work experience – 38

These ineligible candidates could not meet the two year work experience requirement in Profiles 1, 2 and 3. Applicants in Profiles 4 and 5 were exempt from the full two year requirement.

3) Level of study not appropriate – 64

Most of these applicants were in Profile 4 and applied for Masters by Coursework when the requirement under this Profile was Masters by Research or PhD.

4) Presented incomplete documentation – 145

Almost half of those who presented incomplete documentation were PhD candidates who did not submit articles in scientific publications. The 69 PhD applicants who did not meet this requirement account for almost two-thirds of the PhD applications that were assessed as ineligible (see 4.5 b).

**Table 3 - Reason for Ineligibility**

		All Ineligible				PPI Ineligible			
Reason for Ineligibility		First Reason	Second Reason	Total	%	First Reason	Second Reason	Total	%
Degree is informal		9	2	11	3%		1	1	7%
Does not belong to one of the		83	10	93	24%			0	0%
Does not meet minimum GPA		6		6	2%	6		6	43%
Does not meet the citizenship		1	1	2	1%			0	0%
Does not submit application		7	1	8	2%			0	0%
Has not met required length of		34	4	38	10%	1		1	7%
Is older than age limit		1		1	0%			0	0%
Level of study is not appropriate		58	6	64	17%			0	0%
Not currently employed		1	1	2	1%			0	0%
Presented	<b>Total</b>	117	29	146	38%	6		6	43%
incomplete	<b>Missing Article</b>	65	4	69	18%	4		4	29%
Proposed area of study is not		7	3	10	3%			0	0%
Supporting document was not			1	1	0%			0	0%
Military Personnel		1		1	0%			0	0%
<b>Total</b>		<b>325</b>	<b>58</b>	<b>383</b>	<b>100%</b>	<b>13</b>	<b>1</b>	<b>14</b>	<b>100%</b>

#### 4.4 Scientific article criteria

All PhD applicants were required to submit “a publication of at least one scientific article or research paper in a national or international journal at the time of application”. A definition of a scientific article was agreed by AusAID and MOET as the basis for assessing this criterion, which was whether the papers/articles were peer reviewed and then committee reviewed before publication. Many applicants were disqualified from eligibility as the article(s) they submitted were either i) contained in published proceedings of conferences/seminars held in Vietnam, ii) articles in collections of project reports, or iii) printed in ministry/university bulletins.

## 5. JCS 1 Meeting and Short-listing for IELTS

A short list of 370 recommended candidates ranked in Profiles by their assessment scores was submitted to the JSC 1 meeting held on 18 October 2010 for consideration for short-listing for the IELTS test. At this meeting, JSC 1 shortlisted a total of 398 candidates for the IELTS test. This figure allowed for attrition of candidates through the various stages of the selection process with the aim of ultimately achieving a total of 225 scholarships and meeting the targeted Profile percentages set out in the DD.

The details of the short-listed candidates by Profile/PPI applications, level of study and gender are contained in Table 4a and 4b below.

**Table 4a - Shortlisted for IELTS by level of study**

Proposed Level of Study	Non-PPI							PPI		Total	
	P.1	P.2	P.3	P.4	P.5	Sub-Total	%	Number	%	Number	%
Undergraduate	0	1	0	0	0	1		0		1	
Graduate Diploma	0	1	0	0	0	1		0		1	
Masters	43	79	2	57	33	214	76%	99	84%	313	79%
PhD	2	4	1	45	12	64	23%	19	16%	83	21%
<b>Total</b>	<b>45</b>	<b>85</b>	<b>3</b>	<b>102</b>	<b>45</b>	<b>280</b>	<b>70%</b>	<b>118</b>	<b>30%</b>	<b>398</b>	<b>100%</b>

**Table 4b - Shortlisted for IELTS by gender**

Gender	Non-PPI							PPI		Total	%
	P.1	P.2	P.3	P.4	P.5	Sub-Total	%	Number	%		
Female	27	50	0	57	32	166	59%	69	58%	235	59%
Male	18	35	3	45	13	114	41%	49	42%	163	41%
<b>Total</b>	<b>45</b>	<b>85</b>	<b>3</b>	<b>102</b>	<b>45</b>	<b>280</b>	<b>70%</b>	<b>118</b>	<b>30%</b>	<b>398</b>	<b>100%</b>

The breakdown by Profile and PPI applications and the number of PhD short-listed candidates to a large extent mirrored the percentage targets for the Profiles/PPI program set out in the DD with a built-in expected attrition rate. However, the numbers of short-listed candidates for the combined Profiles 1 and 2 and for Profile 4 were set at a somewhat higher level than their respective indicative percentage targets. In Profiles 1 and 2 this was done to include a number of candidates working in priority fields such as environment and urban planning, who, because they were located in the large cities would otherwise have been made ineligible under the rural development criteria. In Profile 4 a number of candidates working in provincial and regional universities were added. These additional candidates also provided more flexibility in making final allocation of awards in these Profiles.

The number of PhD candidates short-listed (83) was also somewhat higher than the estimated number (73) calculated to obtain the indicative target of 20% of the total number of scholarships (45) taking into account a reasonable attrition rate. It also enabled some flexibility in making a final decision on how many PhD scholarships were to be awarded by the JSC.

## 6. IELTS Testing

The JSC 1 meeting short-listed 398 candidates for English Language IELTS testing. Of these 398, 56 had valid IELTS certificates dating from 31 January 2010. Thus 342 shortlisted candidates were invited to sit the IELTS Selection test on 30 November 2010 held in three locations. Sixteen invited candidates withdrew or did not turn up for the Test (4 registered with IDP but did not show up; one was ill; one received a 322 scholarship; 2 withdrew as on business trips; 4 were overseas; and 4 could not be contacted by telephone or post). A total of 326 short-listed candidates sat for the IELTS test: Hanoi (208), Ho Chi Minh City (75) and Danang (43). Table 5 provides the summary results of the IELTS grouped by Profiles.

**Table 5 - IELTS summary results by Profile**

IELTS Group	Non-PPI						PPI	Grand Total	%
	P. 1	P. 2	P. 3	P. 4	P. 5	Non-PPI Total			
Fast-track	1	17		20	34	72	17	89	22%
Non ELT	2	18	1	24	4	49	21	70	18%
ELT	33	36	1	22	5	97	66	163	41%
<b>Total Satisfy IELTS</b>	<b>36</b>	<b>71</b>	<b>2</b>	<b>66</b>	<b>43</b>	<b>218</b>	<b>104</b>	<b>322</b>	<b>81%</b>
Special English	5	6				11		11	3%
Not Satisfy	3	5	1	29	1	39	10	49	12%
Withdraw or Absent	1	3		7	1	12	4	16	4%
<b>Total Not Satisfy IELTS</b>	<b>9</b>	<b>14</b>	<b>1</b>	<b>36</b>	<b>2</b>	<b>62</b>	<b>14</b>	<b>76</b>	<b>19%</b>
<b>Grand Total</b>	<b>45</b>	<b>85</b>	<b>3</b>	<b>102</b>	<b>45</b>	<b>280</b>	<b>118</b>	<b>398</b>	<b>100%</b>

Note:

- > Fast Track refers to candidates who reached overall IELTS 6.5 or above with no-sub-band below 6.0, thus with an IELTS level high enough to be fast-tracked if awarded a scholarship.
- > Non ELT refers to candidates who have an IELTS of 6.0 and above with no sub-band below 5.5. These candidates are not eligible for the regular pre-departure English Language training. (This group may be given the opportunity to take a special 100 hours EL course to bring their IELTS scores up to the Fast Track level so that they may join the Fast Track group).
- > ELT refers to those in Profiles 1, 2 and 3 (including PPI program) who met the minimum of overall 4.5 and no sub-band below 3.5; those in Profiles 4 and 5 who met the minimum 5.5 and no sub-band below 5.0 and all PhD applicants who met the IELTS minimum of 5.5 and no sub-band below 5.0. These candidates will undertake pre-departure English Language training.
- > Special English refers to those disadvantaged candidates who do not achieve an overall 4.5 IELTS and can be considered for additional English Language training with the aim of their reaching 4.5 for entry into the regular pre-departure training for the following year's intake.

The detailed breakdown of IELTS results by Profile and disadvantaged groups is set out in Table 6 and Table 7 below.

**Table 6 - IELTS detailed results by Profile**

IELTS Group	Overall	Non-PPI						PPI	Grand Total
		P. 1	P. 2	P. 3	P. 4	P. 5	Non-PPI Total		
Fast Track	8.5	0	0	0	0	0	0	1	1
	8	0	0	0	1	14	15	2	17
	7.5	1	1	0	6	3	11	2	13
	7	0	10	0	3	10	23	6	29
	6.5	0	6	0	10	7	23	6	29
	<b>Sub-Total</b>	<b>1</b>	<b>17</b>	<b>0</b>	<b>20</b>	<b>34</b>	<b>72</b>	<b>17</b>	<b>89</b>
Non ELT	7	0	2	0	0	0	2		2
	6.5	1	3	0	5	2	11	3	14
	6	1	13	1	19	2	36	18	54
	<b>Sub-Total</b>	<b>2</b>	<b>18</b>	<b>1</b>	<b>24</b>	<b>4</b>	<b>49</b>	<b>21</b>	<b>70</b>
ELT	6	1	5	0	6	1	13	4	17
	5.5	13	12	0	16	3	44	37	81
	5	14	12	1	0	1	28	18	46
	4.5	5	7	0	0	0	12	7	19
	<b>Sub-Total</b>	<b>33</b>	<b>36</b>	<b>1</b>	<b>22</b>	<b>5</b>	<b>97</b>	<b>66</b>	<b>163</b>
Special English	4.5	1	0	0	0	0	1	0	1
	4	3	4	0	0	0	7	0	7
	3	0	1	0	0	0	1	0	1

IELTS Group	Overall	Non-PPI						PPI	Grand Total
		P. 1	P. 2	P. 3	P. 4	P. 5	Non-PPI Total		
	2.5	1	1	0	0	0	2	0	2
	<b>Sub-Total</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>11</b>
<b>Not Satisfy</b>	5.5	0	0	0	5	1	6	1	7
	5	1		0	10	0	11	2	13
	4.5	0	1	0	6	0	7	3	10
	4	1	2	0	4	0	7	4	11
	3.5	1	0	0	4	0	5	0	5
	3	0	1	1	0	0	2	0	2
	2	0	1	0	0	0	1	0	1
	<b>Sub-Total</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>29</b>	<b>1</b>	<b>39</b>	<b>10</b>	<b>49</b>
<b>Withdraw or Absent</b>		<b>1</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>12</b>	<b>4</b>	<b>16</b>
<b>Grand Total</b>		<b>45</b>	<b>85</b>	<b>3</b>	<b>102</b>	<b>45</b>	<b>280</b>	<b>118</b>	<b>398</b>

Table 7 - IELTS results by disadvantaged groups

Disadvantaged Group	IELTS Group	Non-PPI						PPI	Grand Total
		P. 1	P. 2	P. 3	P. 4	P. 5	Non-PPI Total		
<b>Ethnic Minority</b>	<b>Fast Track</b>	0	4	0	0	2	6	1	7
	<b>Non ELT</b>	0	2	1	0	0	3	0	3
	<b>ELT</b>	1	7	1	1	1	11	2	13

Disadvantaged Group	IELTS Group	Non-PPI						PPI	Grand Total
		P. 1	P. 2	P. 3	P. 4	P. 5	Non-PPI Total		
	Special English	4	6	0	0	0	10	0	10
	Not Satisfy	0	0	0	0	0	0	0	0
	Sub-total	5	19	2	1	3	30	3	33
Disadvantaged Rural (Kinh only)	Fast-track	0	2	0	0	1	3	0	3
	Non ELT	0	0	0	0	2	2	0	2
	ELT	8	0	0	0	0	8	0	8
	Special English	1	0	0	0	0	1	0	1
	Not Satisfy	1	0	0	3	0	4	0	4
	Withdraw	0	0	0	1	0	1	0	1
	Sub-total	10	2	0	4	3	19	0	19
Disabled	Fast-track	0	1	0	0	0	1	0	1
	Not Satisfy	0	1	0	0	0	1	0	1
	Sub-total	0	2	0	0	0	2	0	2

A total of 322 (81%) candidates out of the 398 candidates short-listed for IELTS met minimum IELTS requirements. In addition, 11 candidates who did not reach the 4.5 IELTS are being considered as candidates for Special English. Thus a total of 333 candidates were able to continue in the selection process after the IELTS test.

There are 89 candidates with Fast Track EL scores of 6.5 and no sub-band below 6.0 with the greatest number not surprisingly in Profile 5 (34) for TESOL lecturers. Seventeen PPI candidates also gained Fast Track scores.

There are a further 70 candidates who are designated as Non ELT. These candidates are eligible for an ADS award and would not undertake the regular pre-departure English language training. However these candidates if approved could, as in the past, be given special 100 hours training before the regular pre-departure modules begin in an effort to bring them up to Fast Track IELTS levels so they could join the Fast Track group. (This is in fact what happened to 55 such candidates, who were

approved by the JSC 3 meeting which was brought forward a month to 19 January. They were given the opportunity to commence a special 100 hours course starting on 14 February 2010).

The 11 disadvantaged candidates from Profiles 1 and 2 who are classified as Special English attained an overall IELTS of less than 4.5 but not less than 2.5. Ten of the eleven are ethnic minority. This number of Special English candidates is less than expected.

A total of 49 candidates (excluding the Special English Group) who sat for the IELTS did not meet the minimum respective Profile IELTS requirements. The Profile with by far the largest number of failures was Profile 4 (29), where the minimum IELTS requirement was 5.5 with no sub-band below 5.0. The next largest group of unsuccessful IELTS candidates was from the PPI program (10) where the minimum was 4.5 with no sub-band below 3.5.

Of the disadvantaged rural group (ethnic Kinh only), 13 out of the 19 candidates met the IELTS requirements including 3 at Fast Track level. Only one of the 2 disabled candidates who sat for the IELTS test was successful (at Fast Track level).

## 7. Interview Panel

After the IELTS test on 30 October 2010, the next stage in the selection process was undertaken in preparation for JSC 2. This process involved interviews by an Interview Panel for designated groups of candidates and counselling and academic assessments by the two Academic Advisers for all candidates to be considered at JSC 2. However, following discussions with AusAID, changes were made to the groups to be interviewed by the Interview Panel (as well as assessed by the Academic Advisers) for JSC 2 compared to what is set out in the DD.

The most significant change was the decision to interview all PhD candidates, instead of only those who had Fast Track IELTS levels. This decision was made in the interests of assessing all PhD candidates on a level playing field based on a uniform assessment process. This would avoid any untoward preference being given to those with Fast Track IELTS scores, who otherwise would have been considered for an ADS award at JSC 2 without considering those who did not have Fast Track IELTS scores (they would have been considered later by JSC 3).

As all Profile 1 and 2 candidates were to be interviewed by the Interview Panel, it was also decided to include the Disadvantaged Special English Group from Profiles 1 and 2 in the interview (as well as the academic adviser assessment process) so that JSC 2 could decide whether their candidacy warranted inclusion in a special English course to start around March/April 2011. Another Profile 1 and 2 group to be interviewed in this round were those candidates who met the 4.5 minimum requirements, but who had a sub-band of 3.5. To enable these candidates to join the regular English language pre-departure program conducted by ACET, they needed to start a Pre-Module course on 14 February, thus too late to be considered by JSC 3, scheduled for 17 February 2011. (However it transpired that the JSC 3 meeting was subsequently brought forward to 19 January. Thus candidates from this group who were finally approved by JSC 3 were able to commence the Pre-Module course on 14 February.)

*Candidates designated for interview by the Interview Panel:*

- > All PhD candidates – 63
- > Masters by Research Fast Track – 1 (this candidate will be interviewed in the 2<sup>nd</sup> selection round)
- > Profile 1 Fast Track – 1



- > Profile 2 Fast Track – 17
- > Disadvantaged Special English – 11
- > Pre-Module EL - 8 (all from Profiles 1 and 2)

Total = 101 candidates

Total number actually interviewed was 95 (i.e. 101 less one Masters by Research to be interviewed in the second round, less 4 PhD and one Masters in Profile 2 who have withdrawn. Six candidates (3 Masters and 3 PhDs) withdrew as they received Endeavour Awards and the other 2 (1 PhD and 1 Masters) withdrew because they received ALAS.

An Interview Panel was established consisting of the following members:

- > Chairperson – International HRD Adviser
- > MOET Representative – two persons alternating
- > Vietnamese sector specialists – 6 persons in Hanoi and 3 each in Danang and Ho Chi Minh City (all are alumni except the three in Danang where there are no PhD alumni)

The Panel conducted interviews for each of the 96 candidates in 40 minutes timeslots in the three cities from 24 November to 7 December. The Panel scored each candidate and provided a summary assessment on the overall suitability of candidates for post-graduate studies in Australia for consideration by JSC 2. Candidates were ranked and then sorted into three categories, Highly Recommended, Recommended, and Not Recommended for consideration by the JSC.

## 8. Academic Adviser Counselling and Assessment

In line with the changes made in the groups to be interviewed, similar changes were made for those to receive counselling and be academically assessed by the two Academic Advisers. In addition to including all PhD candidates in this selection round, it was decided to include all candidates from Profile 5. This was done again to provide a level playing for all Profile 5 candidates as the number of scholarships to be awarded for Profile 5 (10% or a total of 23) was far less than the number of candidates who had Fast Track IELTS scores (34), while there were 9 candidates (all from the provinces) remaining who had less than Fast Track scores.

*Candidates designated for meeting Academic Adviser:*

- > All PhD candidates – 63
- > Profile 5 Masters candidates - 31
- > Fast Track Masters from Profiles 1, 2, 3 and 4 – 38
- > Disadvantaged Special English – 11
- > Pre-Module English - 9 (including 8 from Profiles 1 and 2 above and one PPI)

Total = 152 candidates

Actual total number counselled by the Academic Advisers was 144, less the 8 candidates who withdrew. (Two additional Masters candidates who were not designated to be interviewed withdrew making a total of 8 withdrawals this round).

The International Academic Adviser met individually all the PhD candidates. All Masters candidates were seen by the National Academic Adviser. Although the DD designated the Masters by Research candidates to be counselled by the International Academic Adviser, because of the inclusion of all PhD candidates in this selection round, these candidates were allocated to the National Academic Adviser. The latter also assessed whether a Masters by Coursework program was more appropriate for the Masters by Research Candidates and at the end of this selection round only one Masters by Research out of the original nine such candidates remained.

In each city, a group session was held on the first day for all candidates who were to meet the Advisers in that round. For the first half morning session, all Masters and PhD candidates attended as the session covered advice on how to search for appropriate courses and universities on the internet. The rest of the day's session was conducted by the International Academic Adviser and was reserved for PhD and Masters by Research candidates. These sessions covered advice on finding a supervisor, how to do a PhD and how to write an initial PhD application and a full post-admission proposal.

The Academic Advisers provided a summary comment on each candidate which assessed whether the candidate's academic capabilities were appropriate for their proposed higher degree study in Australia. This assessment was provided to JSC 2 along with the Interview Panel's assessment. The two advisers also consulted with the Interview Panel chairman to reach agreement on the final ranking for those who were interviewed.

JCS 2 will meet on 17 December 2010 to decide on the status of the those candidates who have been processed through this round of selection, in particular the JSC will decide on those candidates who will be offered an ADS award and can be fast tracked to commence studies in Australia in second semester 2011. A further selection round involving interviews by the Interview Panel and counselling/assessments by the National Academic Adviser for the remaining short-listed candidates will take place in late December/January 2011 for consideration and decision by JSC 3 scheduled for 17 February 2011. The International Academic Adviser will not be required for this round as all PhD have been counselled and assessed. The National Academic Adviser will see the remaining few Masters by Research candidates.

## 8. JSC 2 Meeting and Decisions

JSC 2 was held on 17 December 2010 to consider the candidates outlined in sections 7 and 8 above that had been interviewed and/or had consultations with one of the two Academic Advisers during the first selection round. The results of JSC 2 are set out in Tables 8a, 8b and 8c below.

**Table 8a: Results of JSC 2**

JSC 2 Decision	Profile					Total
	1	2	3	4	5	
Approved	1	19	24	32	23	99
Deferred	7	10	1	4	9	31
Not Approved		1	2	2	6	11
Withdrew	1				2	3
<b>Grand Total</b>	<b>9</b>	<b>30</b>	<b>27</b>	<b>38</b>	<b>40</b>	<b>144</b>

**Table 8b: Results of JSC 2 by Level of Study**

	JSC 2 Decision	Profile					Total
		1	2	3	4	5	
Masters + Graduate Diploma	Approved	1	16	14	6	17	54
	Deferred	6	9	0	0	4	19
	Not Approved	0	1	0	0	6	7
	Withdrew	1	0	0	0	2	3
	Total	8	26	14	6	29	83
PhD	Approved		3	10	26	6	45
	Deferred	1	1	1	4	5	12
	Not Approved			2	2		4
	Total	1	4	13	32	11	61

**Table 8c: Results of JSC 2 - Fast Track Candidates by Level of Study**

Level of Study	Profile					Total
	1	2	3	4	5	
Master		13	13	6	15	47
PhD			4	10	5	19
Total		13	17	16	20	66

Of the total 144 candidates considered by JSC 2, 99 were approved, 31 candidates were deferred to JSC 3 for further consideration and 11 were not approved. Three candidates withdrew their applications.

#### *PhD Candidates*

All 45 PhD candidates highly recommended by the Interview Panel were approved by JSC 3 and 10 PhD candidates were deferred to JSC 3 for further consideration. Four PhD candidates were not approved for scholarships. It is noted that the 45 approved is the same figure as the targeted 20% PhD scholarships of the total 225 ADS scholarship allocation.

#### *Masters Candidates*

Of the 54 Masters scholarships approved, 17 were from Profile 5. (Note: This figure added to the 6 Profile 5 PhD applications approved is the same figure as the targeted 10% of scholarships notionally allocated to Profile 5 (23). Nevertheless another 9 Profile 5 candidates were deferred to JSC 3 for further consideration as it was desirable to allow for some attrition of candidates over the selection and to give some flexibility to JSC 3 in approving final scholarship numbers).

#### *Special English Group*

There were 11 candidates in the Special English Group which was a separate group not included in the decisions above on individual Profiles. Although four candidates in this group had been recommended by the Interval Panel for approval it was decided by JSC 2 to defer consideration of this group to JSC 3. This would enable comparison to be made with other candidates in Profiles 1 and 2 with low IELTS scores.

#### *Fast Track Group*

Of the total of 99 candidates approved for awards at the JSC 2, 66 (PhD: 19 and Masters: 47) had overall IELTS scores of 6.5 or above and no sub-band below and thus qualified for the Fast Track group to commence study in Australia in Semester 2 2011.

## **10. Interview Panel and Academic Adviser Counselling – Selection Round 2**

Round 2 of the Selection process consisted of two components:

- i. An interview by the Interview Panel of all remaining Masters candidates in Profiles 1 and 2 and candidates from other Profiles applying for a degree for Masters by Research (Total 76).
- ii. Consultations by the National Academic Adviser with all the remaining Masters candidates from all Profiles (Total 176).

The International Academic Adviser was not required for this second round as all PhD candidates were counselled and assessed in the first round. The National Academic Adviser saw the remaining **few** Masters by Research candidates.

There was a change in the representation on the Interview Panel during the second round. Instead of having a number of Vietnamese sector specialists in each of the three locations on the Interview Panel, a single AusAID scholarship alumni with broad development experience joined the Panel in each location. As before each of the candidates interviewed by the Panel was provided with a score and an assessment comment. The Academic Adviser was required only to provide a brief comment on the academic suitability of the level and field of study of the Masters candidates.

**Table 9: Summary of ASDiV Recommendation for JSC3**

Profile	Notional Target	Approved at JSC 2	Scholarships Remaining	Scholarships Recommended	Total Target Approvals
1&2	67	19	48	55	74
3	90	24	66	73	97
4	45	32	13	23	55
5	23	23	0	6	29
<b>Total</b>	<b>225</b>	<b>98</b>	<b>127</b>	<b>157</b>	<b>255</b>

Taking into account the interview and academic counselling process above and priority considerations for disadvantaged candidates, ASDiV recommended 157 candidates for approval by JSC3 additional to the 98 already approved at JSC 2 (one other candidate withdrew after JSC 2). Together the number

approved and number recommended came to a total of **255** candidates for scholarship approval. This recommended total represented a 13% increase over the 225 scholarships to be finally allocated so as to allow for attrition of candidates during the remaining selection phases of the 2012 intake.

As noted earlier JSC 3 was brought forward to 19 January from the planned date of 17 February 2011 as the second round of interviews/academic counselling was completed earlier than originally scheduled. This earlier date allowed for the approved ELT group to commence special 100 hours course on 14 February in a effort to bring them to Fast Track IELTS levels.

JSC 3 approved 165 scholarships bringing the total approved scholarships for 2102 intake to 263. This figure represents an increase of 17% over the 225 targeted scholarships available. The breakdown by Profile is shown in Table 10 below.

**Table 10: Summary of JSC Decisions for 2012 Intake**

Profile	Notional Target	Approved at JSC 2	Approved at JSC 3	Total Approved by JSC
1&2	67	19	61	80
3	90	24	75	99
4	45	32	23	55
5	23	23	6	29
<b>Total</b>	<b>225</b>	<b>98</b>	<b>165</b>	<b>263</b>

It is noted that for all Profiles additional approvals were given over the number of targeted scholarships targeted. The figure of 61 Profile 1 (26) and 2 (35) approved by JSC 3 and 80 (Profile 1 (27) and Profile 2 (53) approved finally by JSC includes 5 candidates from the previously separate Special English language candidate group. JSC 3 decided to include these 5 candidates as part of the 2012 intake since all 5 candidates had an overall IELTS score of 4 and no sub-band below 3 and could thus be incorporated into the regular pre-departure English language program, with options for additional tuition within the program or at its end. Any additional funds required for this additional tuition would be sought by ASDiV from AusAID under the special English language provision.

## 11. Gender

As this year's outcomes show, the ADS continues to attract a significantly higher proportion of female applicants than male applicants. The male/female ratio of total applicants was M: 40/ F: 60 and M: 41/ F: 59 for both eligible and for shortlisted for IELTS applicants. This ratio shifted further in favour of females after the IELTS tests to M: 37/F 63, indicating better English language competency for female candidates. The overall JSC selection outcomes reversed this last trend somewhat with a final ratio of M: 39/F: 61 (see details in Table 11 below). Nevertheless the Male/Female ratios for 2012 intake is slightly more balanced than the 2011 intake which had a ratio both at application and at the final JSC selection stage of M: 34/F: 66.

**Table 11 - Total applications by gender**

	Total Applications									Eligible Applications								
Gender	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%
	P.1	P.2	P.3	P.4	P.5	Non-PPI Total				P.1	P.2	P.3	P.4	P.5	Non-PPI Total			
Female	49	200	16	289	78	632	86	718	60%	34	128	4	207	69	442	81	523	59%
Male	37	124	9	220	24	414	74	488	40%	28	91	5	146	22	292	66	358	41%
Total	86	324	25	509	102	1046	160	1206	100%	62	219	9	353	91	734	147	881	100%

Gender	IELTS Shortlisted Applications									IELTS Satisfy (include Special English)								
	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%
	P.1	P.2	P.3	P.4	P.5	Non-PPI Total				P.1	P.2	P.3	P.4	P.5	Non-PPI Total			
Female	27	50		57	32	166	69	235	59%	26	46		42	30	144	66	210	63%
Male	18	35	3	45	13	114	49	163	41%	15	31	2	24	13	85	38	123	37%
Total	45	85	3	102	45	280	118	398	100%	41	77	2	66	43	229	104	333	100%

Gender	Conditional Awardees								
	Non-PPI						PPI	Total	%
	P.1	P.2	P.3	P.4	P.5	Sub-Total			
Female	15	30		36	18	99	61	160	61%
Male	12	23	2	19	11	67	36	103	39%
Total	27	53	2	55	29	166	97	263	100%

There are more women applicants than men in all Profiles. It was somewhat of a surprise that there was a higher proportion of female to male applicants in Profile 1 (F: 49/ M: 37) reserved for local government officials (but excluding provincial teachers and medical staff). Obtaining sufficient numbers of women under Profile 1 was considered to be one of the biggest challenges facing ASDiV. In the past, local government officials, especially at senior levels, have been predominantly male. As it is younger women officials who are applying for scholarships, the application ratio in favour of women applicants suggests that more recently more attention is being placed on ensuring gender equity in provincial recruitment practices. This indicates provincial government compliance with Government policy and the law on gender equality.

Not unexpectedly, in Profile 5 (TESOL teachers), there was a significant imbalance in favour of women teachers (F: 79/ M: 23). Even in Profile 4 (university lecturers and researchers) the balance favoured women. Similarly, with provincial government officials, in Profile 4 where most of the applicants were young lecturers, the balance in favour of women suggests that equity policies are being considered in the recruitment of university teaching staff.

A similar ratio in favour of women among ethnic minority applicants (F: 58/M: 42) was obtained at application, again surprisingly. This ratio became more favourable along the selection process ending with a ratio F: 62.5/M: 37.5 as the final JSC selection result for scholarships (see Table 12 below and section 15.1 for further analysis on ethnic minority applicants).

**Table 12 - Ethnic minority applicants**

Disadvantaged Applications	Total Applications					Eligible Applications					IELTS Shortlisted Applications				
	F		M		Total	F		M		Total	F		M		Total
	#	%	#	%		#	%	#	%		#	%	#	%	
Ethnic Minority	33	58%	24	42%	57	32	65%	17	35%	49	23	70%	10	30%	33

Disadvantaged Applications	IELTS Satisfy Applications					Special English Applications					Conditional Awardees					
	F		M		Total	F		M		Total	F		M		Total	% Total applicants
	#	%	#	%		#	%	#	%		#	%	#	%		
Ethnic Minority	15	65%	8	35%	23	8	80%	2	20%	10	15	62.5%	9	37.5%	24	42%

## 12. Level of Study

The breakdown in proposed Level of Study is set out in the Table 13.

**Table 13: Total applications by proposed level of study**

Proposed Level of Study	Total Applications									Eligible Applications								
	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%
	P.1	P.2	P.3	P.4	P.5	Non-PPI Total				P.1	P.2	P.3	P.4	P.5	Non-PPI Total			
Undergraduate		9				9		9	1%		5				5		5	1%
Graduate Diploma		3				3		3	0%		2				2		2	0%
Masters	78	285	22	309	75	769	119	888	74%	57	203	8	232	69	569	110	679	77%
PhD	8	27	3	200	27	265	41	306	25%	5	9	1	121	22	158	37	195	22%
Grand Total	86	324	25	509	102	1046	160	1206	100%	62	219	9	353	91	734	147	881	100%

Proposed Level of Study	IELTS Shortlisted Applications									IELTS Satisfy (include Special English)								
	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%
	P.1	P.2	P.3	P.4	P.5	Non-PPI Total				P.1	P.2	P.3	P.4	P.5	Non-PPI Total			
Undergraduate		1				1		1	0%									
Graduate Diploma		1				1		1	0%		1				1		1	0%
Masters	43	79	2	57	33	214	99	313	79%	40	72	1	31	31	175	92	267	80%
PhD	2	4	1	45	12	64	19	83	21%	1	4	1	35	12	53	12	65	20%
Grand Total	45	85	3	102	45	280	118	398	100%	41	77	2	66	43	229	104	333	100%



Proposed Level of Study	Conditional Awardees								
	Non-PPI						PPI	Total	%
	P.1	P.2	P.3	P.4	P.5	Non-PPI Total			
Undergraduate									0%
Graduate Diploma		1				1		1	0%
Masters	27	50	1	26	21	125	87	212	81%
PhD		2	1	29	8	40	10	50	19%
Grand Total	27	53	2	55	29	166	97	263	100%

### 12.1 Undergraduate

The total number of 9 undergraduate applicants from disadvantaged applicants (all in Profile 2) was less than expected. Only 5 were assessed as eligible. The paucity of undergraduate applicants reflects the lack of clear criteria for undergraduate applicants in the program documentation. Moreover, undergraduate study was not targeted in ASDiV's promotion materials and information sessions. There was also the requirement that disadvantaged applicants should have at least some work experience (if not the normal full two year requirement) so that recent high school graduates and students at universities who were disadvantaged were not eligible to apply. Only one of the 5 eligible undergraduate applicants (an applicant with disability) received sufficiently high assessment scores for IELTS short-listing, but then did not pass the IELTS test. So there were no undergraduate scholarships awarded this year.

### 12.2 Graduate Diploma

There were three applications for Graduate Diploma with only two assessed as eligible. The one applicant, who was assessed as short-listed for IELTS, passed the IELTS test and was finally approved for a scholarship. He could apply for a university where his Graduate Diploma in Community Development could be upgraded to a Masters.

### 12.3 Masters by Coursework and Masters by Research

The largest number of applications for Masters by Coursework is in Profile 2. A considerable number of applicants (48) from Profile 4 applied for Masters by Coursework, but these applications were made ineligible as the Level of Study eligibility criteria for Profile 4 permitted only PhD and Masters by Research studies. Thus, all eligible Masters applications in Profile 4 were by Research. There were only small numbers of Masters by Research in other Profiles.

In a paper submitted to AusAID by ASDiV on 9 September 2010, it was argued that a Masters by Coursework with a minor thesis would be more appropriate academically than a Masters by Research with fewer risks for students, would be a better foundation for preparation for eventual PhD studies, and would allow a greater choice of university programs than Masters by Research. A Masters by Research does not teach research skills and assumes that candidates have acquired the necessary skills in research; however, Vietnamese students are not normally exposed to research skills in their undergraduate degree. JSC 1 agreed with this analysis and the Academic Advisers were given the leeway to recommend to Masters by Research applicants that they switch to Masters by Coursework, if

they were academically better suited to a coursework program. All but two of these Profile 4 candidates were subsequently advised by the Academic to change to Masters by Coursework.

## 12.4 PhD studies

There was a large influx of PhD applications (306), with two-thirds (200) in Profile 4. This compares to a total of 80 PhD applications last year for the 2011 intake. The very large number of PhD applications received from university lecturers probably reflects a combination of factors: i) the increased emphasis by MOET on PhD qualifications for university/college lecturers, ii) the specific targeting of provincial/regional universities and colleges in ASDiV's promotion campaign, iii) the easing of overseas qualifications criteria for PhD applicants and iv) the reduction of the 2 year work requirement for university lecturers and researchers.

However, the above explanation does not fully explain the significant increase this year from 12 to 41 PPI applicants under the PPI program. Apart from 5 PhD applicants from MARD received both last year and this year, the spread of PhD applicants this year across PPIs is totally different from last year (see PPI program section 17).

The DD provides for a target of 20% of the total scholarships (225) for PhD awards, which amounts to 45 PhD awards. Contrasting this with the 306 applications and the 195 screened as eligible, then it is not surprising that in short-listing for IELTS testing the number was more than halved to 83. This was done to reduce the numbers to a more realistic level. Of the 83 short-listed candidates for IELTS, 63 candidates met IELTS requirements of overall 5.5 and no sub-band below 5.0. The number of PhD candidates in Profile 4 in particular was drastically reduced from 200 applicants to 121 eligible to 45 short-listed for IELTS to 35 meeting IELTS requirements. This suggests that there will still be a large pool of PhD candidates from universities and colleges for future intakes.

To enable this steep reduction to take place, a more rigorous culling of PhD applications than for the Masters was undertaken and many potential candidates worthy of a PhD scholarship could not be short-listed. It should be noted that this requirement for PhD candidates to meet the 5.5 overall score across all Profiles (and not just Profiles 4 and 5) was introduced with AusAID's agreement after the finalisation of the application package and other information materials to create a level playing field for all PhD candidates.

At the final JSC selection stage a total of 50 PhD candidates was approved for scholarships, which is 5 over the 20% target of 45. Not unexpectedly the bulk of these candidates (37) were university lecturers and researchers from Profiles 4 and 5. There were 10 approved PhD scholarships from the PPI program.

## 13. Field of Study

The statistics for applications by Field of Study are shown in Table 14 below.

The eight Fields of Study with the highest percentages at application and at scholarship approval are as follows:

Field of Study	Application	Scholarship Award
Education	14%	16%

Commerce	11%	9%
Environmental Studies	10%	13%
Economics	8%	11%
Agriculture/ Applied Sciences	7%	5%
Infrastructure	6%	6%
Health	5%	6%
Community Development	5%	6%

Not surprisingly with the shift in targeting away from Hanoi and Ho Chi Minh City and the private sector, there was a sharp reduction in the number of applicants applying for Commerce, 11% compared to 22% last year. The percentage of approved Commerce scholarships dropped further to 9% this year. Education applications have risen from 9 % last year to 14 % this year with a further increase in approved scholarships to 16%. This reflects the specific targeting of TESOL applicants under Profile 5. It is noteworthy that Infrastructure, which has been added as a new Field of Study, has 6% at the application and final approval stages.

Table 14 - Total Applications by Field of Study

Proposed Field of Study	All Applications								Eligible Applications								IELTS Shortlisted Applications								IELTS Satisfy (include Special English)												
	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%										
	P.1	P.2	P.3	P.4	P.5	Total				P.1	P.2	P.3	P.4	P.5	Total				P.1	P.2	P.3	P.4	P.5	Total				P.1	P.2	P.3	P.4	P.5	Total				
Agricultural Economics and Trade (International and Domestic)	2	8		20		30	2	32	3%	2	7		15		24	1	25	3%	2	1		4		7	1	8	2%	1	1				2		2	1%	
Agriculture and Applied Sciences/Technology	4	23		56		83	5	88	7%	3	10		41		54	5	59	7%	3	3		16		22	4	26	7%	2	3		8		13	2	15	5%	
Animal Husbandry	1	4		16		21	3	24	2%	1	4		14		19	3	22	2%	1	1		4		6	3	9	2%	1	1		4		6	3	9	3%	
Commerce	4	26	8	79		117	21	138	11%	2	13		69		84	21	105	12%	1	1		11		13	19	32	8%		1		10		11	18	29	9%	
Communication Studies	4	18	2	9		33	3	36	3%	1	8	1	4		14	2	16	2%		3		2		5	2	7	2%		3		1		4	2	6	2%	
Community Development and Social Welfare Studies (related to Rural Development)	4	47	1	10		62	1	63	5%	4	41		5		50	1	51	6%										4	16				20		20	6%	
Development Studies		8	1	7		16	3	19	2%		8		3		11	2	13	1%	4	17		2		23	1	24	6%						3	2	5	2%	
Economics	11	11	3	39	1	65	27	92	8%	8	5	2	26		41	26	67	8%	7	2	1	6		16	21	37	9%	7	2	1	4		14	21	35	11%	
Education	4	23		36	101	164	8	172	14%	3	19		19	91	132	8	140	16%	3	9		3	45	60	7	67	17%	3	9		3	43	58	4	62	19%	
Environmental Studies	10	44		50		104	14	118	10%	10	30		40		80	14	94	11%	8	15		11		34	11	45	11%	8	15		7		30	10	40	12%	
Epidemiology and Population Health		5	1	3		9	5	14	1%		2		3		5	5	10	1%							2	4	1%				1		1	2	3	1%	
Forestry and Forest Science	4	5		6		15	2	17	1%	4	5		5		14	2	16	2%	2	2		3		7	1	8	2%	2	1		1		4	1	5	2%	
Geography		1		4		5	1	6	0%		1				1	1	2	0%		1				1	1	2	1%						0	1	1		
Health Studies	3	25		25		53	10	63	5%	2	18		16		36	10	46	5%	1	7		8		16	6	22	6%		6		8		14	6	20	6%	
Information Management	2	4		9		15	4	19	2%	2	2		8		12	3	15	2%	1	1				2	3	5	1%	1					1	3	4	1%	
Infrastructure	11	16	2	43		72	3	75	6%	9	12	1	32		54	1	55	6%	6	4	1	14		25	1	26	7%	6	4		9		19	1	20	6%	
International and Public Policy	7	5	3	11		26	16	42	3%	5	5	3	6		19	15	34	4%	1	3	1	2		7	11	18	5%	1	2	1	2		6	10	16	5%	
Law	1	8	1	15		25	13	38	3%		3	1	9		13	12	25	3%				3		3	11	14	4%				1		1	7	8	2%	
Management	5	6	2	13		26	9	35	3%	2	3	1	8		14	8	22	2%	1					1	5	6	2%	1					1	5	6	2%	
Marine Science, Aquaculture and/or Fisheries	2	10		13		25	3	28	2%	1	5		6		12	3	15	2%	1	2		3		6	3	9	2%	1	2		3		6	3	9	3%	
Monitoring and Evaluation for Development Results	6	19	2	3		30	2	32	3%	2	15		2		19	1	20	2%	2	8		1		11	1	12	3%	2	6		1		9	1	10	3%	
Social Science	1	5	2	22		30		30	2%	1	3		16		20		20	2%	1	2		5		8		8	2%	1	2		3		6		6	2%	
Transnational Crime Prevention and Security							5	5	0%							3	3	0%							2	2	1%							2		2	1%
Others		1		19		20		20	2%				6		6		6	1%				1		1		1	0%								0		
Total	86	322	28	508	102	1046	160	1206	100%	62	219	9	353	91	734	147	881	100%	45	85	3	102	45	280	118	398	100%	41	77	2	66	43	229	104	333	100%	

Proposed Field of Study	IELTS Satisfy (include Special English)									Conditional Awardees								
	Non-PPI						PPI	Total	%	Non-PPI						PPI	Grand Total	%
	P.1	P.2	P.3	P.4	P.5	Total				P.1	P.2	P.3	P.4	P.5	Total			
Agricultural Economics and Trade (International and Domestic)	1	1				2		2	1%								0	0%
Agriculture and Applied Sciences/Technology	2	3		8		13	2	15	5%	2	2		8		12	2	14	5%
Animal Husbandry	1	1		4		6	3	9	3%	1			4		5	3	8	3%
Commerce		1		10		11	18	29	9%		1		7		8	16	24	9%
Communication Studies		3		1		4	2	6	2%		1		1		2	2	4	2%
Community Development and Social Welfare Studies (related to Rural Development)	4	16				20		20	6%	2	14				16		16	6%
Development Studies		3				3	2	5	2%		2				2	2	4	2%
Economics	7	2	1	4		14	21	35	11%	3	2	1	4		10	19	29	11%
Education	3	9		3	43	58	4	62	19%	2	3		3	29	37	4	41	16%
Environmental Studies	8	15		7		30	10	40	12%	6	12		6		24	10	34	13%
Epidemiology and Population Health				1		1	2	3	1%							2	2	1%
Forestry and Forest Science	2	1		1		4	1	5	2%		1				1	1	2	1%
Geography						0	1	1								1	1	0%
Health Studies		6		8		14	6	20	6%		4		7		11	6	17	6%
Information Management	1					1	3	4	1%							3	3	1%
Infrastructure	6	4		9		19	1	20	6%	6	2		7		15	1	16	6%
International and Public Policy	1	2	1	2		6	10	16	5%	1	2	1			4	9	13	5%
Law				1		1	7	8	2%				1		1	7	8	3%
Management	1					1	5	6	2%	1					1	4	5	2%

## 14. Provincial/City Representation

A summary of provincial/city representation in eligible and ineligible applications is found in Table 15 below.

There is very broad representation across Vietnam with applications from 58 of Vietnam's 63 provinces/cities. This broad representation remains to a large extent at the final JSC scholarship approval stage with 45 provinces/cities represented on the approved list.

Of particular note is the significant drop in the combined percentage of applicants from Hanoi and Ho Chi Minh City from 70% last year to 57% this year, because of the more focused approach on rural areas in Profiles 1 and 2. However by the time the final JSC approvals were undertaken this percentage gap had been redressed somewhat with 65% last year and 62% this year. It is noticeable that the biggest percentage drop in final approvals was in HCM City falling from 9% last year to 5% this year. There was actually a slight increase in the percentage of Hanoi approved scholarships from 55% last year to 56% this year. This continuing high proportion of Hanoi scholarship recipients reflects the 37% approved PPI scholarships combined with the relatively high number of university teachers and researchers from Hanoi approved from Profiles 4 and 5.

Of interest is the very high number of applications (102) from Thua Thien Hue, mostly lecturers and researchers from Hue University. Other provinces with significant numbers of applicants are Danang (53), Can Tho (49), An Giang (38), Tra Vinh (22) and Thai Nguyen (21), reflecting the heavy flow of applications from university lecturers in these provinces. However, the figures for all these provinces decrease sharply after the short-listing for IELTS. This is largely due to the significant reduction in the numbers shortlisted in Profile 4 due to the very large of applications received against the number of scholarships available in this Profile.

In Tra Vinh and An Giang, there were also a significant number of applicants from the provincial administration. It is noted that the 15 applications from Soc Trang largely come from the provincial administration (after IELTS there were 6 candidates remaining plus one Special English candidate). The last three provinces were targeted by visits of ASDiV staff who conducted information sessions there. This targeting was facilitated by the well established higher education scholarship program in the Mekong Delta provinces known as the Mekong 1000 program. After JSC 3 the number of approved scholarships was Tra Vinh (1), An Giang (11) and Soc Trang (5).

There were smaller numbers from the other two targeted areas where ASDiV staff visits and information sessions took place; 18 applications from the three provinces (Dak Lak, Gia Lai and Kon Tum) in the central highlands and 11 from three provinces in the northwest (Son La, Lao Cai and Dien Bien). Unfortunately after the IELTS results the numbers in the three central highland provinces dropped precipitously to 3 (with all 3 approved for scholarships) and in the three northwest provinces the number after IELTS dropped to 8 (with 4 subsequently approved for scholarships).

The low figures from these two regions, which generally reflect their low GPAs and poor English language levels, presents a real challenge for ASDiV in targeting these provinces and their co-located universities and colleges. The only practical response for ASDiV can be more intensive engagement with the respective provincial and university leaderships on a more long term approach to their HRD and scholarship planning.

Table 15- Total Applications by Province

Province	Grand Total	%	Eligible									IELTS Shortlisted									IELTS Satisfy (include Special English)									Conditional Awardees									
			Non-PPI						PPI	Sub-Total	%	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%										
			P.1	P.2	P.3	P.4	P.5	Total				P.1	P.2	P.3	P.4	P.5	Sub-Total				P.1	P.2	P.3	P.4	P.5	Sub-Total				P.1	P.2	P.3	P.4	P.5	Sub-Total				
An Giang	38	3%	4	7		11	4	26		26	3%	3	2		4	3	12		12	3%	3	2		3	3	11		11	3%	3	2		3	3	11		11	4.18%	
Bac Giang	2		1	1				2		2																									0	0.00%			
Bac Kan	2		1	1				2		2																									0	0.00%			
Bac Lieu	2									0																									0	0.00%			
Bac Ninh	2			2				2		2																									0	0.00%			
Binh Dinh	12	1%	1	3			2	6	3	9	1%	1	1			2	4	2	6	2%	1	1			2	4	2	6	2%		1			2	3	2	5	1.90%	
Binh Duong	4			1				1		1									0																0	0.00%			
Binh Phuoc	2		1	1				2		2		1					1		1																0	0.00%			
Binh Thuan	2		1					1		1		1					1		1		1				1		1		1					1		1	0.38%		
Ca Mau	9	1%	2	4				6		6	1%	2	2				4		4	1%	2	2				4		4	1%	1	1				2		2	0.76%	
Can Tho	49	4%	1	3		22	5	31		31	4%		2		4	1	7		7	2%		2		3	1	6		6	2%		2		3	1	6		6	2.28%	
Cao Bang	6		4	2				6		6	1%	4	2				6		6	2%	4	2				6		6	2%	2	2				4		4	1.52%	
Da Nang	54	4%	2	6		25	6	39	1	40	5%	1	4		5	4	14	1	15	4%	1	4		4	4	13		13	4%		4		4	3	11		11	4.18%	
Dak Lak	6			1		3		4		4					3		3		3					1		1		1				1		1		1		1	0.38%
Dak Nong	1			1				1		1																										0	0.00%		
Dien Bien	2			1		1		2		2			1		1		2		2			1			1		1									0	0.00%		
Dong Nai	5			1				1	1	2								1	1								1	1							1	1	0.38%		
Dong Thap	7	1%	2	1		3		6		6		2			2		4		4	1%	2			2		4		4	1%	2			2		4		4	1.52%	
Gia lai	5			2		2		4	1	5			1		2		3		3																	0	0.00%		
Ha Giang	4		1	3				4		4		1	2				3		3		1	2				3		3	1%	1					1		1	0.38%	
Ha Nam	2		1					1	1	2								1	1								1	1							1	1	0.38%		
Ha Tinh	3			1			1	2		2						1	1		1					1	1		1					1	1		1		1	0.38%	
Hai Duong	1			1				1		1			1				1		1			1			1		1			1				1		1	0.38%		
Hai Phong	7	1%				1	2	3	1	4								1	1								1	1							1	1	0.38%		
Hanoi	527	44%		90	9	141	42	282	130	412	47%		38	3	41	17	99	105	204	51%		34	2	30	16	82	94	176	53%		25	2	24	10	61	87	148	56.27%	
Hau Giang	3		1				1	2		2		1				1	2		2	1%	1				1		1		1		1				1		1	0.38%	

Province	Grand Total	%	Eligible									IELTS Shortlisted									IELTS Satisfy (include Special English)									Conditional Awardees								
			Non-PPI						PPI	Sub-Total	%	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%									
			P.1	P.2	P.3	P.4	P.5	Total				P.1	P.2	P.3	P.4	P.5	Sub-Total				P.1	P.2	P.3	P.4	P.5	Sub-Total				P.1	P.2	P.3	P.4	P.5	Sub-Total			
HCMC	162	13%	3	21		53	2	79	5	84	10%	1	7		14		22	4	26	7%	1	6		12		19	3	22	7%		2		9		11	3	14	5.32%
Hoa Binh	3		1				2	3		3						1	1		1						1	1		1								0	0.00%	
Hung Yen	3			2			1	3		3									0																0	0.00%		
Khanh Hoa	10	1%				5		5	1	6	1%				2		2	1	3								1	1						1	1	0.38%		
Kien Giang	4		2					2		2		2					2		2		1				1		1			1				1		1	0.38%	
Kon Tum	7	1%		3		1	2	6		6	1%		1		1	2	4		4	1%					2	2		2	1%					2	2		2	0.76%
Lai Chau	2		1	1				2		2		1	1				2		2		1	1				2		2	1%	1					1		1	0.38%
Lam Dong	12	1%	1	1		4	1	7		7	1%		1		2		3		3			1				1		1			1				1		1	0.38%
Lang Son	5			5				5		5	1%		1				1		1			1				1		1			1				1		1	0.38%
Lao Cai	5		1	4				5		5	1%	1	4				5		5	1%	1	4				5		5	2%	1	2				3		3	1.14%
Long An	8	1%	3	4				7		7	1%	3					3		3	1%	3					3		3	1%	2					2		2	0.76%
Nam Dinh	2								1	1								1	1																	0	0.00%	
Nghe An	6		1	3		1		5		5	1%	1	1		1		3		3		1	1				2		2	1%		1				1		1	0.38%
Ninh Binh	2			2				2		2			1				1		1			1				1		1			1				1		1	0.38%
Ninh Thuan	1			1				1		1			1				1		1			1				1		1			1				1		1	0.38%
Phu Tho	4			1		1	1	3		3						1	1		1						1	1		1								0	0.00%	
Phu Yen	3			1				1	1	2								1	1								1	1							1		1	0.38%
Quang Binh	2			2				2		2			1				1		1			1				1		1			1				1		1	0.38%
Quang Nam	9	1%	1	3		1		5	1	6	1%	1	1				2		2		1	1				2		2	1%	1	1				2		2	0.76%
Quang Ngai	5		1	1				2		2			1				1		1			1				1		1			1				1		1	0.38%
Quang Ninh	6		1	3				4		4		1	2				3		3		1	1				2		2	1%	1	1				2		2	0.76%
Quang Tri	6		1	2		1	2	6		6	1%	1				1	2		2					1	1		1					1	1			1	0.38%	
Soc Trang	15	1%	9	3			1	13		13	1%	6				1	7		7	2%	6				1	7		7	2%	4				1	5		5	1.90%
Son La	4			1			1	2		2	0%		1			1	2		2			1			1	2		2	1%					1	1		1	0.38%
Thai Binh	4					1	1	2		2	0%				1	1	2		2					1	1	2		2	1%				1	1	2		2	0.76%



Province	Grand Total	%	Eligible									IELTS Shortlisted									IELTS Satisfy (include Special English)									Conditional Awardees								
			Non-PPI							PPI	Sub-Total	%	Non-PPI						PPI	Total	%	Non-PPI						PPI	Total	%								
			P.1	P.2	P.3	P.4	P.5	Total	P.1				P.2	P.3	P.4	P.5	Sub-Total	P.1				P.2	P.3	P.4	P.5	Sub-Total	P.1				P.2	P.3	P.4	P.5	Sub-Total			
Thai Nguyen	21	2%	1	2		10	3	16		16	2%				4	1	5		5	1%				1	1	2		2	1%				1	1	2		2	0.76%
Thanh Hoa	6		1	1			2	4		4		1	1			2	4		4	1%	1	1			2	4		4	1%					1	1		1	0.38%
Thua Thien - Hue	102	8%	6	12		61	7	86		86	10%	5	2		13	5	25		25	6%	5	2		9	5	21		21	6%	2	1		7	1	11		11	4.18%
Tien Giang	3			1				1		1			1				1		1			1				1		1			1			1		1	0.38%	
Tra Vinh	22	2%	2	5		4	2	13		13	1%	1	1		2		4		4	1%	1	1				2		2	1%	1					1		1	0.38%
Vinh Phuc	4		2	1		1		4		4		2					2		2		1					1		1		1					1		1	0.38%
Yen Bai	1		1					1		1		1					1		1		1					1		1		1					1		1	0.38%
Total	1206	100%	62	219	9	353	91	734	147	881	100%	45	85	3	102	45	280	118	398	100%	41	77	2	66	43	229	104	333	100%	27	53	2	55	29	166	97	263	100%

## 15. Disadvantaged Applicants

Table 16, 17, 18 below provide details on disadvantaged applicants: ethnic minorities, persons with disabilities and persons from disadvantaged districts.

### 15.1 Ethnic minorities

There were 57 applicants from ethnic minorities (excluding ethnic Hoa) of whom 49 were eligible, 33 were shortlisted for IELTS. Of the applicants only the Tay (23 applicants), the Khmer (9), the Thai (7) and the Muong (5) had significant representation. As a group, there were 7 applications from ethnic groups in the central highlands. There were no applicants from the H'mong and the Dao, two large and particularly disadvantaged ethnic groups in northern Vietnam.

Following the IELTS test almost half of the eligible ethnic minority candidates (23) satisfied IELTS requirements and 10 were categorised as candidates for Special English.

At the final JSC selection stage 24 of the 57 ethnic minority candidates received scholarships of which 15 were in Profiles 1 (4) and 2 (11).

There were 5 ethnic minority applicants for undergraduate studies but none were short-listed for IELTS. The single ethnic minority applicant for a Graduate Diploma was approved for a scholarship; 21 were approved for Masters degrees and, of the 6 PhD ethnic minority applicants, 2 were approved for scholarships.

### 15.2 Persons with disabilities

There were 5 applications (all Profile 2) from persons with disabilities of whom 3 were assessed as eligible (one for Undergraduate studies and two Masters by Coursework) and was subsequently approved for a scholarship. There is probably scope to increase the number of applicants with disabilities and ASDiV will explore with MOLISA, the GoV agency responsible, ways that this group might be better targeted.

### 15.3 Disadvantaged rural candidates

Of the 64 disadvantaged rural applicants (ethnic Kinh only), 49 were eligible, 19 were short-listed, 13 met IELTS requirements and 1 was a Special English candidate. Only 11 of the 64 applicants were finally approved for a scholarship by JSC. There was only one PhD candidate from the 20 original applicants who received scholarship approval. These PhD applicants were mostly lecturers from regional/provincial universities. Despite receiving additional bonus points in short-listing, the sharp drop in numbers of disadvantaged rural applicants (and provincial lecturers) throughout the selection process reflects again low GPAs and English language levels in these rural areas.

**Table 16 - Total Disadvantaged Applications**

Disadvantaged Applications		Non-PPI						PPI	Grand Total	%
		P. 1	P. 2	P. 3	P. 4	P. 5	Total			
<b>Ethnic Minority</b>		7	33	2	7	3	52	5	57	100%
Ineligible			3		4		7	1	8	14%
Eligible		7	30	2	3	3	45	4	49	86%
IELTS Shortlisted	Sub-Total	5	19	2	1	3	30	3	33	58%
	Special English	4	6				10		10	30%
	IELTS Satisfy	1	13	2	1	3	20	3	23	70%
Conditional Awardees		4	11	2	1	3	21	3	24	42%
<b>Disability</b>			5				5		5	100%
Ineligible			2				2		2	40%
Eligible			3				3		3	60%
IELTS Shortlisted	Sub-Total		2				2		2	40%
	IELTS Satisfy		1				1		1	20%
	Not Satisfy		1				1		1	20%
Conditional Awardees			1				1		1	20%
<b>Disadvantaged Rural Applications (Kinh Only)</b>		16	25	0	15	8	64		64	1
Ineligible		2	6		6	1	15		15	23%
Eligible		14	19		9	7	49		49	77%
IELTS Shortlisted	Sub-Total	10	2		4	3	19		19	30%
	Special English	1					1		1	2%
	IELTS Satisfy	8	2			3	13		13	20%
	Not Satisfy	1			3		4		4	6%
	Withdraw				1		1		1	2%
Conditional Awardees		7	1			3	11		11	17%

Table 17 - Ethnic Minority Applicants by Ethnic Origin	Grand Total	Ineligible								Eligible								IELTS Shortlisted								
		Non-PPI						PPI	Sub-Total	Non-PPI						PPI	Sub-Total	Non-PPI						PPI	Sub-Total	
		P. 1	P. 2	P. 3	P. 4	P. 5	Total			P. 1	P. 2	P. 3	P. 4	P. 5	Total			P. 1	P. 2	P. 3	P. 4	P. 5	Total			
Banar	1						0		0		1				1		1									
Cao Lan	1						0		0		1				1		1		1					1		1
Ede	2				1		1		1		1				1		1									
Giay	1						0		0		1				1		1		1					1		1
Ja rai	1						0		0		1				1		1									
Katu	1						0		0		1				1		1		1					1		1
K'mer	9		1		1		2		2	2	5				7		7	2	3					5		5
Ko'Ho	1		1				1		1						0		0									
Lach	1						0		0		1				1		1		1					1		1
Muong	5				1		1		1	1	2				3	1	4		1					1	1	2
Nung	2						0		0		2				2		2		2					2		2
Pa di	1						0		0		1				1		1		1					1		1
Tay	23				1		1	1	2	4	9	1	3	1	18	3	21	3	4	1	1	1		10	2	12
Thai	7		1				1		1		3	1		2	6		6		3	1		2		6		6
Van Kieu	1						0		0		1				1		1		1					1		1
Total	57	0	3	0	4	0	7	1	8	7	30	2	3	3	45	4	49	5	19	2	1	3		30	3	33

Ethnic Origin	IELTS Satisfy								Special English			Conditional Awardees including Special English									
	Non-PPI						PPI	Sub-Total	Non-PPI			Non-PPI						PPI	Sub-Total	%	
	P. 1	P. 2	P. 3	P. 4	P. 5	Total			P. 1	P. 2	Total	P. 1	P. 2	P. 3	P. 4	P. 5	Total				
Banar						0		0									0		0	0%	
Cao Lan		1				1		1									0		0	0%	
Ede						0		0									0		0	0%	
Giay		1				1		1									0		0	0%	
Ja rai						0		0									0		0	0%	
Katu		1				1		1									0		0	0%	
K'mer	1	2				3		3	1	1	2	1	3				4		4	17%	
Ko'Ho						0		0									0		0	0%	
Lach						0		0		1	1		1				1		1	4%	
Muong		1				1	1	2					1				1	1	2	8%	
Nung		1				1		1		1	1		1				1		1	4%	
Pa di						0		0		1	1						0		0	0%	
Tay		4	1	1	1	7	2	9	3		3	3	4	1	1	1	10	2	12	50%	
Thai		2	1		2	5		5		1	1		1	1		2	4		4	17%	
Van Kieu						0		0		1	1						0		0	0%	
Total	1	13	2	1	3	20	3	23	4	6	10	4	11	2	1	3	21	3	24	100%	

**Table 18 - Disadvantaged Applications by Proposed Level of Study**

Disadvantaged Applications	Level of Study	Total Applications	Eligible Applications	IELTS Shortlisted Applications	IELTS Satisfy Applications	Special English Applications	Conditional Awardees	% of Total Conditional Awardees
<b>Ethnic Minority</b>	Undergraduate	5	3					
	Graduate Diploma	1	1	1		1	1	3%
	Masters	45	39	28	21	7	21	58%
	PhD	6	6	4	2	2	2	6%
	Sub-Total	57	49	33	23	10	24	67%
<b>Disability</b>	Undergraduate	2	1	1				
	Masters	2	2	1	1		1	3%
	PhD	1						
	Sub-Total	5	3	2	1	0	1	3%
<b>Disadvantaged Applications (Kinh Only)</b>	Undergraduate	1	1					
	Masters	43	36	15	12	1	10	28%
	PhD	20	12	4	1		1	3%
	Sub-Total	64	49	19	13	1	11	31%

## 16. University Representation

Table 19 below shows the applications and scholarship approvals from universities/colleges submitted by lecturers/researchers under Profiles 4 and 5.

Apart from the large, well established universities, there was wide representation of eligible applicants from a total of 38 provincial universities and colleges. Of special note were the extraordinarily high number of applications from Hue University (73) with 32 from the College of Economics and 20 from the College of Agriculture and Forestry and the large number from Hanoi University of Agriculture (36) where ASDiV held an information session during the ADS application period. However, as mentioned earlier, at the stage of short-listing for IELTS testing, there was a very significant reduction in numbers compared to those eligible, especially the universities with the largest number of applicants, to more realistic levels in line with the number of scholarships available in Profiles 4 and 5.

The following Tables 20a and 20b show the results of the selection process up to the time of the IELTS results in large universities and the four provincial universities (apart from An Giang) that had the most eligible applicants.

Table 19- Number of Applications in Profile 4 & 5 by Universities

Province/ Area	Big/ Regional Universities	University	Total Applications	Number of Ineligible Applicant					Number of Eligible Applicant					Number of IELTS Shortlisted Applicant					IELTS Satisfy					Conditional Awardees				
				P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total
Other provinces	Others	An Giang University	98	8	1	9	36	36	11	4	15	62	62	4	3	7	34	34	3	3	6	23	23	3	3	6	20	20
		Bac Lieu University		1		1																						
		Binh Duong University		1		1																						
		Binh Dinh college		1	1	2				2	2				2	2				2	2				2	2		
		Dalat University		4		4			4	1	5			2		2												
		Dien Bien College of Education							1		1			1		1												
		Dong Thap Community College		1		1			2		2			1		1			1		1			1		1		
		Dong Thap University							1		1			1		1			1		1			1		1		
		Danang University Branch in Kon Tum								1	1				1	1				1	1				1	1		
		Hanoi Pedagogical University No.2							1		1																	
		Ha Tinh University								1	1				1	1				1	1				1	1		
		Hai Phong University		1		1				1	1																	
		Hai Phong Vocational College of Tourism and Services								1	1																	
		Hau Giang Community College		1		1				1	1				1	1												
		Hoa Binh Teacher's Training College								2	2				1	1				1	1							
		Hong Duc University								2	2				2	2				2	2				1	1		
		Hung Vuong University								1	1				1	1				1	1							
		Hung Yen University of Technology and Education								1	1																	
		Kon Tum Teacher Training College							1	1	2			1	1	2				1	1				1	1		
		Khanh Hoa Medical College		1		1																						
		Maritime University							1		1																	
		Nha Trang University			1	1			4		4			1		1												
		Pham Van Dong University		1		1																						
		Quang Tri Branch of Hue University							1		1																	
		Quang Nam University							1		1																	
		Quang Ninh Teacher Training College		1		1																						
		Quang Tri Teacher Training College								2	2				1	1				1	1				1	1		
		Soc Trang Community College								1	1				1	1				1	1				1	1		
		Son La College								1	1				1	1				1	1				1	1		
		Tay Bac University			1	1																						
		Tay Nguyen University		1		1			3		3			3		3			1		1			1		1		
		Thai Binh University of Medicine							1	1	2			1	1	2			1	1	2			1	1	2		
		Tien Giang University		2		2																						
		Tra Vinh University		6		6			3	1	4			1		1												
		Ton Duc Thang University		1		1																						



Province/ Area	Big/ Regional Universities	University	Total Applications	Number of Ineligible Applicant					Number of Eligible Applicant					Number of IELTS Shortlisted Applicant					IELTS Satisfy					Conditional Awardees										
				P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total						
		Tuy Hoa Industrial College		1		1																												
		Vinh University							1		1																							
		Vocational College of Paper Technology and Electronic - Mechanics							1		1																							
Can Tho	Others	Can Tho College	38				1	11	1		1	10	27					5					4					4						
		Can Tho In-service University							3		3																							
		Can Tho Medical College							1		1																							
		Can Tho Technical and Economic College		1		1			4		4																							
		Can Tho University of Medicine & Pharmacy							1		1																							
		Can Tho University		9	1	10			10	12	5			17	17	4			1	5	5			3	1	4			4	3	1	4	4	
Da Nang	Danang University	College of Economics and Business Administration	41	4		4	9	10	12		12	28	31	2		2	9	9	2		2	8	8	2		2	7	7						
		College of Education				4				4	1				1	1				1														
		College of Foreign Languages		1		1				4	4				4	4				3	3													
		College of Food Industry, Da Nang		1		1																												
		College of Technology		3		3			8		8			2		2			1		1			1		1								
	Others	Da Nang Vocational Training College					1		1		1	3																						
		Danang College of Economics and Planning								1	1																							
		Da Nang Polytechnic College		1		1																												
		Danang Vocational Tourism College								1	1																							
Hanoi	Hanoi National University	College of Languages and International Studies	186	3		3	5	32	1	18	19	30	154		9	9	14	48		9	9	14	40		7	7	11	29						
		College of Natural Sciences		2		2			1		1			1		1			1		1													
		College of Social Sciences and Humanities							5		5			1		1			1		1													
		Faculty of Economics							3		3			2		2			2		2													
		International School								2	2				1	1				1	1													
	Others	Hanoi College of Commerce & Tourism					27			1	1	124					34					26					18		18				18	29
		Hanoi College of Transport							1		1																							
		Hanoi Medical College		2		2																												
		Hanoi Teacher Training College								1	1																							
		Hanoi Tourism College								1	1																							
		Hanoi University		2		2			1	4	5				1	1				1	1													
		Hanoi University of Agriculture		1	1	2			34		34			6		6			3		3			2		2								
		Hanoi University of Architecture		1		1			1		1																							
		Hanoi University of Education		1		1			3		3			3		3			3		3													
		Hanoi University of Industry							1		1																							
		Hanoi University of Law							3		3			1		1			1		1													
		Hanoi University of Medicine		1		1			4		4			3		3			3		3													
		Hanoi Open University		1		1																												

Province/ Area	Big/ Regional Universities	University	Total Applications	Number of Ineligible Applicant					Number of Eligible Applicant					Number of IELTS Shortlisted Applicant					IELTS Satisfy					Conditional Awardees								
				P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total				
		Hanoi University of Science and Technology		3		3			4	3	7				2	2				1	1				1	1						
		National Economics University		1		1			4	1	5			1		1			1		1			1	1				1			
		Foreign Trade University		2		2			6	6	12			1	2	3				2	2				1	1						
		University of Civil Engineering		2		2			1		1			1		1			1		1			1		1			1			
		University of Commerce		2		2			1	1	2																					
		University of Fire Fighting & Prevention								1	1				1	1				1	1				1	1						
		University of Forestry		3		3			6		6			2		2			1		1											
		University of Labour & Social Affair							1		1																					
		University of Mining and Geology							1		1			1		1																
		University of Transport and Communications							5		5			1		1																
		University of Water Resources		1		1			6	1	7			2		2			2		2			2		2			2		2	
		Academy of Public Security								1	1																					
		Academy of Air Defence and Airforce								1	1				1	1				1	1				1	1						
		Academy of Finance							2		2			1		1			1		1			1		1			1		1	
		Banking Academy							15		15			2		2			2		2			2		2			2		2	
		Diplomatic Academy		1		1																				2				2		
		Military Science Academy			1	1																										
		Academy of Journalism and Communication		1		1			2		2			2		2																
		HCMC		HCMC National University	College of Economics and Law	92			2		2			13	44	2				2	12			48	1				1	3	12	1
College of Natural Sciences	2				2		2		2																							
College of Social Sciences and Humanities	4				4		7		7	2		2	1				1	1		1												
HCMC National University	1				1																											
International School	2		1		3													1	1													
College of Technology	1				1		1		1																							
Others	HCMC Technical Teacher Training University						31	36	1		1	9	12					9	9				7									
	HCMC Open University		2		2																											
	HCMC University of Agriculture and Forestry		5		5				7		7			3			3			3		3			2		2					
	HCMC University of Architecture		2		2				3		3			2			2			2		2			2		2					
	HCMC University of Banking		2	1	3				4		4																					
	HCMC University of Culture		1		1				1		1																					
	HCMC University of Economics		3		3				7		7			1			1			1		1			1		1					
	HCMC University of Education		1		1				1		1																					
	HCMC University of Food Industry								1		1																					
	HCMC University of Industry (HUI)								1		1																					
	HCMC University of Law		1		1																											
	HCMC University of Medicine and Pharmacy		3		3																											

Province/ Area	Big/ Regional Universities	University	Total Applications	Number of Ineligible Applicant					Number of Eligible Applicant					Number of IELTS Shortlisted Applicant					IELTS Satisfy					Conditional Awardees				
				P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total	P.4	P.5	Grand Total	Sub- Total	Total
		HCMC University of Pedagogy							1		1			1		1			1		1			1		1		
		HCMC University of Sport							1		1																	
		HCMC University of Technical Education		4		4			1		1																	
		HCMC University of Transport and Communications							2	1	3			1		1			1		1							
		HCMC Finance and Customs College							1		1																	
		Hong Duc University		1		1																						
		Pham Ngoc Thach University of Medicine		1		1				1	1																	
		Sai Gon Technology University		1		1			1		1			1		1			1		1							
		Sai Gon University		2		2			1		1																	
		Cao Thang Technical College		1		1																						
Thua Thien - Hue	Hue University	College of Agriculture and Forestry	78	4		4	9	10	16		16	64	68	4		4	17	18	1		1	13	14	1		1	8	8
		College of Economics		1		1			31		31			3		3			2		2			1		1		
		College of Education							1	1	2			1	1	2			1	1	2			1		1		
		College of Foreign Languages							1	4	5				3	3				3	3				1	1		
		College of Sciences							8		8			5		5			5		5			4		4		
		College of Medicine, Hue University		1		1																						
		Faculty of Hospitality and Tourism							1		1																	
		Faculty of Law, Hue University		1		1																						
		Hue University		2		2			1		1																	
	Others	Hue Industrial college				1	1	1	2	4				1				1				0						
		Phu Xuan University	1		1																							
		Thua Thien Hue College of Education					1	1	2			1	1			1	1											
Thai Nguyen	Thai Nguyen University	College of Agriculture and Forestry	18	1		1	5	5	4		4	13	13	2		2	5	5	1		1	2	2	1		1	2	2
		College of Economics and Business Administration		1		1			3		3			1		1												
		College of Medicince and Pharmarcy							1		1																	
		College of Technology							1		1			1		1												
		Faculty of Foreign Languages								2	2				1	1				1	1							
		Faculty of Information Technology							1		1																	
		Thai Nguyen University		3		3				1	1																	
Total			551	139	9	148			313	90	403			86	45	131			59	43	102			50	29	79		

**Table 20a - Applications by large universities**

University	Total Applications	Ineligible			Eligible			IELTS Shortlisted			IELTS Satisfy			Conditional Awardees			%
		P.4	P.5	Sub-Total	P.4	P.5	Sub-Total	P.4	P.5	Sub-Total	P.4	P.5	Sub-Total	P.4	P.5	Sub-Total	
An Giang University	24	8	1	9	11	4	15	4	3	7	3	3	6	3	3	6	11%
Can Tho University	27	9	1	10	12	5	17	4	1	5	3	1	4	3	1	4	7%
Foreign Trade University	14	2		2	6	6	12	1	2	3		2	2		2	2	4%
Banking Academy	15				15		15	2		2	2		2	2		2	4%
Hanoi University of Agriculture	36	1	1	2	34		34	6		6	3		3	3		3	5%
Hanoi National University	35	5		5	10	20	30	4	10	14	4	10	14	4	10	14	25%
Danang University	37	9		9	24	4	28	5	4	9	4	4	8	4	3	7	13%
HCMC National University	25	12	1	13	12		12	3		3	2		2	2		2	4%
Thai Nguyen University	18	5	0	5	10	3	13	4	1	5	1	1	2	1	1	2	4%
Hue University	73	9	0	9	59	5	64	13	4	17	9	4	13	9	4	13	24%
Total	304	60	4	64	193	47	240	46	25	71	31	25	56	31	24	55	100%

**Table 20b - Provincial universities with more than 4 applications**

University	Total Applications	Ineligible			Eligible			IELTS Shortlisted			IELTS Satisfy			Conditional Awardees		
		P.4	P.5	Sub-Total	P.4	P.5	Grand Total	P.4	P.5	Grand Total	P.4	P.5	Grand Total	P.4	P.5	Grand Total
Dalat University	9	4		4	4	1	5	2		2						
Nha Trang University	5		1	1	4		4	1		1						
Tay Nguyen University	4	1		1	3		3	3		3	1		1	1		1
Tra Vinh University	10	6		6	3	1	4	1		1						
Total	28	11	1	12	14	2	16	7		7	1		1	1		1

As can be seen from the 10 large universities (Table 20a), there has been a sharp attrition from the number of eligible applicants (240) to those short-listed for IELTS (71) and only moderate reductions thereafter to the final approval stage (55). This significant reduction was necessary to reduce the number of candidates to realistic level in light of the targeted number of scholarships for Profiles 4 and 5. Hanoi National University and Hue University have the largest number of approved scholarships with 14 and 13 respectively. Noticeable is the very small number (2) scholarships for HCM City National University. The number of approved scholarship from Thai Nguyen University, a well established, targeted regional university, which caters largely for ethnic minority students and where two information sessions were held, is very disappointing, dropping from 18 applications to only 2 two scholarships..

The attrition rate is even sharper for some provincial universities. As an example, the four provincial universities (Table 20b) that had 4 or more applications, the overall attrition is precipitous, dropping from a total of 28 applications for the four universities to one candidate who satisfied the IELTS test and then was approved for a scholarship. As a group, the attrition rate for all provincial universities (section 1 of Table 19) is a little less drastic with a total of 98 applicants and 20 approved scholarships (6 of whom are from the well established An Giang university).

There was no eligible applicant from the targeted Tay Bac University (Son La), although one PhD application was received but was made ineligible as no published article was submitted. There is, however, one ethnic minority teacher from Son La College, who was approved for a Masters scholarship. In respect of the targeted Tay Nguyen regional university only one of the four applicants was successful in receiving a scholarship.

With the huge number of applications in Profile 4, the competition for candidate selection in practice has been intense. Despite lecturers from regional and provincial universities/colleges being given bonus points, they were still disadvantaged by relatively low GPAs and less well prepared *Personal Statements* in the initial short-listing assessment and, later at the IELTS test, relatively poorer English levels, compared to the lecturers from the major universities in the six cities. The most effective strategy for ASDiV to assist in achieving a higher success rate, as mentioned above, is engaging with the university leaderships to plan for the ADS over a longer term, as well as to encourage them to provide favorable conditions for potential staff to improve their English where practicable. Moreover in information/briefing sessions at these universities, more time should be spent in explaining the requirements of the Personal Statements to prospective applicants.

The other issue is the relatively high 5.5 minimum IELTS requirements set for Profile 4. In the DD this high requirement was set with PhD candidates in mind. Later, Masters by Research applicants were added to Profile 4 to cater for younger, recently recruited lecturers. However, subsequently, it was decided that Masters by Coursework would be a more appropriate course and 7 out of 9 Fast track Masters applicants who applied for Masters by Research, have been advised by the Academic advisers to do Masters by Coursework. (See section 12.3 for further analysis). Thus the minimum IELTS of 5.5 is too high for this Masters by Coursework group who could more reasonably meet the 4.5 minimum for other Masters applicants.

## 17. PPI Program

Table 21 and Table 22 below provide summaries of the number of applicants received, eligibility and IELTS status, level of study and gender breakdown by PPI.

A total of 160 PPI applications were received. Of these, 147 were determined to be eligible. This compares with 115 applications of which 94 were eligible in 2009. The increase in numbers of applications received is partly due to the inclusion of two new institutions, Ministry of Public Security (MPS) and Ministry of Labour, Invalids and Social Affairs (MOLISA), which together submitted 25 applications; however, there were an additional 20 applications from the previous 13 PPIs. Thus, the other major reason for this increase could be attributed to the increased engagement between ASDiV and the institutions.

The eligibility rate also increased from 82% in 2009 to 91% in 2010 due largely to the follow-up of applicants who had not submitted supporting or certified documents. In 2010, of the 13 applications that were ineligible, 6 did not meet the minimum GPA requirement, one did not meet the required length of work experience and 6 were incomplete (4 of these were PhD applications without published articles).

As in previous years, MARD (18) and SBV (15) submitted high numbers of applications. MPI (11) and MoH (16) increased their number of applications, more than doubling the number submitted in 2009. MOET responded more positively in 2010 with the submission of 8 eligible applications compared with 2 in 2009. No application was received from the OOG. The reason for non-submission as advised by OOG was that OOG does not have a pool of young, potential applicants and OOG thus indicated they might consider withdrawing from the program next year.

PCOC submitted only 4 applications compared with 10 in 2009. While 2 of the 4 were eligible, none was considered to be good enough to be shortlisted, so PCOC will have no scholarships this intake. The explanation provided by the PCOC for the few applications this year was the very low English language levels of prospective applicants at the end of the EL training course organised by PCOC. Another issue confronting the effective participation of the PCOC is the extensive reach of PCOC potential applicants down to the provincial Party level and the geographical spread of possible participating agencies; hence the difficulty for ASDiV in effectively supporting their potential candidates. ASDiV will discuss options with the PCOC with a view to improving their participation in the future.

A total of 97 conditional awards were made to PPI applicants (comprising 87 Masters degrees and 10 PhDs) which is a significant increase over last year's total of 71 awards. The PPIs with the largest number of successful applicants who were approved for scholarships were MPI (15), MARD (12), SBV (11), MOIT (10), MOH (8) and MOF (8). The two new PPIs - MPS and MOLISA - received 7 and 4 scholarships respectively.

There were 41 PhD applications (of which 37 were eligible), but this number was reduced substantially to 19 candidates short-listed for IELTS. It was considered that the quality of those applications not shortlisted was not high enough to be eligible for a scholarship. Twelve PhD candidates satisfied the IELTS minimum of 5.5 and 10 were awarded scholarships. HCMNAPPA and MoH submitted the largest number of PhD applications (both 7) but both disappointingly received only one PhD scholarship each, with failure to satisfy IELTS requirements, the major reason for the sharp attrition rate.

As in 2009, there were more applications and eligible applications from females. In 2010, 54% of total applications and 55% of the eligible applications were from females, compared to 52% and 53% respectively in 2009. However, after the IELTS test the percentage of females to males increased quite sharply to 63%. This imbalance is most strikingly demonstrated in the SBV and MPI where the ratio respectively is F: 12/ M: 1 and F 13/ M: 5, reflecting the initial gender imbalance in their applications.

At the final award approval stage the favourable ratio in favour of female PPI applications was retained with F: 63/M: 37. This ratio is a little higher than the overall ratio for all scholarships of F: 61/M: 39. (Further information and analysis can be found in Annex 3 - PPI Program Report.)

**Table 21 - PPI Applications by Institute, Proposed Level of Study**

	All PPI Applications			Eligible PPI Applications			IELTS Shortlisted PPI Applications			IELTS Satisfy PPI Applications			Conditional Awardees				
PPI Name	Masters	PhD	Total	Masters	PhD	Total	Masters	PhD	Total	Masters	PhD	Total	%	Masters	PhD	Total	%
Ho Chi Minh National Academy of Politics & Public Administration	3	7	10	2	6	8	2	3	5	2	2	4	4%	2	1	3	3%
Ministry of Agriculture and Rural Development	13	5	18	12	5	17	11	4	15	11	1	12	12%	11	1	12	12%
Ministry of Education and Training	7	1	8	7	1	8	6	1	7	4		4	4%	4		4	4%
Ministry of Finance	9		9	9		9	9		9	8		8	8%	8		8	8%
Ministry of Foreign Affairs	7		7	6		6	5		5	5		5	5%	5		5	5%
Ministry of Health	9	7	16	9	7	16	7	1	8	7	1	8	8%	7	1	8	8%
Ministry of Industry & Trade	10	1	11	10	1	11	10		10	10		10	10%	10		10	10%
Ministry of Justice	1	4	5	1	4	5	1	4	5	0	3	3	3%		3	3	3%
Ministry of Labour Invalids & Social Affairs	7	3	10	7	3	10	5		5	4		4	4%	4		4	4%
Ministry of Natural Resources & Environment	6	5	11	5	5	10	5	3	8	4	3	7	7%	4	3	7	7%
Ministry of Planning and Investment	20	1	21	18	1	19	17	1	18	17	1	18	17%	15		15	15%
Ministry of Public Security	13	2	15	10	1	11	8	1	9	8		8	8%	7		7	7%
PCOC		4	4		2	2							0%			0	0%
State Bank of Vietnam	14	1	15	14	1	15	13	1	14	12	1	13	13%	10	1	11	11%
<b>Total</b>	<b>119</b>	<b>41</b>	<b>160</b>	<b>110</b>	<b>37</b>	<b>147</b>	<b>99</b>	<b>19</b>	<b>118</b>	<b>92</b>	<b>12</b>	<b>104</b>	<b>100%</b>	<b>87</b>	<b>10</b>	<b>97</b>	<b>100%</b>
<b>Percentage</b>	<b>74%</b>	<b>26%</b>	<b>100%</b>	<b>75%</b>	<b>25%</b>	<b>100%</b>	<b>84%</b>	<b>16%</b>	<b>100%</b>	<b>78%</b>	<b>10%</b>	<b>88%</b>		<b>90%</b>	<b>10%</b>	<b>100%</b>	

**Table 22 - PPI Applications by Institute, Gender**

	All PPI Applications			Eligible PPI Applications			IELTS Shortlisted PPI Applications			LTS Satisfy PPI Applications				Conditional Awardees			
PPI Name	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	%	Female	Male	Total	%
Ho Chi Minh National Academy of Politics & Public Administration	3	7	10	1	7	8	1	4	5	1	3	4	4%	1	2	3	3%
Ministry of Agriculture and Rural Development	7	11	18	7	10	17	7	8	15	7	5	12	12%	7	5	12	12%
Ministry of Education and Training	6	2	8	6	2	8	5	2	7	3	1	4	4%	3	1	4	4%
Ministry of Finance	5	4	9	5	4	9	5	4	9	5	3	8	8%	5	3	8	8%
Ministry of Foreign Affairs	3	4	7	2	4	6	2	3	5	2	3	5	5%	2	3	5	5%
Ministry of Health	8	8	16	8	8	16	4	4	8	4	4	8	8%	4	4	8	8%
Ministry of Industry & Trade	6	5	11	6	5	11	5	5	10	5	5	10	10%	5	5	10	10%
Ministry of Justice	2	3	5	2	3	5	2	3	5	2	1	3	3%	2	1	3	3%
Ministry of Labour Invalids & Social Affairs	7	3	10	7	3	10	4	1	5	3	1	4	4%	3	1	4	4%
Ministry of Natural Resources & Environment	4	7	11	4	6	10	4	4	8	4	3	7	7%	4	3	7	7%
Ministry of Planning and Investment	15	6	21	14	5	19	13	5	18	13	5	18	17%	11	4	15	15%
Ministry of Public Security	5	10	15	5	6	11	5	4	9	5	3	8	8%	4	3	7	7%
PCOC	2	2	4	1	1	2			0							0	0%
State Bank of Vietnam	13	2	15	13	2	15	12	2	14	12	1	13	13%	10	1	11	11%
<b>Total</b>	<b>86</b>	<b>74</b>	<b>160</b>	<b>81</b>	<b>66</b>	<b>147</b>	<b>69</b>	<b>49</b>	<b>118</b>	<b>66</b>	<b>38</b>	<b>104</b>	<b>100%</b>	<b>61</b>	<b>36</b>	<b>97</b>	<b>100%</b>
<b>Percentage</b>	<b>54%</b>	<b>46%</b>	<b>100%</b>	<b>55%</b>	<b>45%</b>	<b>100%</b>	<b>58%</b>	<b>42%</b>	<b>100%</b>	<b>63%</b>	<b>37%</b>	<b>100%</b>		<b>63%</b>	<b>37%</b>	<b>100%</b>	



## 18. English Language Training for ADS 2011

The English Language Training Program for the 2011 ADS intake conducted by ACET has been completed. More than 98% of candidates who finished the full training cycle (including additional training) have reached the IELTS target band score. Only two candidates can be classified as “not reaching the target band score” after completing all of the training options.

According to ACET, in general, this year’s training has run very smoothly. The issues that did arise are largely perennial ones that through consultations involving ACET, ASDiV and AusAID, have been addressed when particular cases have arisen and dealt with effectively. These issues are summarised below.

### 18.1 ADS candidates’ preparedness for ELT

There are a significant percentage of candidates who are not adequately prepared for the demands of the training at their commencement date. This is particularly (though not only) the case for those entering the training at the later entry points. Even though candidates are informed in late December/early January of commencement dates and of the likely demands and expectations on them during the training time, some do not take the necessary steps to commit to a period of full time study.

In broad terms, a range of work and family issues are compromising their capacity to achieve the target band score from the outset. The work issues include i) not planning handover of work responsibilities to colleagues, ii) organising or agreeing to business trips during the training period, iii) carrying on significant work tasks in the evenings and at weekends, and iv) simply continuing to work and thus being absent from class and/or self-study sessions. Family issues include i) pregnancy (three cases in Hanoi this year), ii) marriage and wedding plans, iii) childcare concerns, iv) homesickness and tiredness associated with travelling to and from the provinces at weekends, and v) the buying, building and renovating of homes. Clearly, some issues which interfere with the candidates study routine cannot be anticipated or crop up unexpectedly, but there are a number of issues which, with careful planning by the candidates, could be comfortably dealt with prior to the candidates’ entry into the training program.

### 18.2 Profile of ‘Failed’ or seriously ‘At Risk’ candidates

These candidates normally (but not always) commence the training at the first or second entry point and generally have selection IELTS test scores in the 4.5 – 5.0 range with sub-bands below 4.0. They are generally in the upper age bracket (mid to late 30s), have a very poor foundation in English, have had only limited reason to use English since graduation from university and have ‘fossilized’ pronunciation and very poor listening skills. These candidates struggle throughout the training, passing each level but only marginally, and then find the rigors of IELTS very stressful and confronting.

The use of the IELTS test as the only form of screening for English for entry onto the program is problematic for this profile of candidate. In recognition of this, ACET interviews each candidate at the start of their program which assists in identifying particular weaknesses that can be addressed in the training. However, to give these ‘at risk’ candidates a better chance of achieving the IELTS target, some further consideration (apart from ACET’s initiative to bring them into the training for the preliminary module AE3) might be given to how these candidates are assessed and the length of training required. One option would be to include candidates with one or more sub-bands of 3.5 in the Special English program.

### 18.3 Post-ACET ELT training program

ACET's brief is to prepare ADS candidates for IELTS. Once the candidates have achieved the target band score, ACET's responsibility is essentially over. However, there is obviously a significant gap between completing the training/achieving the target and the candidates' mobilisation to Australia, sometimes upwards of six months. Currently the onus is on students to maintain their English skills and prepare in some way academically for their study in Australia.

This year, more so than in previous years, many of the successful candidates have been requesting further assistance from ACET, whether it be continued use of the library or attendance in the additional training for the unsuccessful candidates. Clearly, they are seeking ways of being prepared for what is to come in Australia. While ACET does not allow these students to study in classes, ACET has to some extent given them access to advice from the Pastoral Care Officer and ELT Coordinator and turned a 'blind eye' to their continued use of the library facilities. However, this is far from a formal arrangement.

This appears to be a weakness in the design of the program cycle. One way to address this issue would be for an on-line course to be available to the candidates after they finish their English language until they depart for Australia. Such an on-line course could ideally be complemented and made more effective through some human or face-to-face element, whether it be in the form of a lecture series or discussion forums or small research projects that are not only maintaining (even augmenting) the candidates' language skills but also their academic or "soft" skills. Whatever form the follow-up initiative takes, if previous feedback from universities in Australia is taken into account, speaking should be a strong focus (ACET has already begun to work on extended learning program through the internet).

## 19. ADS Issues, Lessons Learnt and Recommendations

The main issues that have arisen in the selection process stem from the complexity of the program design which has made it difficult both to promote the program and to implement its selection processes. This complexity has also caused some confusion among prospective applicants. The complexity stems from a number of factors which are summarised below and are discussed separately:

- > There are five Profiles plus the PPI program within Profile 3 and two "categories" of scholarships - PPI and non-PPI
- > The current definition of a PPI covering research institutes and provincial government staff is too extensive and PPIs should be restricted to the central level institutions only
- > The current selection of 15 PPIs does not reflect the priorities of the country strategy
- > With the allocation of PhD awards based on an overall target of 20%, PhD applicants should be assessed as distinct category and the PhD eligibility criteria should be restricted to lecturers and researchers
- > There is inconsistency in the candidates to be interviewed by the Interview Panel and to be assessed by Academic advisers
- > Three JSC meetings are not conducive to assessing all candidates on a level playing field
- > Complex IELTS requirements varying among Profiles and for PhDs
- > There is some mismatch between the current country strategy and the fields of study.

## 19.1 Complexity of Profiles/PPI program

The current five Profiles are unnecessarily complex. It is not clear which type of local government officials should be allocated to Profile 1 or 2, especially when the provincial People's Committees exerts control overall all government departments and agencies in provinces, except for some line institutions/agencies which are controlled by central Government ministries, e.g. the Treasury, Customs and national/regional universities. In any case, the distinction between the two Profiles is somewhat artificial as both are combined in the one target of 30% of scholarships, and in practice the targeted promotion strategy also links the two Profiles together.

The existence of the PPI program within Profile 3 is confusing, demonstrated by the fact there is no allocation of scholarships for the non-PPI Profile 3 applicants. This would be simplified if the PPI program became synonymous with Profile 3 (see below).

As Profiles 4 and 5 are both targeting university/college lecturers they could be combined into one Profile for university/college lecturers and researchers. This would reduce the number of profiles and make promotion simpler. The GoV's wish to reserve 10% of the scholarships for TESOL teachers can be implemented during the selection process.

Having two categories of scholarships, PPI and Non-PPI, subsuming the 5 Profiles under Non-PPI only adds confusion. If the PPI program becomes synonymous with Profile 3 this confusing nomenclature can be eliminated. See section 17.8 for a proposed restructuring of the Profiles/Categories taking into account all the factors discussed in section 17.

## 19.2 Restriction of definition of PPIs to central institutions

The current definition of a PPI is too comprehensive covering central institutions, their branches, affiliated research institutes and provincial government offices. A key feature of the PPI program is the engagement of the HRD advisers with institutions to ensure PPI scholarships meet the HRD needs of the institution, but this is not practical when it comes to affiliated research institutes which are scattered throughout the country and who have their own HRD plans. Sector-wide plans, when they exist, are not very useful in assessing individual research applicant's HRD relevance.

Moreover, the number of applications received from PPI affiliated research institutes in the 2012 intake outside the PPI program indicates that linking the institutes to the PPI is not the most efficient way to handle these applicants, especially for the PPIs with many affiliated institutes such as MARD. Thus it is more practical to separate research institutes from the PPI program and for them to come under other relevant Profiles.

In addition, there is no need for local government officials to be linked to the PPI program as they come within the scope of Profile 1. Moreover, if they applied under the PPI program they would have to meet the 7.0 GPA requirement, while Profile 1 has no GPA minimum. Neither can the local government applicants practically be encompassed by the work of the HRD advisers. Thus the definition of a PPI should be restricted to central Government agencies for which the PPI program is essentially designed.

However, there are two special cases among the current 15 PPIs – the HCMNAPPA and PCOC - as they are not Ministries or Ministry-equivalents. HCMNAPPA has three regional branches and the PCOC's responsibilities for nominating applicants reach to the provincial level. Thus it has to be recognised that applicants from these agencies outside of Hanoi cannot be covered by the HRD strategy.

**Recommendation:** That the PPI definition be narrowed to cover only central government institutions and agencies and their affiliated non-degree training institutes/schools.

### 19.3 Inadequate representation of PPIs

The current list of PPIs does not entirely fit with the development objectives set out in the DD or with the three new country strategy pillars. One obvious Ministry and another Ministry-equivalent agency that are missing in terms of the DD's emphasis on education of State employees and targeting ethnic minorities are the Ministry of Home Affairs and the Committee on Ethnic Minorities. With the new second pillar of economic integration in the country strategy emphasising infrastructure, the Ministry of Construction and the Ministry of Transportation need to be included. As a key GoV institution, the National Assembly should also be added. Consideration might also be given to including the central offices of the Party-affiliated mass organisations such as the Women's Union, Farmers' Union, Youth Union and the Confederation of Trade Unions as these organisations are influential in policy advocacy and policy determination.

In summary, the PPI program should be opened to all designated central level organisations that are involved in policy analysis and determination. The addition of more PPIs will result in a wider scope of activities for the two HRD Advisers and a heavier administrative burden. Nevertheless, with the experience gained this year and many of the HRD processes and materials in place, the HRD Advisers should be able to cope with the wider range of PPIs.

**Recommendation:** That the PPI program be opened up to all central level government ministries/institutions that are involved in policy analysis and policy determination.

### 19.4 PhD Candidates

There is an overall target of 20% allocation of scholarships for PhD scholarships giving a total of 45 scholarships. Moreover, it was decided to limit PhD eligibility to those applicants working as lecturers, researchers or in policy-making positions across all Profiles. Difficulties arose in the selection process for PhD applicants in having two JSC decision-making stages for allocation or awards - JSC 2 and JSC 3.

The first difficulty arose in trying to assess PhD applicants against Masters applicants within the same Profile during the screening process, because of the generally higher assessment scores achieved by PhD candidates. There was also no basis for determining what the percentage of PhD awards should be allocated within each Profile. Thus, PhD applicants were, in practice, assessed against each other to provide a fair comparative basis for all PhD applicants.

The second difficulty arose during the selection process after JSC 1 and the IELTS testing that followed. According to the DD, at this point all PhD short-listed candidates who had reached Fast Track IELTS scores of 6.5 with no sub-band of 6.0 were to be interviewed by an Interview Panel and academically assessed by the International Academic Adviser for consideration for a scholarship at JSC 2. The remaining short-listed candidates would have gone through the same process for consideration at JSC 3 at a later stage.

However, it became apparent that this two-stage assessment and decision-making process could give an unfair advantage to those PhD candidates who met Fast Track IELTS levels and who would be considered separately and ahead of those PhD candidates who required some pre-departure English language training. Thus, in consultation with AusAID, it was decided to have all the PhD short-listed

candidates go through the Interview Panel and Academic Adviser assessment process at the same time for consideration as a single group by JSC 2.

Another issue is the inclusion of applicants working in policy planning in the current eligibility criteria for PhD studies. This issue arose during the counselling and interview activities of the Academic advisers and the Interview Panel, chaired by the International HRD Adviser. In two cases where the PhD applicants were PPI candidates working in policy planning areas, there was no necessary connection between the candidate's research proposal and the future plans of their specific Departments. In these cases, it was felt that the candidates were attempting to pursue the PhD purely as a promotion opportunity. In addition, taking experienced officers away from their responsibilities for up to 4 years could affect the work plans of their agencies.

Generally, the main purposes for undertaking a PhD are to gain knowledge and skills in advanced research methodology, which can be used to conduct further research or to train other researchers in the future, and to push forward the boundaries of knowledge in specific disciplines. It is clear that university lecturers and researchers need to obtain these skills. However, this is far less obvious for Government officials. Even senior bureaucrats do not need the skills developed through PhD research. Good Master's degrees are more than enough training for policy and planning staff at any Government level.

**Recommendation:** That PhD applicants be considered and assessed as a distinct category and that the eligibility criteria for PhD studies be limited to applicants who are university/college lecturers and researchers and that applicants working in policy planning no longer be eligible.

### 19.5 Combining JSC 2 and JSC 3 meetings

As explained above in respect of the PhD candidates, splitting the JSC points of decision in allocating scholarship between those with Fast Track IELTS scores at JSC 2 and those who require pre-departure English Language training at JSC 3 is not conducive to assessing and treating all short-listed candidates on a level playing field. If Fast Track candidates are treated first in isolation from the non-Fast Track candidates there is the risk that undue preference will be given to the Fast Track level candidates in deciding who receives scholarships. This would, in particular, disadvantage those candidates from the provinces in Profiles 1 and 2 and lecturers from provincial and regional universities in Profiles 4 and 5 who have lower English language levels.

An anomalous situation arose in respect of Profile 5 in the second phase of the this year's selection process when 34 of the 45 short-listed candidates satisfied the Fast Track IELTS score but only 23 scholarships are to be allocated to this Profile. The 9 applicants who did not reach the Fast Track English level are all from regional/provincial universities and colleges. Thus it was decided to include the non-Fast Track candidates in the phase 2 selection process so that all Profile candidates could be considered at the same time by JSC 2.

The above suggests that there is a flaw in the DD in having two points for JSC decision-making on the allocation of scholarships. It is therefore recommended that for future intakes JSC 2 and JSC 3 be combined and become JSC 2 where all candidates will be considered for scholarships – both those that can be fast tracked and those who require further English language training, both pre-departure English and special English language training for disadvantaged candidates.

**Recommendation:** That JSC 2 and JSC 3 be combined into one JSC 2 meeting so that all short-listed candidates can be assessed at the one time on a level playing field.

## 19.6 Interview Process

In the DD there is no consistency between those candidates who are to be interviewed by the Interview Panel and those candidates who are to be counselled and academically assessed by the two Academic. The DD only requires only PhD, Masters by Research and Profile 1 and 2 candidates to be interviewed while all candidates are to be seen by the Academic Advisers. In the round of interviews and counselling that took place in preparation for JSC 2 it was considered by the Academic and HRD advisers that a fairer, more equitable and more comprehensive selection approach would for all candidates be subjected to both the interview panel and the academic advisory processes. It was felt that the interviews were a very useful screening process and provided additional valuable perspectives about a candidate. The inclusion of all candidates in the interview panel process would provide a more complete assessment of all candidates for consideration by the JSC.

If all candidates are to be interviewed this will require a re-assessment of the composition of the Interview Panel and its modalities especially if the recommendation to combine JSC 2 and JSC 3 into a single meeting. This could require more than one Interview Panel operating simultaneously in order to get through the large number of candidates.

**Recommendation:** That all short-listed candidates are interviewed by the Interview Panel so as to provide a more comprehensive assessment of all candidates for consideration by the JSC and that the composition of the Interview Panel and its modalities are reviewed.

## 19.7 Complex IELTS level requirements

For the 2012 ADS intake, there are two different minimum IELTS requirements by Profile division: i) overall 4.5 with no sub-band below 3.5 for Profiles 1, 2 and 3, and ii) overall 5.5 with no sub-band below 5.0 for Profiles 4 and 5. The 5.5 requirement for Profile 4 was set in the DD on the assumption that all Profile 4 applications would be for PhD studies. The level of studies requirement for Profile 4 was subsequently modified by AusAID to allow for Masters by Research for young, recently appointed lecturers. In future this level of study requirement is to be broadened to include Masters by Coursework. Thus there would be no need for the latter to have a minimum of 5.5.

During the screening process it was then decided in consultation with AusAID to extend the 5.5 minimum IELTS requirements for all PhDs to create a level playing field for all PhD candidates and in recognition that a 4.5 minimum was too low for PhD candidates who would need to reach 6.5 to be accepted into PhD studies by most Australian universities.

For Profile 5 where higher English languages are required, PhD applicants would still require 5.5 but Masters applicants would only need to meet IELTS 4.5 overall minimum. This would allow more applicants from regional/provincial universities to meet IELTS requirements and to be considered for pre-departure English language training. However preference would still need to be given to those with higher IELTS levels in short-listing the Masters Profile 5 candidates because of the difficulties in reaching overall 6.0 in pre-departure training from a base of 4.5.

**Recommendation:** That the IELTS requirements be simplified and that all PhD candidates require a minimum of 5.5 and all Masters (and undergraduate) candidates require only 4.5.

## 19.8 Mismatch between country program and ASDiV objectives

There are practical difficulties in applicant targeting and linking ADS scholarships under ASDiV objectives with the new country strategy. The current draft country strategy and ASDiV objectives as set out in the DD are somewhat mismatched. In reality, the ASDiV program's focus on rural development



(especially under Profile 2) and its emphasis on ethnic minorities and disadvantaged rural applicants does not fit well with the current country strategy which does not specify rural development as a broad objective, although environmental sustainability can be interpreted broadly to cover many aspects of rural development (and it was during the assessment of this year's applicants). Moreover, there is not full convergence between the country strategy and the fields of study in the 2012 application package, e.g. the health studies, communication studies, social sciences and law etc.

For scholarship targeting, the country strategy is too broad, especially the first HRD pillar. HRD can cover almost any capacity building of individual candidates through post-graduate studies. It would be more useful if the HRD priority needs, where the scholarship program should focus, were made more specific. It was difficult to assess candidates against the three strategy pillars as most could be assessed as meeting the broad HRD pillar, if they did not fall within the economic integration or environmental sustainability pillars. Otherwise it would have been difficult to assess fairly applicants in fields outside these last two pillars such as health studies, law, communication studies etc. All TESOL applicants in Profile 5 easily met the HRD criteria, as did most university lecturers in Profile 4, so the country strategy was not very useful in assessing applicants in these two Profiles. Thus it would probably be better to eliminate the assessment against the broad country strategy pillars in scoring applicants and replace it with a more specific list of priority areas, but leaving scope for candidates to be accepted in less priority areas.

**Recommendation:** That AusAID prepares a list of list of priority HRD needs against which applicants would be assessed to replace applicants being assessed against the three broad pillars of the current draft country strategy and that the fields of study are reviewed to reflect these priorities.

### 19.9 Rationalise levels of study

There is scope to rationalise the levels of study in Profiles 4 and 5 so that they are uniform. It has been accepted by the JSC that Masters by Coursework as well as Masters by Research should have been offered as a level of study In Profile 4 in this year's intake. Masters by Coursework is a better basis for preparation for a PhD and has fewer risks for those students who do not have a research background. This rationale has been justified by the fact that in the selection round for JSC 2 only one Masters by Research candidate remains out of 9 original Masters by Research candidates who have accepted the advice of the National Academic Adviser and switched to a Masters by Coursework program. Moreover in Profile 5 Graduate Diploma in TESOL has been offered in addition to Masters programs. However no application was received in this year's intake in Profile 5 for a Graduate Diploma. It is clear for young university lecturers with an undergraduate degree the requirement for career advancement is a Masters degree.

**Recommendation:** That the levels of study for university lecturers and researchers from both Profiles 4 and 5 be rationalised and allow Masters by Research and Masters by Coursework and that Graduate Diploma be removed as a specific option for Profile 5.

### 19.10 Undergraduate study

An issue is whether the undergraduate option should be maintained for disadvantaged candidates given the very few applicants in this year's intake and the fact that only one of whom was short-listed for IELTS but then did not reach minimum IELTS requirements, even for Special English. Five of the 9 applicants were ethnic minorities and two were candidates with disabilities. Dropping the undergraduate option altogether would simplify the promotion and selection processes and consolidate ADS in Vietnam as solely for post-graduate studies.

If the undergraduate option is to be maintained for disadvantage applicants and, if it is considered desirable to increase the number of undergraduate applicants, one way would be to remove the requirement for work experience for disadvantaged applicants. The work requirement removal would undoubtedly increase the numbers of ethnic minority applicants and possibly candidates with disabilities. This flexibility could attract many high quality applicants who are graduates from the ethnic minority boarding schools and ethnic minority students in their initial university studies. On the other hand, opening up the undergraduate level of study would probably lead to a flood of applications from high school graduates who are ethnic Kinh from disadvantaged rural areas. Dropping work requirements also has implications for the current selection criteria with its emphasis on work experience and its relationship to proposed field of study. If the work requirement was dropped for undergraduate studies, then the selection criteria would need to be adjusted for this level of study.

As this is only the first intake under the revised ADS criteria and this initial phase of the ASDiV program is very much a pilot, it may be best to leave the undergraduate option with the current work requirements for disadvantaged applicants for the next intake and then to make an assessment whether it should be retained, dropped or expanded.

**Recommendation:** That for the next intake the current provisions for undergraduate studies for disadvantaged applicants remain but this level of study should then be reviewed and an assessment made whether it be retained, dropped or expanded for future intakes.

### 19.11 GPA levels

During the short-listing process for the IELTS testing, many disadvantaged candidates from Profiles 1 and 2 and lecturers from regional and provincial universities and colleges, who had GPAs less than 7.0, were shortlisted by JSC 2. This was done in the interest of providing an opportunity for disadvantaged candidates and province-based lecturers to obtain a scholarship.

Fourteen shortlisted Masters candidates, who were processed during the selection round by the Interview Panel and Academic Advisers for JSC 2, had GPAs less than 7.0. As GPA is seen as the objective indicator of success for postgraduate studies, most Australian universities will not consider applicants for Masters programmes with a GPA less than 7.0. One option would be for a candidate with a GPA less than 7.0, if awarded a scholarship, to take a Graduate Diploma pathway which leads on to a Masters degree, provided the student can then meet the Masters entry requirements. However the Academic advisers would need to check that a diploma level course is available in the field of study selected by the candidate.

Interaction by the advisers with the above 14 candidates points to the need for the Graduate Diploma Pathway option to be made clear at the time of application for those applicants with low GPAs, so that they have no misunderstanding on this issue when they apply for a scholarship and, if short-listed are later interviewed and counselled.

**Recommendation:** That the application package makes it clear that for applicants with GPAs of less than 7.0 that they will need to take the Graduate Diploma pathway in order to study for a Masters degree, as Australian universities will not accept direct entry of students with GPAs of less than 7 into Masters programs.



## 19.12 Restructuring Program Profiles/Categories

Based on the analysis above, a possible restructuring of the Profiles/Categories could be undertaken without changing ASDiV's priority targeting groups (currently in the DD). It is outside the scope of this report to raise the issue of changing the targeted groups as this would require a significant design change. Proposed changes that retain the integrity of the current design are as follows.

Profile/Category	Level of Study	Target Group	IELTS Requirements	Targeted Percentages of Scholarships
PhD Applicants	PhD	University lecturers and researchers (including PhD applicants from the PPI program)	5.5 with no sub-band below 5.0	20%
Provincial Administration and Development	Masters	Provincial officials and rural development workers	4.5 with no sub-band below 3.5	30%
Central Public Institutions Program (PPI program)	Masters	Officials working in Central Government ministries and agencies	4.5 with no sub-band below 3.5	40%
University Lecturers and Researchers	Masters	Lecturers and researchers working in universities/ colleges and research institutes	4.5 with no sub-band below 3.5	10%

There remains one small category of PhDs that does not fit neatly into this restructuring - the PhD applicants from the PPIs. In reality, separating the research institutes affiliated with PPIs from the PPI program and removing policy planners from the PhD eligibility criteria will eliminate all but a few PhD applicants from the PPI program. These few PhD applicants are most likely to come from the HCMNAPPA which is a special case, being the Party's top training and research institution (for the 2012 intake, 2 of 6 PhD applications from HCMNAPPA remain after the IELTS test). Nevertheless, for HRD strategy purposes these PhD applicants should still be included in the PPI program.

## **PART 2 – ALA Scholarships Selection Activities**

### **20. Selection Process**

The ALAS selection process includes two main steps: first, the selection of applicants for interview, and second, after interview, the selection of the final list of recommended candidates for consideration and approval by the Interdepartmental Selection Panel in Canberra.

AusAID Post and ASDiV have worked closely together to manage the various selection activities with ASDiV taking responsibility for the screening of applications and the preparation of reports. AusAID Post staff has been involved in the initial preparation and planning, making arrangements for interviews, and determining the Selection Panel composition and membership. Key AusAID staff members have also been members of the Interview Panel.

### **21. Applications Received and Eligibility**

ALAS applications for the 2011 intake opened on 10 March and closed on 30 June 2010. The total number of applications received was 88. The majority of applications (83 applications, making up 94% of the total number) were submitted electronically and there were less hard copy applications submitted than in 2009. Hard copy accounted for only 6% (5 applications), and only those deemed eligible were uploaded to OASIS.

From 88 applicants, 75 applicants were deemed to be eligible, compared to 51 of 64 applications respectively last year. This represents a 47% increase in the number of eligible applications received. A flexible approach was taken whereby applicants who showed considerable potential were left in the eligible category and follow-up requests were made to provide any missing documentation. The reasons for ineligibility are set out in Table 20 below.

**Table 22 - Reasons for ineligibility**

		Northern Region		Central Region		Southern Region		Overseas	
Reasons	TOTAL	Male	Female	Male	Female	Male	Female	Male	Female
Conditional offers	5	2	2	-	-	-	-	1	-
No university offer	2	1	-	-	-	1*	-	-	-
Did not submit previous degree	1	-	-	-	-	-	1	-	-
Held scholarship in the 24 months preceding the application	1	-	-	-	-	-	-	-	1
IELTS (No IELTS, outdated IELTS or sub-band is under 6)	5	1	1	1	1	1*	1	-	-
<b>TOTAL</b>	<b>14</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>

*\*These two reasons for ineligibility refer to the same applicant, who had two reasons for ineligibility.*

*Northern Region refers to applicants in the following provinces: Hanoi, Hai Phong, and Hung Yen.*

*Central Region refers to applicants in the following provinces: Ha Tinh, Thua Thien Hue, Da Nang, Buon Ma Thuot.*

*Southern Region refers to applicants in the following provinces: Binh Duong, Binh Dinh, Can Tho, Dong Nai, Long An, Khanh Hoa, Ho Chi Minh City.*

*Overseas refers to applicants currently not residing in Vietnam.*

## 22. Assessment of Eligible Applications

### 22.1 Initial assessment

Each eligible application was assessed and marked according to the selection criteria set out in 'Guidelines for ALAS In-Country Management July 2010'.

The screening group consisted of four members, split into two teams, with one team marking all Masters applications and the other team marking all PhD applications. In each team, both screeners marked all applications individually. The two screeners came together to discuss the scores given and if there were any significant differences, undertook a moderating process to ensure they agreed on a final score and comment. All Masters and PhD applications were then marked by the two screening teams, the Team Leader also did an overall check of all eligible and ineligible applications, moderating marks and comments if necessary, to ensure consistency in the marking as well as between marks and comments.

Table 21 below provides a summary of the range of marks given after completion of the first round of assessment of ALAS applications:

**Table 21 - Range of scores after written assessment**

Score	Number
90-100	1
80-89	11
70-79	31
69 and below	32
<b>Total</b>	<b>75</b>

Following the screening and assessment of applications, a final list of 75 eligible applicants with their total assessment scores was submitted to AusAID by ASDiV. Of these 75 applicants, 41 with a total score of 70/100 or above were initially recommended for interview.

### 22.2 Selection panel

The Selection Panel to review and finalise the list of applicants to be interviewed comprised:

- > Ms Vanessa Woods, Deputy Head of Mission– Chairperson
- > Dr Nguyen Xuan Vang, Director-General, Vietnam International Education Development, MOET
- > Ms Sally Burnard, Education Counsellor
- > Mr Paul Jenkins, Executive Manager (HRD), AusAID.

The Selection Panel was provided with ASDiV's list of 41 applicants recommended for interview with their assessment scores, comments and a Briefing Note prior to the Selection Panel meeting. At the Selection Panel meeting, the list of applicants recommended for interview was reviewed by the Panel and the final shortlist of applicants for interview was agreed. This final shortlist saw two applicants added to the interview list, while three others were removed due to lack of leadership experience, despite high overall scores. Their high scores were mainly due to high academic marks and to the field

of study closely matching priority themes. The final list of applicants to be interviewed therefore was 40 applicants.

### 22.3 Interview

The purpose of the interview process for ALAS selection is to provide applicants with the opportunity to provide further evidence of their leadership skills and personal qualities, and to enable the Interview Panel to test the strength of applicants' claims of leadership and other qualities made in their written applications. Overall, the interview process saw some significant changes in a number of applicants' assessment scores. Some applicants who originally had high written assessment scores did not perform well in the interview, therefore their assessment after the interview was lower. The reverse regarding applicants with lower written assessment scores was also true.

Interviews were conducted in Hanoi on 2-6 August 2010 (with 30 applicants from the north and central regions), and in Ho Chi Minh City on 9-10 August 2010 (with 10 applicants from the south of Hue).

Each Interview Panel comprised three members, with the representative from ASS Canberra chairing each interview for all shortlisted applicants. The second member was a senior AusAID or ASDiV staff member. The third member of the Interview Panel was a representative from Embassy agencies (DFAT, ACIAR and AEI) or an outside expert, according to the discipline area specified by the applicant.

On completion of interviews, the total score of each applicant comprised the Academic Competence score out of 30 from the written application assessment, plus the Leadership Attributes and Potential Outcomes scores out of 70 obtained in the interview. The interview scores of the two latter criteria overrode the written assessment scores.

### 22.4 Selection panel recommendations

ASS recommended that AusAID send a list of 30 recommended applicants to Canberra. Applicants with a total score in the range 80 – 94 were ranked as Strongly Recommended, applicants with score in the range 79 – 73 were Recommended and those with scores below 73 were classified Not Recommended. As per last year's recommendation, the second meeting with the Selection Panel was conducted as a "virtual meeting". The list of recommended applicants proposed by the Interview Panel was shared by email with the Selection Panel who endorsed the Interview Panel's rankings.

Table 22 below provides a summary of the range of marks given after completion of the final stages of assessment of ALAS applications.

**Table 24 - Range of marks after final assessment**

Marks	Northern Region		Central Region		Southern Region		Total	RECOMMENDATION
	Male	Female	Male	Female	Male	Female		
80-94	7	7	1	2	3	2	22	STRONGLY RECOMMENDED
73-79	1	5	1	1	0	0	8	RECOMMENDED
72 and below	1	3	1	1	2	2	10	NOT RECOMMENDED

## 22.5 Selection results

By the end of November 2010, 20 candidates were sent an offer letter from Canberra for an ALAS; however, only 16 signed the acceptance. Four other candidates did not accept the offer as three received Endeavour Awards and one a Fulbright Scholarship.

## 23. Key Summary Statistics

The following key statistics provide a breakdown of the outcomes of the ALAS selection process for the 2011 intake. The non-shaded columns show application statistics and statistics after the assessment of written applications and short-listing for interview. The shaded columns provide statistics after the final assessment of applicants.

**Table 25 - Applications and outcomes by Gender**

			Total Recommended Applicants (b)			
Gender	All Applications by Gender (a)	Applications Shortlisted for Interview by Gender	'Strongly Recommended' Applicants after Interview by Gender	'Recommended' Applicants after Interview by Gender	'Not Recommended' Applicants after Interview by Gender	Success Rate (b) as percentage of (a)
Male	34	17	11	2	4	38%
Female	54	23	11	6	6	31.5%
<b>Total</b>	<b>88</b>	<b>40</b>	<b>22</b>	<b>8</b>	<b>10</b>	<b>34.1%</b>

It is interesting that there was a significantly higher number of female applicants than male applicants (62% female compared to 38% male). However, the percentage of female recommended candidates decreased to 56%, and the remaining 44% of recommended candidates were male.

**Table 26 - Applications and outcomes by Age**

			Total Recommended Applicants (b)			
Age	All Applications by Gender (a)	Applications Shortlisted for Interview by Age	'Strongly Recommended' Applicants after Interview by Age	'Recommended' Applicants after Interview by Age	'Not Recommended' Applicants after Interview by Age	Success Rate (b) as percentage of (a)
Over 35	10	7	3	2	2	50%
31-35	14	9	5	3	1	57%
26-30	31	13	10	2	1	39%
20-25	33	11	4	1	6	15%
<b>Total</b>	<b>88</b>	<b>40</b>	<b>22</b>	<b>8</b>	<b>10</b>	

It should be noted that very young applicants in the age group 20-25 have a significantly lower rate of being recommended for an ALAS. This is likely due to their lack of experience in a leadership position. The age group 31-35 is the most successful and could be considered the optimal age for the ALAS. By this age, applicants have gained the necessary experience to prove their leadership, and after their study, they will have many years in employment to generate impact and influence change.

**Table 27 - Applications and outcomes by Region**

			Total Recommended Applicants (b)			
Region	All Applications by Gender (a)	Applications Shortlisted for Interview by Region	'Strongly Recommended' Applicants after Interview by Region	'Recommended' Applicants after Interview by Region	'Not Recommended' Applicants after Interview by Region	Success Rate (b) as percentage of (a)
North	49	24	14	6	4	41%
Central	12	7	3	2	2	42%
South	24	9	5	0	4	21%
Overseas	3	0	0	0	0	0%
<b>Total</b>	<b>88</b>	<b>40</b>	<b>22</b>	<b>8</b>	<b>10</b>	<b>34%</b>

It was noted by the Interview Panel that the general quality of applicants in the southern region of Vietnam was lower than that in the northern and central regions. This showed in the low percentage of applicants in the south recommended for a scholarship after the interview process. This percentage is 21%, compared to 41% in both the north and central regions.

The majority of applicants from the southern region were excluded from the shortlist as a result of their written assessment score. Only two applicants from the south were considered ineligible for assessment, therefore the lower quality of applicants may just be a reflection of this year's applicants (refer to GAPP Annual Report Section B for further details).

**Table 28 - Applications and outcomes by level of study**

Level of Study	All Applications by Level of Study (a)	Applications Shortlisted for Interview by Level of Study	Total Recommended Applicants (b)		'Not Recommended' Applicants after Interview by Level of Study	Success Rate (b) as percentage of (a)
			'Strongly Recommended' Applicants after Interview by Level of Study	'Recommended' Applicants after Interview by Level of Study		
Masters level	60	24	14	3	7	28%
PhD level	28	16	8	5	3	48%
<b>Total</b>	<b>88</b>	<b>40</b>	<b>22</b>	<b>8</b>	<b>10</b>	

Even though the Masters level had a significantly higher number of applicants, the success rate for this level was much lower than that of PhD applicants. This is probably because PhD applicants are generally older and in employment longer and thus more exposed to leadership opportunities.

**Table 29 - Applications by field of study**

Field Of Study	Total Applications			Shortlisted		
	Male	Female	Total	Male	Female	Total
01 - Natural and Physical Sciences	2	2	4	0	1	1
02 - Information Technology	0	3	3	0	1	1
03 - Engineering and Related Technologies	4	1	5	2	1	3
04 - Architecture and Building	1	1	2	1	0	1
05 - Agriculture, Environmental and Related Studies	3	2	5	1	0	1
06 - Health	1	3	4	1	1	2
07 - Education	4	13	17	4	9	13
08 - Management and Commerce	11	12	23	4	1	5
09 - Society and Culture	8	17	25	4	9	13
<b>Total</b>	<b>34</b>	<b>54</b>	<b>88</b>	<b>17</b>	<b>23</b>	<b>40</b>

It is noteworthy that, despite having a total number of 23 applicants selecting Management and Commerce as their field of study, only 5 applicants were shortlisted, which shows a significant percentage (78%) of unsuccessful applicants. The written assessment comments showed that the



majority of these applicants were unsuccessful due to limited experience in leadership positions and an inability to clearly articulate the potential outcomes of their study in Australia. Most of these applicants were employed in the private sector, but in junior positions with limited potential to influence wider change.

This relatively large group of applicants may reflect that those working in the private sector are no longer a directly targeted group of the ADS and the chances for these applicants have diminished significantly.

**Table 30 - Applications by priority themes**

	Total Applications			Shortlisted		
Theme	Male	Female	Total	Male	Female	Total
<b>Disabilities</b>	0	1	<b>1</b>	0	0	<b>0</b>
<b>Economic Growth</b>	10	11	<b>21</b>	4	3	<b>7</b>
<b>Education</b>	2	10	<b>12</b>	2	8	<b>10</b>
<b>Environment</b>	3	4	<b>7</b>	1	2	<b>3</b>
<b>Food Security</b>	1	1	<b>2</b>	0	0	<b>0</b>
<b>Governance</b>	1	1	<b>2</b>	0	1	<b>1</b>
<b>Health</b>	1	2	<b>3</b>	1	1	<b>2</b>
<b>Human Rights</b>	1	0	<b>1</b>	0	0	<b>0</b>
<b>Infrastructure</b>	1	1	<b>2</b>	1	1	<b>2</b>
<b>Regional Stability</b>	0	3	<b>3</b>	0	2	<b>2</b>
<b>Rural Development</b>	2	1	<b>3</b>	1	0	<b>1</b>
<b>Unknown</b>	12	19	<b>31</b>	7	5	<b>12</b>
<b>Total</b>	<b>33</b>	<b>51</b>	<b>88</b>	<b>17</b>	<b>23</b>	<b>40</b>

The table shows that the four applicants with targeted study themes such as Disabilities, Human Rights and Food Security failed to make the shortlist. In these cases, the applicants were considered ineligible for assessment due to their university offer being conditional or out-dated IELTS test results.

On the scholarship application both on OASIS and the hard copy application, the field for Study Theme was left optional; therefore a large number of applicants did not identify a theme. For the purpose of scheduling their interview times, themes were assigned to applicants according to their declared fields of study. However, since applications could not be edited after 30 June, applications on OASIS retain unknown themes.

The breakdown of Field of Study and Themes above also shows that there is a large number of applicants intending to study Education and the vast majority were lecturers from universities. These applicants usually had high academic scores, though their leadership and potential outcomes scores varied, ultimately affecting their final assessment scores. The Selection and Interview Panels therefore sought to create a balance of applicants in this sector in both the shortlist and the final recommendation list, so that those applicants eventually recommended actually hold or have potential to hold leadership positions and have opportunities to influence change in their sector.

## 24. Issues and Recommendations

While overall the rescreening and assessment process for ALAS 2011 intake was satisfactory and carried out in a timely manner, there are nevertheless some recommended adjustments for the next intake.

### 24.1 Questions on application form

The section on leadership was very generic and did not provide all the necessary information for assessment of leadership capabilities.

**Recommendation:** Questions on leadership place more emphasis on specific examples from applicants' work and life experiences. This section should also require applicants to elaborate on their specific plans and strategies that they intend to fulfil their goals, rather than just asking applicants to state their goals.

### 24.2 Process of following up on ineligible applicants

While the flexible approach in following up missing documentation enabled several strong applicants to take part in the extended selection process, this process also required much time and resources that the screening team could not easily afford, given the tight deadlines for the completion of the screening process.

**Recommendation:** There is a definite deadline (for example, a week or 10 days after the close of applications) set by AusAID for the ASDiV team to locate applications with missing minor documents and follow-up with applicants. After that time, all incomplete applications should be rendered ineligible, regardless of how minor the missing document might be. This ensures fairness for all applicants as well as saving time and resources.

### 24.3 Selection criteria score allocation

The selection criteria set out in section 5.2 of the *'Guidelines for ALAS In-Country Management July 2010'* allocate 30 marks out of 100 for professional and personal leadership attributes. It is noted that for an award with emphasis on leadership, this mark allocation is too small.

**Recommendation:** The marks for this criterion be increased to 40, to demonstrate the importance of leadership and to better distinguish the leadership capabilities and potential of each applicants. The

mark for Potential Outcomes should accordingly be reduced to 30, as this section is very much linked to assessing leadership attributes in Section 2, but at the same time is more difficult to assess.

#### 24.4 Interview process

In the current interview process, interviewees were given the same list of questions before the interview and given time to prepare their responses. However, the disadvantage of this is that these questions could be shared among interviewees during the interview process, despite the fact that interviewees were requested to return the instruction sheet with all the questions before leaving the interview. In fact, for this intake, interview questions were circulated in a very popular online forum (<http://www.ttvnonl.com>), so some interviewees may have known the questions beforehand and thus had advantage over others.

These set interview questions were also thought by the Interview Panel to be too general, and it was only until the Panel asked follow-up questions about situations specific to interviewees that many applicants showed their true leadership capability or vision.

#### **Recommendations:**

- i. That interviewees should not be given specific questions before the interview.
- ii. That the interview for the ALAS should be restructured for the Interview Panel to give the Panel a chance to see interviewees in a real-life, interactive situation as well as enable interviewees to show more of their skills beyond the ability to prepare a script. It may consist of three parts: an individual presentation on a key issue in the applicant's sector, an interview based on the questions in the ALAS guideline and a simulation exercise among a group of applicants in the same sector (see the Vietnam ALA Screening Report – Intake 2011 for more details). The individual presentation gives the Panel a more accurate judgment of the interviewee's vision and strategic thinking, while the simulation exercise allows the interviewee to show their presentation, negotiation, teamwork and leadership skills.

## ATTACHMENT 1 - RECOMMENDATIONS ON ADS ELIGIBILITY/SELECTION CRITERIA FOR THE 2012 INTAKE

Items	MOET Comments
<b>1. Allocation of Awards by Profiles</b>	
<p>Total 225 scholarships:</p> <p>Profile 1&amp;2 :67 (30%) - Local Government Officials and Rural Development Workers</p> <p>Profile 3: 90 (40%) - Central Government Officials (PPI)</p> <p>Profile 4: 45 (20%) - University Lecturers and Researchers</p> <p>Profile 5: 23 (10%) - English Teachers</p> <ul style="list-style-type: none"> <li>No specific allocation for Non- PPI candidates in Profile 3. Strong applicants from Non-PPI institutions in Profile 3 may share the leftover of the indicative quota from other Profiles.</li> <li>PhD studies- up to 20% of 225 scholarships i.e. 45</li> </ul> <p>To accommodate those not recommended by the Academic Advisers and the Interview Panel, withdrawals and failures, a total of 370 candidates will be shortlisted at JSC1 i.e. with 16% additional candidates for each Profile target.</p>	
<b>2. General Eligibility criteria</b>	
<ul style="list-style-type: none"> <li>Be a citizen of Vietnam and be resident in Vietnam at the time of first application</li> <li>Not have permanent residence in Australia or any other country</li> <li>Not be married to or engaged to be married to a person who is eligible to hold citizenship of any other country</li> <li>At the time of application be not more than <b>45</b> years of age</li> </ul>	

Items		MOET Comments
<ul style="list-style-type: none"> <li>• Be applying for a new course of study and not be seeking support through ADS or ALAs for a course of study already commenced in Australia under other funding arrangements (except where an ADS/ALA scholar is offered an upgrade from a Masters to a PhD)</li> <li>• Complete an undergraduate degree (for Masters candidates) or Masters degree (for PhD candidates)</li> <li>• Have worked for a minimum of two years of relevant employment in Vietnam by 31 July 2010 (exceptional circumstance applicants seeking undergraduate studies are exempt from this minimum)</li> <li>• (for those employed by a PPI), be supported by their employers and have signed a written agreement for continuing employment with the employer for at least a minimum of two years after graduation (noting that some PPIs require a longer period of continuing employment)</li> <li>• Be able to satisfy Australian Government requirements for international student visas for entry to Australia</li> <li>• Not hold another scholarship that will give overlapping benefits</li> <li>• Personal statement attached to the application clearly states objectives and motivation to make contribution to development in Vietnam and is specific about area of development priority in which they seek to make the contribution.</li> </ul>		
<b>3. Specific Eligibility criteria by Profiles All 5 Profiles must meet general eligibility criteria – PLUS</b>		
<b>Profile1.</b> Local Government Officials (People's councils, people's committees, other departments at provincial, district or commune level)	<ul style="list-style-type: none"> <li>• Have a minimum of two years of relevant work experience (<u>except exceptional circumstance Profile 2 applicants seeking undergraduate studies are exempt from this</u>)</li> </ul>	
<b>Profile 2.</b> Rural Development Workers (People working in public, semi-public, private or NGO organisations on rural issues or based in rural areas)	<ul style="list-style-type: none"> <li>• Be seeking either an Undergraduate or Post-Graduate course of study directly relevant to need</li> <li>• Hold a <u>formal</u> undergraduate degree.</li> <li>• The <u>Personal Statement</u> articulates how the new skills <u>could influence</u></li> </ul>	

Items		MOET Comments
	<p><u>rural industry or social services that benefits poverty reduction</u> and about motivation to sustain the commitment to make the contribution</p> <ul style="list-style-type: none"> <li>Profile1 candidates have to provide an undertaking continue employment in the provincial government for a minimum of 2 years after they return.</li> </ul>	
<p><b>Profile 3.</b>Central Government Officials (People working for Priority Public Institutions<sup>3</sup> and other public institutions at central levels)</p>	<ul style="list-style-type: none"> <li>Have a minimum of 2 years of relevant work experience in the government agency</li> <li>Be seeking a post graduate course directly relevant to public agency need</li> <li>Hold a <u>formal</u> undergraduate degree.</li> <li>The <u>Personal Statement</u> articulates how the new skills <u>could lead to better opportunities to influence change in central policy of systems development</u> and about motivation to sustain the commitment to make the contribution.</li> <li>Undertakes to remain in Vietnam central public employment for five years after completion of study</li> <li>For PPI applicants, be supported by an institutional HRD plan and individual career path plan that is linked to PPI HRD plan and which clearly explains how the applicant well contribute to the PPI's capacity after returning to Vietnam</li> </ul>	
<p><b>Profile 4.</b> University Lecturers and Researchers (University lecturers or researchers employed in Vietnam public or semi-public universities or research institutes.</p>	<p><i>Masters by research and PhD level</i></p> <ul style="list-style-type: none"> <li>Be employed by any qualifying university, (even if as a first year graduate employee), or research institutes</li> </ul>	

Items		MOET Comments
	<ul style="list-style-type: none"> <li>The Personal Statement articulates how the new personal research skills in the selected discipline could contribute to enhancing their universities' teaching and research program in ways that will benefit development in <u>Vietnam</u> and about motivation to sustain the commitment to make the contribution.</li> <li>Provide an undertaking to remain employed in the Vietnam university system for five years after graduation.</li> </ul> <p>For Masters research candidates:</p> <ul style="list-style-type: none"> <li>Hold a <u>formal</u> undergraduate degree.</li> </ul> <p>For Doctorate candidates:</p> <ul style="list-style-type: none"> <li>Hold a Masters degrees or can be accepted direct from undergraduate study (exceptional circumstances only) Provide evidence of publication of at least one scientific article or research paper in a national or international journal.</li> </ul>	
<p><b>Profile 5.</b> English Teachers (University teaching academics employed in any Vietnamese public or semi-public university and qualified in TESOL)</p>	<p><i>Post Graduate Diploma, Masters and PhD level</i></p> <ul style="list-style-type: none"> <li>Be employed by any qualifying university, (even if as a first year graduate employee)</li> <li>The Personal statement articulates how the new personal research skills in the selected discipline <u>could contribute to enhancing their university's TESOL program and/or TESOL teacher training programs in ways that will benefit Vietnam's strategy for expanding English language proficiency in the population</u> and about motivation to sustain the commitment to make the contribution.</li> <li>Provide an undertaking to remain employed in the Vietnam university</li> </ul>	

Items				MOET Comments
		system or linked English teaching facility for five years of graduation <ul style="list-style-type: none"><li>The other academic and publication criteria are the same as the ones for profile 4</li></ul>		
4. Selection approach				
Assessment of ADS applications is based on combination of i) academic results, ii) work experience, iii) relevance of study and iv) potential contribution to Vietnam with reference to an agreed weighting system involving each factor.				
5. English requirement by stages				
Profiles	Application stage	IELTS Selection Test stage	Scholarship Award stage	
Profile 1. Local Government Officials	No English requirement at this stage.	Meet the IELTS 4.5 with no band below 3.5	Meet the academic and English language entry requirements of the Australian university course you select.	
Profile 2. Rural Development Workers		Disadvantaged applicants who do not meet the IELTS 4.5 may be eligible for special English training to improve their English to the required 4.5 level.		
Profile 3. Central Government Officials		Meet the IELTS 4.5 with no band below 3.5		
Profile 4. University Lecturers and Researchers		Meet the IELTS 5.5 with no band below 5.0		
Profile 5. English Teachers		Meet the IELTS 5.5 with no band below 5.0		
6. Selection process				



Items	MOET Comments
<p><b>Step 1:</b> Initial screening of all applications for eligibility sorting applications into Profiles.(30 July to 31 August)</p> <p><b>Step 2:</b> Assessment of Personal Statements of Open category applicants of other Profiles and Career Path Plans of PPI nominated applicants according to the weighting system(13 August – 14 September 2010)</p> <p><b>Step 3:</b> ASDiV prepares reports and spreadsheets for JSC1 (15 September – 8 October)</p> <p><b>Step 4: JSC1 meeting to approve shortlisted candidates to invite them to Selection IELTS test (15 Oct 2010)</b></p> <p><b>Step 5 :</b> Letters to successful and unsuccessful candidates co-signed by AusAID and MOET (20-21 Octber)</p> <p><b>Step 6: IELTS Selection Test for short-listed candidates (those with valid IELTS certificates will be exempted) (30 October)</b></p> <p><b>Step 7:</b> ASDiV provides AusAID, MOET list of Fast Track (FT) Group candidates (Number of FT Group candidates depends on IELTS results of those candidates who have got OBS 6.5, with no sub band under 6), marking those FT Group PhD, Masters by research &amp; Profiles 1, 2 candidates to be interviewed (16 November 2010)</p> <p><b>Step 8:</b> Academic Advisers' work with FTG candidates on course selection (23 Nov – 8 December 2010)</p> <p><b>Step 9:</b> Interviews with PhD candidates &amp; Masters by research &amp; Profiles 1, 2 candidates of Fast Track Group (26 November – 8 December 2010)</p> <p>The Interview Panel includes:</p> <ul style="list-style-type: none"> <li>• the ASMC Manager (mandatory) - chair; and</li> <li>• an independent person, who may be a respected local Alumni (but may not be one of Academic Advisers); or</li> <li>• an invited colleague from another of the scholarship programs in Vietnam (as part of the new approaches to harmonization between donors)</li> </ul>	

Items	MOET Comments
<ul style="list-style-type: none"> <li>• a member of MOET or other GoV representative (optional, depending on availability of Government staff)</li> </ul> <p><b>Step 9:</b> ASDiV submits reports including Academic Advisers and Interview Panel recommendations on FT Group candidates to JSC2 and list of English Language Training Group (ELT) candidates, marking those ELT PhD, Masters by research &amp; Profiles 1, 2 candidates to be interviewed (15 December 2010)</p> <p><b>Step 10: JSC 2 meeting to approve FT Group candidates and lists of ELT Group candidates, including those requiring special English Language Training (20 December 2010).</b></p> <ul style="list-style-type: none"> <li>• ELT Group candidates are those who have overall band score IELTS at 4.5 and no sub band below 3.5.</li> <li>• Disadvantaged (ethnic minority) candidates who do not meet the 4.5 IELTS level will need to be considered for special English training to bring them up to this level</li> </ul> <p><b>Step 11:</b> Letters to successful and unsuccessful FTG and ELT Group candidates co-signed by AusAID and MOET (4 January 2011)</p> <p><b>Step 12:</b> Academic Advisers assist ELT candidates with course selection (10- 28 January 2011)</p> <p><b>Step 13:</b> Interviews with PhD candidates &amp; Masters by research &amp; Profiles 1,2 candidates in ELT group by Interview Panels.</p> <ul style="list-style-type: none"> <li>• The Interview Panel is the same as above.</li> </ul> <p><b>Step 14:</b> ASDiV compiles Academic Advisers and Interview Panel Reports and submits reports on ELT Group candidates to JSC3</p> <p><b>Step 15: JSC 3 meeting to approve lists of <u>candidates</u> for ELT Group – provisional on gaining necessary IELTS score to enter selected course of study</b></p> <ul style="list-style-type: none"> <li>• Number of candidates to be shortlisted will depend on how many candidates of FT Group are awarded scholarships.</li> </ul>	

Items	MOET Comments
<b>Step 16:</b> Letters to successful and unsuccessful ELT candidates co-signed by AusAID and MOET	
<b>6. Reports and spreadsheets</b>	
<p><b>1/The following spreadsheets will be used to prepare report for JSC 1 meeting.</b></p> <ul style="list-style-type: none"> <li>• <u>List of all illegible candidates grouped by profiles and fields of study</u></li> <li>• Eligible candidates are grouped as follows: <ul style="list-style-type: none"> <li><u>Undergraduate level</u> <ul style="list-style-type: none"> <li>- List of all candidates applying for undergraduate studies by Profile 1 and 2, including sub-field of study, ranking by the weighting system.</li> </ul> </li> <li><u>Open category</u> <ul style="list-style-type: none"> <li>- Masters level candidates sorted by 5 Profiles, ranked according to the weighting system ( 23 sub-fields plus any sub-fields outside the updated list are indicated)</li> <li>- PhD level sorted out by Profiles, subfields of study, ranked according to the weighting system.</li> </ul> </li> <li><u>PPI category:</u> <ul style="list-style-type: none"> <li>- Spreadsheet for PPI applicants, classified by each PPI grouped by Masters Level &amp; PhD level, ranked according to the weighting system</li> </ul> </li> </ul> </li> </ul> <p><b>2/The following spreadsheets need to be prepared for JSC 2 meeting:</b></p> <ul style="list-style-type: none"> <li>• List of those who do not meet the Selection IELTS test requirements grouped by profiles and ranked according the weighting system.</li> <li>• Lists of those who meet the test requirements are divided as follows:</li> </ul>	

Items	MOET Comments
<p><u>Masters level</u></p> <ul style="list-style-type: none"> <li>- Spreadsheet for FTG candidates in Open category by Profile, and FTG candidates in PPI category classified by each PPI, ranked according to the weighting system including summary comments by Academic Advisers and Interview Panel.</li> </ul> <p><u>PhD level</u></p> <ul style="list-style-type: none"> <li>- Spreadsheet for FTG candidates in Open category by Profile, and FTG candidates in PPI category classified by each PPI, ranked according to the weighting system, including summary comments by Academic Advisers and Interview Panel.</li> </ul> <p><u>Special English Candidates</u></p> <ul style="list-style-type: none"> <li>- Spreadsheet for disadvantaged candidates requiring special English training assessed as 'ranked according to the weighting system</li> </ul> <p><b>The following spreadsheets need to be prepared for JSC 3 meeting:</b></p> <p><u>Masters level</u></p> <ul style="list-style-type: none"> <li>- Spreadsheet for ELTG candidates in Open category by Profile, and ELTG candidates in PPI category classified by each PPI, ranked according to the weighting system, including summary comments by Academic Advisers and Interview Panel.</li> </ul> <p><u>PhD level</u></p> <p>Spreadsheet for ELTG candidates in Open category by Profile, and ELTG candidates in PPI category classified by each PPI, ranked according to the weighting system, including summary comments by Academic Advisers and Interview Panel.</p>	
<b>7. Letters</b>	
<p><i>All the following letters will be co-signed by AusAID &amp; MOET</i></p>	

Items	MOET Comments
<p><u>Letter No 1:</u> After confirmation of ineligible applicants by AusAID, letters to ineligible candidates.</p> <p><u>Letter No 2:</u> after JSC1, notifying all successful candidates incl. next steps and timeline for each group (FT Group, ELT Group); Letter to unsuccessful candidates.</p> <p><u>Letter No. 3:</u> after IELTS Selection Test notifying all successful candidates including next steps in process. Letter to unsuccessful candidates.</p> <p><u>Letter No 4:</u> after JSC2, advising awardees &amp; unsuccessful candidates of FT Group</p> <p><u>Letter No 5:</u> after JSC 3, advising provisional awardees &amp; unsuccessful candidates of ELT Group as well as those candidates requiring special English language training; letter advising those candidates in special English category.</p>	
<b>8. Technical Issues</b>	
<p><b>Issue 1: How to assess the minimum 2 years of work experience length?</b></p> <ul style="list-style-type: none"> <li><b>R 1:</b> Length of work experience- minimum 24 months but not necessarily continuous</li> </ul> <p><b>Issue 2: Levels of study and selection criteria for applicants in Profiles 1, 2</b></p> <ul style="list-style-type: none"> <li><b>R2:</b> Candidates from Profile 1 and Profile 2 can apply for Graduate Diploma initially with possibility of moving on to a Masters course because placement requirement for Graduate Diploma at Australian Universities is lower than that of Masters level.</li> </ul>	

Items	MOET Comments
<ul style="list-style-type: none"> <li>• <b>R 3: Undergraduate level only for special circumstance (ethnic minority) candidates (<u>this is for further discussion with MOET</u>)</b> Possibility of awarding another Undergraduate degree of relevant work experience to those who hold Bachelor degrees or High School/Diploma certificates</li> </ul> <p><b>Issue 3: Types of degrees should be accepted</b></p> <ul style="list-style-type: none"> <li>• <b>R 4:</b> For Masters candidates, a <u>formal</u> undergraduate degree..</li> <li>• <b>R 5:</b> For Doctorate candidates: <u>Part-time</u> Masters degree may be considered on a case by case basis</li> </ul> <p><b>Issue 4: Selection criteria for Profile 3 – Central Government Officials including PPIs</b></p> <ul style="list-style-type: none"> <li>• <b>R 6:</b> Staff from selected PPIs will <u>not</u> be eligible to apply for an ADS unless nominated by their institution through the PPI program.</li> <li>• <b>R 7:</b> PhD study level limited to those working in research institutes or policy making departments.</li> <li>• <b>R 8:</b> PPI applicants who have previously completed a Masters or PhD degree may be eligible to receive an ADS scholarship at the same level if the proposed studies are in different fields to the studies completed in the earlier degrees but relevant to current work experience and future contributions to the institute's needs.</li> </ul> <p><b>Issues 5: Selection for Profile 4 – University lecturers and researchers at research institutes</b></p> <ul style="list-style-type: none"> <li>• <b>R 9:</b> Minimum 2 years employment not required.</li> <li>• <b>R 10:</b> Masters degree in research be considered for first year graduate employees to provide research experience before undertaking further PhD studies.</li> </ul> <p><b>Issue 6: Selection Criteria for Profile 5 - TESOL</b></p> <ul style="list-style-type: none"> <li>• <b>R 11:</b> Provincial Teachers' Training Colleges and Colleges are included as Public Universities.</li> </ul>	

Items	MOET Comments
<p><b>Issue 7: Application process</b></p> <ul style="list-style-type: none"> <li>• <b>R 12:</b> A valid IELTS certificate will be defined as one that is gained on or after 31 January 2010.</li> <li>• <b>R 13:</b> Those applicants who are from ethnic minorities or poor provincial areas or disabled who are shortlisted in the relevant Profile, but who not meet the minimum IELTS Selection requirements will be automatically moved to the next intake round without reapplying.</li> </ul> <p><b>Issue 8: English language requirements</b></p> <ul style="list-style-type: none"> <li>• <b>R 14 :</b> For disadvantaged shortlisted candidates who have lower overall IELTS scores than required to join pre-departure EL Training, if only the IELTS test is used, a minimum overall score of 3.0 is recommended,</li> <li>• <b>R 15:</b> For disadvantaged shortlisted candidates approved for special English Language training it is recommended that the maximum training period for any candidate be one year full-time.</li> </ul> <p><b>Issue 9: Minimum employment undertaking</b></p> <p><b>R 16:</b> Local government staff in Profile 1 should be required to sign an undertaking to continue employment in the provincial government for a minimum of 2 years after they return.</p>	

# **A n n e x 3**

## **Priority Public Institutions (PPI) Program Report**



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## 1. Introduction

This report outlines activities undertaken by ASDiV to implement the PPI program during 2010 and analyses changes to the program in terms of HRD assistance and support provided by ASDiV for the PPIs with the appointment of a part-time International HRD Adviser and a full-time Local HRD Adviser. The performance of the fifteen participating PPIs in 2010 is also discussed.

2010 was the first year of implementation of the ASDiV Program and the seventh Phase of the PPI program as originally introduced in July 2004. In 2010 two new public institutions, Ministry of Labour, Invalids and Social Affairs (MOLISA) and the Ministry of Public Security (MPS) were added to the PPI program to increase the number of PPIs to fifteen. The fifteen institutions participating in the 2010 PPI program were:

- |  |   |
|--|---|
| 1. Ministry of Planning & Investment (MPI)                                     | 2. Ministry of Foreign Affairs (MOFA)                   |
| 3. Ministry of Justice (MOJ)   | 4. Ministry of Health (MOH)                             |
| 5. Ministry of Finance (MOF)   | 6. Ministry of Industry & Trade (MOIT)                  |
| 7. State Bank of Vietnam (SBV)   | 8. Ministry of Education & Training (MOET)              |
| 9. Ho Chi Minh National Academy of Politics & Public Administration (HCMNAPPA) | 12. Office of Government (OOG)                          |
| 10. Ministry of Agriculture & Rural Development (MARD)                         | 13. Ministry of Natural Resources & Environment (MONRE) |
| 11. Ministry of Labour, Invalids and Social Affairs (MOLISA)                   | 14. Party Central Organization Committee (PCOC)         |
|  | 15. Ministry of Public Security (MPS)                   |

## 2. PPI HRD Strategy Framework

### 2.1 PPI HRD Strategy

The PPI HRD Strategy Framework was established to provide guidelines for the HRD assistance and support provided by ASDiV to the PPIs in all steps of the ADS PPI program cycle:

- > identification of institutional training needs
- > building up an institutional pool of potential ADS applicants
- > scholarship promotion
- > selection screening
- > candidate nomination
- > on-award monitoring
- > reintegration support for PPI returnees.

In addition, the Framework outlines adviser support for the PPIs in promoting the ALA Scholarships and Fellowships programs and, in particular, indicates adviser assistance to PPIs in identifying their short term training needs and in linking with sponsoring Australian organisations. For further information, refer to the *HRD Support Strategy and Plan 2010-2011*.

Though developed in 2010 and intended for the 2012 intake, the PPI HRD Strategy Framework has already been applied to the existing PPI awards with its introduction to the PPI awardees for the ADS 2011 intake at their exit briefings and to the PPI returnees at their reintegration workshops in 2010.

## 2.2 Institutional Training Plans

Although the Design Document refers to ASDiV support for reviewing and developing institutional HRD plans, a review of the support available and the current HRD context determined that this was too broad in scope and not practical. It was thus decided with AusAID's concurrence to narrow ASDiV assistance to developing *Institutional HRD Training Plans*, which are based on the institution's overall HRD plan. The *Institutional HRD Training Plan* provides guidance for the selection of appropriate applicants and their reintegration into the workplaces. A HRD Planning workshop was conducted for the participating PPIs on 5 May 2010 to discuss their post-graduate study requirements and short-term training needs. At the workshop, the concept of HRD was clarified and institutional training needs were discussed. Participating PPIs were also provided with the HRD questionnaire and *Institutional Training Needs* template to conduct their training needs analysis and draft their *Institutional HRD Training Plans*.

Comments and amendments were provided by ASDiV to the draft *Institutional Training Plans* and the final Plans were translated into English. An increase in the number of eligible applications in 2010 for the ADS 2012 intake and the relevance of nominated fields of studies in the applications to the institutional training needs indicate the initial effectiveness of the newly developed Plans. However, in the next phase of the PPI program in 2011, it is suggested that a review of their training plans be conducted by identified PPIs with ASDiV guidance, with a view to these institutions providing a more analytical and comprehensive Plan. The institutions identified to benefit from a review of their Training Plans in the next phase include MOIT, MOH, OOG, MONRE and PCOC.

## 2.3 PPI Monitoring Implementation Plan

A *PPI Monitoring Implementation Plan* has been introduced to monitor PPI awardees' study progress from the time they begin study in Australia to the time they graduate and return to Vietnam. It will provide assistance if required while they are in Australia and prepare for their reintegration into the workplace. Later on, when the returnees have resumed their work at their institutions, the indicators of the M&E Framework will be used to measure the level of their contribution to the institutional development and the percentage of PPI alumni who are applying the knowledge and skills obtained in Australia in their workplaces. (For further information see ASDiV M&E Framework). This Monitoring Implementation Plan also assists with the implementation of the scholar's Career Path Plan in which the relevance of the scholar's proposed study to their institution's training needs is analysed and the expected job on their return is discussed. In implementing this Plan, frequent communications between PPI awardees and ASDiV and their institutions will be maintained for the submission of required reports and facilitation of solutions to problems raised. Workshops/meetings with awardees in Australia, possibly once a year, by the International HRD Adviser and meetings in Hanoi with PPI employers for awardees' reintegration preparation are also planned. This new comprehensive on-award monitoring is expected to achieve closer monitoring of the awardees' progress and a more effective reintegration on their return home (see section 5.10).

## **2.4 Reintegration support**

An increased focus on support for returning graduates took place with the conduct of two reintegration workshops for PPI graduates who returned to Vietnam in late 2009 and mid 2010. At these workshops, the returnee's role as a 'change agent' was discussed and suggestions for improvement of reintegration into the workplace were made. The long term objective of this reintegration support is to enable PPI returnees to effectively apply their new skills and knowledge to their workplaces to contribute to their institution's development.

## **2.5 Awardees reporting**

To meet the changes in HRD assistance and support provided by ASDiV, PPI awardees' report templates were revised and separate PhD and Masters by Research Progress Report templates were developed. The separate PhD and Master by Research templates will allow for closer monitoring of PhD and Master by Research awardees and facilitate timely assistance if and as needed (see Section 5.10 for further details).

## **2.6 Exit briefings**

Changes of focus at the exit briefings emphasised PPI awardees' awareness of their commitment to their institution's training needs and their contribution to the organisation's development on return. Awardees were reminded that the scholarships were offered to their institutions for institutional development and that awardees represented their institutions in receiving the scholarships to bring about future institutional changes and development. This message was conveyed to reinforce the purposes of the PPI program and remind the PPI awardees of their role as an institutional change agent during the reintegration process. PPI coordinators also attended the briefings to ensure they are aware of the message conveyed and are able to help in facilitating the reintegration process on the graduate's return.

## **2.7 Role of PPI Coordinators**

During the period when the PPI program was administered under ADS Support, the role of the PPI coordinator was essentially an administrative one. Under ASDiV with the PPI applications being more closely linked to the HRD needs of the institution, the coordinator's role has been extended to include HRD support. This has required a change in the mind set of the coordinator. As all but four of the coordinators belong to the HRD departments of their institutions, they were well placed to take on the additional responsibilities. While all have acknowledged and have embraced the change, it does require additional time commitments. To this end the ASDiV support will continue to be important, although varied according to the experience and needs of the coordinators. In particular, the four coordinators who are not located in the personnel and organisation departments will require ongoing support.

## **2.8 Evaluation of HRD activities**

Another change to be noted is the evaluation of each HRD activity and recording of these reports on the database. For this purpose, a PPI activity report template is designed to record any workshop, seminar or consultation activity provided by ASDiV to the PPIs in the implementation of the program. The four main parts of the template are i) outcomes, ii) follow-up, iii) evaluation and iv) comments. It is expected that the follow-up report will help improve the quality of HRD assistance to the PPIs.

### **3. Key Results of Selection Process for 2012 intake**

#### **3.1 Overall results**

The PPI Institutional Panels screened all their applicants for eligibility and ranked them in order of priority. The lists and applications were then sent to ASDiV.

In 2010 there was a significant increase in the number of PPI applications received – 160 (of which 147 were eligible and 118 were recommended for IELTS testing), compared to 115 received (of which 94 were eligible and 89 were recommended for IELTS testing) last year. The increase is partly due to the addition of two new PPIs (MOLISA and MPS) who together submitted 25 applications. There was a net increase of 20 applicants from the previous 13 PPIs.

There was also a lower number of ineligible applications (13 of 160) compared to 21 of 115 applications last year, as a result of more effective HRD support provided by ASDiV. There was a sharp increase in the number of PhD applications (41) compared to 17 last year. At the final selection stage 97 candidates were approved for conditional awards, an increase of 26 over last year's figure of 71. Ten of these were awards for PhD studies. The PPIs with the largest number of conditional awards were MPI (15), MARD (12), SBV (11), MOIT (10), MOH (8) and MOF (8). In particular, both the quantity and quality of applications from MPI were much improved this year with 21 applications submitted and 15 conditional awards received, compared to 8 applications and 3 awards last year.

Table 1 below provides a summary of the selection outcomes in the PPI category for the ADS 2012 intake.

**Table 1 - PPI Applications and shortlisted candidates by institution for 2012 Intake**

Institution	Total No. of Applicants			Total No. of Eligible Applicants			Total No. of Applicants for IELTS Testing			Total No. of IELTS Satisfied Applicants			Recommended Shortlisted Candidates 2012 Intake by Institution					Conditional Awardees 2012 Intake by Institution				
	F M Total			F M Total			F M Total			F M Total			Master PhD Total					Master PhD Total				
Ho Chi Minh National Academy of Politics & Public Administration	3	7	10	1	7	8	1	4	5	1	3	4	1	1	0	2	4	1	1	0	1	3
Ministry of Agriculture and Rural Development	7	11	18	7	10	17	7	8	15	7	5	12	6	5	1	0	12	6	5	1	0	12
Ministry of Education and Training	6	2	8	6	2	8	5	2	7	3	1	4	3	1	0	0	4	3	1	0	0	4
Ministry of Finance	5	4	9	5	4	9	5	4	9	5	3	8	5	3	0	0	8	5	3	0	0	8
Ministry of Foreign Affairs	3	4	7	2	4	6	2	3	5	2	3	5	2	3	0	0	5	2	3	0	0	5
Ministry of Health	8	8	16	8	8	16	4	4	8	4	4	8	4	3	0	1	8	4	3	0	1	8
Ministry of Justice	2	3	5	2	3	5	2	3	5	2	1	3	0	0	2	1	3	0	0	2	1	3
Ministry of Natural Resources & Environment	4	7	11	4	6	10	4	4	8	4	3	7	3	1	1	2	7	3	1	1	2	7
Ministry of Planning and Investment	15	6	21	14	5	19	13	5	18	13	5	18	12	5	1	0	18	11	4	0	0	15
Ministry of Industry & Trade	6	5	11	6	5	11	5	5	10	5	5	10	5	5	0	0	10	5	5	0	0	10
Office of Government	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PCOC	2	2	4	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Bank of Vietnam	13	2	15	13	2	15	12	2	14	12	1	13	12	0	0	1	13	10	0	0	1	11
Ministry of Labour, Invalids & Social Affairs	7	3	10	7	3	10	4	1	5	3	1	4	3	1	0	0	4	3	1	0	0	4
Ministry of Public Security	5	10	15	5	6	11	5	4	9	5	3	8	5	3	0	0	8	4	3	0	0	7
<b>Total</b>	<b>86</b>	<b>74</b>	<b>160</b>	<b>81</b>	<b>66</b>	<b>147</b>	<b>69</b>	<b>49</b>	<b>118</b>	<b>66</b>	<b>38</b>	<b>104</b>	<b>61</b>	<b>31</b>	<b>5</b>	<b>7</b>	<b>104</b>	<b>57</b>	<b>30</b>	<b>4</b>	<b>6</b>	<b>97</b>

## 3.2 Screening and selection process

In the ASDiV DD, the former Action Plan was replaced by a *Career Path Plan* which enabled increased involvement of the applicant's direct supervisor in their application. In the *Career Path Plans* submitted, there was generally a good analysis of the institutional training needs and how they could be met. However, some *Career Path Plans* submitted under PPIs, including MOLISA, PCOC or MOH, left room for improvement, specifically for a clearer analysis of how the individual applicant was going to satisfy the institution's HR needs.

While the original intention was to have the supervisor sign off on the *Career Path Plan*, this was subsequently changed to the director or deputy director of the department or institution to ensure the Plan's endorsement at a more senior and authoritative level at the place of employment. This endorsement should also ensure that there are no problems in the applicant's release from employment if a scholarship is awarded.

The completion of a Personal Statement was required for all the five Profile applicants to achieve consistency throughout the ADS program. In the past, PPI applicants were not required to write a Personal Statement as most of the content of the Personal Statement was included in the Action Plan. The information required in *Career Path Plan* was designed to complement the information in the Personal Statement. In 2011, the *Career Path Plan* template will be revised so that it better complements the Personal Statement.

In the screening and selection process, an *Application Scoring Sheet* was applied for all five Profile applicants and each PPI application was scored three times. Initially, each application was scored separately by each HRD Adviser and then jointly by the two HRD Advisers for the final score and comments. The *Application Scoring Sheet* took into account applicant's academic results, work experience, relevance of proposed study and potential contribution to Vietnam's development. With the application of a common scoring sheet, transparency and fairness across all five Profiles and the PPI program in screening were achieved. The *Application Scoring Sheet* will be revised as a result of a review of the screening and selection process.

## 4. Key activities for 2011 intake

### 4.1 Exit briefing

An Exit Briefing for the PPI fast track cohort for 2011 intake was conducted on 12 May 2010. Of the 25 fast track awardees, 18 attended the briefing, four are non Hanoi-based and could not attend the briefing and three were away on business. For the main purposes of the briefing see section 2.6 above.

Another Exit Briefing was conducted for 41 PPI 2011 intake non-fast track group on 14 December 2010. Out of the 41, six are non Hanoi-based and could not attend the session. All 35 Hanoi-based awardees attended the briefing. Follow up emails and documents were provided to the non Hanoi-based awardees.

### 4.2 Placement for 2011 Intake

There were 71 PPI candidates shortlisted for the ADS 2011 intake, of whom 62 have been successfully placed to date in Australian universities for either a mid-year 2010 (25 fast-track) or first semester 2011 (37 non-fast track) commencement. One candidate is awaiting an offer from Australian universities. One candidate, who failed to reach the required IELTS level at the first Placement IELTS test, after receiving further English training at ACET has taken the second IELTS Placement test and failed again. This



candidate has been disqualified for the scholarship. Seven candidates have withdrawn. For further details on awardees' placement and mobilisation refer to *the Placement and Mobilisation Report 2010*.

Table 2 below provides a summary of candidates placed and mobilised for the 2011 intake.

**Table 2: Placement of PPI Candidates for the 2011 Intake**

Fast-track	3	0	7			25		12	13
Non-fast track	4	0	0	1	1		37	14	23
Total	7	0	7	1	1	25	37	26	36

Out of the seven candidates who withdrew from the 2011 intake two had accepted offers of other scholarships. One had moved to the Open category and thus could not receive the scholarship under the PPI program. Four withdrew from the ADS program because of personal issues.

## 5. Key activities for 2012 intake

### 5.1 Inclusion of two new PPIs in the PPI program

In 2010, two new PPIs, MOLISA and MPS, were included in the PPI program to increase the number of participating PPIs to fifteen. AusAID and ASDiV had meetings with both ministries to brief them on the objectives of the program as well as the requirements for participation. The relatively large number of applications submitted by each of these two new PPIs in 2010 (10 from MOLISA and 15 from MPS as shown in Table 1) indicated their effective promotion of the PPI program within their institutions. The final selection stage, however, showed a considerable attrition in the number of applicants to the number approved for conditional awards when only 4 applicants from MOLISA and 7 applicants from MPS were approved. This would indicate that these two new PPIs could benefit from receiving more support in improving the overall quality of their applications in the next year.

### 5.2 PPI Institutional Procedures Manual

To enable the fifteen PPIs to more effectively participate and implement the 2010 PPI program, the *Institutional Procedures Manual* (in both English and Vietnamese) was revised and distributed to participating PPIs. Main parts of the manual are:

- > background of the Australian Awards
- > purpose of the PPI program
- > definition of a PPI and criteria for PPI participation
- > participating PPIs in 2010 program

- > ADS selection criteria for the PPI program
- > procedures for participation of each PPI in the program
- > ALA and ALAF assistance and support
- > 2010 PPI program timeline.

Feedback from the participating PPIs indicated that the document was a useful reference manual. However, analysis demonstrated that the manual is too detailed, too long and is somewhat repetitive and should be substantially revised. The manual needs to be made significantly more succinct for next year's intake.

### 5.3 PPI plenary meeting

As in the previous year, in April 2010 a plenary meeting was conducted at the Australian Embassy with the participating PPIs to review the 2009 PPI program and brief institutions on the changes and implementation of the 2010 PPI program (MARD sent an apology as the Coordinator was away). At this meeting, participating PPIs were also introduced to the concepts of Australia Awards, the Australia-Vietnam Development Cooperation Strategy, Vietnam's Human Resource Priorities, ADS/ALAS/ALAF and PPI Strategy. The revised *PPI Institutional Procedures Manual* in both English and Vietnamese was also distributed to the PPIs to provide guidelines for their effective participation in the program in 2010.

### 5.4 ADS Institutional Arrangement

An *ADS Institutional Arrangement* which was formerly called *ADS Institutional Agreement* was developed and signed between AusAID and the 15 participating PPIs to clarify the purposes of the PPI program and responsibilities of the parties involved. The change of the name and some of its content reflected the legal requirements from AusAID Canberra. The Arrangement covered a one year period from the date of signing to enable a review of the PPI program and its scope in 2011.

### 5.5 Indicative allocation target

In 2010, to assist the PPIs with nomination preparation and also provide some flexibility in scholarship allocations to the PPIs, each PPI was asked to conduct an internal training needs analysis and advise ASDiV of the possible number of suitably qualified and eligible applicants that the institution could release and nominate for the ADS 2012 intake. All fifteen PPIs sent their proposals for the indicative allocation targets to ASDiV totaling 155 indicative scholarships. By the closing date for submission of PPI applications, a total of 160 applications from fourteen participating PPIs were received, although none from OOG (see Section 7 for the reasons OOG did not have any applicants).

The difference between the proposed indicative allocation targets and the actual number of applications received from several PPIs indicated that some PPIs did not conduct a thorough training needs analysis before submitting their proposals to ASDiV; for example, MOJ (target proposed – 10; applications submitted - 5); MARD (target proposed - 10; applications submitted - 18); and PCOC (target proposed - 20; applications submitted - 4). This issue will be raised for discussion with the PPIs in 2011 for the development of a more effective pool of potential applicants and for better HRD planning.

### 5.6 Scholar's Agreement

Previously, to ensure the scholar's commitment to the institution and the PPI program during their studies in Australia and on their return, a *Scholar's Agreement* was signed between the scholar, the

institution and AusAID. In 2010, it was decided that it would be signed between the scholar and the institution only. It has now been agreed that ASDiV will no longer initiate such an agreement. From 2011, participating PPIs will be advised that this is part of their responsibilities and that the agreement will be between the scholars and themselves. A template will be provided by ASDiV and the PPIs will be requested to report to ASDiV the implementation of this requirement.

## 5.7 Development of Institutional HRD Training Plan

As discussed in Section 2.2, assistance with the development of the *Institutional HRD Training Plan* was provided by ASDiV. For this purpose, an HRD Planning workshop was conducted for thirteen participating PPIs on 5 May 2010. The aim of the workshop was to assist the PPIs in the development of their HRD Training Plans for effective nomination of the ADS applicants to meet their institutional training needs. MONRE and MOH were absent for the workshop, so a follow-up briefing was conducted for them at the ASDiV office. The workshop proved effective as it gave the PPIs a better understanding of the concept of HRD and, on this basis, institutions could be guided to undertake a training needs analysis to develop their HRD Training Plan.

## 5.8 Pre-Selection and Career Path Planning Workshop

To supplement ASDiV's regular assistance and support to the PPIs via meetings, emails and phone calls, a Pre-Selection and Career Path Planning Workshop was conducted for the ADS Institutional Coordinators and Panel members of the fifteen participating PPIs prior to the application period. At this workshop, the PPI representatives were briefed on the format and content of the new *Career Path Plan* and provided with information relating to selection criteria, documents required, and relevant procedures for promotion and selection for the ADS 2012 intake. This workshop served as a necessary and preparatory step for the PPIs to enable them to more effectively promote the program.

## 5.9 Career Path Planning workshop for PPI potential applicants

Following the Pre-Selection and Career Path Planning Workshop conducted by ASDiV for the PPI Coordinators, each PPI conducted an internal Career Path Planning workshop at their institution to assist the potential institutional ADS applicants with the development of the *Career Path Plan* and provide necessary information on the selection criteria and supporting documents required. Thirteen PPIs conducted the workshop, while they were not held by OOG and MOH.<sup>4</sup> The ASDiV Local HRD Adviser attended each workshop and assisted with the provision and clarification of necessary information.

## 5.10 On-award monitoring and post-award support

As discussed in Section 2.2, a focus on on-award monitoring and post-award support was continued with the development of a more systematic *PPI Monitoring Implementation Plan* to monitor awardees' progress during their studies in Australia and prepare for their effective reintegration into the workplaces on their return. PPI awardees are required to submit the following reports during and after their studies in Australia:

- > *Study Progress Report*: two weeks after the commencement of the second semester
- > *Return Advice*: two months prior to the end date of the award

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<sup>4</sup> The MOH coordinator was overseas and her back up was away on business at the time. OOG did not have any prospective applicants to attend such a workshop.

> *Post-Return Report*: three months after resuming work duties in Vietnam.

In general, PPI awardees and graduates continued to be not very proactive in the submission of their reports and required frequent reminders. However, to date, there are no overdue reports.

### 5.11 PPI scholarship placements

By 18 February 2011 a total number of 241 PPI scholars have been placed in Australian Universities. Table 3 shows the total number of PPI scholars who have been placed in Australian universities from 2006 to 2011 intakes.

**Table 3: PPI placements after Phase VI 2009 for 2011 Intake by institution**

MPI	4	5	6	5	9	1	30	17	13
MOJ	3	4	3	2	4	7	23	9	14
MOF	7	6	1	7	10	5	36	12	24
HCMNAPPA	7	3	6	3	4	4	27	12	15
MARD		4	1	4	6	9	24	10	14
SBV		7	10	9	9	10	45	16	29
MOFA			2	3	3	5	13	9	4
MOH			1	2	4	4	11	8	3
MOIT			1	4	4	5	14	11	3
MOET			0	1	1	2	4	1	3
OOG			0	1	1	1	3	3	0
MONRE					2	4	6	4	2
PCOC						5	5	2	3
Total	21	29	31	41	57	62*	241	114	127

(Note: data by 18 February 2011)

### 5.12 Number of PPI scholarship holders after Phase VI 2009 for 2011 intake

This section provides the total number of PPI scholarship holders, awardees and graduates after the 2011 intake. All except three scholars have gone back to their institutions after completion of their studies in Australia. Two have left MOF and one has left MPI. (See details in Table 3 below).

**Table 4: Number of PPI scholarship holders, awardees and graduates after Phase VI 2009 (2011 Intake)**

Phase I 2004 for 2006 intake	21	0	21	*Mr. Tran Van Trong (returnee) and Mr. Pham Hai Dang (returnee) have left MOF
Phase II 2005 for 2007 intake	29	0	29	
Phase III 2006 for 2008 intake	31	2 PhD	29	* Mr. Le Thanh Dong (returnee) has left MPI
Phase IV 2007 for 2009 intake	41*	4 (2 PhD)	37	* 38 from Phase IV plus 3 deferred from Phase III
Phase V 2008 for 2010 intake	57	21	36	
Phase VI 2009 for 2011 intake	62	62 (25 fast track and 37 non-fast track)	0	* One is awaiting offers from Australian universities
Total	241	89	152	

### 5.13 Financial support of 1,000,000 VND for each PPI

In 2010, the provision of the financial support of 1,000,000 VND (approximately AUD 50) to each PPI for the conduct of the Career Path Planning Workshop was continued. This money covered expenses such as the reproduction of documents for distribution to each of the potential applicants and the provision of morning tea. The thirteen PPIs conducting their own Career Path Planning Workshops received this sum of money and acquitted it satisfactorily (See section 8.4 for recommendation).

## 6. ALAF and short courses

In 2010, apart from the provision of HRD support to the PPIs for the implementation of the ADS program, activities to assist promotion of the ALAF and the Short Course Awards Pilot Program among PPIs were also conducted by ASDiV. A meeting was held in October 2010 with seven key PPIs (MPI, MOF, MOJ, MARD, HCMNAPPA, SBV and MONRE<sup>5</sup>) at the ASDiV office to raise awareness of the ALAFs and short training courses and advise of assistance available from ASDiV. Participants were pleased with the initiative and, on the basis of the *Institutional Training Plans* already developed with ASDiV assistance, all the seven PPIs conducted institutional short training needs analyses and submitted them to ASDiV. The training needs analysis included priority institutional training areas and specific courses, expected course durations and the approximate number of course participants.

Aware of the short term training needs of the PPIs, in mid November 2010, AusAID indicated that it was considering a possibility of organising a Public Management Training course. This would be for senior staff at the Director/Deputy level involved in the ADS Supervision Panels of the fifteen participating PPIs. The proposed duration of the course would be 4-6 weeks and planned to be conducted in Australia in March or April 2011 with the participation of approximately 20 people. The training needs

<sup>5</sup> An apology was received from MOLISA for the meeting.

assessment was sent to the 15 participating PPIs for their response. It was suggested that some of the senior PPI coordinators, especially those working the personnel and organisation departments, who have contributed much to the implementation of the PPI program, be included in the training course. Fourteen PPIs completed the training needs assessment and sent them back to ASDiV. MOET did not send the completed assessment back to ASDiV advising that they could not nominate people to participate in the proposed course. The completed training needs assessments were forwarded to AusAID Post who then analysed the information provided and sent the training proposal to AusAID Canberra for consideration of the course feasibility. The final decision on the provision of the course has not yet been advised by Post.

## 7. Performance of 15 participating PPIs in 2010

In general, the PPIs honoured the *Institutional Arrangement* signed with AusAID and showed commitment to achieving the aims of the PPI program. There was a significant increase in the number of PPI applications (160) compared to last year (115) together with a larger number of eligible applications (147 versus 94 last year) and a smaller number of ineligible applications (13 versus 21). The increase in the number of applications received is partly due to the inclusion of two new institutions, MPS and MOLISA, who together submitted 25 applications; however there was still an additional 20 applications from the previous 13 PPIs. At the final selection stage a total of 97 applicants were shortlisted for conditional awards as compared to 71 last year. The increase in numbers throughout the selection process indicates an improvement in both quantity and quality of nominations by participating PPIs. This was due in large part to the close cooperation between ASDiV and the PPI Coordinators and the HRD assistance provided by ASDiV.

Thirteen PPIs successfully conducted the Career Path Planning Workshops for their institutional potential applicants (the reasons that MOH and OOG did not conduct the Career Path Planning Workshop are provided in Section 5.9).

This year, MPI showed a great improvement in their nominations with the submission of 21 applications of which 19 were eligible and 18 shortlisted for IELTS testing, more than doubling the number submitted in 2009. At the final selection stage 15 applicants were offered conditional awards compared to only 3 in 2009. As in previous years, both MARD and SBV submitted high numbers of applications (18 and 15 respectively) and received conditional awards (12 and 11 respectively).

MOET responded more positively in 2010 with the submission of 8 eligible applications compared with only 2 in 2009. However, of the 7 MOET applicants shortlisted for IELTS testing only 4 met the IELTS selection requirement and received conditional awards. This indicates that MOET has some room to improve the quality of its applications next year.

No application was received from OOG. The reason for non-submission of applications provided by OOG was that OOG does not have a pool of young, potential applicants. OOG thus indicated they might consider withdrawing from the program next year. HCMNAPPA and MOH submitted the largest number of PhD applications with 7 each, but only 2 and one respectively were left after the IELTS Selection test. At the final selection stage only one applicant each was shortlisted for PhD conditional awards.

There was a disappointingly small number of four applications submitted by PCOC (compared with 10 in 2009), after an indication that they intended to submit 15. All of those submitted in this intake were for PhD studies. However, only 2 of the 4 applications submitted were screened as eligible and no application was shortlisted for IELTS testing. The explanation provided by the PCOC for the small

number of applications was the very low English language levels of prospective applicants following their internal IELTS tests at the end of the English language training course organised by PCOC.

Another issue confronting the effective participation of the PCOC is the extensive reach of PCOC potential applicants down to the provincial Party level and the geographical spread of the possible participating agencies; hence the difficulty for ASDiV (and PCOC) to effectively support potential candidates. ASDiV will discuss options with PCOC on how ASDiV might improve its support and PCOC increase its participation in the future.

As shown in Table 1, the number of applications submitted by HCMNAPPA, MOLISA, MOH and MPS was not small. However, after being screened, the number of eligible applications shortlisted for IELTS testing and finally receiving conditional offers dropped considerably. These PPIs should be targeted for more ASDiV support in the next phase to achieve higher quality nominations.

Although in 2010 MOIT was successful with their nominations (11 applications submitted and 10 receiving conditional awards), towards the end of the year it appeared that MOIT was having a problem with their panel personnel. One of the two Co-coordinators is in Korea for a training course and the other was too busy with institutional administrative issues. MOIT should be alerted to this problem so that their effective participation can be maintained next year.

The overall increase in both the quantity and quality of PPI applications in 2010 also probably reflects to some extent an improvement in promotion activities undertaken by the participating PPIs. To assist the PPIs with their promotional activities, prior to the application period, brochures, posters and the press release providing necessary information on the ADS 2012 intake and directing interested people to the ASDiV website for detailed information were sent to all fifteen PPIs. However, to date a systematic way of assessing PPIs' promotional efforts has not been developed. Steps the PPIs have actually undertaken to conduct promotional activities in their institutions have not been reported and the effectiveness of their promotion is not really known. Recommendations on how to rectify this situation are discussed in Section 8.5.

## 8. Lessons Learnt and Recommendations

### 8.1 Career Path Plan/Personal Statement

While most of the applications were of high quality, there is room for improvement in some cases, particularly in the detail provided by some applicants in the *Personal Statement* and the *Career Path Plan* linking the proposed course to their future roles and how this will assist institutional development.

**Recommendation:** That at Pre-Selection and Career Path Planning workshop with PPI Coordinators and at Career Path Planning Workshops with potential ADS applicants, the time needs to be extended for briefing the participants on the content, requirements and purposes of the Career Path Plan and Personal Statement.

### 8.2 Definition of PPIs

At the beginning of 2010 the definition of a PPI was reviewed and restated as follows:

*PPIs include selected central ministries/agencies and their provincial/regional departments and branches as well as affiliated research institutes and other affiliated non-degree award training organizations. Only staff of the organizations stated above will be included in the PPI Program of ADS.*



During the initial screening process for eligibility, 37 applications were assessed initially as ineligible since they belonged to PPIs, but did not submit their applications through the PPI program as was stipulated in the ADS application documentation. Three-quarters of these applications (27) were from MARD, mostly research institutions in the provinces. Following discussions with AusAID, it was decided that they should be re-allocated to appropriate Profiles if their non-PPI program compliance was the only reason for their ineligibility.

There seems to be two issues here. First, it appears that MARD in particular did not send out its notice about its PPI procedures to all its affiliated institutes. Second, ASDiV HRD assistance and support in practice can only be provided for the central ministry/organisation, not for their research institutes located throughout Vietnam.

Similarly, because of their geographical spread, applicants from provincial departments that are technically under their respective PPIs also cannot receive HRD assistance from ASDiV (or from their Institutional Coordinator). If nominated under the PPI program, these provincial Masters applicants would also have to meet the GPA requirement of 7.0 for all PPI Masters applicants. Furthermore, Profile 1 has been specifically set up under ASDiV to cater for provincial government staff applications.

**Recommendation:** The definition of a PPI be revised to cover only central level ministries/organisations and their affiliated civil service, non-degree training schools.

ADS applicants from PPI affiliated research institutes should apply under appropriate Profiles from next year. Applicants from provincial departments under the technical authority of a PPI ministry/agency should apply under Profile 1 for future intakes.

### 8.3 PPI Institutional Procedures Manual

Substantial revisions were made to the PPI *Institutional Procedures Manual* and while the manual was useful for the Institutional Coordinators in implementing the PPI program, its usefulness could be enhanced by providing less detail, eliminating repetition and generally making it more succinct and user friendly.

**Recommendation:** That the *Institutional Procedures Manual* be substantially revised and made more succinct and user friendly.

### 8.4 Financial support of 1,000,000 VND or AUD 50 for each PPI

There has been some querying whether the provision of financial support of VND for morning tea for participants and the reproduction of documents for the institution's internal Career Path Planning Workshops should continue. In the past it should be noted when the number of participating PPIs was small, the workshops were conducted by ADS Support and morning teas were also provided. As these workshops are being held at ASDiV's request and the ASDiV Local HRD Adviser is present at each workshop there is a good argument for continuing this practice. The amount of money is very small and its discontinuation would not enhance the desired level of cooperation between ASDiV and the PPIs.

**Recommendation:** Financial support of 1,000,000 per PPI be continued for the PPI internal Career Path Planning Workshops.



## 8.5 Promotion

As discussed in Section 7, there is room for improvement in the internal promotional activities conducted by the PPIs and for a more systematic way for assessing these activities and their effectiveness.

**Recommendation:**

- > A template be developed that can be used by the PPIs to briefly indicate both their plans for promotion in terms of the means/frequency of communication and a report on the implementation of these plans
- > Promotion activities and plans as set out in the templates be discussed at the Pre-selection and Career Path Planning workshop with the PPI coordinators
- > PPIs be required to submit the completed templates reporting on their activities together with their institutional applications
- > Feedback on institutions' promotional activities is provided by PPIs to ASDiV after the selection process.

# **A n n e x 4**

## **Placement and Mobilisation Report**

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# 1. Introduction

This report provides an analysis of statistical data relating to key aspects of the placement and mobilisation process for the ADS 2011 intake, the 2011 ALA Scholarships intake and an update on the ADS 2010 intake from 2009 Annual Report. In particular, the following elements are discussed:

- > course selection
- > IELTS placement testing
- > university selection - University Information Event
- > Pre-Course English (PCE)
- > visa preparation and processing
- > health checks
- > travel arrangements.

# 2. Overview of key results

## ADS - update on 2010 intake

At the time of preparing the 2009 Annual Report, IELTS results for 7 candidates were still pending. These candidates were required to undertake additional English language training because their IELTS test scores did not meet the required overall band score of 6.0 at the IELTS Placement Test. The candidates sat an IELTS test on 23 January 2010, and, of the seven candidates, four passed the IELTS test and were mobilised for a Semester 2 commencement in 2010. The other three candidates did not meet the IELTS requirement and had their scholarships withdrawn by AusAID. One of these candidates subsequently applied for scholarship in the ADS 2012 intake under Profile 1 and was shortlisted for a conditional offer for an ADS.

In summary, total placement for 2010 intake is as follows:

**Table 1 - Total placement for 2010 intake**

	Female	Male	Masters	PhD	Total
Total candidates short-listed	96	74	164	6	170
Less candidates withdrawn	10	8	15	3	18
Less candidates not achieving IELTS requirements	1	2	3	0	3
<b>Total placed</b>	<b>85</b>	<b>64</b>	<b>146</b>	<b>3</b>	<b>149</b>
<b>Breakdown of total candidates placed</b>					
Fast Tracked - Placement 2 <sup>nd</sup> Semester 2010 & 1 <sup>st</sup> Semester 2011	25	18	41	2	43
Normal - Placement 1 <sup>st</sup> and 2 <sup>nd</sup> Semester 2011	60	46	105	1	106

## ADS - 2011 intake

As of 10 March 2011, ASDiV has successfully placed 239 ADS awardees for the 2011 intake (including two PhD awardees who are still waiting for the letter of offer from the second university as their first preferences were rejected). This number comprises 110 fast track awardees being placed in courses commencing in second semester of 2010 and first semester of 2011 and 129 in courses commencing in first and second semesters of 2011.

After the third IELTS placement test on 8 January 2011, three candidates did not meet the IELTS requirement and had their scholarships withdrawn by AusAID.

In early December 2010, AusAID approved ADS awards for six candidates from the ALAS reserve list. These students will be mobilised for studies in second semester 2011.

## ALA Scholarships

The mobilisation process for these scholarship awardees was completed smoothly with 13 of the 16 awardees being mobilised in January 2011 and the other 3 candidates being mobilised in June 2011 for a second semester commencement.

## 3. ADS key statistics

### ADS placement process

The following five tables provide key data relating to the placement process for the 2011 intake candidates.

**Table 2 - ADS nomination summary for the 2011 intake**

Total candidates short-listed	180	91	245	26	271
Less candidates withdrawn	19	10	24	5	29
Less candidates not achieving IELTS requirements	-	3	3	0	3
<b>Total Placed</b>	<b>161</b>	<b>78</b>	<b>218</b>	<b>21</b>	<b>239</b>
Fast-track group Placement 2 <sup>nd</sup> Semester 2010	82	28	98	12	110
Normal group Placement 1 <sup>st</sup> and 2 <sup>nd</sup> Semester 2011	79	50	120	9	129

Twenty nine candidates withdrew from the ADS program. Reasons given by the candidates for withdrawal included:

Reasons	No
Medical problem	3
Personal reason	12
Work commitment	4
Receiving other scholarship	5
Pre-scholarship withdrawal by AusAID as awardee received permanent residence in Canada	1
Pre-scholarship withdrawal by AusAID as awardees changed employer from PPI to OPEN	2
Overseas for further studies	2
<b>Total</b>	<b>29</b>

**Table 3 - ADS placement summary for 2011 intake**

Students accepted directly into the course (unconditional offers)	111
Students offered a place with conditions (conditional offers)	40
Students offered a place but must complete a PCE course	86
Students waiting for offer letter	2
Preference Placements	239

**Table 4 - ADS placement summary for 2011 intake by gender, category and level of study**

Level Category	Master	PhD		Female	Male	Total	%
Open	160	15		122	53	175	73%
PPI	58	6		39	25	64	27%
<b>Grand Total</b>	<b>218</b>	<b>21</b>		<b>161</b>	<b>78</b>	<b>239</b>	<b>100%</b>
%	91%	9%		67%	33%	100%	

There are many more female awardees (67%) than male awardees (33%), which reflects the predominance of women applying for and being selected for ADS.

### **ADS courses and universities selected by candidates for the 2011 intake**

#### ***Courses selected by candidates for the 2011 intake***

This year, the scholarships' target increased to 225 (from last year's target of 170). This should translate into increases across the study sectors. As indicated in Table 5 below, the majority of scholarship awards for the 2011 intake were for study in the Governance sector, accounting for 54% of total awards, a slight increase compared to the 2010 intake but still less than the 2009 intake of

61%. The Rural Development sector experienced a decrease in awards from 32% to approximately 26%, and Regional and Emerging Issues increased slightly from 18% to 20% this year. In several individual fields there were decreases in the numbers from the 2010 intake, especially agricultural sciences which dropped from 15 to 9 placements.

**Table 5 - ADS 2011 intake placement by field of study**

Field of study	No. of Awardees			No. of Awardees (Percentages)		
	2011 intake	2010 intake	2009 intake	2011 intake	2010 intake	2009 intake
<b>1. GOVERNANCE</b>						
1.1 Law	20	13	11	8%	9%	7%
1.2 Economics	13	15	9	5%	10%	6%
1.3 Commerce	37	17	46	15%	11%	30%
1.4 Development Studies	6	4	4	3%	3%	3%
1.5 Communication Studies	11	4	8	5%	3%	5%
1.6 Management	9	5	2	4%	3%	1%
1.7 Information Management	5	4	6	2%	3%	4%
1.8 International and Public Policy	19	8	8	8%	5%	5%
1.9 Social Science	10	4	1	4%	3%	1%
<b>Sub-total</b>	<b>130</b>	<b>74</b>	<b>95</b>	<b>54%</b>	<b>50%</b>	<b>61%</b>
<b>2. RURAL DEVELOPMENT</b>						
2.1 Agriculture and Applied Sciences/Technology related to Rural Development	9	15	9	4%	10%	6%
2.2 Agricultural Economics and Trade (international and domestic)	6	2	2	3%	1%	1%
2.3 Animal Husbandry	5	5	0	2%	3%	0%
2.4 Community Development and Social Welfare studies (related to Rural Development)	18	5	5	8%	3%	3%
2.5 Environmental Studies	14	12	14	6%	8%	9%
2.6 Forestry and Forest Science	3	4	2	1%	3%	1%
2.7 Geography	1	0	2	0%	0%	1%
2.8 Marine Science, Aquaculture and/or Fisheries	5	5	4	2%	3%	3%
<b>Sub-Total</b>	<b>61</b>	<b>48</b>	<b>38</b>	<b>26%</b>	<b>32%</b>	<b>25%</b>
<b>3. REGIONAL, TRANSBOUNDARY AND EMERGING ISSUES</b>						
3.1 Epidemiology and Population Health	5	5	1	2%	3%	1%
1.1 Law	16	9	5	7%	6%	3%
1.2 Economics	20	10	15	8%	7%	10%
1.3 Commerce	5	2	0	2%	1%	0%
1.4 Development Studies	2	1	1	1%	1%	1%
1.5 Communication Studies	<b>48</b>	<b>27</b>	<b>22</b>	<b>20%</b>	<b>18%</b>	<b>14%</b>
1.6 Management	<b>239</b>	<b>146</b>	<b>155</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 6 - ADS 2011 intake placement by field of study, province, gender and level of study**

Field of studies	Female	Male	Master	PhD	Grand Total
Agricultural Economics and Trade (International and Domestic)	2	4	6	-	6
Agriculture and Applied Sciences/Technology related to Rural Development	6	3	7	2	9
Animal Husbandry	1	4	5	-	5
Commerce	27	10	33	4	37
Communication Studies	10	1	11	-	11
Community Development and Social Welfare Studies (related to Rural Development)	10	8	18	-	18
Development Studies	4	2	6	-	6
Economics	9	4	11	2	13
Education	18	2	17	3	20
Environmental Studies	6	8	12	2	14
Epidemiology and Population Health	3	2	4	1	5
Forestry and Forest Science	1	2	3	-	3
Geography	1	-	1	-	1
Health Studies	11	5	14	2	16
Information Management	4	1	5	-	5
International and Public Policy	12	7	18	1	19
Law	13	7	20	-	20
Management	6	3	8	1	9
Marine Science, Aquaculture and/or Fisheries	3	2	4	1	5
Monitoring and Evaluation for Development Results	4	1	5		5
Social Science	10		8	2	10
Transnational Crime Prevention and Security	-	2	2	-	2
<b>Grand Total</b>	<b>161</b>	<b>78</b>	<b>218</b>	<b>21</b>	<b>239</b>

### Universities selected by candidates for the 2011 intake

ASDiV notes the following trends in the distribution of ADS awardees by university for the 2011 intake:

- > ADS candidates were placed in 24 universities, an increase of 50% compared to 16 universities for the 2010 intake, primarily due to the increase in the number of scholarships.
- > The universities deemed to be ranked in 'Group 8' remain the most popular universities. However, a number of awardees were also placed in some 'new' universities like Bond University and Southern Cross University, and some traditionally less popular universities including La Trobe, Murdoch, James Cook and Flinders University.
- > The University of Queensland (UQ) was by far the most popular university receiving 52 awardees in the 2011 intake; however, the number of awardees increased only by 2% compared to a 72% increase in the previous year. This may be attributed to the following:
  - A considerable number of ADS students in the 2010 intake who applied for UQ were transferred to other universities because they did not meet UQ's IELTS requirements. As a consequence, ADS candidates for 2011 intake were advised to select universities more



carefully than the previous year by making at least one of their choices to another university where the IELTS requirement is lower.

- The Rural Development sector has had a strong association with UQ and ANU and, as students transfer from UQ to another university, ANU becomes a more attractive option for prospective students. ANU received more students this year, reflecting a 32% increase compared to the previous year, as it generally has programs that meet the ADS students' needs. In addition, ANU offers courses with lower English language requirements such as Graduate Diplomas where the IELTS requirement is 6.0 rather than 6.5 as at UQ. More importantly, students do not need to sit the IELTS test again after studying PCE at ANU in contrast to UQ.
- > The University of Melbourne received the second highest number of awardees with 41, a significant increase compared to 20 in the previous intake. This is probably due in part to the increased IELTS requirement by Monash from 6.5 to 7.0 for Commerce and Law, while the University of Melbourne still allows students with IELTS 6.5 to undertake Masters in these fields. Melbourne has also cancelled the requirement of the Graduate Management Admission Test (GMAT) in graduate business studies for ADS students to make entry easier.
- > ANU ranked in the third place with 25 awardees, with most students choosing Public Policy and Environmental Studies.
- > Monash University followed ANU with 14 students, experiencing a slight increase in placements (from 12 to 14), with most majoring in Education and Commerce.
- > The University of Sydney, University of New South Wales, Latrobe University and Queensland University of Technology also experienced significant increases in the number of students, mostly in the Governance sector. As Rural Development and Regional and Other Emerging Issues, in particular, have experienced an increase in the number of awards, this has resulted in a broader spread of placements in less popular universities such as Bond, Southern Cross, Murdoch and Macquarie University, which offer appropriate courses in these two areas.

**Table 7 - ADS placement by institution 2011 intake**

Institutions (23)	Masters & Diplomas	PhD	Total		
	2011 intake	2011 intake	2011 intake	2010 intake	2009 Intake
Australian National University (ACT)	24	1	25	19	9
Bond University (QLD)	1	0	1	0	0
Curtin University (WA)	4	0	4	5	3
Deakin University (VIC)	2	0	2	0	0
Flinders University (SA)	7	1	8	3	5
Griffith University (QLD)	0	1	1	0	0
James Cook University (NT)	6	1	7	6	0
La Trobe University (VIC)	10	2	12	2	3
Macquarie (NSW)	0	1	1	0	5
Monash University (VIC)	12	2	14	12	23
Murdoch University (WA)	1	0	1	0	0
Southern Cross University (QLD)	3	0	3	0	0
Swinburne University of Technology (VIC)	0	0	0	0	1
Queensland University of Technology (QLD)	8	1	9	3	4
RMIT (VIC)	2	0	2	1	1
University of Adelaide (SA)	4	3	7	9	6
The University of Melbourne (VIC)	41	0	41	20	21
University of NSW (NSW)	12	3	15	7	17
University of New England (NSW)	0	0	0	0	0
University of Queensland (QLD)	50	2	52	51	29
University of Sydney (NSW)	16	0	16	4	14
University of Tasmania	1	2	3	0	0
University of Technology Sydney (NSW)	7	0	7	4	11
University of Western Australia (WA)	1	0	1	0	0
University of Western Sydney (NSW)	0	0	0	0	1
University of Wollongong (NSW)	2	0	2	1	1
University of Canberra (ACT)	0	0	0	0	1
Victoria University (VIC)	4	1	5	2	0
<b>Total</b>	<b>218</b>	<b>21</b>	<b>239</b>	<b>149</b>	<b>155</b>

### Pre-course English (PCE) required by the universities

Of the 239 ADS awardees placed in universities for the 2011 intake, 87 required a period of PCE prior to entry into their award courses. Table 8 below illustrates the percentage of awardees requiring PCE.

The total number of weeks of PCE included in offers for the 2011 intake to date is 922 weeks, compared to 726 weeks for the 2010 intake. This represents an average of 11.85 weeks per awardee for the 2011 intake. Again, at the time of reporting, there are 2 awardees waiting for the letters of offer from universities to be finalised. However they both have IELTS scores of 6.5 and no sub-band below 6.0.

**Table 8: Length of PCE required for 2006 - 2011 intakes**

2011	239	87 (36%)	1,031	11.85	408,360
2010	149	63 (42%)	726	11.52	260,868
2009	155	70 (45%)	856	12.22	316,734
2008	133	41 (31%)	428	10.44	N/A
2007	138	26 (19%)	351	13.50	N/A
2006	143	39 (27%)	509	13.05	N/A

**Table 9: Summary of PCE course length by 'Placement' IELTS scores**

IELTS Placement Score PCE Length (weeks)	6	6.5	7	Total
5 weeks	0	1	0	1
6 weeks	1	0	0	1
10 weeks	18	2	0	20
11 weeks	26	3	0	29
12 weeks	13	4	0	17
14 weeks	4	0	0	4
15 weeks	2	0	0	2
16 weeks	10	0	0	10
17 weeks	3	0	0	3
<b>Total</b>	<b>77</b>	<b>10</b>	<b>0</b>	<b>87</b>
Waiting for Offer	0	2	0	2
<b>Total</b>	<b>77</b>	<b>12</b>	<b>0</b>	<b>89</b>

As part of the process of checking awardees' offer letters, ASDiV assesses the appropriateness of PCE courses, i.e. their length of time in relation to the awardees' entry level IELTS, the course they are undertaking and any other special circumstances that may arise. All cases considered outside the normal length of time offered are queried with the university to check the reasons for the specified

length of time. Amendments to the length of time are requested by ASDiV where they are considered to be justified.

The ten awardees with IELTS of 6.0 are undertaking the 16 week PCE at three universities. Six awardees at Sydney University who are doing a combined PCE and IAP; two awardees at Curtin University who are undertaking the English Language Bridging course rather than the shorter ELICOS course, as it is a cheaper and more appropriate course; and two awardees at Monash who have been approved by AusAID to do the 16 week PCE.

### ADS placement IELTS testing – 2011 Intake

1st Placement Test (117 candidates)				Self-funded and 2nd Placement Test (32 candidates)				3rd Placement Test (6 candidates)		
16-Sep-10		23-Oct-10		20-Nov-10				08-Jan-11		
Pass	Fail	Pass	Fail	Pass Self-funded Test	Pass ADS funded test	Pass both ADS and self-funded test	Fail	Pass Self-funded Test	Fail	Withdraw
82	31	3	1	19	5	2	6	2	3	1
Total Pass: 85 <sup>6</sup> (73%) Total Fail: 32 (27%)				Total Pass: 26 (81%) Total Fail: 6 (19%)				Total Pass: 2 (40%) Total Fail: 3 (60%)		

### First placement test

There were 117 candidates in the ELT group for the 2011 intake. On 16 September 2010, 113 candidates (79 in Hanoi and 34 in Ho Chi Minh City) sat the IELTS test, 4 others (3 from Hanoi and 1 from Ho Chi Minh City) sat the test on 23 October 2010.

Of the 113 candidates taking the test in September, 82 (including 5 IELTS re-marked candidates) reached the required level and the other 31 were not successful. Of the 4 candidates taking the test in October, 3 reached the required level. One successful candidate finally withdrew from the program due to personal reasons making the total number of successful candidates after the first Placement Test 84. The total number of unsuccessful candidates after the 1st Placement test was 32 (27%).<sup>6</sup>

### Second placement test

After the 100 hours of English training, 21 of these 32 students were recommended by the ELT provider to take the second IELTS Placement Test on 20 November 2010. However, between the first and the second Placement Test, with AusAID's concurrence, a number of candidates took the IELTS test at their own expense and passed. After the IELTS test on 20 November 2010, six candidates still failed to

<sup>6</sup> One candidate withdrew from the program after receiving IELTS results for personal reasons

meet the IELTS requirement (19%). They will have the opportunity to sit the third IELTS Placement Test on 8 January 2011.

### ***Third placement test***

Out of six candidates whose IELTS test scores did not meet the required overall band score of 6.0 and were given another opportunity to sit the IELTS test on 8 January 2011, one withdrew from the program due to family reasons, two passed and three candidates did not meet the IELTS requirement and had their scholarships withdrawn by AusAID.

### **University information event**

On 8 and 10 June 2010, ASDiV organised the annual ADS University Information Event in Hanoi and Ho Chi Minh City. The purpose was to provide ADS candidates with access to university representatives to discuss course options and complete their course selections. Twenty seven universities attended the event (the same number as in 2009), including many of the 'less popular' universities who have continued to support the event year after year.

The event was held from 5pm to 9pm at the Horizon Hotel in Hanoi and the Duxton Hotel in Ho Chi Minh City to accommodate the students' study time at ACET. According to the feedback from 23 universities, the events were well organised and the quality of students was very good. The venue in Ho Chi Minh City was suitable, but in Hanoi the services provided at the Horizon Hotel were unsatisfactory and the event participants were disturbed by the noise level from an adjacent celebration. This hotel will not be used again. The first choice in Hanoi would usually be the Melia Hotel, but unfortunately this hotel was booked out and other hotels such as the Metropole and the Hilton did not provide a cost effective alternative.

Generally, both verbal and survey feedback indicated that the candidates found the event valuable for making their course selections. Overall, the universities were pleased with the arrangements for the event (78% rated the "quality of arrangements" 4 and 5 on a 5 point scale, and the remaining gave a 3 rating. On the separate question where the "effectiveness" (including "cost effectiveness") was rated, 65% gave a rating of 4 or 5, 26% gave a rating of 3 and two universities gave a rating of 2. However, these same two universities gave a rating of 4 and 5 for quality of the arrangements. Thus, the low rating could reflect their lack of success in attracting students. The 'popular' universities were very satisfied with the event, while the 'less popular' universities focused their comments on the number of students they were able to see. This is quite understandable because the ADS program can only provide a finite number of students and not all will turn up to the event. Universities were provided with comprehensive information by ASDiV prior to the event including the cost, the numbers of students expected at each location and their fields of study, and from there it was up to the universities to decide if it was feasible for them to attend.

Before the events, ASDiV provided a *Nomination Form Briefing* to candidates to brief them about conducting their course research and document requirements. Counselling by the National Academic Adviser was also provided to those students who needed more support via email and telephone or face-to-face. ASDiV also provided every ADS candidate with an updated copy of the "Vietnam ADS Candidates Guide" at the Briefing.

Most universities stated that the students were well-prepared with relevant documents which enabled the universities to provide students with detailed information and assist with their final course selections.

However, several universities noted that some candidates had already made up their minds about the courses and universities prior to seeking advice or “shopping around”.

The newly contracted universities such as Carnegie Mellon University and Southern Cross University indicated that they would like ASDiV’s assistance in disseminating information about their universities among students. However, from the point of view of fairness, transparency and privacy, ASDiV can only assist universities promote their programs by sending information, regarding courses and events, to all ADS students but cannot give their details to universities.

In briefing the university participants at the Ho Chi Minh City event, the Team Leader canvassed the possibility of changing the date for the event to November 2010 or March 2011. In selecting between different times for the event, the university participants present were divided in their choice. However due to the consolidation of the ADS and ALAS into single application process and the early date for the opening of applications, it was finally decide to organize the university information days in mid-April.

### ***ADS mobilisation***

#### ***Mobilisation 2011 intake***

At the time of this report, except for 110 fast track candidates who have been mobilised for Australia, the remaining awardees will depart to Australia from 22 December 2010 to June 2011. Table 10 below shows comparative mobilisation figures over the period 2003 to 2010 for awardees commencing their studies in Australia:

**Table 10 - Number of ADS awardees mobilised 2003-2011**

2011	239
2010**	149
2009	155
2009	133
2007	138
2006	143
2005	145
2004	130
2003*	1
Total	1,234

\*ADS Support contract commenced in 2003

\*\* ASDiV Program contract commenced in November 2009

### ***Health checks***

Following a competitive bid, ASDiV Program maintained the medical services contract with Hanoi Family Medical Practice (HFMP) to December 2010. HFMP clinics in Hanoi, Danang and Ho Chi Minh City have fulfilled their contract responsibilities.

ASDiV Program conducted surveys on health checking arrangements and services with the ADS candidates in March and October 2010. In general, the feedback was positive. However, some students responded that they preferred to have the medical check on a weekend so it would not affect their study time at ACET. A few students indicated some dissatisfaction with the attitudes of some staff and having to queue for service although appointments had been made. These complaints will be taken up with HFMP.

### ***Visa processing***

For the 2011 fast track group, three candidates experienced mobilisation delays due to health issues which delayed the issuing of their visas. Two candidates actually received their visas two weeks into their IAP, but still wished to start their course in semester 2, 2010 rather than wait for another semester. This was achieved by ASDiV obtaining the universities' and AusAID's approval, and by quickly finalising other processes for their departure. The other candidate was subsequently mobilised for the first semester 2011.

For the normal group, three awardees who need to study Pre-course English in Australia experienced mobilisation delays due to health issues. One awardee received the visa one week after the estimate start date and ASDiV co-ordinated with the university to ensure smooth arrangements for student after his class commenced. The other 2 awardees are waiting for further medical test results (approximately 2.5 months from 28 February). These awardees may have to start their PCE in Oct 2011, as they will not get the visa on time to start their course in second semester 2011. This delay will be raised further with DIAC office, since all 3 awardees had their medical checks in August 2010 to allow sufficient time for them to have further tests if requested by DIAC.

Although there was very short notice for course commencement dates as a result of late IELTS Placement Tests and delays in the offer process due to slowness in approval of the scholarship budgets by AusAID Canberra, ASDiV Program and Embassy Visa Office staff worked closely to try to complete all appropriate procedures and issue visas on time, notwithstanding the delays associated with medical test results mentioned above,

### ***Travel arrangements***

It is noted that for those awardees who need to travel long distances on Australian domestic airlines i.e. to Hobart, Townsville or Perth, differential baggage allowances from international and Australian domestic flights could be a problem for awardees. Vietnam Airlines allows 35Kgs on their international flights but cannot guarantee this allowance for connecting Australian domestic flights because of their contractual relations with Qantas and Virgin airlines. AusAID confirmed that students have to pay for any excess luggage costs out of their establishment allowance. However, at the time of this report, there have been no documented cases where ADS students have had to pay extra baggage allowances for these routes.

For the period from January to February due to the flood in Queensland and the high season period, all Vietnam Airlines flights were fully booked and hence ASDiV had to book tickets from other airlines such as Singapore Airlines, Thai Airways and Malaysia Airlines. However of the three airlines only Singapore allows 35kg of luggage.

### **Pre-departure briefings**

In 2010, ASDiV continued to arrange and deliver the Pre-Departure Briefings (PDB) on behalf of AusAID. The PDBs aim to provide awardees with useful information to meet the challenges and responsibilities of life and study in Australia. PDBs were held as follows:

**Table 11 - Schedule of Pre-Departure Briefings for 2011 intake**

Fast track	Date: 04-05 May 10 Venue: Australian Embassy	Date: 07 May 10 Venue: Australian Consulate-General
Normal	Dates: 15-16 December 10 Venue: Australian Embassy	Date: 13 December 10 Venue: Riverside Hotel, HCMC

The format of the PDBs for the fast track group in May 2010 was similar to those conducted in previous years. In the morning session, presentations were given on awardees responsibilities and obligations while in Australia and when they return to Vietnam; living and studying in Australia including costs; basic legal information and accommodation options; and entitlements as ADS awardees. In addition, a brief presentation was given on the alumni program. In the afternoon session, presentations were given on gender and HIV/AIDS by representatives from UNAIDS, and a Q&A session featuring recently returned ADS alumni giving their perspectives on living and studying in Australia. To conclude the PDBs, certificates were presented to each of the awardees to mark their success in being awarded an ADS by the Ambassador or a senior Australian diplomatic officer.

However, for the PDBs in December 2010, a new session on safety and security was conducted by the Australian Federal Police. In addition, the Q&A session with alumni was extended to allow extra time for ADS/ALA candidates to meet with ADS alumni and to register for the mentoring program.

## **4. ALA Scholarships key statistics**

After completion of the ALAS selection process, 20 scholarships were offered to Vietnamese applicants. Of the 20 ALAS, three applicants have since received Endeavour Awards and one student received a Fulbright Scholarship, hence these students have withdrawn from the program. The other 16 students accepted the ALAS. Mobilisation arrangements have been made, or are in progress, for these awardees to commence their studies in the first or second semester of 2011.

In early December 2010, AusAID approved ADS awards for 6 candidates from the ALAS reserve list. These students will be mobilised for study in Australia in second semester 2011.

### **ALAS placement**

Although the ASDiV Program does not undertake placement for ALAS, the following tables summarise final outcomes after the completion of the ALAS acceptance of offers.



**Table 12 - ALA Scholarships awardees 2011 intake by field of study**

01 - Natural and Physical Sciences	1	0	1
02 - Information Technology	1	0	1
03 - Engineering and Related Technologies	1	0	1
06 – Health	1	0	1
07 – Education	2	3	5
08 - Management and Commerce	0	1	1
09 - Society and Culture	4	2	6
<b>Total</b>	<b>10</b>	<b>6</b>	<b>16</b>

**Table 13 - ALA Scholarships awardees 2011 intake by institution**

Monash University	1	0	0	0	1
Queensland University of Technology	1	0	0	0	1
Swinburne University of Technology	0	1	0	0	1
The University of Adelaide	1	0	0	0	1
The University of Melbourne	0	0	1	0	1
The University of New South Wales (including ADFA)	3	2	0	0	5
The University of Queensland	1	0	0	1	2
The University of Sydney	0	0	1	1	2
University of Canberra	0	0	1	0	1
Victoria University	0	0	0	1	1
<b>Total</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>16</b>

## ALAScholarships mobilisation

**Table 14 - Schedule of ALA Scholarships awardee departures 2011 intake**

Jan-11	13
Jun-11	3
Total	16

### ***Health checks***

The same health check arrangements were used for the ALAS awardees as for the ADS awardees.

### ***Visa processing***

Visas have been issued on time for ALA Scholarships awardees due to be mobilised in January 2011. All visa applications for the awardees mobilising in June will be forwarded to DIAC for processing in March 2011. The visas are expected to be issued in May 2011.

### ***Travel arrangements***

The same travel arrangements have been used for ALAS awardees as for ADS awardees. There have been no reported cases of late ticket issuing or flight delays.

### ***Pre-departure briefing***

In a change from previous practice when the PDB was held separately in Hanoi for ALAS awardees, this year the PDB for ALAS awardees was held together with ADS awardees in both Hanoi and Ho Chi Minh City. Awardees based outside of Hanoi and Ho Chi Minh City were reimbursed for the cost of travel and accommodation to attend the briefing. Some small changes were made in the briefing to incorporate specific ALA conditions. The awardees also received the certificates celebrating their achievements as ALAS awardees.

## **4. ALAS reserve list transfer to ADS**

In December 2010 AusAID approved ADS awards for six candidates from the ALAS reserve list. Of the 6 candidates, one received Endeavour Awards and hence did not take up the scholarship. Mobilisation arrangements have been made for the five awardees to commence their studies in second semester 2011.

The following table summarise final outcomes of the 5 ADS awardees.

**Table 15: ADS Scholarships awardees 2011 intake by field of study**

07 – Education	1	1	2
09 - Society and Culture	2	1	3
Total	3	2	5

**Table 16: ADS Scholarships awardees 2011 intake by institution**

Monash University	0	0	0	2	2
Latrobe University	1	0	1	0	2
The University of Sydney	1	0	0	0	1
Total	2	0	1	2	5

**Table 17: Schedule of ADS Scholarships awardees departures 2011 intake**

Jun-11	4
Jan-12	1
Total	5

## 6. Current issues

### 6.1 ADS issues

#### ***Budget approval***

Delays in approval of scholarship budgets by AusAID Canberra has had a domino effect from the initial delays in the offer, leading to delays in obtaining student visas on time, therefore causing the students to delay their start dates at the Australian universities. Of note is that several fast track students have experienced a delay in their offers but preferred to go to Australia rather than wait for another six months in Vietnam. These students then missed several weeks of their PCE or IAP in Australia.

#### **OASIS**

Offers cannot be revised after being approved on OASIS. In some circumstances the student, after receiving his/her offer, wishes to make changes to the offer conditions but cannot do so, as approved

offers cannot be changed on OASIS. ASDiV cannot change the offers on OASIS but rather has to decline the offer and create another offer with the same details for that student. Students' files may be duplicated on OASIS, if students do not agree with the details of the offers. This matter has been raised in the response to the survey on OASIS.

### ***English language requirements***

The fast track group for 2011 intake increased significantly from 43 in the 2010 intake to 110 candidates this year due to the increase in the number of scholarships to 225 and the generally higher English language levels of the 2011 intake. These candidates have achieved IELTS averaging 6.0 with no sub-band below 5.5.

It is noted that for 2010 intake, there were a number of students who had to do further English language training in Australia in order to meet the university language requirements. However, 10 weeks of PCE in Australia was insufficient for 12 candidates to reach the IELTS requirement set by the universities. As a result, they had to transfer to other universities that accepted them with their current IELTS results. One student, who could not find any university that accepted his IELTS score, had to return to Vietnam and his scholarship was withdrawn.

This year, AusAID provided ADS students with more opportunities to meet the AusAID IELTS requirement. In particular, AusAID accepted ADS students' self-funded tests taken after the Placement Test on 16 September 2010 and before the additional Placement Test on 20 November 2010, provided that the results were submitted to ASDiV before the latter date. During this period, ASDiV received 21 self-funded IELTS results from ADS students who met the IELTS requirements. ASDiV will forward these results to their selected universities and follow up the offers with the aim of assisting students achieve their start date as advised by the universities.

There were 3 candidates who had their scholarships withdrawn by AusAID as they did not meet the IELTS requirement after the 3rd Placement test. These candidates have been encouraged to apply for the ADS/ALAS round which was opened on 11 March 2011.

### ***ADS protocol***

Some universities have broken ADS protocol by contacting students directly to ask them to pay application fees and information pertaining to their scholarships. This is not permitted during the placement process as all correspondence to students should be via ASDiV. We note this break in procedure and ask the Australia Scholarship Section to remind the universities about this procedure.

### ***Travel bookings***

There has been a change from previous practice when the airline tickets were booked at the time offers were signed by AusAID and Vietnam Airlines issued tickets to students only five days before student's departure date. However, for this year, due to the change in the Vietnam Airlines system, ASDiV was required to send all student visas to Vietnam Airlines within one week after booking for the tickets to be issued, otherwise the booking would be cancelled. This makes the booking very complicated from a logistical point of view, as ASDiV depends on the Visa Office to issue visas. If the Visa Office cannot provide visas on time, the bookings will be automatically cancelled in the system and re-booked flights may not guarantee the required travel dates of students. This is very difficult for ASDiV in the period from mid-December to February. ASDiV will raise this matter with Vietnam Airlines when discussing the next contract.

## 6.2 ALA Scholarships issues

The ALAS mobilisation process is relatively simple and all ALAS awardees have indicated satisfaction with the process and noted that they did not experience any problems with their mobilisation. Generally, ALAS awardees are a more mature group of students than the ADS group and many have previously studied abroad including in Australia.

# **A n n e x   5**

**Annual Academic Outputs Report**

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## 1. Introduction

This report covers two of the three areas set out in the Head Contract for the Annual Academic Outputs Report:

- > Information on scholars' progress during their study in Australia including variations and highlighting of high achievers and students who may be at risk
- > Details of completed scholarships including information on pass/failure rates and the reasons for failure.

The third area on post-graduation monitoring activities is covered, to the extent possible at this stage of the program's implementation, in the Annual M&E Report (annex 7), the PPI Program Annual Report (annex 3) in respect to PPI graduates, and the Australia Awards Alumni Program Report (annex 6) for activities relating to alumni.

Information on, and analysis of scholars' progress and completed scholarships is seriously constrained by the incomplete and inaccurate data on OASIS. Thus the information provided in these two sections of this report is incomplete and does not provide a comprehensive picture of scholars' academic progress, achievements and failures. To provide much of the information required, ASDiV had to request the IT section of the Australian Scholarship Section (ASS) for additional data. Even so, this data is incomplete. The section of the report on variations is based on the variation requests received by ASDiV.

## 2. On scholarship progress

This section of the report has been prepared on the basis of the information from OASIS provided by the ASS IT team for the year up to 23 November 2010. After careful analysis of the information provided, it is clear that most universities in Australia do not update students' progress on OASIS as often as is required to ensure accurate and up-to-date records. The following shortcomings are noted:

- > There are a number of students who completed their studies in July 2010 but their status on OASIS is still showing that they are on scholarship as at 23 November 2010.
- > Almost all students' academic progress information is out of date.
- > 45% of the students on the list have not had their results updated.
- > There is no indication that informs the reader of the results period i.e. what semester the results are for or whether the results are for the whole period of study.
- > There were many cases where students were finishing their final semester of study, but the data on the OASIS system still show that the students were completing their English requirements to enter the Masters course.
- > Many of the requests for course transfers or extensions from students which have been approved by ASDiV during the year have not been recorded on the system.
- > Cases where students have already returned to Vietnam and their status on the system show the students' "results still pending" were observed. In this regard, this section on OASIS should show more detail to reflect cases where i) a student returns home without completing the degree, ii) research students return home and wait for their results, and iii) students return home without submitting their thesis. It is recommended that the universities should report to ASDiV cases where students have returned to Vietnam without their degree being finalised.
- > Cases where students have arrived in Australia but their details are not shown in OASIS.



- > Cases where students failed one or two subjects during their studies but the universities did not notify AusAID or ASDiV of the students' progress. This makes it very difficult for ASDiV to work with universities to seek solutions for at-risk students to avoid potential student failures. Moreover, it is important that the universities seek approval from AusAID before allowing students to repeat subjects because of the financial implications.

Since the data for this section are not reliable, ASDiV is unable to provide AusAID with a comprehensive and accurate picture of the pass/failure rates or analysis of the reasons for failure. Nor is ASDiV able to provide accurate information at this stage on high achievers as this will require contacting individual universities at the end of each semester.

Table 1 below summarises the number of ADS and ALAS students on scholarships from 2007 to 2010 based on the data provided by the ASS IT section. These are not complete figures as ASDiV records show there are 340 scholars in Australia up to the end of 2010.

**Table 1 - Number of ADS and ALAS students on scholarships up to 2010**

	ADS				ALAS		
Academic Progress	Doctoral Degree	Masters Degree (CW)	Masters Degree (Research)	Grand Total	Doctoral Degree	Masters Degree (CW)	Grand Total
Satisfactory	17	169	2	188	27	4	31
Unsatisfactory	0	5	0	5	0	1	1
<b>Total</b>	<b>17</b>	<b>174</b>	<b>2</b>	<b>193</b>	<b>27</b>	<b>5</b>	<b>32</b>

It is noted that of five cases reported as unsatisfactory progress, three cases involve an extension request to ASDiV and will be analysed in more detail in Section 4.1.4 Extensions. The remaining two cases were not reported and hence no action has taken place. Details of other variation requests for ADS students on scholarship will be discussed further under Section 4 Award variations.

At the time of this report, all variation requests for ALAS students have been considered and approved by ASS.

## 2.1 ADS students' progress

**Table 2 - ADS students' progress in Australia**

Student progress in Australia	Number of students	Percentage
High achiever	21	11%
Student at risk	8	4%
No comments	86	45%
Other reasons	78	40%
<b>Total</b>	<b>193</b>	<b>100%</b>

*High achievers* as grouped by the universities are students with “good academic standing, excellent progress, outstanding performance, and/or high distinction average”. For the year ending 2010, based on the incomplete data obtained on the 193 students, high achievers account for 11%.

*Students at risk* are students who fail one or more subjects and, again on the incomplete data provided for 2010, the 8 at risk students accounted for 4% of the 193 ADS scholars recorded in the OASIS system. The reasons for these failures are discussed in Section 4.2. It is noted that there were several students who fell pregnant whilst in Australia and their delivery date was very close to their examination time. This situation will almost always cause students to be at risk, as it would be difficult for them to complete their studies and/or have the mental concentration necessary to pass their examinations. From a purely financial point of view, both at risk cases above could increase costs for AusAID.

It is highly desirable that students inform ASDiV of pregnancy cases on a timely basis so that plans can be made ahead of time to mitigate any negative consequences. This would allow ASDiV to recommend a suspension of studies so that the student could take appropriate leave and/or return home and be in familiar surroundings for the birth and post-natal care. Returning home may be the best option for the student from a study point of view and for the well-being of the student; moreover, it should minimise any unforeseen additional costs that may result.

The ASS IT data show that Pham Thi Hong Phuc (Masters), Dam Van Phai (Masters), Nguyen Trung Kien (PhD) are students in the *at risk* category. Their respective universities have approved these students to repeat their subjects without reporting to AusAID.

The *no comments* category accounts for 45% of students (or 86 students) on whom ASDiV has no data or information because the universities have not updated student information/progress on OASIS. As a consequence, this report cannot analyse the progress and circumstances of these students. The lack of information is regrettable as there may be at risk students who need assistance, guidance and/or ultimately variations. Having little information on this many students leaves ASDiV in a very reactive position in the face of circumstances where mitigating action may need to be taken to assist at risk students.

Seventy-eight students in the *other reasons* category variously fulfilled the university's academic requirements.

## 2.2 ALAS students' progress

**Table 3 - ALAS students' progress in Australia**

Student progress in Australia	Number of students	Percentage
High achiever	3	9%
Student at risk	2	6%
No comments	12	38%
Other reasons	15	47%
<b>Total</b>	<b>32</b>	<b>100%</b>

As ASDiV does not manage ALAS students while they are in Australia, no further analysis can be provided in this section.

### 3. Scholarship completion

From the file provided by the ASS IT team, it is noted that there are many more students who have graduated but whose names are not recorded in the data sheet. As such, this report will only provide analysis on the information obtained from ASS.

**Table 4 - Number of ADS and ALAS students completed their scholarships in 2010.**

Scholarship Status	ADS			ALAS		
	Doctoral Degree	Masters Degree (CW)	Grand Total	Doctoral Degree	Masters Degree (CW)	Grand Total
Finalised	1	53	54	0	1	1
Finalised pending results	1	3	4	2	1	3
<b>Grand Total</b>	<b>2</b>	<b>56</b>	<b>58</b>	<b>2</b>	<b>2</b>	<b>4</b>

#### 3.1 ADS

**Table 5 - Academic completion for ADS students**

Academic Completion	Number of students	Percentage
High achiever	5	9%
Pending results	4	7%
No comments	35	60%
Other reasons	14	24%
<b>Total</b>	<b>58</b>	<b>100%</b>

As can be seen from the Table 5, there were five students in the *high achiever* category who achieved excellent results. One PhD student was approved by ASS and the Ministry of Education and Training (MOET) to continue Post-doctorate studies on an externally funded scholarship. The remaining four are Master students.

Eighty four percent (84%) of the ADS students in the above data have completed their studies without any particular problems noted.

Four students have *results pending*, one of whom one is a PhD student (according to ASS IT data). This seems odd as the PhD student's completion date is 31/3/2010. It is probable that the student may have received their result but this has not been posted on the system. The remaining are Masters students with a completion date of 16 July 2010. Again, this appears to be an updating issue, as the results should have been posted by now given the completion date.

## 3.2 ALAS

There are only four ALAS students who completed their courses in 2010, two at Masters level and two at PhD level. As per the ASS IT data, the two PhD students only submitted their thesis in September and so their results are showing as pending.

## 4. Award variations

On 19 March 2010, AusAID gave approval for ASDiV to make decisions on all award variations (with both financial and non-financial implications) provided that the requests fell within the ADS Guidelines. For cases that are outside the ADS Guidelines principles, ASDiV will make a recommendation to AusAID for the final decision. MOET should then be informed of the decision. In some exceptional circumstances, such as award upgrades, MOET's approval must be obtained. Termination of awards is managed by ASS.

There were a total of 107 course variation requests received by ASDiV for the period from 26 January 2010 to 31 December 2010. The most common types of variations were entitlement variations (52), extensions (12), transfers (23), deferrals (9), reductions (4), *termination* (2) and upgrades (2). Table 6 below outlines the reasons for variations over the years from 2006 to 2010. Of the 107 requests for award variations, *four* variations (one course transfer, *one* extension and two entitlement variations) were rejected.

**Table 6 - Number of requests for variations**

Course Extensions	12	8	11	20	21
Course Reductions	4	1	3	9	18
Course and Institution Transfers	23	4	5	4	10
Suspensions	3	2	1	5	9
Course Upgrades	2	4	1	9	2
Requests for Supplementary Support	0	0	3	3	1
Off-Scholarship Extensions	0	0	0	1	1
Terminations	2	1	0	1	1
Sub-total	46	20	24	52	63
Course Details Changes/ Entitlement Variations	52	97	76	71	56
Deferrals	9	0	0	0	0
Total	107	117	100	123	119

## 4.1 Types of award variations in 2010

### 4.1.1 Entitlement variations

**Table 7 - Summary of entitlement variations for 2010**

Description	No. of variations
Academic failure	6
Funds for reunion airfare cost	2
Additional funds required for Supplementary Academic Support	1
Revision of offers	39
Fieldwork cost	3
Research delays	1
<b>Total</b>	<b>52</b>

Around half the award variations (52) are entitlement variations, which are applied whenever there is a change in the value of the scholarship. This includes: adding courses (pre-course English or articulating courses), adding entitlements (fieldwork, reunion travel), deleting, reducing or increasing entitlement value, editing dates and value of entitlements. As such, these variations normally entail minor cost implications, generally an adjustment in the value of the scholarship. As mentioned in the Placement and Mobilisation Annual Report 2010, after AusAID approves the offers on OASIS, changes cannot be made on OASIS to the scholarship offers in cases where students are not satisfied with the course details. As a result, universities have to create an entitlement variation on OASIS to reflect the changes.

The various types of entitlement variations in Table 7 are discussed below.

- > *Academic Failure:* Universities made an entitlement variation requesting additional costs in five cases of academic failure. The request was to cover the five students to stay in Australia for an additional two months or over summer semester to complete their courses. A sixth case occurred when a student failed to meet the English entry requirement for the Masters course and additional costs were requested for the student to take further English training in Australia.
- > *Additional funds for Reunion Airfare:* Additional costs for a reunion airfare occurred in the situation where the student booked a return flight in peak season which incurred higher airfares and an overnight stay in Ho Chi Minh City, as there was no connecting domestic flight in Vietnam on the same day. The request for additional costs was rejected by ASDiV as the student should have chosen another day to travel to Vietnam which would have occurred less overall costs. Another case of a reunion airfare referred to a student who intended to bring her family to join her in Australia but her husband was unable to come due to his work commitment in Vietnam. Therefore she requested a reunion airfare to travel to Vietnam to visit her family which ASDiV approved.
- > *Additional funds required for Supplementary Academic Support:* A student failed two subjects in her studies and requested an extension to repeat the subjects which AusAID approved in mid 2010. She is now requesting additional funding to pay her tutor. As she has already used all her

supplementary academic support for editing and writing her assignments, as she has been in Australia for over two years, and as she has had much support from the university and AusAID, ASDiV did not approve this additional variation.

- > *Revision of offer:* In one case when transferring data from SIMON to OASIS, instead of showing the actual end date for the student's PhD course which was 31/7/2015, OASIS displayed the end date as 31/7/2013. Funds had been approved up to 31/7/2015. The purpose of this variation was to amend the student's scholarship end date.
- > The main reason for the 38 other cases of this type of variation was due to inaccuracies in estimation of course fees during the offer stage as recorded on SIMON. Course fees and travel costs increase year on year, therefore when a university puts an offer on SIMON it is usually valid for a short time-frame and does not reflect increasing costs for the following year.
- > *Fieldwork cost:* Fieldwork costs were not included in the original offer of the three students at the time of offer. As the fieldwork was considered necessary for the students to complete their studies, ASDiV gave approval for the students to undertake fieldtrips to Vietnam.
- > *Research delays:* A student requested a 3 month extension to stay in Australia to complete her Master's thesis as she needed to collect additional data in Australia. Considering this was the final stage of her studies, ASDiV approved the request.

#### **4.1.2 Reductions/downgrades**

There were four cases of course reductions which related to the change in the length of the Masters course due to the students' obtaining exemptions/credit for subjects undertaken in Vietnam. This led to shortened courses from 1.5 years to 1 year. The students are expected to complete their degrees earlier than originally offered.

One PhD student has requested a suspension of 12 months to return to Vietnam to look after his very sick father. His scholarship was extended for another year as a consequence of this suspension. His father passed away and the student has now returned to Australia to resume his studies within the 12 months suspension period. As SIMON had advanced an amount of AUD 12,477.05 for stipend payment while he was in Vietnam, a deduction has been activated to reflect the return of the surplus amount received by the university to AusAID.

#### **4.1.3 Suspensions**

In 2010, there were three suspension cases at the University of Queensland and University of Adelaide. One case related to a student whose pregnancy was confirmed while on PCE program. Due to complications in her pregnancy, the student was absent from her English classes. Since the health of the baby and mother was paramount, the university suspended her course so that she could return home to a familiar medical environment and family for support. As she will have to sit another IELTS test when she returns to the university, the student has requested ASDiV to transfer her to another university that accepts her current IELTS scores. The second case also related to a pregnant student who was in the final semester of her studies at the University of Adelaide. As her expected due date was close to the exam period the university did not want student to take risks in her last semester. The university recommended to ASDiV that she suspend her study and return home to have the baby and then return to complete her studies in the following year.

The third case refers to a student who was unable to reach the IELTS requirement at his chosen university after several attempts. The university suggested a suspension for the student to return to Vietnam since at that time it was too late to find another institution for the student. The student has since returned to Vietnam and ASDiV has assisted him to find another university that accepted his current IELTS results.

#### **4.1.4 Extensions**

There were 12 course extensions granted from 26 January to 31 December 2010. Of the 12 extension requests, four cases were merely an amendment of the offer: one was incorrect data transfer from SIMON to OASIS which shortened the scholarship period by one year; the second occurred because the university counted the PCE in the student's study program which shortened the student's PhD course to 3.5 years from 4 years; the last two cases were not an extension as such but were a course details change, which had been approved by AusAID but were not migrated to OASIS.

One case involved a PhD-level student who requested a 5 month extension to stay in Australia to analyse and interpret new statistical data which had just been released in Vietnam and which would have a significant impact on her research findings. As the student had stayed in Australia for 3 months beforehand on maternity leave but still received the stipend from AusAID, ASDiV approved the 5 month extension but will only pay her the stipend for 2 months.

One case involved a student who faced difficulties in her studies. She failed one subject in each semester of study but then passed with credit when she repeated these subjects the following semester. As she was three subjects behind schedule at the end of her scholarship period, she requested an extension of one semester to cover these subjects. The university expressed confidence that she could complete her studies at the end of semester one, 2011 and indicated that she was in close contact with an international student adviser and was receiving considerable tutorial assistance. Given that she passed all three subjects in the last semester and the remaining three subjects cannot be undertaken online or over the summer period or in another institution, ASDiV approved the extension.

One case relates to a one semester extension for the student to complete her Master degree, not because of her failure, but because the university re-programmed her course. The Master of Information Management is no longer being offered to international students for semester two intake. When the student's offer was made, this had not yet been stated in the course handbook or in the university database. Given this was not the student's fault, this variation has been approved by ASDiV.

At the beginning of December 2010, the results from Monash University were published and four students failed one subject in their last semester. Given the extension request was only for an additional three months for the students to remain in Australia to sit the supplementary exam, ASDiV approved these extension requests.

The last case related to a student who required an extension of CLE only for 15 days to undertake a Supplementary Exam, which she passed and hence ASDiV rejected the request.

#### **4.1.5 Upgrades**

Two Masters-level students received approval by AusAID Canberra and MOET for upgrades to Doctoral degrees with external funding from the University of Melbourne and the University of Adelaide.

#### **4.1.6 Transfers**

This year has seen a considerable increase in the number of transfer variations. There are two types of transfers in this report – course transfer and institution transfer.



### ***Course Transfers***

There have been 11 cases related to course transfer. Four of 11 cases relate to the name change of a course at Curtin University. The Master of Science (Aquaculture) has undergone a name change with a new CRICOS code. It is now called Master of Science (Sustainable Aquaculture). The fee structure, duration and content of this course have not changed.

Four cases relate to unsatisfactory academic progress. One PhD student transferred from the Department of Accounting and Finance to the Department of Economics on the recommendation of his supervisors, as they did not believe that he was capable of completing his current PhD on time due to lack of progress and conceptual understanding of the topic. This transfer would enable him to do some coursework components, hence giving him the possibility of completing his PhD on time. ASDiV approved the request. The other three cases refer to Master students who did not satisfy the academic conditions in the letters of offer. One had to transfer from a Masters by research to a Masters by coursework as her supervisor confirmed that her research performance was not satisfactory. Two cases involved students transferring to a lower level course as they did not meet the 70% grade average requirement to progress to the Master course for which they were originally enrolled.

The three remaining cases of course transfer relate to students' wishes to transfer to more suitable courses. ASDiV approved the transfer for one student who requested a transfer from the Master of Television and Film Studies to a Master of Journalism because she did not believe the Master of Television and Film Studies offered enough relevant units for her to apply for employment upon her return. A second student's request was rejected as the student was studying a Graduate Diploma in Environmental Management and Development Program (EMD) leading to a Master of Forestry but wanted to transfer to the Master of Environmental Management and Development (MEMD), as she claimed that this degree would be more beneficial for her future career. From ASDiV's perspective, it was considered that the request was merely to fulfil the student's personal aspirations and was not in line with the JSC approval for her to do forestry studies. The third case, which was approved by ASDiV, was for the student to transfer from the Master of Environmental Management & Development to the Master of Forestry. After one year at the ANU undertaking the Graduate Diploma in Environmental Management and Development program, the student came to understand that the courses in the Master of Forestry program were better suited to his work in the forestry sector in Vietnam. The Master of Forestry program is designed for those who have been working in forestry related fields and wish to gain high level technical knowledge in forestry subjects. ASDiV was satisfied that the formal training he could obtain in the Master of Forestry program would equip him with the right skills for his work in Vietnam and, importantly, was in line with JSC's recommendation.

### ***Institution Transfer***

There have been twelve institution transfer cases during 2010. Of the 12 cases, 10 came from the University of Queensland; one came from the University of Melbourne and the other from the University of New South Wales. All cases related to students not meeting the English language entry requirements after the PCE program of their first preference universities and then being transferred to other universities.

#### **4.1.7 Terminations**

There were two termination cases for Masters level students. One case was due to the student's continuing failure to meet the university's English language requirement and his inability to find a replacement university that would accept his current IELTS score. As a result, AusAID decided to withdraw his scholarship. The second case was terminated by ASS following a recommendation from the university, as the student did not make adequate academic progress. The student was identified as being "at risk" of failing after mid semester exams. Supplementary Academic Support was provided



in two of the courses she failed from the beginning of the semester. Counselling and medical help was also arranged after she signalled personal problems. However, these strategies have not been sufficient for the student to make satisfactory progress. Also it was noted by university that the student undertook employment during the first semester of study and was unable to attend some of her Supplementary Academic Support tutorials as a result. Therefore she did not get support from the university to continue her studies as the university strongly discourages students from employment in the first semester.

#### 4.1.8. Deferrals

There were nine deferral cases of which three cases were due to late visa issuance as a result of late offers on OASIS, three cases were due to medical problems and three cases were due to the fact that PCE was not included in the students' letters of offer.

## 4.2 Summary analysis of failures

**Table 8 - Number of failure cases in 2010**

Entitlement variation	6
Extension	8
Course transfer	4
Institution transfer	12
Termination	2
Total	32

Of the 107 variation requests, 32 cases (30%) were due to students' academic failure.

Examination of the academic failures demonstrates that the most significant statistics are institutional transfer (12) and termination (2) data, accounting for nearly 44% of failures. The academic failure of 13 students who fall into these two categories was a direct result of their not achieving the target IELTS scores required for their original institution of choice. This forced these students to either transfer to other institutions or, in one case, forced AusAID to terminate the scholarship as an appropriate institution could not be found.

The remaining case was terminated by ASS as the student was unable to make satisfactory progress after all strategies had been put in place. Moreover, as the student undertook employment during her first semester, she was unable to attend all the Supplementary Academic Support tutorial classes.

The core of the problem does not lie in the transfer of institution but the level of English required for the field of the study these students are undertaking. Some of these students, who all undertook pre-departure EL training, actually had to sit the IELTS a number of times (including self-funded tests), which indicates some underlying deficiencies in their English language levels.

Three course transfer students have struggled with their courses and have been required to transfer to lower level courses. It should be noted that the two Masters students have entry GPAs below 7.5 and have entry IELTS scores of 6.0. The PhD student has a very high equivalent GPA level of 9.25 (his Masters was obtained from AIT) and an IELTS entry at 7.5, yet for reasons not clear he still had academic difficulties. Two of these students (one PhD and one Masters by research) have

backgrounds relevant to their courses but, even so, both had to transfer to coursework programs. The remaining fourth case did not have a background in Finance (she graduated from the Institute for International Relations) but as she worked for the Ministry of Finance, she was selected to study Public Financial Management. She was requested to transfer to a less academically demanding course.

In respect of requests for extensions, the students' academic background does not seem to be a significant factor. Those requiring extensions due to academic failure have academic backgrounds relevant to their Masters courses. It should be noted that of two requests for extension due to research delays, only one was a PhD student, the other was Masters by coursework which only had a small research component.

## **5. Issues and recommendations**

With the onset of the revised selection criteria under the ASDiV Program using 5 (amalgamated into 3 Profiles from 2011) the percentage of award variations could increase in the longer term. Up to the 2011 Intake, ADS awardees have generally been high academic achievers and relatively sophisticated urbanites with increasing English language skills. However, as the new Profile 1 has a strong provincial and rural development focus, ASDiV is targeting some potential applicants with lower GPAs and lower English language levels. These new target groups will require much greater levels of support both prior to their departure to Australia and during their study in Australia. This is recognised in the Design Document with the opportunity to provide greater levels of English language training, study skills training, and more extensive student monitoring while they are in Australia.

It was noted in last year's report that the time taken to process requests for variations has been markedly reduced due to better management of award variations by all parties. Moreover, this year AusAID has delegated more authority to ASDiV to make decisions on award variations provided these fit within the ADS guidelines. However, some delays are largely unavoidable when cases are very complicated and require further documentation or clarification from the students or the universities. ASDiV will continue to monitor the processing of these more complicated cases very carefully.

While there are still some delays and difficulties in processing award variations by inexperienced Student Contact Officers at universities, these incidents have been isolated and are largely unavoidable, given the inevitability of staff changes.

It is noted that the universities have not been informing ASDiV from the onset of potential problems being encountered by at risk students. Early notice should assist in early support being given to at risk students, reducing the number of variations and generally improving the students' welfare.

**Recommendation:** That AusAID include in the contract with the universities the requirement for universities to update the OASIS system on time and to inform AusAID posts/ASDiV about any information that they believe could prevent students from completing their courses on time.

As the accuracy and the comprehensiveness of the annual academic report is entirely dependent on information being updated on OASIS on a timely basis by the universities, it is critical that universities update students' progress on OASIS on a regular and timely basis to ensure that the information on OASIS is accurate and current.

**Recommendation:** That AusAID reminds universities of the following:

- i) update student's progress and completion on a regular and timely basis to ensure that the information on OASIS is accurate and up to date
- ii) report cases where students have returned to Vietnam without their degree being finalised
- iii) report promptly any information that could prevent students from completing their courses on time
- iv) seek AusAID Post's approval before taking any action that has cost implications.

# **A n n e x   6**

**Australia Awards Alumni Program Report 2010**

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## 1. Introduction

As set out in Alumni Program Strategy - Alumni Program 2010-2011, the goal of the Alumni Program in Vietnam is:

*To strengthen the organization and public presence of the Australian alumni network in Vietnam and to enhance the impact of the Australian Scholarship program for Vietnam's development through supporting the further professional development of alumni and expanding their linkages with Australian organizations and other regional Australian alumni.*

The year 2010 has been a year of transition for the AusAID-funded alumni program in Vietnam with major changes in organisation, direction, as well as name. These changes have come about as a result of a number of key factors.

A major factor was the introduction of the Australia Awards concept by then Prime Minister Rudd in September 2009 to include an Australia Awards Alumni Network linking all Australian Government-funded overseas alumni into a single international alumni network. This single alumni network is still being developed and specific guidelines developed. However, it is clear that all Australian Government scholarship recipients are to be grouped into the Australia Awards Alumni Network. This has had important implications for the alumni program in Vietnam, resulting in i) the change of name in mid-year from ASDiV Alumni Program to the Australia Awards Alumni Program and ii) the incorporation of lists of IMF and ACIAR alumni whose scholarships were funded by AusAID into the ASDiV alumni database (the inclusion in the ASDiV Australia Awards database of alumni from the Endeavour Awards and from other Australian Government funded scholarships, such as Defence, is still to be clarified).

A second factor was the realisation that the existing, segmented, group-based, AusAID-funded alumni organisation did not provide a significant public presence or social interface, either locally or nationally, for the large numbers of alumni that have been funded by AusAID. Moreover, the group-based structure and the absence of a national alumni organisation are not compatible with the increased importance being placed on the promotion of the Australia Awards scholarship branding and, in particular, the Australia Awards Alumni Network. As a result, the establishment of a national Australia Awards alumni organisation was foreshadowed in the ASDiV Alumni Program Strategy 2010-2011. In practice, there has been a significant move away from the group-based structure to an informal, region-based structure and to the organisation of alumni professional development and social events on a wider, regional basis. The establishment of a national alumni organisation in consultation with AusAID remains on the agenda for the first half of next year.

The report discusses in more detail the implications of the above changes for the alumni program and focuses on four main areas including: i) alumni structure and organisation, ii) alumni support activities, iii) alumni support from the scholarship programs, and 4) maintenance of the alumni database. The report will highlight issues that have emerged, lessons learnt and recommendations for future implementation of the Alumni Program.

## 2. Alumni structure and organisation

The alumni structure inherited by ASDiV in October 2009 was based on sector or interest-based Alumni Consultative Groups (ACGs). There were five active ACGs groups in Hanoi, two in Ho Chi Minh City, one in Hue and one joint group with VGAC in Danang. Thus the initial focus of ASDiV alumni activities as set out in the 2010 alumni program was to “strengthen alumni networks by forming strong and committed ACG core teams; re-activate inactive groups and link all groups together”<sup>7</sup>.

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<sup>7</sup> Alumni Program Strategy Annual Plan 2010, submitted by Coffey International Development, March 2010, Doc 59407 Ver 1, page 1

Considerable effort was made by ASDiV in the first half of 2010 in forming and strengthening ACG core groups and to reactivate moribund groups. There was considerable success in achieving this and the number of active alumni in these core groups increased significantly, as demonstrated by the number of professional development events and social activities they initiated.

However, since mid 2010, with the onset of the Australia Awards Alumni Network and the new directions from AusAID, the focus on strengthening the ACG groups and their core teams has changed. Instead, the emphasis has been on linking the existing core groups in Hanoi and Ho Chi Minh City and establishing informal regionally based “chapters” in preparation for the establishment of a national Australia Awards alumni organisation. There has been no further effort to re-activate moribund ACGs but rather to include their potential members into broader region-based activities.

All alumni core teams were briefed by ASDiV staff on the new directions of the Australia Awards Alumni program and encouraged to adjust their activities accordingly. The new directions were welcomed by the alumni. ASDiV facilitated coordination and communication among ACG core teams through providing opportunities for their face-to-face and online interaction. Joint activities were encouraged and the need for generic seminar topics reinforced to attract a wider audience beyond the particular group. Thus, scattered efforts of individual groups were minimised and the overall workload was significantly reduced.

By the end of 2010 the transition from a group-based to an informal, regional “chapter”-based structure has largely taken place in the three regions, although with some variation depending on the nature of alumni activities in the regions.

In Hanoi, with the most active ACGs, where the Business, PPI and Agriculture and Rural Development groups have formed their own identity and name, the transition has been a gradual process. More recently, the core teams of these groups together with the core team members of other groups have started to meet and work together. The organisation of the Ha Tinh flood relief activities in October is an example of activities jointly organised by the Hanoi core teams. This grouping of the Hanoi core teams into a joint group or “chapter” remains informal at this stage. Further guidance is being awaited on the future national organisational directions before a more formal organisation is established. These sector-based groups could remain as sub-groups or sub-committees under a Hanoi Australia Awards alumni chapter, or become integrated into a single chapter-based organisation in Hanoi.

In Ho Chi Minh City, the Business ACG and the Ho Chi Minh City Science and Technology ACG have been consolidated into a Ho Chi Minh City Australia Awards Alumni Group. A core team of 12 members has been formed for the group which has agreed on three main group activities: professional development, social and charitable, and PR and communication. The success of the two-day training workshop in Project Management in August 2010 marked the first collaborative effort among core team members of the Ho Chi Minh City alumni group.

The situation in the central region where there are far fewer alumni is more complex. Up until recently there has been a Hue Education Alumni Group and activities have been jointly organised with the VGAC regional chapter based in Danang. However, with the aim of strengthening the AusAID-funded alumni organisation in Hue where, together with neighbouring Quang Tri, there are 85 alumni compared to only 47 in Danang, the Hue Education Alumni Group in collaboration with ASDiV renamed itself the Hue Australia Awards Alumni Group and elected a new core team. When the national alumni organisation is established consideration needs to be given on how to most effectively establish the “chapter” in central Vietnam because of its two leaders in Hue and Danang. With the greater number of alumni, Hue seems to be the more appropriate base for a central Vietnam alumni chapter, with alumni events being organised in each city or interchangeably in Hue or Danang as appropriate.

### 3. Alumni support activities

In line with the new direction, alumni support activities were reformed accordingly. Both professional development and social networking events were either consolidated, or jointly organised by core teams to attract wider participation and reduce the number of small activities.

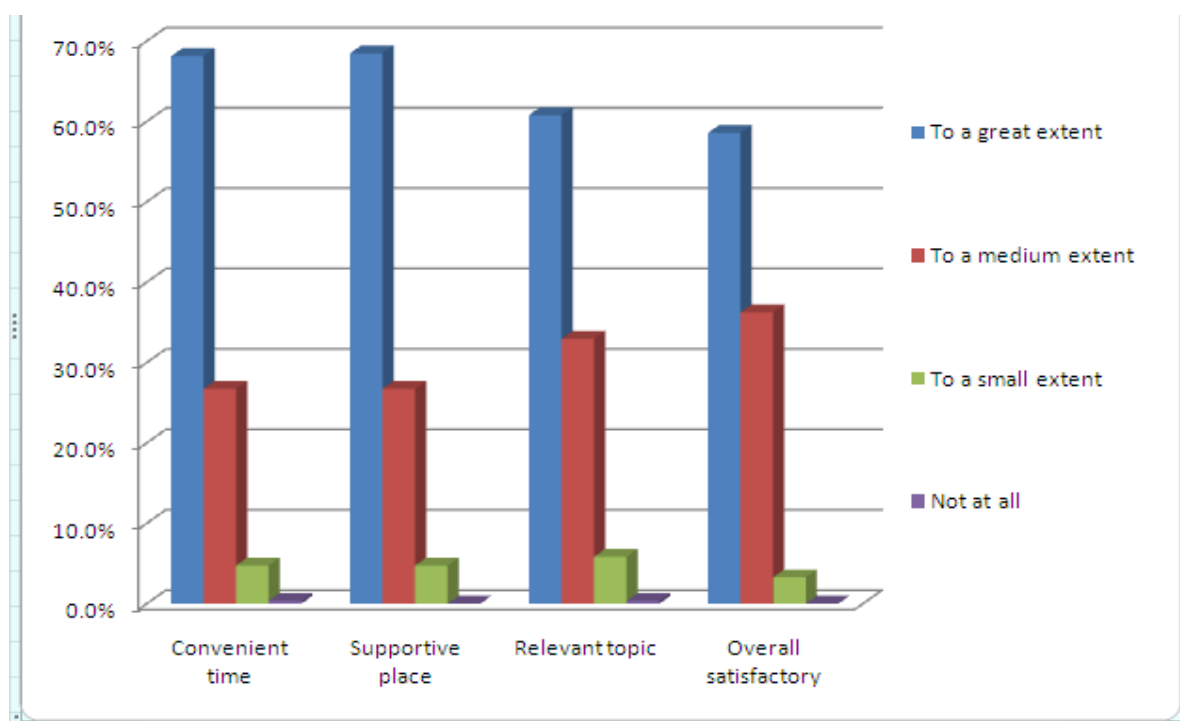
#### 3.1 Professional development seminars

During the year there was a gradual transformation from disparate efforts by individual groups to inter-group/joint collaboration in the organisation of professional development seminars and training workshops. Seminars and training workshops were planned to focus on generic topics to fit a wider audience. However, in this transformation process, the quality of the professional events remained paramount.

In 2010, although fewer professional development events were held, the overall number of participants was relatively equal to the previous year. Under the alumni program in 2010, 9 professional development events were held, which attracted 437 participants compared to 13 seminars with total 450 participants in 2009<sup>8</sup>. Details can be seen in Annex 1.

Evaluation results indicate very positive feedback from alumni on the quality of the professional development events. Among 273 surveyed participants, a total of 95% of the responses expressed their overall satisfaction on seminars and workshops, with 58.6% choosing “To a great extent” and 36.3% choosing “To a medium extent”. There were also high satisfaction response rates of 60.8% and 33.0% respectively on the relevance of seminar topics to alumni needs at “To a great extent” and “To a medium extent” level respectively. See Diagram 1 below.

**Diagram 1 - Evaluation results of seminar and training workshops**





These results largely fulfilled the key objective for professional development activities highlighted in the Alumni Program Strategy Annual Plan 2010, which was “to achieve high quality professional development events with a high level of attendance and cost effectiveness”<sup>9</sup>. To achieve these results the following approaches were made:

- > Fewer seminars/training workshops on generic topics were encouraged to attract wider alumni and to reduce the overall number of planned seminars/training workshops
- > A bottom-up approach was used to identify common topics of interest through online surveys and core team meetings
- > Quality of guest speakers/trainers was considered a critical success factor for seminars/training workshops
- > Professional development events aimed to create an interactive forum for exchange of ideas and expertise rather than take the form of a lecture
- > Professional development events were combined with an excursion where possible to facilitate networking opportunities
- > Online communication channels such as email, website and Facebook were effectively utilised to notify alumni of events on a timely basis.

One difficulty that has arisen in organising the professional development events is the significant difference between the number of those who register for the events and those who actually attend. Overall statistical analysis shows a gap between the number of registered participants (563) and the real number of participants (437) attended seminars/workshops, which amounted to a 77% attendance rate. This seems to be a Vietnamese cultural characteristic and very difficult to change so adjustments in logistic preparations have to be made accordingly.

## Issues

In 2010, although professional development events were increasingly jointly organised by alumni groups at the regional level, these activities were still segmented at the national level. In the interest of creating a more coherent national strategy for professional development alumni activities, attracting a larger audience, enhancing the public presence of the Australia Awards alumni in Vietnam and reducing the workload associated with many smaller activities in each region, consideration might be given to establishing annual themes for professional development activities across the country. A long-term professional development plan based on these annual themes for future years could be developed. This approach has been applied by the University of Queensland Alumni Association (<http://www.uq.edu.au/vietnampdss/seminar-program>) and the Philippine Australia Awards Alumni Association.

One option could be to organise a conference on the same theme in Hanoi, Hue and Ho Chi Minh City (although given the smaller numbers of alumni in central Vietnam the conference may need to be on a smaller scale in the form of a seminar). There would be the following advantages in this format:

- > Themes can be generic, such as the macro-economic outlook for Vietnam, or more specialised, with wide interest and many dimensions, such as climate change. Another consideration might be for the themes to be based on the three focal points of the Australia-Vietnam DSC - HRD, economic integration and environmental sustainability
- > Under a common theme discussion of various topics could be undertaken in concurrent sessions thus catering for a range of participant interests
- > A larger audience beyond alumni would be attracted

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<sup>9</sup> Alumni Program Strategy Annual Plan 2010-2011, May 2010, submitted by Coffey International Development, Doc 59407, Ver 1, page 6.

- > Publicity value of Australia Awards alumni would be enhanced
- > Communication and coordination between Australia Awards alumni chapters nationwide would be facilitated
- > Standard procedures for organising the conferences could be established thus increasing organisational efficiency and reducing overall workloads
- > Opportunities would be established for Australia Awards alumni to present papers at the conferences and to share their research work findings with other scholars.
- > Linkages could be strengthened with other Australian alumni associations such as VGAC, UQ, or even with other regional Australia Awards Alumni associations in Laos, Philippines and Indonesia could be facilitated.

### 3.2 Social networking activities

Both the DD and the alumni themselves recognised the importance of social networking activities to promote interaction among alumni and to facilitate their social and business networks. Social networking activities are a basis for motivating alumni to become involved in professional development and other alumni support activities and to maintain their links with each other and with Australia more generally.

With the new directions of the alumni program, the alumni groups have been encouraged to co-organise social networking activities to attract wider participation and to increase the publicity value of Australia Awards alumni. Several larger activities have received only seeding money from the alumni program, such as the excursions to Mai Chau and Cat Ba, while participants have contributed the remaining funds. The alumni groups have been encouraged to fully self-fund their social activities where possible, such as informal discussions and charity activities.

In addition, ASDiV has consulted with AusAID on the possibility of organising special social events in conjunction with the Australian Embassy and visits by the Prime Minister and Foreign Minister with the objective of attracting a wider circle of alumni to the functions and generally to promote the image of Australia Awards alumni. The modalities and timing of such events are still subjects for discussion with AusAID and any costs will be additional to the AusAID approved budget for the alumni program.

In 2010, there were eight social networking events with a total of 241 participants. Typical activities were several Hanoi-based social events, excursions, informal discussions, and the fund raising campaign for flood relief. In addition social networking activities were combined with the two 2-day training events for Hanoi and Ho Chi Minh City alumni (see annex 1 for details).

The fund raising campaign to support flood victims in Ha Tinh was one of the most successful social networking activities to date. Although the activity was initiated and self-organised by core team members in only two weeks, the campaign received VND245 million (over USD12,000) and some 4 tonnes of in-kind contributions donated by 445 individuals and organisations, in Vietnam and overseas. Gift packages were hand-delivered to 500 households most affected by flood in Ha Tinh province on the weekend of 23 & 24 October 2010. Australia Awards alumni were the focal points to raise fund in their workplaces, so that the image of Australia Awards alumni was promoted in their organisations. Vietnamese overseas student associations in Australia were also involved. VGAC also assisted with circulating the information about the campaign to its members. The activity received personal support from the Australian Ambassador to Vietnam.

#### Issues

The overall impression is that the majority of participants in alumni events, especially social activities (certainly the most active participants in the alumni program) are recently returned alumni who are single. This is expected due to their experience in Australia being very recent as well as possibly

having fewer family commitments and therefore more time. One of the biggest challenges facing the alumni program is how to attract older alumni who have families. To attract a wider circle of older alumni, careful consideration will be given to the type of events and their timing. Such events may include gala dinners or receptions, especially held in conjunction with visits of Australian political leaders, or family based outings such as barbecues and picnics on weekends.

### **3.3 Small grant scheme**

Comprehensive Small Grant Scheme Guidelines based on the DD have been formulated by ASDiV and approved by AusAID. The guidelines were finalised after clarification was obtained from AusAID on a number of issues, such as the list of eligible activities for funding, the elimination of the restrictive eligibility limitation of three years after return to Vietnam (as stated in the DD) and the establishment of a joint AusAID/MOET committee to approve funding instead of approval by the Team Leader (as stipulated in the DD).

The first Small Grant approval round was widely announced to the alumni by email and through the newly completed ASDiV website in June 2010. At the closure of the round on 31 August 2010, 13 proposals were received. Four out of 13 applications are group-based activities. The proposals included single or combined activities covering research activities, the publication of articles and presentations at international conferences. The majority of submitted proposals were relevant to two of the Australia-Vietnam Development Cooperation Strategy objectives - economic integration and environmental sustainability. Most proposals contributed in some way to strengthening professional links between alumni and Australian institutions.

The total proposed budget in the proposals was AUD 81,984. However, many of the proposals contained stipends for the alumni and such stipends were not deemed eligible for funding approval. The Guidelines will need to be amended to make this clear.

At the time of this report, approval of these proposals by AusAID and MOET had not been received but informal feedback from AusAID on this first batch of proposals indicates that AusAID wishes to reassess the purpose, criteria and modalities of the Small Grant scheme.

### **3.4 Access to academic information resources**

To date seventy-five alumni have been provided with accounts to access online academic information resources. The alumni program continues to introduce these on-line resources to alumni through email, the ASDiV website and alumni events, especially to group core team members and those alumni who are academics and researchers.

It is worth noting the low price provided by the local database services provider compared to international database suppliers. The National Centre for Scientific and Technological Information (NACESTI) in Vietnam offers AUD\$18.2/database account/year compared to AUD\$60-AUD\$90/database account/year provided by Australian institutions for their alumni.

### **3.5 Website and Facebook**

The ASDiV Website and Facebook have been used to promote the alumni program, to update alumni's contact details, to publicise alumni events, and to facilitate improved networking opportunities for alumni and potential candidates. Facebook has been used instead of the initially proposed ASDiV online forum, as Facebook is widely used and is an effective online social networking platform with more features compared to a web-based forum. As at 5 December 2010, the ASDiV Facebook had 821 fans since its establishment in March 2010. A mass email was sent to encourage alumni to participate in the ASDiV Facebook and the majority of fans appear to be Australia Awards alumni. To date, the ASDiV Facebook has not been used as a focussed discussion forum.

### **3.6 Cooperation with Australian organisations and other alumni groups**

The alumni program has sought to strengthen cooperation with Australian alumni associations and other Australian organisations in Vietnam and in the region. The alumni program has been proactive in maintaining cooperation with the VGAC. In Danang, the alumni program collaborated with the Danang VGAC chapter to organise the seminar "Australian Alumni: Exchange of Experiences in Application of New Knowledge and Skills in Vietnam" for both Australia Awards and VGAC alumni in Hue and Danang on 15 May 2010. The alumni program has assiduously kept VGAC members in Hanoi and Ho Chi Minh City informed of seminars and social networking events such as charity activities.

Links have been established with several university alumni associations, in particular the University of Queensland Alumni Association and the University of La Trobe Alumni Association. Relations were established with the Association of Laos Australian Scholarship Alumni (ALASA) when the ALASA Interim Chairman and Secretary visited Vietnam on a fact finding mission to exchange experiences and to gain insights for the organisation of alumni activities in Laos. The two Laos alumni joined the joint VGAC and Australia Awards alumni seminar in Danang. They were briefed by the ASDiV Team Leader and Alumni Manager on the alumni program in Vietnam and provided with relevant documents.

The alumni program has also established links with relevant Australian organisations in Vietnam such as AusCham and the Australian volunteer programs. The ASDiV Program became a corporate member of AusCham, which enables alumni to become Auscham members at a low membership fee of AUD20 per year. The alumni program assisted the Australian Volunteer Programs by sending a number of alumni to networking luncheons for newly arrived Australian volunteers to share professional and cultural experiences from working in Vietnam. Where a seminar was in English, such as the seminar on Leadership in Hanoi, invitations were sent to coordinators and representatives of all four Australian Volunteer programs. However there was no feedback on this particular ASDiV initiative.

## **4. Alumni support for the scholarship programs**

### **4.1 Alumni support ASDiV promotion activities**

As noted, Australia Awards alumni have played an important role in supporting ASDiV promotion activities. Australia Awards alumni are either potential candidates for higher studies or vehicles for disseminating information to other prospective candidates in their workplace and social/professional networks. ALA and ADS scholarships were publicised to alumni through the email system and at alumni seminars/workshops. In addition, a number of alumni assisted ASDiV staff in promotion activities in targeted provinces by speaking at information sessions. With the active support of the Vice Rectors, who are Australia Awards alumni, two promotion events were successfully organised at Hanoi University of Agriculture and National Economics University in Hanoi.

A list of over 100 prominent alumni has been established. This list is the basis for selecting 20 alumni for compiling an e-book of video profiles to be used for promotion purposes, inviting key alumni to

official Embassy functions, and potentially selecting key alumni for leadership positions in the establishment of a national alumni organisation.

## 4.2 Mentoring activities

Steps have been taken to launch an alumni mentoring program for scholarship awardees. First priority will be given to new awardees. There will also be opportunities for current scholars to join the program if they are found to be at risk in their current studies.

In principle, PhD graduates would mentor PhD and Masters by research awardees/scholars while Masters by coursework alumni would mentor Masters by coursework awardees/scholars. Mentors and beneficiaries would generally be in same field of study and where possible linked by the same university in Australia. The mentoring program will be publicised to all alumni through the email system and highlighted on the ASDiV website and on Facebook.

Shortlisted candidates have been informed about the program at the briefing sessions conducted by the ASDiV advisers. In assessing individual candidates, the Academic Advisers can recommend which potential candidates would benefit from having a mentor. Briefings on the program will also be made at Pre-Departure Briefings for scholarship awardees with a view to eliciting directly the names of awardees who are interested in having a mentor. For current scholars, those at risk can be identified by the International HRD Adviser during his monitoring activities and also by ASDiV staff from information received about scholars who have failed to pass all subjects.

The database will also be used to match mentors with beneficiaries. ASDiV staff will put both parties in touch with each other. A brief survey will be undertaken of both mentors and beneficiaries in November each year and the results reported in the Annual Report.

## 5. Maintenance of the alumni database

The ASDiV Alumni database is the cornerstone of all alumni-related activities. It is essential that the database be accurate and updated regularly. Unfortunately the alumni database inherited from the former MC was incomplete and contained inconsistencies in data input. Considerable staff resources have been used to establish a database that is as accurate and complete as possible.

During 2010, database maintenance activities have focused on i) locating and updating alumni databases prior to the resumption of direct Australian Government-funded scholarship programs in 1992; ii) developing a new comprehensive set of database fields; iii) incorporating the separate databases into an integrated alumni database; iv) rectifying inaccurate and inconsistent data records; v) locating those alumni with little contact information; vi) updating alumni's contact details and employment information; and vii) conducting an alumni mapping exercise in an attempt to categorise alumni under the 5 ASDiV Profiles.

Much effort has been spent by ASDiV in locating and updating the pre-1992 alumni databases. There have been three gaps in the existing database. The first gap is the then AIDAB-funded bilateral program in the 1970s (1974-1978) after the establishment of diplomatic relations with Hanoi in 1973. Records of this generation of alumni are still incomplete but it would appear that almost all of the alumni from this period have retired.

The second gap is the alumni funded multilaterally by AIDAB through UNDP from 1984 to 1991 at a time when there was no direct bilateral aid program. The focus of this UNDP program was post-graduate studies in TESOL and ELICOS intensive English training (6 month course) at the Canberra College of Advanced Education (now the University of Canberra). After contacting UNDP and the University of Canberra, a list of 233 alumni was obtained by ASDiV. However as there is no information on 53 of these alumni apart from their names and limited contact details, it has been a challenge to follow-up and make contact with these alumni. Many of the alumni from the earliest years have retired (107 are known to have retired). Of these alumni, 34 received scholarships (32 ADS and

2 IMF) after returning to Vietnam to continue their studies in Australia. Current employment and contact details have been obtained on another 24 UNDP alumni. Fifty-eight remain untraceable.

The third gap is the small number of 15 students who undertook post-graduate studies in economics at ANU funded by AusAID through the Winrock Foundation or through ANU (two cases) from 1991 until this programme was replaced by direct funding of scholarships by AusAID. In response to ASDiV's request to ANU, the full list of names was received and details of 7 of these now prominent alumni have been updated. Two of the other alumni are known to be working in Canberra but whose contact details are unknown.

In addition, two lists of alumni funded by AusAID through the IMF and ACIAR have been received from AusAID and these lists have been integrated into the database. The IMF list lacks many contact details but has been updated where possible.

The pre-ADS (1992-1998) alumni and the ADS (1998-now) alumni records, which were previously managed in two separated databases, have now been merged into one integrated database. The additional databases mentioned above as well as the ALA alumni database have also been integrated as well making a total of 3,123 alumni records at the end of November 2011.

A full set of alumni database fields has been developed to align with ASDiV M&E requirements. Thus, a complete data record can now show longitudinal information about alumni's education and employment histories from pre-award to post-return phases. Inconsistent and inaccurate recording of names on the database, such as the names of universities in Vietnam and Australia, fields of study and places of employment have been corrected.

Various methods have been employed to locate alumni and update their contact and employment details. Return questionnaires have been sent to new returnees and those alumni with no employment information. Emails have been sent to specific lists of alumni (the Winrock, IMF, ACIAR and the list of all PhDs) by the Team Leader explaining the alumni program and seeking updated contact details. ASDiV staff have followed up any details available on individual alumni through telephone calls to the individual or place of employment, emails, google search and by seeking assistance from 'contact' alumni working in a particular institution. Alumni events are also used to update participants' contact details.

## **Issues**

Much has been achieved in maintaining and completing the alumni database over the last year. However, updating the alumni database is an ongoing process and it will continue to present challenges and require adequate staff resources. Ultimately, an updated database is dependent on the motivation and interest of alumni to provide their contact details. Response to requests by email to provide information through the return questionnaire has sometimes been low requiring follow-up emails and telephone calls. Despite the time and staff resources required, telephone calls have proven to be an effective follow-up method.

## **6. Alumni Budget**

The Alumni Budget plan has been revised twice in 2010 in consultation with AusAID to reduce the number of planned small alumni activities. The number of originally planned professional development seminars funded fully from the budget has been reduced. The budget for social networking activities was cut back and the budget for morning coffee discussions was eliminated. Small-scale social activities are now being self-funded by the alumni. Two larger scale social events such as the excursions to Mai Chau and Cat Ba Island received seed money from the budget with the remaining costs funded by the participating alumni. In addition, a notional budget for major social events in conjunction with the Australian Embassy and visits by Prime Minister and Foreign Minister has not yet been used.



Therefore total expenditure (AUD 24,662) on the program for the year is much less than the initially proposed budget (AUD 44,967) in the Alumni Program Strategy Annual Program 2010 submitted to AusAID on 8 March 2010<sup>10</sup>. Moreover the actual expenditure (AUD 24,662) was less than the total budget (AUD 31,271) for those activities that were actually implemented (see the table below).

Summary of costs for alumni activities in 2010				
Activity	Number of activities	Number of participants	Budget (AUD)	Actual cost (AUD)
Professional events	9	437	19,700	17,470
Social networking events	8	241	11,571	7,192
<b>Total</b>	<b>17</b>	<b>678</b>	<b>31,271</b>	<b>24,662</b>

There is a budget issue relating to the Small Grant scheme. No expenditure on the scheme to date has been incurred as the scheme's implementation was delayed by AusAID due to financial constraints until financial year 2010-2011. However the budget of AUD 1.25 million is far too much to be spent during the ASDiV first phase which ends in January 2012. A more realistic figure at this stage of the ASDiV program would be a total budget of AUD 250,000 for the scheme. This budget may need to be revised depending on the outcome of the AusAID review of the scheme.

## 7. Lessons learnt and recommendations

### 7.1 Alumni structure and organisation

In this transitional phase of the alumni program there has been significant movement away from a loose, disparate group-based organisation towards a coherent network based on a national organisation and regional 'chapters'. Much has been achieved in 2010 in strengthening the core group leadership, bringing the groups together and organising joint and region-wide activities. Nevertheless more concrete steps need to be taken to establish a national organisation with a clear vision, long term strategy, organisational framework and agreed funding modalities.

Consideration could be given to holding strategic planning workshops early in 2011 to discuss the future directions and organisation of the Australia Awards alumni network in Vietnam. These workshops could be held in each of the three regions. They would be a valuable opportunity for AusAID, ASDiV and alumni to discuss and exchange views on the strategic development of the Australia Awards program with a view to reaching some form of consensus. Such workshops could also be a vehicle to attract the older group of alumni that to date have only been marginally involved in alumni activities and generally enhance the image of the alumni program.

**Recommendation:** Consideration should be given to holding strategic planning workshops in the three regions early in 2011 to discuss the future directions and organisation of the Australia Awards alumni network in Vietnam.

### 7.2 Alumni support activities

Moves to consolidate the alumni support activities into larger events to attract a wider audience and to improve the public face of the Australia Awards alumni need to become more structured and systematic.

As discussed earlier in this report, consideration could be given to establishing annual themes for professional development activities across the country. A long term professional development plan

<sup>10</sup> Alumni Program Strategy Annual Plan 2010, submitted by Coffey International Development, March 2010, Doc 59407 Ver 1, page 19

based on these annual themes could be developed. One option would be to organise three conferences on the same theme in Hanoi, Hue and Ho Chi Minh City. The themes could reflect the three pillars in the Vietnam-Australia Development Cooperation Strategy (HRD, economic integration, or environmental sustainability) or be other general subjects of interest. These conferences would particularly provide opportunities for alumni to present papers and broaden their professional networks. The conferences would attract a wider audience and enhance the Australia Awards alumni's standing in the broader community. The holding of these conferences, however, would not exclude a small number of seminars being held on more specific topics of interest to alumni, especially if there were well known speaker/presenters available.

**Recommendation:** Consideration is given to establishing a long term plan based on annual themes for professional development activities across the country and that further consideration be given to embodying these themes by organising three conferences annually on the same theme in Hanoi, Hue and Ho Chi Minh City. If the strategic planning workshops above are approved and conducted, the proposal for annual themes and three regional conferences could be placed on the agenda for discussion.

As noted earlier in the report, one of the biggest challenges facing the alumni program is how to motivate older, inactive alumni who have families and other commitments. Organising appropriate social activities is one way that a wider circle of alumni could be attracted to engage in the Australia Awards network. These social events should ideally be large, prestigious events associated with the Australian Embassy including visits of Australian Government leaders, such as the Prime Minister and Foreign Minister. Such events could be covered by the media and enhance the public image of the Australia Awards and Australia Awards alumni in particular. Another type of social activity that could attract a wider circle of alumni could be more informal family outings, which could even be associated with the performance of a well-known Vietnamese singer.

The aim should be at least one large, prestigious social event annually held in each of the three regional cities, Hanoi, Ho Chi Minh City and Hue/Danang, associated in some way with the Australian Embassy. The activity modalities could include a gala dinner or large reception associated with a visiting Australian dignitary if possible. Alternatively, the event could be associated with the presentation of scholarship certificates, Small Grants awards and welcome back to new returnees. Apart from the above events, alumni are encouraged to organise their own social events, such as sports events, excursions, charity activities, and informal discussions (possibly with some seeding funds from the ASDiV budget for larger events).

It is recommended that there be at least one large, prestigious social event held annually in each of the three regional cities associated with the Australian Embassy in some way.



## Appendix 1: List of professional development seminars/training workshops in 2010

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
1	15-Jan-10	Ho Chi Minh City	HCMC Business Alumni Group	Seminar	Macro Economic Outlook for Vietnam in 2010	Dr. Vo Tri Thanh, Vice-President of the Central Institute for Economic Management (CIEM)	45	850	458	The Guest Speaker Dr. Vo Tri Thanh was key to the success of this seminar. Alumni were impressed by his intensive knowledge in the topic area and pedagogical skills. The topic was a generic that fitted the wider audience's interest.
2	23-Jan-10	Hanoi	Hanoi Science and Technology Alumni Group	Seminar	Current context of climate change and its economic implication to Vietnam	Nga Nguyen, Tuyet Vu, Luong Huong and Prem Raj Neupane	20	850	295	The seminar was a valuable opportunity for 3 young Australia Awards Alumni (Nga Nguyen, Tuyet Vu, and Luong Huong) to recap, analyse and present key issues of the United Nations Climate Change Conference (COP15) along with their economics implications to Vietnam. The seminar theme was topical and aimed to target alumni in the business, education, science and agriculture and rural development areas. The attendance was affected by heavy rain on that day. The seminar was a valuable opportunity for those active alumni to set up a professional link in the climate change area.

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
3	27-Mar-10	Hanoi	Hanoi Business Alumni Group	Seminar	Macroeconomic Outlook for Vietnam in 2010	Dr. Vo Tri Thanh, Vice-President of the Central Institute for Economic Management (CIEM)	65	850s	534	This seminar was similar to the previous one held in HCMC on 15 January 10. However, it attracted a larger number of participants since the number of business alumni in Hanoi is much higher than that in HCMC.
4	17-18 April 2010	Hoa Binh	Hanoi PPI Alumni Group	Training Course	Project Management	Dr. Han Manh Tien - Trainer, Managing Director of Concetti Consultancy  Tran Thi Hai - Training facilitator, Executive Director of Compass Vietnam J.S.C	56	5,500	5,549	The first combined model of professional development and social networking activity for alumni. It took 3 months from idea formation, plan development, logical arrangement to actual implementation onsite. The two-day training workshop equipped participants with fundamental concepts and practice of project management. It created interactive opportunities for Australia Awards alumni to share their own experience, and was highly valued among participants.

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
5	15-May-10	Danang City	Da Nang VGAC Chapter and Hue Australia Awards Alumni	Seminar	Australian Alumni: Exchange of Experiences in Application of New Knowledge and Skills in Vietnam	A panel discussion included I) Mr. Duong Mong Ha - University of Danang; II) Ms. Le Thi Thanh Truc - Thua Thien Hue College of Education; III) Mr. Tran Phuoc Cuong - University of Danang; IV) Ms. Au Thi Nguyet Lien – Hue Taxation Department; V) Ms. Nguyen Thi Minh Thu - Life Resort Danang; VI) Ms. Do Thi Quy Thu – Hue University	45	2,225	3,015	A joint effort between Australia Awards Alumni Groups in Hue and Danang. The event required cooperation between the Australia Awards Alumni Program and Danang VGAC Chapter to organise this professional development and social networking event. The seminar was also combined with a regional visit conducted by two Australia Awards Alumni Officers from Laos. The seminar was organised in a way that facilitated interactive discussion among panellists and between panellists and participants.

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
6	24-25 July 2010	Ho Chi Minh City	HCMC Australia Awards Alumni Group	Training Course	Project Management	Ms. Tran Thi Hai - Executive Director of Compass Vietnam J.S.C.  Mr. Nguyen Xuan Vu (Project Management Professional (PMI) Trainer and Test Lead of TMA Solutions)	60	5,500	5,600	Following the success of the training workshop on Project Management for alumni in Hanoi in April 2010, this training workshop was again organised jointly with RMIT for Australia Awards alumni in southern Vietnam. Trainers were two Australia Awards alumni who brought their diverse approaches to the theories and practice of project management from social development and business driven perspectives. 37 among 60 participants were Australia Awards alumni. The rest were RMIT staff and alumni.

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
7	17-Jul-10	Hanoi	Hanoi Business Alumni	Seminar	Risk Management in Financial Institutions	Dr. Can Van Luc (AusAID Alumnus, Monash MBA & Doctor of Business Administration (Finance), a Fulbright Humphrey Fellow and Harvard Senior Fellow) - Adviser to the Chairman and Senior Vice President at the Bank for Investment and Development of Vietnam (BIDV)	60	850	734	<p>A very successful seminar in terms of quality and number of participants. It is noted that the number of registered alumni for this seminar was 95, however, the actual number of attendees was much lower due to extremely bad weather (storm).</p> <p>With his expertise, Dr Luc shared his critical analysis of some real cases of failure in risk management systems of top international banks, the facts about risk management systems of Vietnam's commercial banks along with real cases, and issues associated with the development of risk management systems for commercial banks and risk management and policies for state banks.</p>

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
8	15-Aug-10	Hanoi	Hanoi PPI Alumni	Seminar	Leadership	I) Prof. Marcus Ingle – Panelist, Portland State University; II) Ms. Nguyen Thi Nam Phuong – Organisational Capacity Development JSC (OCD); III) Dr. Bui Phuong Dinh – Ho Chi Minh National Academy of Politics and Public Administration (HCMNAPPA); IV) Mr. Kevin Egan – ASDiV International HRD Adviser	56	850	759	Professor Marcus Ingle was a very high profile guest speaker. The EMERGE Leadership Framework was interesting since it was the main theme of the project co-conducted by Prof. Marcus's team and the HCMC National Academy for Public Administration in the Vietnamese context. In addition, panelists, who were experts in the fields, were selected from diverse backgrounds such as business, public administration and HRD.

No.	Date	Place	Alumni Groups	Activity Type	Topic	Presenter	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Professional Development Events</b>										
9	21-Aug-10	Hue City	Hue Australia Awards Alumni	Seminar	Change Management	Mr. Kevin Egan – Keynote Speaker, ASDiV International HRD Adviser	30	2,225	526	The seminar was a fruitful discussion for Guest Speakers and participants. The Guest Speaker created an interactive forum for participants to actively share ideas and experiences. After the seminar, audience members had essential theoretical models and tools of change management which could be applied to their work performance and personal development. The original budget included costs for alumni travelling from Danang; however, the seminar was limited to alumni in Hue to strengthen this group.
<b>Total</b>							<b>437</b>	<b>19,700</b>	<b>17,470</b>	

## Appendix 2: List of social networking activities in 2010

No.	Date	Place	Alumni Groups	Activity Type	Topic	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Social networking activities</b>									
10	6-Mar-10	Mai Chau, Hoa Binh	HN Business Alumni Group	Excursion	Excursion to Mai Chau	30	600	600	The first excursion was self-organised by a group of Business Australia Awards alumni to a place outside Hanoi right after the core team was formed. The core team has remained very active since members got to know each and enjoyed working together to organise professional and social networking activities for the Hanoi Business Australia Awards Alumni Group.
11	9-May-10	Ho Chi Minh City	HCMC Alumni Group	Morning Coffee Informal Discussion	Stock market issues	35	200	163	A preferable model of social networking activities in combination with informal discussion for Australia Awards alumni in Ho Chi Minh City. Meeting members could enhance their social and business networks and exchange professional updates related to stock market issues. The meeting was moderated by 3 experts.
12	28-May-10	Hanoi	Hanoi Business Alumni Group	Social networking event	Network Drink	40	600	640	A Hanoi-based social networking activity was organised like AusCHAM's network event model. The venue was set up in the way that enabled participants to move around to expand their social and business networks. A fund raising activity was combined to call for donations for charity activity.



No.	Date	Place	Alumni Groups	Activity Type	Topic	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Social networking activities</b>									
13	9-Jun-10	Hanoi	The Australia Awards Alumni Program	Core Team Gathering Dinner	Discuss Australia Awards Alumni network and national alumni organisation	36	1,200	1,481	The Core Team gathering dinner was an opportunity for core team members in Hanoi to get to know each other and to introduce an overall picture of Australia Awards alumni activities. It aimed to discuss national organisation of Australia Awards alumni network in Vietnam.
14	19-20 June 2010	Cat Ba Island, Hai Phong	Jointly organised by PPI, Business, Agriculture and Rural Dev. alumni group	Excursion	Excursion	43	2,000	2,000	This 2-day activity was collaboratively coordinated by selected members from Australia Awards alumni core teams and it opens up to all alumni in Hanoi. The majority of participants were previously inactive. Apart from AUD 2,000 funded by AusAID, the remainder (over AUD 2,000) was contributed by participants.

No.	Date	Place	Alumni Groups	Activity Type	Topic	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Social networking activities</b>									
15	29-Jun-10	Ho Chi Minh City	The Australia Awards Alumni Program	Core Team Gathering Dinner for alumni in HCMC	Discuss Australia Awards Alumni network and national alumni organisation	30	500	393	The Core Team gathering dinner was an opportunity for core team members in Hanoi to get to know each other, to introduce an overall picture of Australia Awards alumni activities. It aimed to discuss a national organisation of Australia Awards alumni network in Vietnam.
16	23-24 October 2010	Huong Khe district, Ha Tinh	Core Team members from all Hanoi Alumni Groups	Charity activity	Flood Relief Efforts	12			Details have been noted in the 2.3 "Social Networking Activities" session.
17	6-Nov-10	Hanoi	Core Team members from all Hanoi Alumni Groups	Morning Coffee Informal Discussion	Informal discussion about cross-culture communication	15			The activity, which was self-initiated by Australia Awards alumni, was the first Morning Coffee Informal Discussion for Australia Awards alumni in Hanoi. Cost was contributed by alumni. The event focused on discussing issues related to cross culture communication in the workplace.

No.	Date	Place	Alumni Groups	Activity Type	Topic	No. of parties	Budget (AUD)	Actual cost (AUD)	Comments
<b>Social networking activities</b>									
Alumni core team meetings						142	2,831	652	Core team meetings are extremely important to the development of Australia Awards alumni activities. It is noted that a core team meeting should not be considered as a single social networking activity since it normally includes only a small number of 7-10 core team members to discuss the strategic development issues for alumni groups, or to discuss idea formation, plan development, logistical arrangements for actual implementation of professional development and social networking events. Particularly, an increase in the number of interactive opportunities for core team members is necessary during this transitional stage from group-based to a national chapter-based alumni network structure.
Online academic information resources						75	3,640	1,263	
<b>Total</b>						<b>458</b>	<b>11,571</b>	<b>7,192</b>	

# **A n n e x 7**

**Monitoring and Evaluation Report (see attachment)**