

AusAID Scholarships for Development in Vietnam (ASDiV)

2009 - 2016

Design Document

FINAL

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Annex:

Contracting Arrangements

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AusAID Child Protection Policy

AusAID has assessed this activity as one that will **not involve** personnel in working with children

- ie personnel employed to work in positions funded in this activity will not need to engage with or be involved with children in order to fulfill the duties of the positions.

MAP OF VIETNAM



Acronyms

ACET	Australian Centre for Education and Training (in Vietnam)
ADS	Australian Development Scholarships program
ALA	Australian Leadership Awards (Scholarships for post-Graduate Degrees)
ALAF	Australian Leadership Fellowships (short studies and placements)
ASG	Australian Scholarships Group (in AusAID)
ASMC	AusAID Scholarships Management Contractor
ASDiV	AusAID Scholarships for Development in Vietnam
AUD	Australian Dollar
AusAID	Australian Agency for International Development
DEEWR	(Australian) Department of Education, Employment and Workplace Relations
DCS	Development Cooperation Strategy 2008-2015
ELT	English Language Training
EU	European Union
GoV	Government of Vietnam
GPA	Grade Point Average
HCMC	Ho Chi Minh City
HRD	Human Resource Development
IAP	Introductory Academic Program
IELTS	International English Language Testing System
JSC	Joint Selection Committee
KPIs	Key Performance Indicators
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training (of Vietnam)
OASIS	Online Australian Scholarships Information System
OBS	Overall Band Score
PCE	Pre-course English (in Australia)
PhD	Doctorate of Philosophy
Post	AusAID office (Hanoi)
PPI	Priority Public Institutions (Government of Vietnam Ministries)
QAI	Quality at Implementation (AusAID review of progress)
RMIT	Royal Melbourne Institute of Technology
SIMON	Scholarships Information Management On-Line
SM	Scholarships Manager (Team Leader for ASMC)
SoS	Scope of Services
TESOL	Teachers of English as a Second Language
US	United States (of America)
VEF	Vietnam Education Foundation (a USA oriented scholarship program)
VGAC	Vietnam Graduate from Australia Club (alumni association)
WTO	World Trade Organisation

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Glossary of Terms

Alumnus/alumni – refers to a GRADUATE. Alumni are the target group for post-award activities in Vietnam, but may be targeted through Alumni Associations that include recipients of other than AusAID scholarships, and private fee-paying students.

AusAID Scholarships for Development in Vietnam (ASDiV) – is the name to denote the integrated management approach for the implementation of both the Australian Development Scholarships and the Australian Leadership Awards programs in Vietnam. It applies to the services contract for the period 2009-2016.

Australian Scholarships Management Contractor (ASMC) – is the name for the contracted services and the contractor to be appointed by AusAID to manage the integrated scholarship program during the period of 2009-2016. The contracted services will include promotion, recruitment of applicants, selection of candidates and pre-departure information and training of scholarship awardees, and support for re-integration of scholarship graduates on return to Vietnam. These functions are currently undertaken by a contractor known as the ‘ADS Support Contractor’. The services do not include provision of English Language Training to candidates, which will continue to be managed by a separate contractor in Vietnam. The name ASMC is used throughout this Design Document where reference is to the intended future contractor. Where reference is to the contractor for the period 2003-2008 (the current contractor) the name ‘ADS Support’ is used.

Joint Selection Committee (JSC) – is the committee of AusAID and the Government of Vietnam, represented by the Ministry of Education and Training (MOET), which selects the shortlist of candidates and makes the final selection for award of scholarships for each annual intake.

Scholarship selection stages for ASDiV – includes names used for persons in the following sequential stages:

Applicant – refers to any person submitting an application for a scholarship under the program for the AusAID Scholarships for Development in Vietnam.

Candidate – refers to an APPLICANT who has been selected for the shortlist, prior to confirmation of English language competence and to final selection by the Joint Selection Committee in Vietnam.

Awardee – refers to a CANDIDATE who has been granted a scholarship under the AusAID Scholarships for Development in Vietnam.

Scholar - AWARDEE studying in Australia.

Graduate – refers to an AWARDEE who successfully completes a course of study through an Australian university and is consequently awarded an Australian-recognised qualification.

Exceptional Circumstances Candidate – a person from a poor rural area or an ethnic community who is assessed as having a high potential to make effective contributions to poverty reduction in rural or ethnic communities, and who is assessed as being able to gain entry to an undergraduate or post-graduate program in Australia (or in Vietnam under the flexible delivery trials), but who is without any current English language capacity and is in need of more intensive ELT assistance to take up a scholarship.

A. Analysis and Strategic Context

A1 Country and Sector Issues

Since the launch of Vietnam's economic renovation process (*doi moi*) two decades ago, the country has experienced average annual growth of 6 – 7%. Such growth has contributed to poverty reduction, increased incomes and improvements in health, education and other social indicators. As a result, Vietnam today is a dynamic and changing society which has made impressive progress in meeting or exceeding the Millennium Development Goals, although reversing the spread of HIV/AIDS and ensuring environmental sustainability remain challenges.

The MDG goal of halving poverty has already been achieved, and the Government of Vietnam is committed to reducing the poverty rate by 10 – 11% by 2010. Despite this, an estimated 9 – 10 million people will still be living in extreme poverty in 2010, with 37% of these from ethnic minorities. The poverty rate among ethnic minorities, who form 14% of the population, is therefore more than double that of other sectors of the population. Furthermore, while Vietnam has been looking for post-accession opportunities which are likely to further contribute to growth since acceding to the WTO, a reminder of the possible fragility of economic gains is offered by the fact that inflation is currently running at 26 – 27%.

At the same time, the country is expected to reach middle-income status by 2010, and is rapidly making the transition to a modern market economy in which building a skilled labour force is a top priority for sustaining rapid growth. As a result, Vietnam's education and training goals are not static. This is reflected in the launch of major reforms in education and human resource development at the 10th Party Congress in 2006.

Two new Government of Vietnam stated goals may be of particular relevance to the Australian scholarship program. One goal is to have 20,000 more university lecturers with PhDs by the year 2020, half of which would be gained from study abroad. At present, less than 10% of ADS scholars study at PhD level. The other Government of Vietnam stated goal relates to the National English Project and in particular the training of trainers. Vietnamese teachers of English would gain a Masters or PhD in TESOL, and return to Vietnam to train other teachers.

A1.1 Australia-Vietnam Cooperation

The Australia-Vietnam Development Cooperation Strategy for 2008 – 2015 is currently being finalised. This strategy responds to the country context and will confirm Australia's long-term commitment to supporting Vietnam's development aspirations, and contribute to the locking in of the MDG achievements. Links to MDGs are clearly articulated in the draft strategy objectives.

- Strategy Objective 1: Government of Vietnam plans and effectively manages the long term opportunities and risks of international economic integration to ensure pro-poor growth (MDG 1)
- Strategy Objective 2: Government of Vietnam adopts better planning and implementation approaches to assist in alleviating poverty among ethnic minorities (MDG 1)
- Strategy Objective 3: Government of Vietnam implements integrated disaster mitigation approaches, including to address climate change (MDG 7)
- Strategy Objective 4: Government of Vietnam adopts better planning and implementation approaches for providing water and sanitation (MDG 7)

- Strategy Objective 5: Government of Vietnam improves management, financing and coordination of the health sector (MDGs 4, 5 and 6)
- Strategy Objective 6: Government of Vietnam identifies and prepares for the new set of development challenges associated with 2010 middle income country status, with the support of development partners (MDG 8)

A1.2 Aid Policy Framework

Australia's aid policy framework emphasises the value of well-targeted scholarships with proper gender balance as a highly effective form of aid that empowers people from developing countries to drive their own national development and reform agendas based on an informed understanding of a developed economy. The value of scholarships is also seen as a means for investing in nation building by supporting the development of future leaders and building skills and knowledge for economic development as well as fostering relationships between Australia and people from the region.

The Australian higher education sector has a good record of innovative learning programs and for internationalization of learning programs designed to enhance the relevance of modern higher education in the globalised economic and social environment. The quality of Australian courses is recognised as internationally competitive and many Australian graduates have achieved international recognition for high academic and professional distinction.

Since their inception with the Colombo Plan, Australian scholarships have enabled regional partners to gain knowledge for social development, economic integration and democratic reform. The scholarships have enabled valuable friendships and networks to be built with leaders in the region. The value of scholarships is further reflected in the decision to establish the Australian Leadership Awards focused on developing future leaders in the Asia-Pacific region.

Australia has significant potential to contribute to Vietnam's HRD needs through its expertise in the provision and management of scholarships and, given the quality of its higher education courses, Australian institutions are highly regarded in Vietnam. The Australian scholarships program is one of the largest of the international scholarship schemes available in Vietnam and for many Australia is the preferred destination for academic placement

A1.3 AusAID Scholarships

Australian scholarships are a very important and well-recognised element of Australia's bilateral development cooperation with Vietnam. Since 1992 more than 2,500 Vietnamese students have been trained in Australia with the support of Australian Government scholarships, representing an investment of over AUD270 million. By aligning fields of study with the objectives of the Australia-Vietnam Development Cooperation Strategy, scholarships make an effective contribution to development.

Australian Development Scholarships: Australian development scholarships were introduced in Vietnam in 1998 as an important component of the bilateral program that commenced in 1992. ADS account for approximately 15% (or over AUD 16 million) of the current Vietnam bilateral program budget. Scholarships are offered for post-graduate study in Australia at Masters or PhD level. The annual number of ADS scholarships for Vietnam is currently 150, with 15 of those scholarships tagged for PhD study in 2010.

Australian Leadership Awards: Australian Leadership Awards (ALA) is a scholarships initiative which commenced in 2007. ALAs target current and future leaders from the Asia-Pacific region from government, business, and industry or community sectors. ALA Scholarships cater for longer-term post-graduate study at masters or doctoral level; and ALA Fellowships for short-term research, study or professional attachments. Since 2007 Vietnamese students have won 41 ALA Scholarships for postgraduate study worth almost AUD 7 million.

Other Australian Scholarships: Endeavour Awards are funded and managed by the Department of Education, Employment and Workplace Relations (DEEWR). Endeavour Awards are available under four broad categories to students from Europe and the Americas as well as the Asia-Pacific region, including Vietnam. The goal is to bring high achieving scholars, researchers and professionals from around the world to Australia to undertake short/long-term study, research and professional development in a broad range of disciplines. The focus is on excellence in education and on fostering internationalisation in higher education and research rather than on contribution to economic development of less developed countries. There is no requirement for scholars to return to their home country.

AusAID has no role in supporting or managing these scholarships, but in Vietnam DEEWR and AusAID cooperate in some promotion activities to raise awareness of opportunities for Vietnamese citizens to study in Australia.

From time to time other Australian scholarship programmes become available that AusAID may wish to include under the integrated management of the ASMC. For example, at present AusAID funds scholarships under individual separate agreements with the University of Wollongong and Carnegie Mellon University in Adelaide. Should this occur under the ASDiV contract period appropriate variations to contracts between AusAID and relevant contractors will be made to reflect any new or changed requirements.

A1.4 Harmonisation with other scholarship programs

The ADS program is one of the largest single providers of scholarships for overseas study in Vietnam. There are a number of other providers of scholarship and training opportunities, including New Zealand, Japan, Britain and other EU nations, and US-based programs such as Fulbright, the Ford Foundation and the Vietnam Education Foundation (VEF). The demand for overseas scholarships is high and there is no issue of overlap between the programs. Consultations revealed that some of these providers, especially the Ford Foundation, have demonstrated success in recruiting from disadvantaged sectors of Vietnamese society, by:

- relaxing the academic requirements
- providing substantial ELT for suitable candidates
- targeting promotion to particular groups and/or geographical areas.

By learning from and working more closely with other scholarship providers, Australian scholarships can improve their development impact, including facilitating links between ADS and other program alumni as a means of developing 'critical mass' in key institutions.

The Government of Vietnam also has a number of scholarship programs, demonstrating its commitment to human resource development in Vietnam. As part of the next phase of ASDiV, AusAID should continue exploring ways in which the Government of Vietnam can contribute towards the scholarship program and how the ASDiV can better support Government of Vietnam's human resource development objectives. If ADS scholars are enrolled in longer programs of study (eg in increased numbers studying for PhDs), Government of Vietnam contributions may go some way to mitigating any resulting reduction in the total number of scholarships available annually. These contributions may most obviously apply to pre-application ELT, but may also apply to other areas such as HRD planning, supporting PPI alumni post-award to maximise use of their new knowledge and skills for development, and tracking for monitoring purposes.

A2 Problem Analysis

While ADS in Vietnam is a highly regarded program and one option for the design team was therefore to leave the program largely unchanged, it was felt that, in terms of the delivery of Australian scholarships in Vietnam, two key questions needed to be discussed:

- How can a scholarship program have a better development impact?; and

- How can the scholarships program be more closely aligned with the Australia-Vietnam Development Cooperation Strategy and respond more flexibly to the evolving development needs of Vietnam?

A2.1 Development Impact

There is at present a lack of information about the development impact of ADS globally and also in Vietnam. In Vietnam quantitative data are available about the numbers and sex of applicants, awardees, scholars and alumni, but it is difficult to know whether ADS is reaching poor and disadvantaged groups, including ethnic minorities, in Vietnamese society. Furthermore, available data suggests that relatively few scholars are recruited from outside the two main metropolitan areas, Hanoi and HCMC. There is also a lack of data, either quantitative or qualitative, to gauge the development impact from the post-return work of graduates.

The design team had expected to be able to summarise statistics relating to ADS from available information, but this has not been possible as reporting currently offers limited detail and lacks clear differentiation about participation at different stages (e.g. application, shortlisting, award of scholarships, and re-integration into work on graduation and return to Vietnam). The main points, however, appear to be the following:

Gender: since 2001 the numbers of female awardees have exceeded the numbers of males. As a result of this, female awardees now account for 52% of the total since 1998.

Rural participation: the proportion of Hanoi-based awardees in the PPI category is almost 100%, at least in part reflecting the emphasis on central government ministries. The proportion of Hanoi-based awardees overall, i.e. when Open category is included, has fluctuated between 55% and 66% over the past three years; the proportion of awardees from the two main metropolitan areas has never fallen below 70% in this period.

Level of study: in the 2008 intake, only two awards for PhD study were made. At this time only PPI applicants were eligible for this level of study. For 2009, Open category applicants were eligible for PhD study; this change resulted in a higher number of applicants and a larger number of awards, with nine applicants shortlisted for PhD study.

The above information is primarily related to inputs to the program. There is a lack of data, either quantitative or qualitative, to gauge the development impact of graduates after return. This situation reflects the current goal and objectives of ADS in Vietnam.

The ADS program has long offered scholarships to government officials in order to contribute to enhanced knowledge and skills in public administration in Vietnam. In earlier periods of the program applicants were selected from targeted government departments. The means of achieving the first objective of the program during the period 2003-2008 (to develop a 'critical mass' of trained scholars in selected key Government of Vietnam institutions) has been to select officials from 12 Priority Public Institutions. To date, only 23 scholars from this period have returned to Vietnam and so it may be premature to comment on their impact. Evaluative studies to assess the broader contribution being made by ADS Graduates in the public administration have not been undertaken. It is however worth commenting that, while ADS is a significant scholarship program, 'critical mass' in organisations is undefined, and is unlikely to be achieved through ADS alone; there are a considerable number of scholarship and other training opportunities available for government officials in Vietnam.

The second objective of the 2003-08 period focuses on 'highly talented individuals' and this appears to have been operationalised through the selection criteria, which place considerable emphasis on academic achievement – a formal undergraduate degree with a minimum Grade Point Average of 7.0 for all subjects or, for applicants with an overseas undergraduate degree, the highest grade possible achieved for at least half graded subjects. As a result, these criteria

may have an inhibiting effect on application and selection. In particular, the current criteria appear to privilege

- some disciplines over others
- academic over technical universities
- Hanoi and HCMC metropolitan areas over non-metropolitan provincial and rural areas

In addition, the English language proficiency requirement discriminates against applicants with limited access to ELT opportunities either at school or in undergraduate courses, particularly individuals from lower socio-economic backgrounds and/or rural areas.

With regards to the third objective of the 2003-2008 period (to strengthen enduring links between people and institutions of Vietnam and Australia), it should be said that this is less a development than a foreign policy objective. It lacks clarity of definition, it presents considerable challenges in measuring, and it has no defined purpose.

Development impact can, however, be enhanced post-return through the links established between scholars and their places of study in Australia. A number of Australian universities have established continuing mutually beneficial relationships with some of their Vietnamese alumni and their workplaces, including in joint academic programs, research activities and in public administration. Such cooperative relationships were established outside the framework of the scholarships program on the initiative of individuals, but AusAID could promote the development of these on-going relationships more systematically through the contractor. It would also be appropriate for AusAID to retain some profile in these graduates' activities.

The design for the next phase has amended objectives for the program in Vietnam to reflect these findings. The objectives of the program to date have placed most emphasis on the awardees' achievement of the Australian Degrees, seeing that as the key result, and less emphasis has been placed on seeing the scholarships as building higher learning and technical and professional skills that will then be deployed directly in areas and fields that support the continuing development of Vietnam. Because of this emphasis in the objectives, the program has offered only very limited funding for alumni on return and what has been offered has been mainly on supporting alumni organisations with assistance to organise networking activities using some professional seminars and workshops and some social functions. While these activities offer access to information and networks to assist graduates to re-integrate into professional work they have relatively limited scope to enhance the opportunities for graduates to actively use their new knowledge and skills to contribute to development of Vietnam. Accordingly the revised objectives for the period 2009-15 place much greater emphasis on the development outcome and the range of services funded to support consolidation of development effectiveness has been expanded.

A2.2 Building Institutional Capacity

In 2006, the ADS program in Vietnam was restructured to recruit from two categories¹:

- PPIs - there are currently twelve participating institutions
- Open - this includes the private sector, civil society and public institutions not among the PPIs

The allocation of scholarships between PPI and Open categories is currently at a ratio of 40:60. The design team was asked to consider the appropriateness of targeting via PPIs. AusAID has agreed that PPIs remain an appropriate target for the ADS program, as significant *systemic* change addressing poverty reduction is highly dependent on changes in governance and effectiveness in public administration and services delivery. It was assessed

¹ AusAID (2006) Enhanced Program Framework for Vietnam ADS: 3 - 4

that, where PPIs have a functional and appropriately targeted HRD plan, there is improved likelihood that appropriate applicants will be nominated and, upon returning from successful completion of their study in Australia, will be deployed effectively and with reasonably early effect. The current PPI focus is, however, very much on central government; greater emphasis should be placed on building institutional capacity at provincial government level in the next phase.

The design team was also asked to consider whether the right institutions are being targeted. As noted above, in the 2003-09 phase twelve institutions have been participating in the PPI category.

It is considered the current mix of Ministries is generally appropriate to the development priorities in the DCS and the number of around 12-13 is manageable. The number of scholarships for which a PPI is eligible ranges from three to eight, and the performance of the PPIs in terms of honoring their agreements with AusAID relating to the selection of candidates and re-integration of graduates into work areas that uses new skills effectively varies from strong to poor². Each PPI is involved with the program for a ‘three-year rolling’ period. The participation of agencies is reviewed by AusAID and the GoV at the end of each three year period. In consultations with the GoV during the design period AusAID agreed to include one new Agency for the next period – the Party Central Organisation Committee.

Accordingly the thirteen Agencies for the first two years of the ASDiV program will be:

<ul style="list-style-type: none"> - State Bank of Vietnam - Ministry of Finance - Ministry of Investment and Planning - Ministry of Justice - Ministry of Agriculture and Rural Development - Ho Chi Minh National Academy of Politics and Public Administration 	<ul style="list-style-type: none"> - Ministry of Foreign Affairs - Ministry of Industry and Trade - Ministry of Health - Office of Government - Ministry of Education and Training - Ministry of Natural Resources and Environment - Party Central Organisation Committee
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It is considered, however, that there would be advantages in introducing incentives for well-performing PPIs and establishing strategies for ensuring greater participation of the ministries’ departmental counterparts at provincial level should be developed. (Further information on recommendations about these is in Part B.).

A2.3 Leadership and Development

There is a growing recognition in AusAID (and other Development agencies) that effective leadership plays an important role in transforming society and that supporting current and future leaders has high potential for making an important difference to a country’s achieving its development goals. This recognition has been embraced within the Australian scholarships program through the Australian Leadership Awards (see 1.3 above). ALA Scholarships are for those who currently hold, or have the potential to assume, leadership roles and can influence social and economic policy reform and development outcomes in their own countries and in the region. Within the scholarships program ALA Scholarships offer a possible pathway for top achieving ADS graduates with a Masters degree to proceed to PhD study with an Australian university.

² SKM (2008) Confidential Report: Performance Assessment of 11 Priority Public Institutions in 2007

The shorter-term ALA Fellowships (ALAF) complement the longer term ALA Scholarships by providing opportunities to senior officials who cannot leave their positions for extended periods. At present Fellowship applications are instigated by Australian Host Organisations, and may not be directly focused on development in Vietnam. To ensure a closer fit between the Fellowships, leadership and the development focus of the scholarships program, AusAID and the ASMC should work together and adopt a pro-active stance in brokering relationships between Vietnamese and Australian organisations in order to encourage ALAF applications that are aligned to Australia-Vietnam bilateral program priority areas (see 2.4 below) and encouraging Fellowship applications that will allow those individuals to meet their learning needs.

A2.4 - A more targeted approach to enhance alignment of scholarships with the Development Cooperation Strategy

In order to achieve greater development impact, a more targeted approach to fit with the Australia-Vietnam Development Cooperation Strategy should be taken than is currently the case. This applies to both categories. To some extent targeting already occurs through the PPI category, and this should be maintained with the proportion of scholarships remaining at least at the current 40% level. In addition, AusAID should consider:

- identifying and targeting certain provinces for application and selection purposes; these provinces would be among the least developed in Vietnam and may be targeted on a selective basis, on annual rotation across the period if appropriate
- identifying and targeting a limited number of strategic objectives to be met through the ADS program, which is only one of the development tools available to AusAID.

In this respect it is worth noting the following Australia-Vietnam bilateral program priorities (as articulated in the proposed (currently being finalised) Development Cooperation Strategy 2008-2015):

- accelerate growth by
 - enhancing international economic integration
 - enhancing rural water and sanitation
 - enhancing disaster management and responses to climate change.
- invest in people by
 - alleviating ethnic minority poverty
 - enhancing health sector management
 - combating trans-national crime; this requires whole-of-Australian government engagement.
- promote modern governance (a cross-cutting issue).

In order for the program to remain responsive to changing development needs, the targeted provinces and objectives need not be fixed for the whole six years of the new phase in advance. AusAID will review its targets on an annual basis to allow the program to respond appropriately to new development initiatives as they are launched. Notwithstanding this some of the development priority areas will continue to need, and receive, consistent attention over a sustained period.

Changes in applicant targeting for improved links to DCS priority areas: Greater flexibility in the program's approaches to selection will enhance the program's development impact. At present the selection criteria focus almost entirely on a high GPA and on government employment, which both play a powerful role in determining who applies and who, as a result, is selected. To a large extent this situation explains the current preponderance of scholars from the two main metropolitan areas. Therefore, it is necessary to introduce a more

nuanced set of selection approaches and criteria and to reconsider the way in which ADS application rounds are promoted. Rather than asking ‘who do we want to select?’ after applications are received, the question should be ‘who do we want to apply?’ before application rounds are promoted. Therefore, in order to receive applications from the desired target groups, AusAID proposes to adopt a strategy for using ‘applicant profiles’, which describe the features of applicants that are considered will more likely offer the potential to make clear contributions to development in Vietnam in the priority areas, and which can then offer the opportunity to determine a number of different target groups and to develop promotion strategies and selection criteria appropriate to each ‘profile’. This would reduce the inhibiting effect of the current selection criteria, and allow AusAID and the Government of Vietnam to respond flexibly to changes in the development environment on an annual basis. Such applicant profiles could be adjusted each year, either adding new profiles as new development challenges emerge, or making adjustments to selection criteria of existing profiles as experience might indicate. The concept of the ‘Applicant Profiles’ is set out in detail at **Annex 3**.

A2.5 A Flexible Program

Flexibility in Delivery Modes: As well as considering changes to selection criteria, the next phase of the scholarships program should take account of the changing nature of educational delivery in the tertiary sector. As examples of these changes the following illustrative examples are suggested:

- Australian universities, such as RMIT, delivering degree programs at campuses in Vietnam
- ‘sandwich’ programs, with some courses being taught in Vietnam, or by visiting academic staff, and some in Australia
- post-graduate courses taught primarily in Australia but with a study/research component offshore, preferably in Vietnam.

The Australian Scholarships Group (ASG) in AusAID in Canberra is supportive of options for using flexible modes of delivery and encourages their use, through pilots, with adequate evaluation of effectiveness in meeting the scholarship excellence and development objectives of ADS. Therefore Vietnam, in consultation with ASG, will participate during ASDiV in a limited pilot on flexible delivery, to explore:

- the benefits of making greater use of existing joint Masters Programs taught wholly or mainly in Vietnam which lead to a qualification that is formally recognised by both the GoV and by the Australian partner institution
- the feasibility and value of split Post-Graduate programs where a proportion of the study is undertaken in Vietnam, or where the research for PhDs or Masters by research is done in Vietnam on subjects which are relevant to the Vietnam experience or priority development areas; and
- cost-effectiveness of using limited numbers of undergraduate courses at the existing Australian accredited university in Vietnam (RMIT) for those in the ‘exceptional circumstances’ category (more detail on this category below).

Integration of scholarship programs: There is another area where lack of flexibility in the program is inhibiting the potential targeting of study assistance so that the potential for development impact is maximised. The two AusAID scholarship programs, ADS and ALAs, are implemented separately, with the ADS Support Contractor having a limited role in supporting Vietnamese Candidates in obtaining places under the ALA, and no role in assisting the identification or participation of Vietnamese in the ALAF. The contractor supports the ALA program in the following ways: including the ALA Scholarship Awards in the ADS Application promotion rounds (including the information on the website); assisting

the AusAID Post in selection of shortlisted applicants for forwarding to an Interdepartmental Selection Committee in Canberra for the final selection of awardees from a regional shortlist; and supporting Awardees with mobilisation. There is no pro-active seeking of applications from persons in leadership or potential leadership positions. In addition opportunities for Vietnamese in leadership positions to gain access to the benefits from the ALAFs are impeded because the ADS Support Contractor has no scope of service requirement to assist potential ALAF candidates (due to program rules requiring Australian organisations or institutions having existing links with Vietnam to initiate a proposal for a short placement plan). The leadership programs are supported in AusAID because they offer development benefits, and there is no apparent reason that the contractor in Vietnam could not be tasked to provide a pro-active service to assist Australian and Vietnamese organisations to develop fellowship plans that can expand the fellowship opportunities available to Vietnamese. A pro-active approach to increase placements of Vietnamese in placements with Australian organisations could still fit within the ALAF regional orientation and priorities.

For this reason the next contract period will be established with a Scope of Services (SOS) that allows for more flexible services and operating procedures and that supports a more integrated approach across the two AusAID scholarship programs. To reflect this more integrated program the name of the program will be changed to reflect the broader focus – from the ADS in Vietnam to the “AusAID Scholarships for Development in Vietnam (ASDiV)”³. (See more in Section C1.)

A2.6 Program Contract Management

AusAID’s ADS management has been externally contracted since 2003. In Vietnam, ADS management has occurred under the ADS-Prep Initiative 2002 – 2012 (Initiative No INF523). The purpose of the ADS Prep Project is to prepare ADS awardees for tertiary study in Australia through the provision of intensive in-country training and to place them in appropriate courses with ongoing support.

The ADS Prep Project is comprised of two key components:

- *ADS Training* provides English Language Training to scholarships candidates who need to improve their English proficiency prior to commencing study in Australia.
- *ADS Support* provides administrative and course selection assistance to scholarship candidates prior to their mobilisation to Australia and upon their return to Vietnam.

Within the Australian scholarships program, Vietnam is unique in having a two contractor model for provision of ADS Training and ADS Support. This model works well in the context of the environment in Vietnam for services, however, and it is considered there is no case for changing it at this time. The two contracts are not aligned in completing dates, and there would be unnecessary disruption to make change simply for the sake of it. However it is planned that the timing of the two contracts be gradually adjusted so that they will complete at the same time either in 2012 or in 2016. This will then offer the option for a potential change to a single contractor model, if warranted, at a later date (more detail is below in Part B). It was also determined during the design preparation that there was no added value in the future ASMC continuing a monitoring role in respect of ELT provision by the separate contractor. This confuses the relationship between the two contractors and it also has the effect of reducing the direct responsibility of AusAID for its own contract supervision.

³ The design team noted that the name ADS, for the ‘Australian Development Scholarships’, could in itself be confusing, in that it is possible to infer that the program is for development in Australia rather than development in Vietnam. The use of ‘Australian’ in the name also could allow confusion with the other Australian scholarship programs promoted extensively in Vietnam, namely the Endeavour scholarships and the program to promote ‘Study in Australia’ for fee-paying students.

The Australian Scholarships Group (ASG) in Canberra currently provides overarching management of ALA scholarships and fellowships. However, in 2007, the scope of ADS Support was expanded to also include responsibility for some support for ALA Scholarships (i.e. screening of applications and student mobilisation) and Carnegie Mellon University and Centre for Trans-national Crime Prevention (Wollongong University) awards (cf. 1.3 above). This responsibility will continue under the future ASMC contract. Changes to the range of scholarship programs to be covered may be altered from time to time as policy changes or new programs emerge in AusAID.

A2.7 English Language Training

The current requirements are that short-listed ADS applicants are required to sit an IELTS test at a session arranged by AusAID and to achieve an overall band score (OBS) of 4.5. Applicants who achieve or exceed an OBS of 6.0 and with no sub-band (Reading, Writing, Listening, Speaking) below 5.5 in this test may be eligible for early mobilisation to commence their study in Australia. All other selected applicants are required to undertake full-time English Language Training (ELT) in Vietnam, at centres in either Hanoi or HCMC. The amount of ELT is determined by the applicant's OBS, with the structure of the pre-departure training program shown in Figure 1 below.

Figure 1: Structure of English language training

Module 1 of academic English	Entry for OBS 4.5	Entry for OBS 5.0	Entry for all other candidates
Module 2 of academic English			
Module 3 of academic English			
Module of IELTS preparation			
IELTS Placement Test	ADS awarded to those who achieve OBS 6.0 with no sub-band below 5.5		

There is provision for up to 200 hours additional ELT for suitable candidates who are at risk of not reaching or who do not reach the required level at the IELTS placement test. All successful candidates (who have not previously studied at a Western university) also undertake an institutionally-appropriate course of Pre-Course English (PCE) after arrival in Australia. However, while there is considerable English language support provided to applicants who reach an OBS of 4.5 at the initial IELTS test, there is no ELT provided to candidates who might otherwise be excellent but who lack English language proficiency. This is considered a significant constraint for potential applicants from the provinces, and from ethnic minority groups. If Australian scholarships are to successfully reach these potential applicants, greater commitment to improving their English language proficiency is necessary. This will require the use of enhanced support services in Vietnam for candidates from rural and ethnic minority communities who may have higher degrees of need, including access to a longer period of ELT and academic preparedness training in Vietnam before departure for studies in Australia.

ADS Training is currently contracted to the Australian Centre for Education and Training (ACET). This contract runs to January 2009, and a recent review⁴ found that the provision of ELT services is satisfactory and should not be altered. AusAID has accepted this

⁴ Haugen (2008) Review of the Viet Nam ADS English Language Training Component.

recommendation and the ADS Training contract is being extended up to the [end of January 2012](#). That review also recommended that the minimum score be raised - that candidates should achieve a minimum OBS 4.5 *with no sub-band below 4.0* in the IELTS selection test before admission. This was based on a view that it was preferable to enable entering candidates to stay together as a cohort and because those coming in with uneven sub-band scores are more vulnerable to failure. However, new data available after that review, following completion of the IELTS in August 2008, did not substantiate that uneven sub-band scores affected final results (some with lower sub-band scores on entry did better than some with higher). Further the use of 'applicant profiles' is intended to allow for a range of English language proficiency at selection, and greater flexibility in responding to candidates' language learning needs. Therefore the original entry score (of OBS 4.5) is being retained (except for 'exceptional circumstance' candidates – details in Part B). [AusAID has, however, decided to allow for an additional module that will offer the opportunity for awardees to lift English proficiency to the IELTS of OBS 6.5 before departure to Australia \(up from OBS6\). This is in recognition of new policies in some Australian universities for lifting entry requirements to IELTS OBS 6.5 \(or higher\).](#)

A2.8 Further changes to improve flexibility

Further recommendations that are likely to improve the flexibility and development impact of the program are:

- allow the possibility of undergraduate study where appropriate for a particular 'profile'; this should exist as an option to improve participation from provinces and ethnic minorities
- to include within a scholarship package some limited access to short work placements in Australia that are directly associated with understanding the application of new knowledge in relevant development work or return⁵
- allow Masters scholars who are offered a PhD place to accept it without being required to return to Vietnam for a minimum period at the completion of the first post-graduate degree⁶
- consider combining different modes of delivery, such as a combination of distance and in-Australia study; this recognises that technological developments have an impact on educational delivery, and offers a way of maximising the numbers of scholarships awarded annually
- investigate the integration of the ALA scholarships in the management and promotion of the ADS program.

It is recognised, however, that some changes necessary for improving the flexibility and development impact of the program are dependent on changes to the global scholarships program occurring. Nevertheless most of these recommendations from the design have been accepted and incorporated into the design set out further in this document.

A2.9 - What success looks like

A clearer focus on development impacts and greater flexibility in the program implementation will increase the representation of awardees from targeted provinces, build the Government of Vietnam's capacity to reduce poverty particularly among the rural poor and ethnic minorities,

⁵ Initially this will be restricted to Masters by coursework in the Open category, and any undergraduates, who can undertake it during semester breaks and within the period of the scholarship award. The effectiveness and impact on costs will be assessed as part of the two-year trial period)

⁶ This will apply only to scholars in Profile 3 (See Annex 3) ie university personnel who will return to be actively engaged in teaching and research in universities, or undertaking research in research institutes.

allow an appropriate response to Government of Vietnam's stated HRD needs, and strengthen links with AusAID's strategic objectives. Priority targeting in the selection of scholarships will:

- (i) Increase the representation (within the total of awardees over the period) of:
 - persons who can contribute directly to the development of the poorest regional areas
 - persons studying for PhDs and Post-Graduate Diplomas in University Education who will return to university teaching and research careers in Vietnam
 - persons studying tertiary qualifications in teaching English as a second language (TESOL) in order to become teacher trainers.
- (ii) Maintain the representation of persons working in agreed Priority Public Institutions (PPIs) at no less than 40% of the total scholarships and leadership placements awarded over the six year period.

This depiction of success has a considerably higher proportion of awardees studying at PhD level than is currently the case. An increase in the number of PhD scholars would have budgetary implications for ADS, as the course of study for a PhD is longer than for a Masters.

A3 Lessons Learned

Lessons learned from reviews of the ADS program in Vietnam, and from the work undertaken by the design team, have informed the strategic direction and operational processes for the next phase. These include:

- scholarships must play a support role as part of AusAID's broader capacity building program in Vietnam, and closer links need to be developed between ADS and other AusAID activities
- the goals, objectives and targeting processes of the ADS program in Vietnam must align with the Australia-Vietnam Development Cooperation Strategy
- current selection processes are not necessarily consistent with identifying students with the best potential to achieve development impact
- a uniform set of selection criteria privileges applicants with a particular profile, and disadvantages applicants from sectors that AusAID seeks to target
- greater cooperation between the ADS program and other scholarship and training opportunities available in Vietnam through AusAID or other donors can improve effectiveness
- other scholarship providers have demonstrated that investment in ELT can build the numbers of successful applicants from poor provinces and ethnic minorities
- graduates require greater support after return to ensure their reintegration into the workforce upon return and to facilitate on-going professional development
- monitoring and evaluation needs to ensure that clear information about performance at different stages of the annual cycle is provided, so that meaningful analysis can take place.

A4 Consistency with Existing Programs

The ADS program is consistent with the broad AusAID country program in Vietnam in that it aims to support development through provision of access to opportunities for higher learning. In particular it supports enhancement of Vietnam's development by training of persons in

positions of influence in Government who contribute to better governance in macro-economic policy, legislative programs and service delivery in Vietnam, mainly through the PPI component; and the program also contributes to development through the enhancing the operation of the private sector and NGOs through the training of persons under the open component. However the current program is not tightly linked to the more specific development objectives in the DCS, especially to the objectives for poverty reduction. The proposed changes recommended in this Design Document seek to make this targeting more focused and hence to bring the scholarships programs closer to the other development programs and the priorities of the DCS.

A5 Rationale for AusAID Involvement

The award of scholarships to appropriately selected candidates for study at Australian institutions is one means by which Australia can contribute towards the human resource and economic development of Vietnam. As an element of the bilateral program, it is consistent with Australia's aid policy framework and through appropriate targeting of potential applicants will allow the awarding of scholarships to individuals working in fields relevant to the objectives of the Australia-Vietnam Development Cooperation Strategy. This in turn will assist Vietnam in achieving and consolidating its MDG targets.

B. Program Description

B1 Program Goal and Objectives

B1.1 - Expanding the pool of specialists from higher learning

Investment in higher education returns economic development benefits far in excess of the cost of the investment. The private returns to educational investments are significant for both men and women. Research by the World Bank on the rates of return from education in Vietnam shows that individuals' earnings increase on average by an estimated 24% with each additional year of education in a university or college in Vietnam⁷. These higher wages and the productivity associated with additional education yield benefits for the community, the wider society and the economy as well. Higher education generates specialists, provides human resources for higher industrial and commercial development, and for teaching in the other sectors. Higher Degrees provide the new knowledge that leads to improved technical capability, which in turn builds economic competitiveness in the globalized economy. Higher learning also supports the betterment of society through individuals understanding of the social and cultural systems of Vietnam. Stronger analytical skills built through post-graduate learning contribute to the improved public sector management of policy and services that facilitate development. Improved capacity for knowledge generation through research offers opportunities for high-value added, knowledge intensive goods and services and private enterprises that have the managerial capacity to find, adapt, and adopt modern, up-to-date technology and sell sophisticated goods and services in global markets.

Australia seeks to support Vietnam's continuing economic development by assisting in creating a greater pool of specialists with the highest level of education, and to link the acquisition and use of new knowledge to making contributions to areas of economic and

⁷ Two papers in the WB 'Policy Research Working Paper' Series address the rate of return on education in Vietnam: (i) Patrinos and Mook, *Paper No 2881*; and (ii) Nga Nguyet Nguyen, *Paper No 2891*. This latter paper analyses the 1998 Vietnam Living Standard Survey and concludes that an individual's increases earnings on average by 24% from every additional year of learning in a university or college.

social development that are identified in the Joint Australian-Vietnam Development Cooperation Strategy (DCS). It is also appropriate to offer access to higher technical and professional learning that is not yet readily accessible from the Vietnam higher education system. Study in Australia offers an extension of academic experience by exposure to international academic methodology and learning resources and to opportunities for engagement in internationalised academic networks that can offer life-long benefits for sustaining learning and for continuously updated professional practice. This internationalisation is a feature on modern academia worldwide, and international scholarship opportunities are a key means for Vietnam to participate in these mutually beneficial academic networks.

In addition AusAID has agreed that ASDiV will contribute to two GoV strategies that are intended to accelerate development in all priority areas. These are: (i) improving the quality of higher education programs in Vietnam by expanding the proportion of university teachers who have a PhD; and (ii) to expand the capacity for English Language proficiency in Vietnam by improving the quality of teaching of TESOL programs, through expanding the number of TESOL teacher-trainers who have post-graduate qualifications in TESOL. Scholarships will be available to support these strategies and applicant profiles have been developed to ensure inclusion of appropriate candidates for selection.

B1.2 - Enhancing Leadership Capacity

AusAID accepts the value of strong leadership in contributing to development. Accordingly AusAID will use the ASDiV management support services to offer pro-active support in identifying potential participants and host organisations in order to increase the number of current and potential leaders in Vietnam who can participate in the regional program and return to make enhanced contributions to Vietnam's development in the identified priority areas by using new leadership skills.

B1.3 - Goals and Objectives

The next phase of the ASDiV will, therefore, place an increased focus on the way the AusAID Development Scholarships are used to, first, build a greater pool of higher educated specialists, and then on how new knowledge and leadership skills are used to make contributions to the further economic and social development of Vietnam. Therefore the goal and objectives of the program are restructured and re-articulated as detailed in Box 2 below.

Box 2

Goal: Economic growth and poverty reduction in Vietnam is facilitated by access to new professional and technical capacity and leadership skills contributed by an expanded group of Vietnamese graduates from Australian tertiary programs and study placements.

Objectives: (for the quantum over period 2009-15) (linked to Vietnam Country DCS)

- (i) Vietnam has additional higher learning and leadership capability from Australian scholarships and learning placements **that is being used** by graduates to make personal contributions to these priority development areas:
 - planning and effectively managing the long term opportunities and risks of *international economic integration to ensure pro-poor growth*
 - planning and implementing approaches to assist *alleviating poverty in rural areas and among ethnic minorities*
 - implementing integrated *disaster mitigation* approaches, and supporting new national approaches to addressing *climate change*
 - planning and implementing approaches for providing *water and sanitation in rural areas*
 - planning and managing the financing and coordination of the *health sector*
 - *identifying and preparing for the new set of development challenges associated with 2010 middle income country status.*
- (ii) Vietnam has additional PhD qualified university teachers and researchers using new qualifications to improve quality of teaching and research programs in Vietnam universities that in turn train students and researchers in fields and disciplines that support development work in the priority development areas; and has additional post-graduates with qualifications in TESOL who use the skills to improve quality in TESOL teacher-training to support the national program to expand skills in English language.
- (iii) Women constitute at least 50% of the additional graduates and leaders obtaining new skills, and using them to contribute to development in the priority areas.

In relation to the goals and objectives, it is noted that in ASDiV the

- INPUTS are the awardees selected and scholars undertaking study or leadership placements
- OUTPUTS ⁸are regarded as the graduates completing the Degrees and being awarded new post-graduate qualifications or successfully completing a leadership placement; and the
- OUTCOMES are deemed to be the returned graduates/leaders using their knowledge in work that is demonstrated to be clearly related to the development priority areas for which their study program was approved.

It is also noted that, within the timeframe of the next program phase (2009-2016), it may be that significant or substantive development impact or poverty reduction can not be directly linked to the personal contributions made by returning graduates who have been selected

⁸ In many scholarships program designs the outputs are seen as stages of management of the selection and mobilisation of awardees. Under ASDiV the selection and other in-country and in-Australia processes are treated as management issues and assessed as part of contractor performance management.

under new approaches that are linked more closely to the DCS priorities. The development impact of having access to more technical and professional expertise can only be measured over a longer timeframe, partly because the lead time to acquire the new knowledge through 2-4 year scholarships takes up the bulk of the operating timeframe of this phase of the program, and partly because time is required for new professionals to be in a position to influence policy and its implementation. Even more time is required for development impacts to emerge from contributions they may make to policy or processes. Therefore, while the ASDiV will focus more directly on development impact than previous approaches to scholarship management, the specific outcomes from the contract period will be measured primarily in terms of an ‘intermediate outcome’ – that of graduates returning to work in the planned priority development areas and the reality of their deploying that knowledge by actually working on issues that can be judged to be relevant to the development areas. However the M&E framework for ASDiV also includes the development and commencement of a programmed series of tracer studies and case histories that are intended to build a longer term body of evidence to inform an impact analysis at an appropriate time 5-6 years after the completion of the ASDiV first phase. In this way ASDiV attempts to set up a more useful foundation for the longer term evaluation of the development impact of scholarships than AusAID has had to date for the ADS program, which is a long term and continuing commitment.

B1.4 - Implementation Targets

Targets for selections from applicant profiles: In order to support the achievement of the objectives there will be targets for selection by applicant profiles. It is expected that these targets will be achieved jointly by the ASMC managing the processes for selection, and AusAID and the GoV representatives making appropriate choices of awardees, using the applicant profiles (detailed at **Annex 3**). The targets are that, over the period, awardees will be selected in approximately the following proportions of the total⁹:

- (i) approximately 30% from locations and/or disciplines¹⁰ that have potential to contribute directly to the poverty reduction in the poorest regional areas and in ethnic communities (estimated approximately 260 ADS awardees)
- (ii) approximately 40% from the Priority Public Institutions (PPIs), which deal with policy supporting the DCS priority areas for development in Vietnam, covering awardees who plan to make contributions across the range of the identified priority areas of international economic integration for pro-poor growth, poverty reduction, disaster mitigation and climate change policy, health system policy and management, policy for water and sanitation management, and new development challenges emerging from middle-income status- (estimated approximately 350 ADS awardees across these priority areas)
- (iii) approximately 20% from Vietnam universities receive awards to study PhDs and / or Post-Graduate Diplomas that have potential to contribute to improvements in university teaching / research careers in Vietnam (estimated approximately 170 ADS awardees)
- (iv) approximately 10% from universities or other English Language Centres established by the Government receive awards to study teaching English as a Second Language (TESOL) (approximately 87 ADS awardees)

⁹ These proportions and categories are not mutually exclusive, eg an individual’s contribution may be relevant to two or more of the categories.

¹⁰ It is not a pre-condition that applicants must come from regional/rural locations or be from an ethnic minority group to contribute to poverty reduction or development in and for poor communities. Applicants in profiles 1 & 2 must show how they expect to use new qualifications to make a contribution to poverty reduction and /or development in poor regions whether they live there or not.

- (v) Approximately 325 Leadership Fellows return to positions that contribute to the DCS priority development areas of facilitating Vietnam's participation in international trade, managing health systems to control emerging pandemic disease and supporting responses to environment and climate change issues.

Targets for quantum of scholarships awarded - Key Inputs: The **Inputs** necessary to achieve the ASDiV objectives are the scholarships, ie awards made and scholars studying. Therefore the targets for these inputs are expected to be:

- An annual average of approximately **175 ADS scholarships awards offered** for studies in Australia over 5 years, totalling up to **875 ADS scholarships** over the period; plus
- An annual average of **15 ALA scholarships**, totalling up to **90** over the period; and
- An annual average of between **40-50 leadership Fellow places offered** up to approximately **325** persons over the period.

B1-5 - Expected Outputs:

The objectives of ASDiV are about Vietnam having access to *additional* higher learning expertise, an *expanded pool* of professional and technical experts to support ongoing development. Measuring achievement of outputs and the potential for how the outputs lead to achieving outcomes involves assessing the quantum of additionally. By the end of 2015 approximately 858 individuals who have been selected under the new program approaches are expected to have either graduated from an ADS or ALA scholarship or have competed a leadership placement, and returned to Vietnam and be deploying their new skills in priority development areas. These should include

- approximately 600 new graduates added to the stock of higher tertiary educated personnel, with 568 expected to be ADS graduates and 32 to be ALA graduates; and
- approximately 290 persons added to the stock of those with enhanced current or potential leadership capability.

The difference between the estimated number of scholars (inputs) and returned graduates (outputs) is due to the average two years for Masters and four years for PhDs to undertake the studies, and therefore numbers of awardees made in the last 2-4 years are deemed to be 'lagging' numbers not included in the total returned by the end of the contract period. This count applies only to the scholars selected under the new ASDiV selection approaches, thus only to those commencing studies in the 2010/11 academic year. In practice more graduates will be returning in this period, but they include those selected under the former management contract. While the ASMC will provide re-integration services to them, and will include them in follow-up surveys to assess employment status after 2, 4 and 6 years, they will not be included in the initial performance assessments for the ASDiV program. The longer term impact evaluation will however, include comparative assessments of the outcomes from the scholarships selected under both the former and the new approaches. More information on the intake and return numbers is at Annex 7; and on the M&E strategy is at Annex 5.

B1-6 - Key Performance Indicators

The ASDiV Program Performance Framework provides for continuous collection of monitoring data and for the application of regular graduate tracer studies and sample case histories to assess the degree of success of ASDiV in meeting the program objectives of making contributions to development in the priority areas of the Australia-Vietnam DCS. It includes, as a minimum, the following five key performance indicators (which are linked to the implementation targets above):

The proportion of graduates and leadership Fellows from the 2010-15 ASDiV selections who are actively making contributions judged to be supporting development is as indicated in each development area:

- (i) in provincial locations and/or in activities accepted as directly contributing to poverty reduction through improved livelihoods, and social and environmental services in rural and ethnic minority communities areas the proportion *has increased* to be between 25-30 % ¹¹
- (ii) in central government in areas that manage policy, legislation and administrative arrangements that directly support macro-economic management for improvements in GDP and international economic integration and pro-poor growth the proportion *has been maintained* at approximately the level from earlier phases (40%).
- (iii) in areas that research and/or manage improvements in water and sanitation, disaster mitigation and Vietnam's engagement in international climate change response programs (including carbon reduction schemes) the proportion *is between* 10-15%
- (iv) in government management, medical/nursing services, and /or community/NGO based delivery that contribute to improvements in access to and quality of health services the proportion *is between* 10-15%
- (v) in central or provincial government in areas that can be judged as making contributions to research, policy analysis or management that identifies and or directly addresses new development challenges for Vietnam into the future as the country moves into middle-income status a proportion is identifiable in key policy areas
- (vi) in universities the proportion of ASDiV graduates using PhDs, and/or TESOL qualifications in teaching and research positions the proportion *has increased* to be between 15-20%.

[these groups are not mutually exclusive. Eg individuals may be included in group (i), (iii) and (v); or in groups (ii), (iv) and (v); or groups (iii) and (vi).

Measurement of achievement will include both the recording of increases in numbers of persons working to make changes in policy or service delivery or community development in the above nominated areas, and through quantitative and qualitative analysis of the extent of the contributions to development of the actual work being undertaken by the graduates (drawing on analysis of the Applicant Profiles and of data from the tracer studies and case histories). Participants in the Leadership Fellowships should be included in the tracer studies.

To support improved measurement the existing ADS support contractor will be tasked to undertake a new baseline data collection in the first half of 2009, before the expected commencement of the 2009-2016 ASMC contract. (Details of this baseline study in the M&E outline at Annex 5).

B2 Form of Aid Proposed

B2.1 - Consistency with AusAID Global Scholarships Program

The ADS program is a global program within AusAID that is tailored in each partner country to be consistent with and to complement the objectives and activities of each country Development Cooperation Strategy (DCS). Similarly the Leadership program is a regionally based program to foster leadership in the region. Each of the programs has a core set of guidelines that are applied consistently across all countries. Each AusAID country program

¹¹ All targets for graduates working in priority areas will be reviewed after two years to assess feasibility and may be adjusted at that review.

makes separate policies about priorities for targeting and selection, and the range of study courses that are funded, so that they are aligned with the priorities and situation in each country.

For the ADS program, and the ALA scholarships, core features include that:

- The programs may be in universities or TAFE colleges (for ADS only), and must lead to an award that is recognised in the Australian Qualifications Framework
- The award program must be studied in an Australian institution, to foster the internationalisation advantages and future linkages
- Graduates must return to their home country for at least two years following graduation
- Alumni associations are supported to foster continuing sharing of experiences and foster linkages, and to support follow-up of graduates for evaluation of development impacts.¹²

Implementing arrangements similarly have a common core and options for variations to be tailored to meet the needs of each country. The common elements include:

- The contracts with universities and TAFEs for tuition and associated in-Australia costs for study are arranged and managed centrally by the Australian Scholarships Group (ASG) in Canberra, while the selection and pre-departure preparation, monitoring of scholars progress during studies, and re-integration support are managed from the AusAID post, and are usually outsourced to a managing contractor to implement.
- Monitoring data collections and surveys for evaluation purposes include a common set of data to be collected to ensure the consistency of information is available for global evaluation.

English Language Training for selected candidates is available as an extra form of assistance in some countries.

In Vietnam under the current phase of the program the country policy is to only award scholarships for post-graduate studies. The identification and selection of candidates, provision of English Language Training and other pre-departure preparation, and the provision of support on return and re-integration has been outsourced to a managing contractor since 1998, and will continue to be managed by a contractor using traditional project management approaches. (see also below C1).

AusAID (Hanoi Post) manages the strategic planning and approval of key aspects of the targeting and selection of candidates in a partnership association with the Government of Vietnam (GoV), represented by the Ministry of Education and Training (MOET) as the counterpart authority. Partnership Agreements are also established with the priority Public Institutions, representing key GoV Departments.

B3 Program Structure and Features

B3.1 - Program Elements

In Vietnam the program has three distinct elements:

- (i) *Selection and Support for Scholars* - including promoting the scholarships, selecting and mobilising the awardees to Australia for their study, monitoring progress during study and supporting their re-integration into work on return after graduation

¹² It is noted, however, that while traditional practice has been to promote study at Australian institutions in Australia, changes in the modes of educational delivery mean that AusAID will undertake pilots of the possible use of more flexible modes of delivery (see A2.5)

- (ii) *The provision of English Language Training* - to those who need additional assistance to gain the required IELTS score to be admitted to their chosen course of study; and
- (iii) *Monitoring and Evaluation* - to assess the effectiveness of the program in contributing to Vietnam's development in the priority areas of the Australia-Vietnam CDS.

Activities to implement Element (i) and (iii) are the subject of this Design Document and of the procurement related to it. Element (ii) is implemented in Vietnam under a separate contract to a provider of English Language Training. There is a current contract for these services, and as such the activities are not detailed in this Design Document except for how the two contractors will relate to and coordinate with each other.

B3.2 - Features of the Element 1 - Selection and Support for Scholars

B3.2.1 – Categories: The integrated ASDiV will have three key categories of awards:

- *ADS PPIs* - a closed category for ADS applicants nominated by Priority Public Institutions (PPIs)
- *ADS Open* - an open category for ADS, accepting applications from any person who qualifies according to the agreed selection criteria of relevant applicant profiles.
- *ALAs* - assistance to ensure effective participation by Vietnam in ALA scholarships and Fellowships under the broader Australian scholarships banner.

These three categories of awards, though having different processing procedures, will be managed by the ASMC as one integrated scholarships program. There are not separate 'components' identified. The ASMC will apply project management techniques to manage the processes to support the whole-of-program inputs, outputs and outcomes (as described above in part B1) as and when required. In doing so the program is to be managed according to the following principles, and the operating policies, set out below in the remaining paragraphs of Parts B3.2 and B3.3.

B3.2.2 - Program Principles: The ASDiV targeting will be based on the following principles:

- to focus on giving scholarships to awardees who undertake courses that can make a direct contribution to the development and poverty reduction priorities agreed between the Government of Vietnam and Australia as articulated in the Australia-Vietnam DCS, and any other agreed special priorities of the Government of Vietnam.
- to obtain applications from those with the most potential to contribute to the priority development areas and to poverty reduction in rural and ethnic minority areas by using 'applicant profiles', which may be adjusted annually if necessary to support emerging strategic priorities or to focus more directly on a priority area to ensure the specific outcomes are able to be met over the period 2009-2016.
- to retain a strong focus on using scholarships to expand the number of personnel with the higher skills and knowledge to support public sector policy and practice for improved governance through a targeted approach involving a number of selected Priority Public Institutions.
- to place an equally strong emphasis on using scholarships to develop knowledge and skills that are directly relevant to and can be deployed in activities that can reduce poverty in Vietnam's poorest rural and ethnic minority areas.
- to expand the number of personnel in Vietnam's universities (both public and semi-public) who can provide higher quality teaching and research by contributing to the training of an increased number of lecturers who hold PhDs, specialist skills in

TESOL, and Diplomas of Education, all focusing on improved research capability and academic teaching quality.

- to grant scholarships in courses or fields of study where Australian universities can offer academic value-added beyond what can be obtained in Vietnam, including access to course content or award levels or international standards not yet available in Vietnam universities
- to ensure maintenance of gender sensitivity and gender equity in the approaches to promotion of the program and to the identification and selection of awardees
- to ensure the implementing activities are sensitive to the needs of people with a disability and do not deter applications from or prevent awards being made to individuals who have a disability
- to maintain a high level of transparency in the selection process that is consistent with AusAID's Anti-Corruption Policy (March 2007), and by ensuring that assessments are as objective and verifiable as possible.

B3.2.3 - Eligibility and Selection Criteria. The approach to selecting of candidates will be managed more flexibly than in earlier phases. The standardised eligibility and selection criteria used to date has created barriers to achievement of the development impact from scholarships, and in particular, has acted to screen out applicants from provincial areas who may be more likely to return to the provinces and work in areas or sectors that can contribute directly to poverty reduction in rural and ethnic minority communities.

Under the new ASDiV there will be separate *selection* criteria for each of the agreed 'applicant profiles'. There are some common elements but also variations across the profiles. (see details in Annex 3). There are, however, two core *eligibility* criteria that will apply across all profiles: These include that applicants must:

- have met, or be able to meet before commencement of the course, the academic entry requirements and English language levels of proficiency set by the Australian university for the study program applied for; and
- (for those employed by a PPI), be supported by their employers and have signed a written agreement for continuing employment with the employer for a minimum of 2 years after graduation (noting that some PPIs require a longer period of continuing employment).

B3.2.4 - Levels of Study: Predominantly the awards will be for post-graduate study. However undergraduate courses will be permitted in special circumstances cases for candidates from ethnic minorities or the poorest rural areas where they have limited access to an undergraduate course in a Vietnamese university and where the field of study will be directly beneficial to future poverty reduction in the home area. Associate Degrees or upgrade programs will also be considered for these candidates. With the integrated ASDiV there will be the opportunity for professional development and short courses available for ALA Fellows in conjunction with Australian Host Organisations. In addition, it is also likely that special exemption candidates may require additional support for English Language Training than is the norm for others. Persons in this category (Profile 2) may apply without having to meet an IELTS test requirement (though it would be important for them to have some basic level of English). These candidates may, if necessary, also have access to an enhanced level of English Language Training support, though in these cases separate arrangements may be made with suppliers other than the English Language Training Contractor. In these cases, as one possible option, the ASMC is encouraged to explore with the Ford Foundation an option to link with and make use of the special English language course it has set up at An Giang University, which offers a longer term English course for candidates from poor backgrounds

with no prior English language proficiency. This could also improve the degree to which the ASDiV is harmonized with other providers.

B3.2.5 – Duration of Study: Study may be approved for the full duration of the program that each Awardee is accepted into. This may include a three year undergraduate course (in the limited situations detailed above); a one or a two year Masters course; a three year PhD course; and opportunities for professional development, professional attachments and short term courses for ALA Fellows. Under new arrangements for ASDiV it has been agreed that the program can accommodate a MOET request that, for those scholars who are in the Applicant Profile 4 – university academics studying for higher degrees – who initially apply for a Masters, but who are offered an upgrade at any time during the Masters, may be approved, on a case-by-case basis, to change the course of study to PhD and continue in Australia until completion of the PhD. In these cases the two year return obligation will apply on completion of the PhD. Applications for these upgrades must be submitted to AusAID in Hanoi.

B3.2.5 – Scholarship numbers: the current program is based on funding for an average take-up of approximately 150 ADS post-Graduate scholarships per year. Over the next period a small increase in allocation has been agreed, with an indicative average of up to about 175 awards (for ADS Scholarships) per year, (subject to budget allocation being available). However, the introduction of the proposed new flexibility, including the potential option for some undergraduate courses, and for an increase in the number of PhD courses, may affect the total number of awards available. This may be offset partially by an increase in the number of ALAFs (which are funded by ASG in Canberra) awarded for shorter term placements, once the more pro-active support for assisting them into the program is operationalised. (More information of budget allocations is below in Part B4).

B3.2.6 – Scholarship Categories:

The Priority Public Institutions category (PPI) –

The program in Vietnam contains a category that specifically targets and reserves places for personnel in Priority Public Institutions. (PPIs) The uptake of scholarships from this category has been maintained at approximately 40% of the total scholarships awarded each year. The purpose of this reserved category has been to ensure adequate support for addressing key priorities in the DCS for strengthening governance and public policy in Vietnam. This is in recognition that strong governance and effective public policy are known to be key contributors to development. In addition the focus on specific organisations can maximise the impact that the program can have on building institutional capacity. Selecting individual scholars and fields of study based on the priorities of the whole organisation for capacity building, rather than simply on individual needs and interests, offers a greater likelihood that the training will be effectively utilised on return and that there will be more effective contributions to development as a result of improved institutional capacity. There are benefits that contribute to a higher likelihood of achieving development outcomes, in that the graduates are assured of a job on return and the Ministries are also more likely to be committed to utilising the training effectively if they have been actively involved from the outset. Under ASDiV, however, it is expected that a greater emphasis will be placed by the PPIs in selecting their nominees to fit more closely to developing new expertise for the fields that are relevant to the development DCS priority areas specified above in the objectives.

By focusing PPI scholarships on targeted institutions, it has also been possible to ensure alignment between the motivations of individual scholars and the skill needs of their employers. This has been achieved by agreeing that the Institutions select candidates from within their organisations¹³, and through the development of individual career path plans and

¹³ The JSC, however, is responsible for selecting final awardees from the PPIs.

agreements to clarify expectations of the employer and of the graduates about the use of the new skills. The record of graduates returning to employment in the PPIs has been high (46% of traceable graduates over the last ten years are working in the public sector).

Public sector employees are bonded to remain with their institution for at least two years after return, and are required to repay the cost of the scholarship to the Ministry if they breach the undertakings and seek work outside the public sector. Anecdotal information offered during the design consultations indicates that some graduates do become frustrated with the rigidities of the public sector working environment and the relatively low level of pay of civil servants, and do prefer to pay the bond rather than forego the perceived better career options that are becoming more common in the private sector, especially with foreign investment firms. While these particular issues are government-wide, and beyond the control of Departments, there are ways that Ministries could improve the career prospects for graduates and the value to be obtained from retaining their services.

Assessments from the ADS Support contractor also indicate that some of the current PPIs in Vietnam are less successful in effective placement and use of graduates' skills on return. A conclusion is that this is in part because the contractor is not resourced to offer the Ministries additional support in the development and use of HRD plans. Lessons from the ADS program in Mongolia are noted – that program has access to a specialist HRD adviser who offers Departments support in the development of effective HRD plans that guide selection of the right applicants and their placements on return. This has proved to be successful in supporting the capacity building objectives of that program and has been well received and regarded by the senior managers of the Government of Mongolia. The technical assistance has also assisted in ensuring there is a fully transparent process for nominating Government applicants.

Accordingly AusAID will provide for the ASMC to have additional resources in the next phase to support a more pro-active engagement with the PPIs, both in the development and review of the HRD plans, the counselling and advising nominees on the development of individual career plans that are linked to the PPI HRD plan, and in how they are used to ensure the graduates are used effectively to support institutional development. In addition the HRD Specialist could also assist PPIs to identify appropriate opportunities for ALAF placements, where the placements could complement the skills development strategies in the HRD plan of the institution.

Selection of PPIs

From the commencement of the new ASDiV contract there will be 13 PPIs for which places are reserved in the program. (Details are above at Part 1). The inclusion of PPIs is determined by agreement between AusAID and the GoV during high-level annual strategy discussions. From time to time consideration is given to whether to review the composition of the list of priority institutions. Criteria for inclusion of PPIs should be based on:

- Each institution's expected role in Vietnam's medium/long term national development, as reflected in the national development strategy of Vietnam and in the agreed Australia-Vietnam DCS priority development areas.
- Each institution's potential to identify appropriate HRD priorities and commitment to using new graduates within their structures effectively to make contributions to policy, administration and / or service delivery that support Vietnam's development.

The new approach for recruiting applicants who most closely fit the potential for contributing to priority areas for development in Vietnam will apply to the PPI category. Applicant profiles (at *Annex 3*) have been developed to support targeting of personnel in both central ministries who can contribute to areas of national policy development and governance that are generally relevant to the DCS priorities, and for government personnel working at non-

metropolitan provincial levels who can contribute to improvements in local administration and services delivery likely to contribute to poverty reduction in poorer provinces, rural areas and ethnic communities.

The Open Category

The Open category is used to accommodate all other applicants. The applicant profiles (at **Annex 3**) have been developed to indicate the priority groups to be targeted for placement under the Open category. Approximately 60% of awardees will be in the open category, and there are also placement targets for each 'profile' group. (See above Part B1)

B3.3 – Changes in Approaches in Program Delivery.

The core tasks and the annual timelines for the implementation of Elements 1 and 3 of the ASDiV – the selection and support for Scholarship holders and the M&E arrangements - are set out in detail at **Annex 1**. Below is a summary of core tasks areas where guidance on the approaches or requirements is appropriate. For any process not detailed below the ASMC is expected to use its own approaches to achieve the objectives, and to ensure they are professional, and cost-efficient.

B3.3.1 - Managing the identification of Applicants.

General awareness raising for program promotion and targeted information for the application rounds

The ASMC will develop a general awareness campaign, with multi-media materials, that will offer recognition of the AusAID scholarships for development in Vietnam and provide positive human interest stories of successful graduates and how they are helping Vietnam's development. This awareness program may be run nationally or locally, using television, relevant websites, and newspapers. Elements of it will also be incorporated into the person-to-person contacts and promotion visits at workshops, and public assemblies in communities that are mounted for the targeted information for application rounds. In developing this awareness program the ASMC will work in close consultation with and support the direction and strategy to be advised by the AusAID Public Affairs Officer in Hanoi. As an additional benefit, this campaign will assist in establishing the prestige of Australian scholarships in Vietnam.

Targeted promotion to fit applicant profiles

The ASMC will develop specific promotional material to fit the information needs to the applicant profiles, especially the hard to reach in rural and ethnic communities. This program of information for application rounds will use more pro-active approaches, including the option for personal visit to selected areas for direct presentations to relevant communities. The ASMC will engage alumni and/or other local consultants to assist in running these special promotional visits. Early in the contract the ASMC will develop an integrated and costed plan for awareness raising and the information for applications rounds. The plan will include as a minimum:

- The production of the advertising material (video, print etc)
- The plans for the advertising buy for the first year of implementation
- The plans for the targeted information for applications round, including the print packages with the application form and relevant parts of the promotional material
- Adaptations to the Application Form to accommodate the changed emphasis on obtaining information from each applicant about the priority area of development in Vietnam that they wish work in on return from study and how they perceive they can make effective contributions

- The plan for temporary engagement of local staff and travel to take the personal visits to relevant non-metropolitan and rural areas. This may include, if appropriate, providing active assistance to some intending applicants who are from rural/remote areas or from ethnic communities who are assessed as in need of assistance in completion of the applications
- the use of alumni of the ADS program (and other alumni organisations if appropriate) in information sessions to explain the objectivity and transparency of the selection process, the benefits they have found from their participation, and to allay fears about living in a different culture and meeting the challenges of study abroad
- The details of data to be collected about the application round and the promotion/information process
- An annual strategy for assessing the effectiveness of the marketing and communication strategies for obtaining applications from people in the new profiles.

This awareness raising and program promotions plan is to be submitted to AusAID for approval. On approval AusAID will pay appropriate funds for that year to the ASMC operating Account. In the second and subsequent years the plan must be reviewed and redeveloped to suit the profiles and emerging situation, and to learn from lessons from the previous year. The review process must be supported by an appropriate level of data from the previous application round and an effective analysis of that data. The annual program will then be funded by AusAID according to the requirements in each year.

The use of the ‘applicant profiles’ to achieve a more targeted approach to obtaining applicants with the best future potential to contribute to priority areas of development in Vietnam is a new approach in the implementation of ADS and ALAs. This approach has emerged from a review of the global scholarship program conducted in 2008 by AusAID (Canberra) and the ASDiV will be the first country program to operationalise the new approach. The first two years using this new approach will be considered a ‘pilot’ of the approach, and the contract for the ASMC will be reviewed at the end of the second selection round managed under the contract to determine if the SoS detailing this approach should be continued as established in this Design Document, or should be adjusted for minor changes, or if there is a need for significant changes in Scope of Services. (see more information below in Part C)

Pro-active support to obtain increased participation of Vietnamese leaders in ALA Fellowships.

Part A2 above identifies that the opportunities for greater participation by Vietnamese in leadership positions to participate in the Fellowship mode of the ALA program are limited by the program requirement for fellowship activities to be initiated, or applied for, by the Australian host organisation. This limits opportunities to persons or organisations in Vietnam who already have well established links to an Australian organisation. Under the more integrated administration of ASDiV, AusAID and the ASMC will cooperate to take pro-active steps to identify organisations or individuals in Vietnam who are linked to the ‘applicant profile’ areas and who could benefit from participation in the ALAF, and then to actively seek out appropriate Australian host organisations, and, if necessary, support the organisation to establish the linkages and to apply to AusAID Canberra for an ALAF activity to fit the needs in Vietnam. In some cases AusAID will be aware of potential host organisations, and will advise the ASMC of their potential for participation. The ASMC will be responsible for necessary liaison in Australia with potential host organisations (or may use approved associates). The ASMC and or AusAID will identify potential Fellowship candidates in Vietnam and assist them to make contacts with potential Australian Host Organisations. This is most likely to come through links with public agencies and with personnel applying in the open category. An analysis of the range of applicants for ADS Awards may well offer satisfactory opportunities to follow-up and convert some to potential candidates to fit an

ALAF application instead¹⁴. A plan to reach at least the target number of Vietnamese participating in ALAFs should be developed at the commencement of each selection round.

B3.3.2 – Managing the Selection of Awardees

Supporting candidates to make informed course selections

Under current practice in Vietnam the awardees are selected by a Joint Selection Committee (JSC) consisting of representatives of AusAID and MOET. The JSC meets to select candidates from the applicants (the first shortlist). The JSC then meets a second time to consider a report from the ADS Support contractor, which makes recommendations on the final selections once the IELTS score of the candidates is available. This is a two-step process: first to select fast-track awardees (those who do not need ELT) and then later to select the final group for the intake from amongst those candidates who have completed the ELT course. This practice of using a JSC will continue under ASDiV, as it supports the ‘ownership’ and assumption of final responsibility of the two key stakeholders in the ASDiV – the Government of Australia, represented by AusAID, and the government of Vietnam, represented by MOET. However, to implement the new more flexible criteria associated with the applicant profiles the selection process sequence will be adjusted, as set out below, and in Annex 1 (Table), and illustrated in Annex 2 (Diagram).

The current practice in Vietnam of selecting candidates from amongst the highest achieving undergraduates in Vietnam, using a single Grade Point Average (GPA) of 7.0 can be a barrier to the selection of awardees from some of the new profiles, for which programs that do not require a GPA of 7 at entry may be a better fit for the development objectives embedded in the profile. In particular the use of the single high GPA criterion is seen to be contributing to the relatively low proportion of awardees from poor districts and ethnic communities. To overcome this, the new phase of the program under ASDiV will apply a new ‘core’ criterion – that to be selected awardees must be able to meet the entry requirements set by the Australian university for the course that is selected. This includes the requirements for academic scores and English language proficiency.

The adoption of this new criterion, however, presents a potential challenge in the mid to later stages of the selection process. Applicants are to be shortlisted – to become candidates – based on their being associated with one of the profiles and, within each profile, based on their individual qualities and motivations offering the best potential to contribute to Vietnam’s development on their return home after graduation. Applicants are not required to specify a particular course at application, but once shortlisted, they will need to nominate one (or two) preferred courses. The courses they nominate are taken into account in the final selection by the JSC before granting scholarship awards. For candidates to make informed decisions about the courses that are both relevant to fit their future contribution to development in Vietnam and to fit their personal academic abilities they need effective information and a complete understanding of the full range of academic courses available across all of Australia’s universities.¹⁵ In addition the JSC should be apprised of whether the

¹⁴ Assistance from the ASMC in identifying and supporting potential candidates for Fellowships to find sponsoring Host Organisations will not preclude others from being separately nominated by Australian host organisations. However all cases will be notified to AusAID Hanoi by ASG and they will subsequently be included in program statistics and qualify to receive alumni assistance on return.

¹⁵ The design team heard claims that many candidates choose courses that may not be best suited for them based either on inadequate information or on perceptions that are not relevant to the candidate’s study needs. Examples suggested included: that the perceived general reputation of the university is more important to students but is often inappropriate for the selected field; that the presence, or absence, of a critical word in the course nomenclature (eg banking and finance) affects course selection; that priority is given to a city where there is an established community from Vietnam from whom they can gain cultural support; or on personal recommendations of former graduates who may have had different needs and interests.

candidate will, or will not, meet the academic entry requirements of the course before the final awards are made. With the practice of using the GPA of 7 as the critical eligibility criterion the JSC could be certain that this was adequate to meet any course selected, but with the new criterion based on potential for contributions to development this will no longer be immediately obvious for all candidates.

To ensure that both the candidates and the JSC have appropriate information about each candidate's ability to be admitted to the preferred course the ASDiV will have access to support from academic advisers to assist the candidates and the JSC in the selection process. The ASMC will engage two independent Academic Advisers to support the selection process (see details in the position statement at Annex 8). The main duties of the Academic Advisers in supporting selection will be to counsel each candidate in the selection of his/her preferred courses for enrolment to ensure that the course is appropriate to the intended development contribution to be made in the future by the candidate, and that the academic entrance requirements of preferred courses are understood and can be met by the candidate. They will also support candidates in achieving a better understanding, before departure to Australia, of the expectations and approaches to study and research. This will involve training and or assisting candidates in how to search the websites of Australian universities and to interpret the information in the course descriptors given. The advisers will encourage and assist candidates to undertake a wide-ranging canvassing of universities and their course offerings, and to ensure that choice of university, and field and courses are the most appropriate for the candidates' profile and future area of development contribution. In addition, the Academic Advisers will consider the potential for some candidates to benefit from the inclusion of a period of relevant work placement within the overall scholarship package (in accordance with part A2.8). For this option to be available the Candidates interest in it must be identified at selection time and it must be included in the proposal along with course selection preferences. (Details of the actual placement may be arranged during the study period in Australia).

The Academic Advisers will prepare a written assessment of each candidate for the JSC that advises on:

- the appropriateness of the course selected for the candidates 'profile'
- the suitability of the selected course(s) to the candidate's indicated plan for making contributions to development on graduation; and
- the match of the candidates' academic capabilities to meet the course entrance requirements.

It will be necessary for these Academic Adviser assessments be made in two batches – first before the JSC considers candidates who may qualify for fast-track mobilisation (at JSC 2); and second during the period of English Language Training for those who need to enhance proficiency levels to the minimum required before mobilisation.

With approximately 175 scholarships to be awarded in each intake it is expected that at least two academic advisers will be required for up to three months during the selection process. The academic advisers will include one international expert, who must have a PhD, to assist all PhD candidates and candidates for Masters by research. This expert will work for six weeks in Vietnam during the selection process. The second will be a Vietnamese national, who is a Masters graduate from an Australian university (an ADS alumni or from another scholarship program or a private student), who can assist all other candidates. The national Adviser may require up to three months of time, (to manage an expected larger number of candidates, and the work may involve travel to rural and ethnic communities to assist exceptional circumstances candidates).

Managing the selection process

A further change in the process is to be made to improve the prospects for making the most appropriate selections for awards - that interviews for candidates be expanded beyond that of current process, whereby only PhD candidates are interviewed. This change in process draws on lessons from other country ADS programs (eg Indonesia) and from other scholarship programs in Vietnam (particularly the Fulbright and the Ford Foundation), where all shortlisted candidates are interviewed. The proposed expansion is based on an understanding that interviews can allow for more reliable screening and discovery of information, exploring in some depth the information included by candidates in the personal statements submitted with their Application Form, in order to assess motivation and commitment of applicants and reinforce the case for how the new learning from completed scholarships can enhance the individual's potential contribution to future development. This is expected to be particularly important in the implementation of the proposed new focus on making the program more responsive to contributing to poverty reduction in poor rural and ethnic communities.

The resources required to implement a process of interviews for each candidate will see increases in the overall costs of the selection process. These should be monitored and assessed for cost effectiveness, given the current record of results of past scholars. Current return rates are excellent, and conducting interviews are not expected to influence them. The potential impact of interviews on improving development focus is unknown, but presumed, and AusAID has not had sufficient tools for post-return monitoring of previous graduates to offer a baseline for comparison of development outcomes with earlier practice. The Design for ASDiV therefore includes an interim strategy that the interviews be expanded to include all PhDs (as current), plus all candidates for Masters by research, and to include all shortlisted candidates in Applicant Profiles 1 and 2 (focusing on poverty reduction). This is expected to involve up to approximately 80-90 interviews each intake, and will eventually represent approximately half of all awardees over the life of the ASDiV contract. This is to be implemented initially in the two year pilot period and will be reviewed during the end-second year review to determine if it is effective, and cost efficient, and to advise on whether there are grounds to extend interviews to all candidates.

The new process to be implemented, therefore, is that that after the initial JSC shortlisting where candidates are identified, and after each candidate has received assistance from the academic advisers as indicated above - each candidate in the interview categories above will then be interviewed formally by an ASMC managed interview panel which will make recommendations to the JSC. The ASMC will establish an internal interview panel to conduct the interviews. The panel must have at least three members, and could include:

- the ASMC Manager (mandatory) – chair; AND
- an independent person, who may be a respected local Australian scholarship graduate, (but may not be one of the academic advisers); OR
- an invited colleague from another of the Scholarships programs in Vietnam (as part of the new approaches to harmonization between donors); and
- a member of MOET or other GoV representative (optional, depending on availability of Government staff).

It is important that the integrity of the selection process be safeguarded, and the members of the panel (other than the ASMC chair) will not be identified publicly. The ASMC must take steps to ensure there are no opportunities for members to be pressured by candidates. For this reason the Academic Advisers, who will be working closely with candidates in a counseling role to support appropriate course selections may not be members on the panel.

The ASMC will have funds to pay sitting fees and Per Diems to the independent member and to pay Per Diem traveling and associated costs to any representative of the GoV.

The interview panel will provide a report to the JSC. The reports will include sufficient detail to allow the JSC to make informed decisions, and must include assessments of the reliability of the information in the personal statements, an assessment of each candidate's motivation to make future contributions to development in the priority areas.

The ASMC will provide a secretariat support to the JSC and in particular will ensure that the papers available to the JSC coordinate all information on each candidate. The JSC will have to take account of information from two sources, the:

- *Academic Advisers* - reporting on the suitability of the course selected to fit each candidates chosen area for contributing to development and on the adequacy of the candidates' ability to meet the academic requirements of the nominated course/s; and
- *Interview Panel* – advising on motivation and suitability relevant to each applicant's proposed contribution to priority development areas.

The JSC will consider all the recommendations and make the final Selections. The JSC will meet three times in each annual intake – first to approve the shortlist of candidates (based on applicant profiles as sorted by the ASMC); second to select awardees suitable for fast-track enrolment who do not require any ELT (Profiles 4 and 5), and any others who already have the required level of IELTS to allow for mobilisation; and third to select the final group of awardees for the intake from amongst those completing the ELT course.

A selection pathway diagram that illustrates these assistance points is in Annex 2.

B3.3.3 – Implementing Pilots for Flexible Delivery Modes

In managing the selection process the ASMC will take steps to investigate and establish opportunities for piloting flexible modes of delivery, consistent with the policy articulated above at Para A2.5. The ASMC, using advice from the Academic Advisers and any other information available from consultations with MOET, AusAID (Hanoi) and ASG (AusAID Canberra) and universities in Vietnam and Australia, should seek to identify institutions in Vietnam that have appropriate joint or sandwich programs that meet the criteria required (above at A2.5). Once identified the programs should be assessed to ensure that they offer learning that is suitable for contributing to the priority development areas in the DCS (noting that priority development areas can each accommodate a wide range of disciplines).

The pilot approaches will need to be flexible and explore feasible and practical ways to manage the agreements about course delivery environment and mechanisms for payment of tuition costs. For example, the ASMC, working collaboratively with all stakeholders, should establish agreements with any such institutions to ensure willingness to admit scholarship awardees and to make arrangements about methods for payment of tuition and any other agreed relevant fees (noting that the financial arrangements between cooperating Vietnam and Australian partners will vary in respect of fees).

The pilot will also include AusAID exploring new means to register these agreements (in Hanoi and in ASG in Canberra) and negotiate appropriate payment arrangements for any part of the tuition that is provided in Australia and in Vietnam. This may include that some funds currently allocated for payments to universities direct from Canberra are reserved and made available to AusAID Hanoi for payment (via the ASMC) to supplier universities in Vietnam. Once each round is finalised and numbers of scholars participating in the pilots are known, AusAID will agree with the ASMC a process for recording the Vietnam based awardees on SIMON and for invoicing for tuition funds under the variable component of the contract.

These initial agreements on programs should be at least identified (if not fully completed) before the annual selection commences (after receipt of applications). The Academic Advisers must have access to the details of each registered program and will be responsible for ensuring that candidates are aware of the opportunities and for assisting to identify

candidates who may prefer the opportunity to undertake their study (or in most cases a portion of it) in Vietnam. Awardees' participation in the pilots will be voluntary, and no measure of pressure may be applied to candidates to agree to participation.

The ASMC must ensure that an assessment of the Pilots is included in the M&E Plan and is addressed in each annual report.

B3.3.4 – Referring Candidates for English Language Training in Vietnam

Candidates who do not meet at least IELTS OBS 6.5 (with no sub-band below 6.0) at selection will have access to ELT to bring their proficiency level up to the minimum required (before departure for Australia) for each candidate's selected course. Candidates undertaking English Language Training should work with the academic adviser to select their preferred course options in order to also ascertain the minimum required level of IELTS score to gain entrance to the preferred course, and should then work with ACET (the English Language Training contractor) to bring their proficiency up to the minimum acceptable before departure, taking account of options for additional pre-course English in Australia before commencement of study. In most cases it is expected that this will be at least OBS 6.0 (with no sub-band below 5.5), but in some cases it might be higher.

It should be recognised that the use of new profiles will see the selection of some candidates who have limited or no English and who will need additional time receiving English Language Training support – in many cases up to 12 -16 months of training. ASDiV will have the flexibility to accommodate those needs for the exceptional circumstances candidates. The ASMC will have access to a flexible fund to cover the costs of above-standard level of English Language Training assistance for the exceptional circumstance candidates. In some cases it will be appropriate for additional ACET modules to be made available to bring a candidate's IELTS up to 4.5 with no sub-band below 4.0, before joining the mainstream groups for ELT. In others a special exception program with an appropriate provider may be negotiated (such as the example of An Giang University, discussed above at section 3.2.4). In these individual cases the ASMC may apply to AusAID for the funds necessary to support the additional assistance as may be necessary. The option to use a provider outside of the ACET contracted provider will be useful as in some cases it will be helpful to have the ELT provided closer to a candidate's home than may be feasible under the ACET contract. AusAID will approve the funds based on an estimate provide by the ASMC, and the funds will be paid to the ASMC to enable the special arrangements to be implemented. It will be necessary for AusAID to adjust the provision of the Scope of Service in the English Language Training contract to accommodate the option for additional months of training beyond the current maximum level. This variation should also include the provision of the enhanced reporting on each candidate's proficiency as recommended in the July 2008 Review report on ELT provision.

The ASMC is to be responsible for the arrangements for the candidates to undertake the required IELTS testing. The ASMC will coordinate with the ELT provider, ACET, and then will negotiate with the designated IELTS test provider specifying the numbers of candidates to be tested at each of the two tests (Selection and Placement) and the timing and the fees to be charged; and monitor contract performance.

For both the Selection and Placement IELTS test, the ASMC will:

- notify candidates about the time and place of the test
- supply the test administrator with a list including contact details of all candidates eligible to take the test so that the administrator can send out sample test booklets
- ensure test results are sent to AusAID and to the ELT Contractor in a timely fashion, and

- provide a report to AusAID and to the ELT contractor on the performance of the IELTS services during the year.

B3.3.5 – Delivering Pre-Departure Support Services

Academic preparation

With the ‘exceptional circumstances’ candidates (noted above) it is expected that there will be some limited numbers who will be seeking to study at university for the first time (in approved undergraduate studies). In addition to the extra time in English Language Training (as discussed above) it is expected that some may also need access to more intensive or longer preparation for academic study, and for living in Australia. In standard situations a program of up to six weeks for academic preparation – called the ‘Introductory Academic Program’ (IAP) - is provided by the enrolling university in Australia before formal studies commence. For ‘exceptional circumstances’ candidates, the ASMC should investigate whether supplementary early phases of academic preparation programs might be provided more efficiently and effectively in Vietnam before departure for Australia and undertaking the standard IAP in Australia. If appropriate suppliers who can offer both knowledge of Australian study environments and Vietnamese needs to adapt to it can be identified the ASMC should submit a plan for procurement of a series of short courses, or for placement of individual candidates into other existing courses on a one-off basis, according to the most appropriate at the time. Costs of any such approved IAP procurement in Vietnam will also be covered by the AusAID under the variable elements of the budget. AusAID will pay the funds into the operating account of the ASMC on an ‘as required’ basis.

B3.4 – Monitoring of students during study

There should be improved monitoring of candidates and scholars during study. In Vietnam the two contractors, ASMC and ADS Training, should coordinate a new student record that identifies strengths and weaknesses, and potentially at risk students, and ensure redress is offered as appropriate (see more on coordination below under Part C). The ASMC will assume responsibility for managing a close monitoring of student progress while studying in Australia. To do this the ASMC will establish and maintain effective liaison with the universities to collect data on student progress. Tracking information to be collected from universities includes details of scholars’ progress, including details of: deferrals; extensions; suspensions; upgrades; terminations; and semester results. Details of completed scholarships must also be collected, including information on: pass/failure rates; and when graduates have returned to Vietnam.

B3.5 –Support Services for Re-integration and application of skills for Vietnam’s development

Working with PPIs to support personnel re-integration into the Ministry and following the HRD plans and personal career development

In order to reinforce the focus on the contributions that graduates make to development on return the ASMC will be expected to establish a stronger engagement with the PPIs, both before applicants are selected each year, and on return of graduates, to support both development of better HRD plans, linked to individual career plans of nominees, and to demonstrate how the skills will be valued by the Ministry and used effectively to contribute to ongoing development.

Within the three months prior to the return of graduates the HRD adviser will engage with each PPI to explore and support the plans for placements and monitor how effectively Ministries are ensuring appropriate career paths for graduates and ensuring they have opportunities to make useful contributions to government policy and programs that support Vietnam’s development. During this engagement the HRD adviser will also collect ‘baseline’ information on placements to input to the data base that will support the future follow-up

activity for the tracer studies. See more detail below under part C3 for Monitoring and Evaluation.

Graduates' Access to extended support for academic links and further assistance

Under ASDiV more emphasis will be placed on supporting graduates during the first few years after return, to assist them to capitalise on the skills and knowledge gained from the study programs and to consolidate the maintenance of professional links with Australian institutions, both of which are expected to contribute to enhancing sustainability of development impacts.

Graduates will have access to a discretionary fund of up to \$5000 per individual over three years, which may include in-kind funding, to use for enhancement and sustaining linkages. The discretionary funds will offer new assistance to *individuals* who demonstrate a need and ability to use it wisely to enhance use of skills for development impact. The ASMC will research and suggest items for support, but initially eligible expenditure from the discretionary funds may include:

- Travel costs to return to Australia or other relevant travel in the SE Asia Region to attend professional workshops, seminars, conferences in their field of expertise; or to engage in further research activities with former supervisors or other mentors/associates, if they could lead to specific applications of relevance to Vietnam or the work of the alumni/employer.
- Costs of additional supervision or support to assist adapting material from Master/PhD thesis in order to be published in international refereed journals
- Costs of subscriptions to international journals if it can be demonstrated that access to them is not otherwise available and will be of value in maintaining links with professional updates and further individual development or institutional development.
- Travel costs internally in Vietnam if associated with activity directly relevant to ongoing development outcomes and no other source of support is available.

The ASMC may propose to AusAID that new items be approved from time to time, as needs are identified. The assistance will be in the form of a limited, discretionary, small grant to individuals up to value of \$5000 over the two years after return. A minimum condition of eligibility to receive this assistance will be maintenance by the graduate of up-to-date contacts with the ASMC/alumni association. PPIs would be expected to make reasonable co-contributions to any proposal from their employees for this assistance. The amount to be available on an annual basis will be determined by AusAID in its absolute discretion each year. The amount will take account of the usage over the previous six months, and the perceived value-added of the activities that are most commonly sought. Graduates may gain access to the assistance on application to the ASMC, with evidence to support how it will be of further value to consolidate gains and assist the graduate to make more effective contributions to Vietnam's development. The ASMC Manager will determine the appropriateness of each application and will approve those that fall within the pre-agreed range of eligible assistance, if funds are available (this responsibility may not be delegated to ASMC staff). The small grants are not an absolute entitlement and will only be granted where a strong case is made. The ASMC must manage the requests within the allocations available on a quarterly basis, and must provide quarterly reports on the numbers and purposes of use. In cases of applications for activities not in the pre-approved eligible list where the ASMC considers have merit, or if the merit is contentious, the ASMC should consult with AusAID before finalising a decision. AusAID may make adjustments to these approaches at any time if it is deemed necessary to reflect experience with the approach and the practicality of this approach to operation of this discretionary grant will be reviewed formally by AusAID after the first year of the contract.

Assistance to Alumni Associations.

The maintenance of follow-up linkages with graduates offers opportunities to maximise development impact on return. AusAID, through the contractor, supports an active ADS Alumni Association. There is also a separate, broader based organisation, the *Vietnam Graduates from Australia Club (VGAC)* which includes members from DEEWR Scholarships and private fee-paying students who have studied in Australia. It is also noted that there is a new proposal under trial by ASG, Canberra, for a future implementation of the Australian Scholarships Alumni Network (ASAN). The approach to supporting alumni associations in ASDiV will be further informed by the findings of current pilot activities being undertaken by ASG. At that time there may be value in AusAID reviewing its support for alumni associations and rationalize its support arrangements.

The current two alumni associations in Vietnam each have a range of methods and activities to keep in regular contact with graduates and to engage them in collective activities. The associations could be a valuable asset in supporting AusAID's desire to strengthen the follow-up of graduates and to use new tracer studies to improve the measurement of development impact. (See more on this below in Part C3). Graduates consulted also indicated that efforts to keep in contact are valued by them as a means of maintaining contacts with Australian institutions and to nurture continuing professional access and development in their respective fields of expertise and work. The ASDiV could offer either the ADS alumni association or the VGAC, or both, small grants to sustain an improved network of graduates' contacts and to manage a range of events that facilitate the network. Funding support would be assessed on a case by case basis on the basis of merit of proposals. Some examples of such activities could include:

- Obtaining and managing alumni support in promotion activities and targeted promotion for applications
- Social events to foster ongoing links and sharing of experiences of re-integration between graduates
- Newsletters and professional seminars and workshops
- Funds the associations could use for incentive awards to Graduates for providing active support to the organised activities (eg Alumni of the Year Awards).

In addition it was noted that many graduates do not have access to Degree Awarding ceremonies from their university, usually because of the AusAID policy of requiring return to Vietnam within five days of completion of final exams. It was suggested by several people consulted that the Australian embassy could offer a form of official recognition by hosting graduation recognition ceremonies, with the Ambassador and other government of Vietnam officials in attendance. Such ceremonies could be the occasion for graduates to make first contact with other graduates (from their own cohort and from earlier years) and with the Alumni association, and thus could play a part in facilitating long-term sustained links between graduates and Australia.

It is proposed that the AusAID Hanoi Office should retain a small fund that could be used on a case by case basis to offer additional assistance to sustain the alumni associations for general activities and to commission their support specific follow-up where appropriate. The amount recommended is up to \$A10,000 a year, to respond to emerging local opportunities that are agreed to be of value in supporting the ASDiV activities. These discretionary small grants would be approved by AusAID Hanoi Office on a written application from associations and would need to be acquitted. These funds would be paid to the associations via the ASMC.

B4 - Estimated Program Budget & Timing

B4.1. Program allocation

Total estimates for the cost of the ASDiV is estimated to be up to **\$162.1** million over the period 2009-2016. This includes the tuition and other in-Australia costs and the ASMC contract for management, but excludes the ELT contract costs (which are subject to a separate (current) contract).

Current averaged unit costs per study award for the tuition and associated costs in universities in Australia is \$155,000 for a four year undergraduate course, \$191,000 for a four year PhD, \$98,000 for a two year Masters course, and \$22,760 for an ALA Fellowship. It is estimated that, in order to achieve the aim of having approximately 600 graduates added to the stock of higher education qualified people applying knowledge in support of development priorities over the period of the contract (see objectives above in Part B) it will be necessary to fund approximately 965 ADS and ALA scholars over the period 2010-2016. (In addition the program estimates for the period also need to cover the costs of scholars approved in earlier intakes, in 2008 and 2009 under the previous phase of the program). Accordingly it is estimated the tuition and associated in-Australia costs over the entire period from July 2009 to **January 2016** will be in the order of **\$146.9** million for scholarships (with \$123.1 million for ADS and \$23.8 million ALA scholarships and Fellowships) over the period.

This estimate is based on an overall average of up to 175 ADS scholarships and up to 15 ALA scholarships commencing in any one year and an average of approximately 45 ALAF commencing and completing in any one year. The total costs each year will vary due to several factors, including the granting of extensions to the planned duration of a study program in some cases, and to the proportion each year who gain entry to PhDs or two-year Masters programs, or the numbers from applicant Profiles 1 and 2 who are awarded to study an undergraduate course. In the future this may also be affected by (small) numbers of scholars seeking to stay in the program to undertake an upgrade from a Masters to a PhD. In addition higher averaged unit costs can be expected to emerge as the program gives effect to the new targets sought by the Government of Vietnam for a general increase in the proportion of scholarships in the program awarded for PhDs study (to increase to 20% , up from about 6% in the 2008 intake.) At the same time, use of flexible modes of delivery may produce some offset savings. (Indicative tables estimating the annual intakes are shown at Annex 7). Tables showing the cost estimate calculations are included in Volume 3 (not for publication). Costs for supporting implementation through the ASMC contract have been estimated at approximately \$14.3 million over the period 2009-2016.

The total allocation by program and operating costs as shown in Figure 5 below:

Figure 5 – ASDiV approximate allocations 2009-2016 (figures rounded to nearest '000)

Scholarships:	
ADS	\$123.1 million
ALA	\$15.5 million
ALA Fellowships -	\$8.3 million
ASDiV Management (ASMC contract)	Up to \$14.3 million.
AusAID Management costs	\$0.9 million

C. Implementation Arrangements

C1 Management Arrangements and Structure

C1.1 - Name for the contracted service:

Because of the changes in the concept for the ADS program in Vietnam, and in the role of the managing contractor, the name 'ADS Support', which has been used for the contracted services since 1998, will also change. The current name is closely associated with a process oriented approach focussing more on the least costly administration arrangements and less on managing for development impact. Changing the name of the contracted service will assist in changing the perceptions and expectations that AusAID has for the next contract period. In addition, the contracted service will support other AusAID scholarship programs (Australian Leadership Awards Scholarships and Fellowships programs) and the acronym focussing only on the formal program name of the ADS is not useful to convey the broader services to be provided. From the commencement of the new contract the service provider will be known as the **AusAID Scholarships Management Contractor**, with the acronym of ASMC. The separate service contract for the provision of English Language Training for the candidates will continue to be known as the 'ADS Training' contractor (until the end of that contract).

C1.2 - Time period for the ASMC contract and contracting strategy:

A key feature of the new contract would be that it should operate up to the end of the period of the new Australia-Vietnam Development Cooperation Strategy (DCS) (to be released at the end of 2008 and to apply up to late 2015), to reinforce the intent that the ASDiV is to be more closely aligned to the development priorities embedded in the DCS. [In practical effect, therefore, ASDiV is designed to operate for a potential period of up to 6.5 years, to allow for six months \(July-December 2009\) for an initial refocussing of operating approaches and to manage six annual selection cycles \(each year from 2010 to 2015\). The first 31 months \(mid-July 2009 to end January 2012\) will be managed as pilot period, during which the new profile approach is established and piloted through two rounds of selections \(2010 & 2011\), then reviewed and modified if necessary before being confirmed for the following four years. The 31 months will be a stop-go point in the contract, with AusAID reserving an option to extend the contract for the further four years.](#) In the event of a change of contractor following the tender process in early 2009, a four week hand-over period will be added in advance, in June 2009, to cover from mid June to mid July.

AusAID wishes to retain the contracting approach of using two contracts to support ASDiV, one for the ASMC to manage the selection and support for scholarships and ALA fellowships; and the second to provide the necessary English Language Training. A contract is in place for the provision of ELT that will continue up till the end of August 2011. While retaining this option for two contracts AusAID also wishes to align the time duration of the two contracts so that future options for alternative contracting strategies may be considered if appropriate at the time. This means in practice that:

- the current ADS Training contract (for ELT) will be extended for a [further three years from January 2009 to 23 January 2012 – this will allow for the full cycle of an enhanced ELT program](#))
- the new ASMC contract will be let initially for 31 months to form a pilot period, from July 2009 [to end January 2012](#); with a review in [October/November 2011](#), and an option for extension for a further four years to [end January 2016](#).

During the 2011 review the option to merge the two contracts, or not, will be considered again and the contracting strategy will be adapted if it is necessary at that time.

C1.3 – Governance and Management Structure

The ASDiV requires appropriate governance and coordination arrangements enabling representatives of the two governments to deal systematically with policy and management issues relating to future AusAID Scholarship programs in Vietnam.

For ASDiV the Coordinating authorities are the Ministry of Education and Training (MOET) representing the GoV and AusAID (Hanoi) representing the Government of Australia. The Ministry of Planning and Investment, as the key counterpart agency responsible for managing ODA in Vietnam is also a participant in the annual partnership high-level strategy consultations.

An Annual Strategic Review is undertaken and managed through the high-level government consultations. The Review is to define and adjust as necessary the strategic directions for the program including targeting approaches facilitating effective responses to emerging GoV priorities and broader AusAID corporate initiatives. The two key stakeholders (MOET and AusAID, Hanoi) cooperative in the selection process and are the final decision makers on the awarding of scholarships each year. This is managed through the Joint Selection committee (JSC). (More detail on this cooperation is above in Part B).

The ASMC has responsibility for managing the selection and mobilisation and re-integration of awardees; and the ADS Training contractor is responsible for provision of necessary ELT to selected candidates who need it. In the current program phase the ADS Support contractor also has a monitoring and coordination role with the ELT contractor. However the design team could see no value-added in this arrangement and it is not perceived as having worked well enough to justify continuance of this arrangement. There are also concerns that the arrangement can have an effect of reducing the accountability of the ADS Training contractor to AusAID and to undermine AusAID internal responsibilities to be responsible for performance management of all contractors. The arrangement will be discontinued with the appointment of the ASMC for the new phase, and a new set of arrangements for coordination will be instituted (see below in 1.4.). The two implementing contractors will still be expected to work cooperatively together to ensure high quality services to candidates, and will meet regularly, on an ‘as needed’ basis, to coordinate immediate operational issues about the numbers of candidates, the scheduling of ELT training and managing a coordinated reporting regime (set out below at 1.12).

The governance arrangements for strategic and operational management are illustrated in two figures in Annex 4.

C1.4 – Coordination for Improved Program Management and Donor Harmonisation

With the changes noted above a new set of coordination arrangements will be established, led by AusAID Hanoi, which will see regular inter-group coordination meetings scheduled between AusAID, the two contractors and the GoV representatives. At least one formal meeting with all stakeholders should be arranged in each annual cycle, and other meetings will be arranged as necessary. Any of the parties should be free to seek a meeting when an issue requires resolution. The overriding consideration for managing improved coordination is to ensure that implementation is smooth as is possible and that issues that impede effective management are addressed in a timely manner.

Strong coordination and communication directly between the ASMC and the ADS Training contractor is essential. This will affect many areas of operations, but special attention should be given to cooperating to take up the recommendations from the independent review of the ELT services (July 2008) in respect of establishing a common or shared candidate individual record, identifying those potentially at risk and enhancing monitoring progress of individuals through all study stages, including ELT, and in-Australia study for the Degree. The two contractors will hold regular ‘contractor coordination’ meetings based on an agreed schedule

and will advise AusAID of key issues identified and resolved at these meetings, and if any variations are made to the schedule.

In addition, during the consultations for the design a new networking and engagement with the other scholarship donors was established, and all providers representatives agreed to coordinate where feasible, and work together to share information about lessons learned and effective practices. The ASMC and AusAID and MOET should consider the best operational ways to ensure this coordination continues and is useful to underpin improved practices. There is scope for cross-cooperation in supporting each other's selection processes, and the provisions above allows for an option for an experienced person from other providers to be engaged by the ASMC for the ASDiV interview panels, if feasible.

C1.5 - The AusAID Scholarships Management Contractor

The ASMC will be responsible for the management of the ASDiV recruitment, selection and mobilisation of awardees; for monitoring progress of scholars while studying in Australia; for supporting their re-integration into the workforce on completion of awards and return to Vietnam and for managing the M&E for the program. The ASMC will undertake all the tasks detailed in the annual scholarships cycle – as set out in the table at Annex 1.

This Design Document recognises that the services of the ASMC will be based substantially on the procedures and materials already established by the existing ADS Support contractor. Ownership of the materials developed under the ADS Support contract is vested in the Government of Australia. All the operating documents, other support materials and the office assets will be made available for the use of the next contractor. The next contractor is expected to use the existing operational manual and other materials to implement the program. During the inception period the ASMC will be expected to review and update the manual to incorporate the new guiding principles and requirements as set out in this Design Document.

The ASMC will be based in Hanoi, but is also expected to have the capacity to reach to other cities and non-metropolitan province locations as required for the management of the promotion program and to support any 'exceptional circumstances' arrangements that may be necessary for improving representation of applicants from poor rural areas or ethnic communities. The ASMC will arrange suitable accommodation to house the office and staff. Whether the current premises of the ADS Support contractor are used will depend on circumstances and will be a matter for a commercial arrangement by whichever party(ies) are awarded the contract. Arrangements for the full operation of the office of the ASMC must be completed by the end of the inception period of the ASMC contract.

C1.6 - Inception period:

The ASMC will produce an Inception Report within six weeks of commencement of responsibility (after completion of any handover period). The Report will provide details on the following actions:

- Mobilisation and handover (if appropriate)
- Review of initial stakeholder consultations
- Implications of new targeting and other principles and requirements in the Design Document for the implementation strategy
- Systems established for project management including the database for the integrated scholarship record and the data collection for reporting and the M&E plan, financial management, accounting, and procurement, as appropriate
- Project Coordination Mechanism, including the approaches to working with the new ASDiV Coordination Committee

- ASMC Communications strategy in support of effective management, including internal contractor communications and communications between AusAID and GoV stakeholders.
- *An initial outline of the strategies for the new Awareness Raising and Promotion Plan* for the recruitment of applicants (in 2010) for the intake commencing in the academic year of 2011#
- Annual operating Plan for managing the mobilisation of awardees for the intake commencing in 2010 academic year and the recruitment and selection for the next intake for academic year commencing in 2011#
- Quality Assurance Strategy including an updated Risk Management Strategy
- Gender Strategy, including special measures to encourage women applicants from rural areas and ethnic communities (see more on this below under Section C4.1).#
- Progress in the development of the detailed M&E Plan.#

- These plans may be completed after inception but must be finalised and approved in time for use in the selection round commencing in early 2010.

C1.7 - ASMC Staffing

The staffing profile below is the basis for the ASMC office and implementation team and tenderers will be expected to submit CVs for the positions detailed at Annex 8. Office administration staff arrangements will be at the management discretion of the ASMC contractor. Details of the positions will be advised in the tender and included as a lump sum in the budget and will be included in the like-for-like assessments of the Technical Assessment Panel (TAP).

With the increasing emphasis on measuring the effectiveness and impact of scholarships, the ASMC will be expected to devote more time and expert resources to supporting better decisions by candidates for course selection and developing scholar HRD and reintegration strategies. This will include

- developing and trialing enhanced HRD plans with the PPIs and other key counterpart stakeholders
- developing an initial plan for implementing the enhanced reintegration assistance package that is intended to improve the contribution to development by returned scholars
- using the alumni association to support the reintegration strategies; and
- developing and implementing an approach to tracking of scholarships' impact using the tracer study framework to be made available from the Canberra Australian Scholarships Group (ASG).

This will require an increase in the specialist staff employed by the contractor (above the resources that have been used in the current phase of the program) and those new specialists will need to adopt a pro-active approach to achieve improved service and support for reintegration, in both the PPIs and in the Open category.

This Design Document details above (in Part B) the new areas of activity to enhance the reintegration of returned scholars. In addition the ASG is continuing the redevelopment of the broader global program and part of these other enhancements to support assistance may be appropriate to be implemented in Vietnam. The ASMC would be expected to also implement these under the ASDiV. The minimum required staffing of the ASMC is therefore increased above the resources that were established for the current contract phase.

The required positions are:

- *ASMC Manager* - full time for the duration of the contract (expected to be from June 2009 to end August 2015, subject to performance at the two-year pilot period)
- *ASMC Deputy manager* – full time national for duration of the contract
- *Academic Advisers (2)(#)* – short-term for four-five months a year (cumulative) in Hanoi during the selection period. One will be an international expert PhD (to assist PhD and Masters by Research candidates – two months a year) and one will be a local expert, PhD or Masters Graduate from an Australian university (to assist Masters and other candidates) for up to three months as required
- *HRD Adviser (#)*– short-term for up to four months each year in Hanoi, for 2-3 months during the selection period and for a third or fourth month prior to expected return of graduates
- *M&E Specialist (#)*– short-term for up to an average of two months per annum to be managed flexibly over the period as needs require eg more time would be expected in the years in which the tracer studies are conducted.

ToRs are described for these positions at Annex 8.

For those positions (#) where input times may be variable the time is to be flexibly managed by the ASMC according to actual need in each year, within the maximum time indicated. Where input times are less than the maximum the details must be disclosed by the ASMC in the invoices and payment will be adjusted accordingly. This will, however, not affect the level of tendered management fees.

Beyond these requirements, tenderers will have the flexibility to nominate a team of additional local staff to support management and administrative functions as they consider to best meet the requirements of the Program. AusAID estimates that up to 6-8 additional part and full-time administrative positions may be required, with a mix of part and full time personnel depending on the skills and experience of employees. Indicative administration function areas are:

- Program promotions
- Program selection processes
- Management of re-integration processes for graduates on return
- Management of the pro-active assistance to establish more ALA Fellowships for Vietnamese
- Program monitoring and evaluation support activities
- Financial management
- Office management
- Data systems and IT support
- Support casual staff (as required at peak times)
- Statistical Analysts (short-term as required).

In addition the ASMC will have the flexibility if necessary to engage locally a gender and equity specialist for up to two weeks during the inception period to develop the gender and equity strategy and make contributions to the development of the awareness raising and promotions plans. Costs for the long and short term fixed staffing will be *contestable* in the tender.

C1.8 - Other administrative cost / management areas

General Administrative cost areas to be managed under ASMC *reimbursable* arrangements will include per scholar costs, routine operating costs and variable program costs:

Per scholar costs:

- IELTS testing expenses
- Medical Checks
- Travel one-way (to Australia)
- Pre-departure training

Routine operating costs:

- Production/dissemination of ADS publications, forms, documentation, reports
- Rent of office / utilities
- Vehicles/maintenance/other travel
- Office Furniture & equipment (photocopier, fax, etc)
- Utilities and insurance
- Computer Equipment/Software/Maintenance and database management
- Stationery and supplies
- Communication and reporting costs
- Independent Audit
- Other Miscellaneous inputs specified by AusAID.

Estimates for these costs will be specified in the Basis of Payment part of the contract. Due to the need for detailed information in advance they will not be contestable. Tenderers do not need to estimate these costs in advance.

Variable Program costs to be funded on a case by case approval basis will include:

- Development of the awareness campaign materials and the annual promotion program costs (including regional visits)
- Additional ELT training for exceptional circumstances candidates
- Interview panel costs
- Small grants for graduates' continuing professional support activities
- Small grants for the alumni association(s), including funds to bring international experts to deliver professional seminars or workshops in Vietnam as identified by alumni; and
- Costs for professional seminars and workshops, some of which may be managed by the ASMC, and some by alumni associations
- Tracer Studies, surveys and related M&E costs.

C1.9 - Contractor services and links to AusAID

The ASMC is also expected to ensure adequate resources to manage the mandatory links with the AusAID ADS data bases, including SIMON and OASIS. This will require IT and office infrastructure for the online systems for application processing and program implementation. The ASMC will therefore require up-to-date IT infrastructure, facilities, appropriate office space and staff to ensure effective data management.

The expansion of the program and the adoption of the new applicant profiles for targeting will lead to an increased number of enquiries about scholarships and additional administration costs. The new expectations for improving advice to PPIs on HRD and advice to candidates on course selection and entry requirements will also add to the management costs of the program. They are, however, expected to lead to improved development effectiveness and a cost-benefit is expected. The actual cost-benefit realised will be assessed as part of the M&E plan.

AusAID seeks value for money in contracted services. The ASMC will need to provide flexibility in its staffing / system levels, to accommodate the potentially changing approaches

to annual promotion that will be necessary to obtain the most appropriate applications from the applicant profile groups, and particularly in the more pro-active promotion to attract applicants from the rural and ethnic minorities groups.

The proposed cost of the ASMC key staff and support services will be assessed as part of tender evaluation, with the base costs forming part of the contract. It is expected the ASMC will accommodate changes in the number of applications received and processed across the range of applicant profiles within the contestable estimates.

To ensure that the ASMC is able to respond to the pro-active promotion needs, and to the enhanced support for graduates, a flexible fund will be available to support the variable costs for program implementation. The ASMC will analyse the needs on an annual basis and prepare proposals for funding approval by AusAID. Once agreed AusAID will make available the required sum for the ASMC to use to support the plans. These flexible funds will be acquittable.

C1.10 - Other Contractual Issues

Tasks associated with Australian scholarships will evolve over time. In particular over the next several months from the preparation of this Design Document, following the outcomes of a number of reviews of scholarship programs currently being undertaken, the ASG may make changes to the structure and features of the ADS and the ALA programs. Additional responsibilities and tasks may therefore be identified for possible management by the ASMC during the life of the program. There will be sufficient flexibility in the Scope of Services for additional tasks to be added.

C1.11 – Contributions from the GoV

The GoV will contribute the following to the ASDiV:

- Release of candidates for the durations necessary to undertake ELT in Vietnam and of scholars to undertake the approved study courses in Australia.
- Availability of senior staff to participate in the High-level consultations and to support other joint management activities such as participation in the interview panels and the JSC
- Facilitate administrative procedures for the project including visas (project pays fees) and VAT reimbursement.
- Provision of ELT to university candidates (in profile 4).

In addition, PPIs will be encouraged to assume more direct support for prior preparation of their nominated candidates, through the provision of ELT and other internally arranged academic preparation. Where such additional preparation by PPIs results in reductions on the draw on ASDiV funds for pre-departure training, ASDiV will respond with flexible agreements for increased Leadership Fellowship places for the PPI or with additional quotas in following years for Masters or PhD candidates.

C1.12 - Annual Reporting

A disciplined and integrated reporting regime should be established to cover the whole ASDiV program implementation. This will include the activities of both the ASMC and the ADS Training contractors. [The reporting is expected to provide information on program management processes and analytical observations and strategic advice for AusAID and GoV on operational policy and procedures that draws on lessons learned and could enhance the achievement of development outcomes.](#) Three main reports will be required each year:

- Selection report
- Academic outputs Report; and

- Monitoring and Evaluation report.

The revised recruitment and selection process will also require changes to reporting to place more focus on more effective routine reporting of selection processes and of study outputs. These annual reports should cover information as follows:

- *Report 1 – the Annual Selection Report:* with analysis (including a professionally prepared statistical annex) that will inform a review of the priorities and development of profiles for the next recruitment round. This part shall as a minimum cover:
 - the features of each annual recruitment round detailing selection and screening activities (with clear disaggregation of gender, location, fields of study, indicated area of development contribution) and with details available at each stage of the program, including applicant recruitment, candidates, awardees, scholars in Australia and returned graduates
 - the results of English Language Training and proportions achieving required grades, and pass/failure rates, together with reasons for fail rates (contribution from the ADS Training contractor and coordinated through the regular contractor meetings)
 - details of other pre-departure and academic preparation training, including incidences and results for exceptional circumstances candidates

This report should be submitted one month after the conclusion of each year's selection round, in time to be used to inform strategy development by AusAID and the Gov before the commencement of the next round. It is expected that the two contractors will cooperate to prepare this report, though the ASMC holds primary responsibility for preparation and submission.

- *Report 2 - the Annual Academic Outputs Report:* This will contain analysis that will inform the annual 'Quality at Implementation' review, focusing on overall progress towards meeting the ASDiV objectives. This part shall as a minimum cover:
 - information to be collected from universities, tracking details of scholars' progress during the study in Australia, by semester, noting in particular deferrals, extensions, suspensions, upgrades and drop-outs, together with individual course outcomes highlighting high achievers and students who may be at risk and the measures taken to mitigate the situation
 - details of completed scholarships, including information on pass/failure rates, with a detailed analysis of the reasons for failure and suggestions for areas where improvements could be achieved
 - details of post-graduation monitoring activities, focusing on recording of returned graduates in each year, locations of resumption of employment on return and information on the expected areas of contributions to development from the initial employment taken up by the graduates. This will include details of take-up of the re-integration support services, and of the activities arranged in association with the alumni associations.

This report will be submitted each year within one month of the return of the graduates after the end of the Australian academic year.

- *Report 3 – the Annual M&E Report:* This report will detail the activities of the ASMC to manage the M&E activities, including the regular the follow-up activities and tracer studies conducted in accordance with the M&E requirements (outlined below at Section C2 and set out in detail in Annex 5).

In addition to the annual reports above, the ASMC will assist the preparation of a final report close to contract completion. This report will be prepared in consultation with AusAID and the GoV, and other interested parties as may be appropriate. AusAID will facilitate the opportunity to have this ACR completed in conjunction with the requirements as may apply at the time for end-term review and evaluative assessments – in order to use resources more efficiently, to manage consultations with the same sets of stakeholders and participants more considerately, and to coordinate lessons learned. AusAID will separately engage consultants to undertake the independent analysis, and the ASMC will supply all information and coordinate all consultants required for the Report.

C1.13 – Contractor Performance Management

AusAID will conduct annual performance management discussions with the ASMC. The contractor is expected to use effective and efficient processes in managing all aspects of the program implementation and in the M&E for the program – and all processes are expected to be geared to ensuring the achievement of the program outcomes (as set out in Part B). A performance bonus will be available to recognise best practice for effectiveness and efficiency in managing the program.

The bonus will be payable as funds *additional to* the contractor's management fees and profit. Payment of the bonus will be based on a scale that rewards the *progress towards* achieving the program outcomes and the most efficient managing processes. The bonus will be in two equal parts: 50% will be divided into annual tranches based on progress towards achieving outcomes, and efficiency and timeliness of management processes; and 50% will be payable in one lump sum after the conclusion of the contract and acceptance of the independent completion/evaluation report.

The 50% payment after completion will be based on the assessed degree that returned ADS graduates who were selected using the profiles approach (from selection processes applied from 2010) have been effectively re-integrated into and are performing meaningful work that is relevant to the development priority areas originally indicated for them. A sample of returned ALA Fellowship participants will also be included and the assessment will be based on the degree that they are continuing to work in and have potential to make improved contributions to work areas that are relevant to development priority areas. These results will be determined from ASMC records and from tracer studies and case histories that must be conducted within the last 3 months the contract.

The payment of the bonus will be entirely at the discretion of AusAID. The decisions on whether to pay the annual process and the final outcomes based bonuses, and the level of each bonus, will be confirmed at an appropriate senior executive level in AusAID. Any payment of the final portion will be made within 6 months of the formal closure of the contract. (The contract will provide that this aspect of the bonus payment will survive the closing of the contract). In the tender process the Tenderers will be requested to nominate the upper limit they consider reasonable for the total bonus payment and the amount will be included in the contestable element of the bid price. Details of the performance criteria and of the bonus arrangements are set out in the Scope of Services and the Basis of Payment (in Volume 2).

C2 Monitoring & Evaluation

C2.1 - The Monitoring & Evaluation Plan

The monitoring and evaluation (M&E) framework for the Vietnam scholarships program must be designed in such a way to ensure the focus is on demonstrating the development impact from the provision of scholarships under ADS and ALA and of Australia Leadership Awards Fellowships. The two clear delineators for measuring development impact encompass strategies to ensure both continuous improvement in the implementation of

ASDiV and longer term follow-up of the graduates on return from completion of scholarships.

C2.2 – M&E Responsibilities of the ASMC

The ASMC will be responsible for managing the processes to implement the M&E framework. This framework is developed to be consistent with M&E activities for the Global program, to ensure comparability across countries and to support reporting to the Australian government of the overall effectiveness of the Australian Scholarships program(s). There are three elements to the M&E strategy the must be applied by the ASMC:

- Monitoring of implementation processes, and inputs and outputs, in terms of aspects of selection, study/placement and mobilization, progress during study and completion of the scholarships on an annual basis
- Periodic evaluation which involves an assessment of use of new knowledge/skills for development outcomes during the re-integration stage; and
- Thematic reviews and evaluations.

C2.3 – M&E Tools

The key M&E tools will include:

- the student database and integrated individual student records, to be maintained by the ASMC
- Annual Scholar Surveys / Focus groups, to be collected by ASG, Canberra and then integrated into the M&E analysis [by the ASMC](#)
- Tracer Studies, to be developed and implemented by the ASMC using the ASG guidelines and consistent with the details in the M&E plan
- Periodic Evaluations / Case studies; and
- The annual reporting on implementation progress (as set out above in Part B, section 1.12).

Full details of the M&E Strategy and the M&E Framework are at Annex 5.

C3 - Sustainability Issues

Sustainability is defined in the AusAID Business Processes as the continuation of benefits or outcomes of an activity after external support is removed. For scholarship programs, sustainability should be seen in terms the potential for persistence of benefits to development in the Vietnam priority areas that can arise from the ongoing application of the personal capabilities of the graduates derived from their attainment of higher levels of education (mainly Masters or PhDs) in Australia. The involvement and commitment of counterpart government and the PPI are also important for the sustainability and effectiveness of the scholarships. Areas to be considered in relation to sustainability are:

- The sustainability of the AusAID scholarship program, to be determined at corporate level, based on high-level indicators and impact assessment
- Increased Partner agency sustainability, including more focus on the HRD plans of participating agencies and how returned scholars are deployed, tasked and have an opportunity to contribute.

The scholarship management will promote sustainability through the adoption of good practice, use of transparent selection processes and involvement of GoV counterparts in key decision making processes. Through continual improvement and lessons learned, better

targeting of scholarships through the applicant profiles (fitting with the DCS and GoV priorities) will also support sustainability.

Over the next years, more effort will be devoted to providing scholars with post return support, through the strengthening of the Alumni functions. This will enable greater sustainability by allowing Alumni to share technical and cultural experiences, whilst maintaining their professional and social networks.

C4 - Cross-Cutting Design Issues

The DCS identifies the following cross cutting issues that need to be addressed in all AusAID activities in Vietnam:

C4.1 – Gender and Disability

Gender: It is a clear objective of ASDiV to achieve at least a 50% representation of women in the total of awardees over the period to 2015. Over the last 10 years of ADS program in Vietnam the average balance has been 52% women and 48% males. This balance fluctuated on a yearly basis with higher rates of men selected overall, until 2006 when a more robust targeting achieved higher rates of women awardees. This new targeting effort brought the overall ratio into balance when calculated over the 10 year period. It illustrates the importance of maintaining a clear focus on targeting strategies to redress remaining gender inequality in Vietnam. It is recognised that it may not be feasible to achieve a gender balance within each PPI Ministry, nor in the Open category, in each year. The expectation is that over the six year period of ASDiV there will be at least 50% women awardees in total and that this should apply within both the PPI and Open categories.

The ASMC will develop a specific gender plan to outline approaches to ensuring that ASDiV is able to meet the objective of equal representation of men and women in the awardees. The plan will have a special emphasis on supporting applications from women in the poorest and disadvantaged areas and from ethnic minorities. In particular the plan must:

- take pro-active steps to support and encourage the inclusion of gender sensitive policies in the development of HRD strategies of the PPIs.
- ensure that the awareness raising and promotion activities support obtaining applications from adequate numbers of both men and women in all applicant profiles. Particular attention is to be paid to assisting the development of the promotions strategy to present positive messages to encourage women's applications, and to the design of the information visits to the poorest areas and ethnic minority communities to ensure that the needs of women for information and encouragement are fully encompassed.
- detail a design for the data collection and analysis to ensure that information on gender is adequately addressed in the M&E plan and in the annual reporting.
- ensure that pre-departure briefings address Australian policies and law on gender and expectations of gender relations in Australia.

The plan should explore the opportunities for ASDiV to make pro-active contributions to achieving reductions in gender inequality in Vietnam. For example it should assess the opportunities to encourage applicants in all of the profile groups, to identify ways they may pursue a course of study that can subsequently enhance an ability to make contributions to quality gender analysis in Vietnam that can support public policy development, or community development and service delivery across a range of development priority areas, including education, health, and agriculture and environment.

This Gender plan must be completed by the end of the Inception period and submitted to AusAID and MOET for agreement on strategies. A gender specialist may be engaged locally to support the development of the plan.

Disability: AusAID released a new Aid strategy document - “*Development for All: towards a disability-inclusive Australian aid program 2009-2014*” in November 2008. The strategy’s primary outcome is to support people with a disability to improve the quality of their lives by better access to the same opportunities for participation, contribution, decision-making and social and economic well-being as others. Accordingly all parties involved in the implementation of ASDiV are expected to ensure that no approaches, attitudes or processes create barriers to the applications from or selection of individuals with a disability who qualify on other criteria. Data on all applications, awards and re-integrations should be disaggregated to record proportions of participants who have a disability. Other implementing actions should also be sensitive to seeking ways to creatively encourage participation and recognition of achievements by any who have a disability.

C 4.2 Anti Corruption

AusAID supports good governance and anti corruption initiatives. In the ASDiV these values will be manifest in two areas:

- the inclusion of PPIs in the program and the focus on using scholarships as one way to supporting them to enhance their institutional capacity for promoting and ensuring good governance in Vietnam through making appropriate laws and regulations and demonstrating exemplary behavior in public administration; and
- in the practices for in the selections of candidates for awards.

In respect of the first, candidates promoted for selection by PPIs may study in fields that will support their ability to contribute to addressing issues regarding effective governance, including civil service reforms, improving transparency and the accountability of public institutions.

With respect to the second, AusAID and the ASMC are expected to demonstrate model management and equity promotion practices. Both will ensure that an open and transparent selection process is in place to avoid the possibility of undue interference, including potential for corruption or nepotism. To highlight and reinforce that the decision making is transparent and clearly in accordance with the separate selection criteria that is incorporated in each applicant profile, the reports prepared by the Academic Advisers engaged to support the counselling of candidates in the selection of courses to study will also be seen as a probity facilitation measure, contributing to decisions on awarding of scholarships on the basis of accurate information that is on record and transparent.

The ASMC will be responsible for the contracting and mobilisation of Academic Advisers each year. The nominations for AA positions will be reviewed and endorsed by AusAID each year before any contract or arrangement is entered into by the ASMC.

The ASMC will also ensure that the M&E and Risk Management plan includes that potential interference or corruption is documented, immediately addressed and AusAID advised.

C4.3 Environment

Environmental degradation, natural disasters and potential for adverse impacts from climate change have high potential to create barriers to or halt Vietnam’s continuing development. The DCS for 2009-15 places a new priority on supporting the GoV in improving management of the environment, management and mitigation of natural disasters and assisting Vietnam’s participating in future international climate change agreements for carbon monitoring and trading or other means of mitigating the effects of climate change.

The ASDiV includes a profile for seeking applicants who will study courses that will give them enhanced knowledge and skills to make meaningful future contributions to Vietnam's priority in managing environment and climate change issues. KPI (iii) will measure the degree to which Vietnam capacity in these issues has been increased through Australian scholarships providing access to emerging world knowledge in the techniques that can support nations in managing environment and climate change in the coming global challenges.

C5 Critical Risks and Risk Management Strategies

There are a number of inherent risks in the ongoing operation of the AusAID development scholarships programs, and these are listed in some detail in Annex 5. These are similar to the risks that have been involved in all earlier phases of the program in Vietnam, and are also consistent with the risks in other country programs for ADS. The risk management strategies for these are well known and have been managed effectively, and it is reasonable to expect that they can continue to be well managed in the next contract period.

In the next period in Vietnam, however, there is a new risk arising from the introduction of the proposed new approach to targeting for improved development impact. The approach to targeting of applicants is intended to eventually increase the number of persons with higher education and technical skills working in areas and fields linked more directly to poverty reduction, especially to reduce poverty in rural regions and ethnic minority communities. The use of the profiles to change the practices for promotion and selection of awardees, however, is a more intensive and operationally more expensive process than has been used in earlier periods of the program, and there is a risk that the new processes required will not be well understood by the contractor, or by AusAID staff (especially in the context of staff turnover), or by the Government of Vietnam counterparts, and could fail for lack of adequate support. This risk could also lead to a consequence that the higher cost of the implementation will not be justified by the realisation of the improved development outcomes that are sought.

Management of these risks will involve AusAID ensuring that adequate information is readily available to underpin continuous understanding of the concepts and the processes needed to implement it, and for the ASG (Canberra) to offer support from the global program, as it also implements the new profiles concept. ASG and the AusAID Hanoi can also further support risk management by ensuring that the M&E strategies, both in Vietnam and in the global program, are focused carefully on collecting appropriate quantitative and qualitative data from the new tracer studies to assess the actual impact of the profiles targeting, and by ensuring that resources are available consistently for the longitudinal nature of the tracer studies.

The detailed Risk Analysis is at Annex 6.

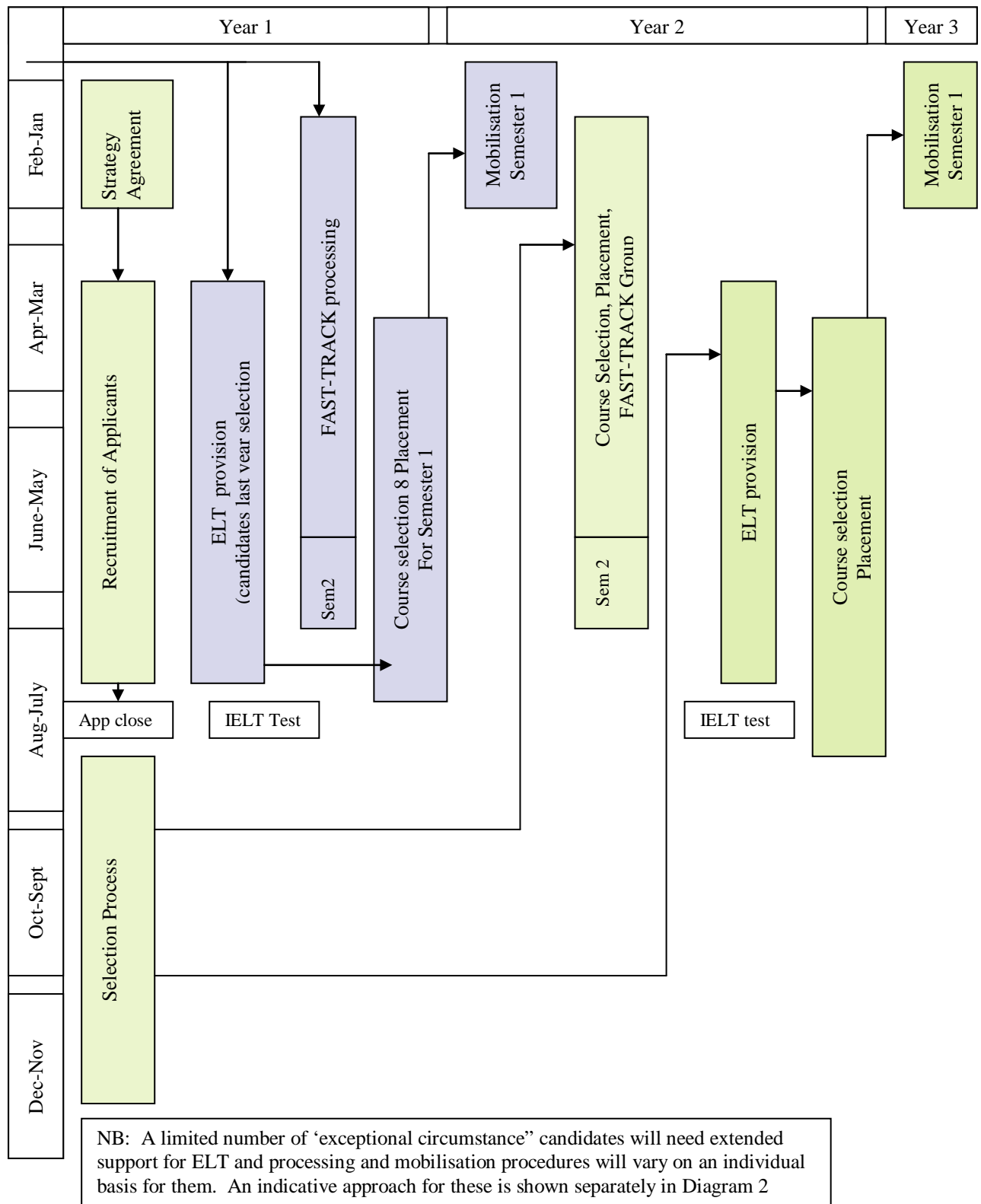
Annexes:

- 1 Detailed Implementation Tasks and Indicative Annual Timetable
- 2 Scholarship Awardees Selection Sequence
- 3 Eligibility Criteria and ‘Applicant Profiles’ for first two years
- 4 Program Management & Implementation Arrangements (diagram)
- 5 Monitoring and Evaluation Framework –
- 6 Risk Matrix
- 7 Estimates of Annual Intake Numbers
- 8 Position Descriptions / Terms of Reference

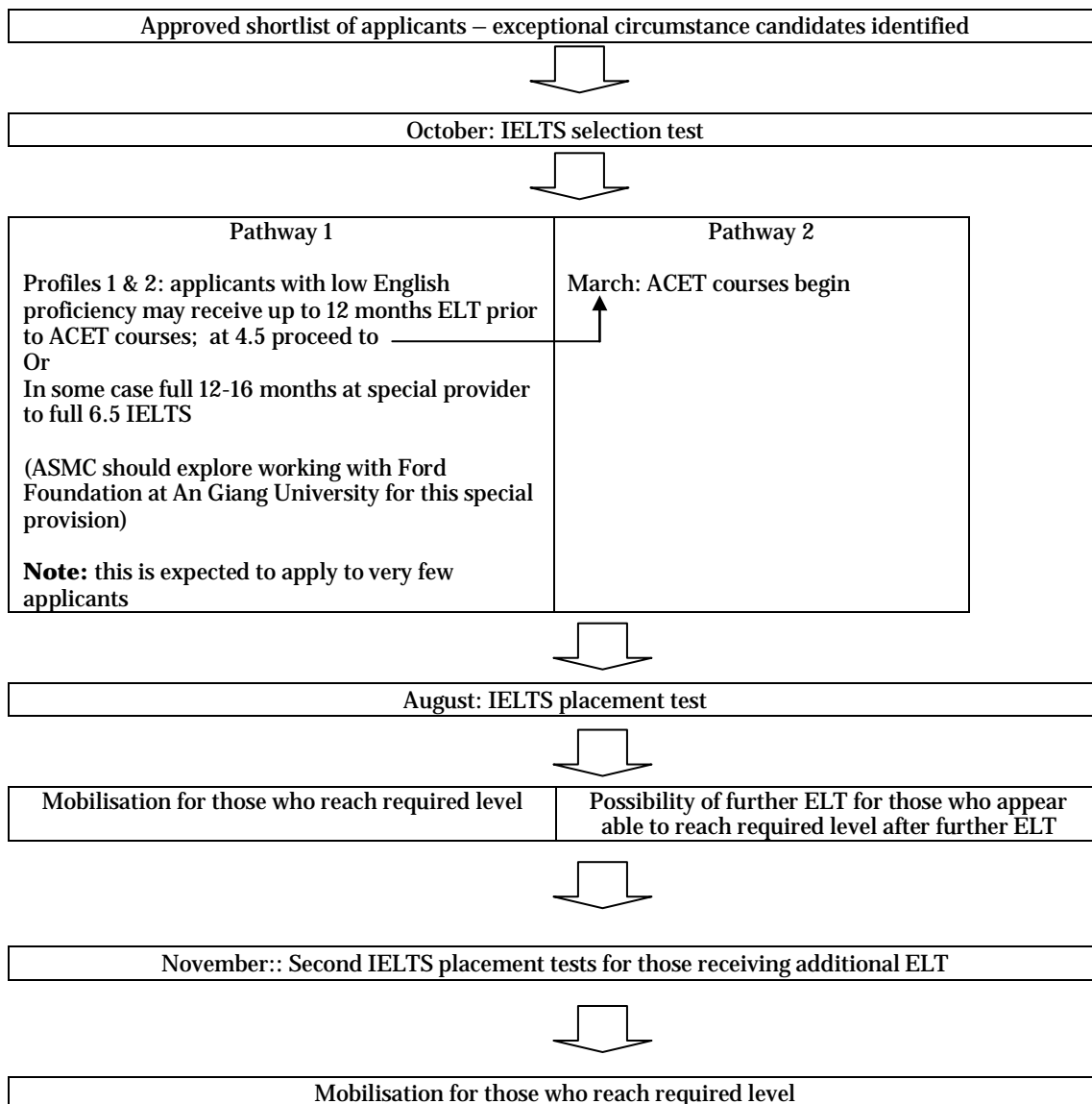
Annex 1

Detailed Implementation Tasks and Indicative Annual Timetable

Part 1 - Diagram Overview of the Standard Selection/Placement - two cohorts



Part 2 - Diagram Overview of the Special Selection/Placement for “Exceptional Circumstance” Candidates - one cohort



Part 3 - Key Implementation Tasks & Critical Dates - Annual Cycle

[A more detailed annual work plan is to be prepared each year by the ASMC]

Scholarships Only (includes ADS and ALA Scholarships and Open and PPI processes)	Responsibility/Timeline		
Strategy Decisions and Program Management (AusAID/GoV)	Aus/GoV	AS MC	Time
AusAID Hanoi Office meets cross-program officers and determines preferences for profiles based on current DCS priorities and determines priority provinces to be targeted.	√		January
High-level annual consultations: Discussion with GOV on policy considerations, priority areas of development action, and lessons learned from previous intake. Review Applicant profiles to fit Development priorities for future. Edit existing or develop new profiles as appropriate. Profiles include adjustment to selection criteria for each profile if appropriate.	√		Jan/Feb
Advise GOV in writing of the upcoming opening of the ASDIV round	√		Mid Jan
Discussions with GOV/PPIs to confirm ASDIV general priorities for PPIs; determine if PPI mix should change, and if new PPIs to be included (total number remain at 12)	√		Late Jan
Finalise priorities, and provide to ASMC	√		Early Feb
ASDiV operating Manuals (for Open and PPI) updated to reflect		√	March
Program Coordination meetings held on 'as-needed' basis throughout.			thru
ASDiV Promotion and Recruitment of Applicants	Feb- June		
Develop overall Awareness Campaign strategy and approaches (yr 1; review in yr 3, 5)	√	√	Jan
Approve strategy	√		Early Feb
Develop and prepare media materials for Awareness Campaign (video, copy advertisements, human interest stories etc (yr 1, review as required in subsequent yrs)		√	Late Feb
Develop Annual Promotion and Communications Plan to use the materials (advertising buy, website, regional visits) with cost estimates; submit for approval to AusAID		√	Late Feb
AusAID approval	√		Early March
Update Application Form and ASDIV Scholarship Website		√	March
Advance notification of opening of applications round (all ADS and ALA scholarships – advertisements for Open; letters to all PPIs for public category)		√	Early April
ALA scholarship applications opening		√	1 April
Implement promotional activities (including information sessions and regional visits)		√	April-May
Meetings with PPIs to finalise PPI agreements for the intake	√	√	April-May
Mobilise PPI HRD adviser – to assist PPIs in improved HRD and integrating applicant individual career path plans planning for use of graduates on return; includes training to PPI supervision panels and coordinators in selection		√	Mid April to late May
PPIs each to confirm supervision panels and coordinators; and submit updated HRD plans	√		Late May
Feedback on HRD plans provided		√	Early June
PPIs submit final of HRD plans before formal opening of applications.	√		Mid June
Formal opening of ADS round (applications open for 6 weeks)		√	15 June
Formal closing of round for ALA applications		√	30 June
Closing date for receipt of ADS applications (all applications, Open and PPI)			30 July

ASDiV Applications Screening	August-September		
Check Receipt of Applications - sort ADS applications		√	Aug
Record details in MS data base for applications received		√	Aug
Store / maintain ASDiV applications in secure location		√	Aug
PPI submit list of their nominees to ASMC	√		2 nd wk, August
Respond to any queries relating to the receipt of applications		√	Mid Aug
Screening applications for completeness and compliance with requirements		√	Mid Aug
Sort ADS applicants into Profiles; screening to verify claims and details; analysis of PPI Individual career path plans for each nominee		√	Late Aug
Prepare list of ineligible applications; submit to AusAID for no objection. (includes Open and PPI applicants)		√	End Aug
AusAID no objection or comments	√		Early Sept
Letters to unsuccessful applicants; discussions with PPIs in event of any nominees agreed as not suitable.	√	√	Late Sept
Upload hard copy applications into OASIS database (from 2010)		√	Sept
Arrange ALA interviews (post with ASG)	√		Jul/Aug
Forward list of final selected applicants to ASG	√		Early- mid Sept
Advance arrangements for ASDiV selection process:			
- Arrangements for mobilisation of Academic Advisers (for selection)		√	Sept
- Engage independent for interview panel; AusAID approval required	√	√	Sept
ASDiV Shortlisting Process	September - October		
Provide policy considerations, develop /discuss selection criteria & weightings (based on development priorities)	√	√	Early Sept
Provide shortlisting template/marketing sheets		√	Mid Sept
Enter data from template into OASIS (from 2010)		√	Early Oct
Arrange short-listing meetings and venue; prepare secretariat services		√	Early Oct
Briefing for MOET (JSC member)	√		Early Oct
Joint Selection committee meeting to approve Shortlist (JSC1) Create CANDIDATE List (for Open and PPI categories)	√		Mid Oct
Enter short-listed candidates details on data base		√	Late Oct
Advise Candidates of successful short-listing and of next steps		√	Late Oct
Advise unsuccessful ASDiV applicants (with reasons)		√	Late Oct
Provide Candidate list to GoV (MOET/MPI; plus separate letter to each PPI); details of next steps in selection process	√		Late Oct
Verify remaining applicant's qualifications, establish IELTS levels and determine those who need to do IELTS testing		√	Late Oct
Arrange IELTS examination for Profiles 1,2, and 3		√	Late Oct
IELTS Examinations conducted (separate provider engaged by ASMC)			Late Oct
IELTS Tests available - Reimburse IELTS test costs		√	Late Oct
Determine Candidates for Fast-Track Group (FTG) (IELTS 6.5 or above); notify candidates of next steps, including those		√	Late Oct
Determine from all candidates which persons must be interviewed (PhD, Master/Research, Profiles 1,2 & 3); sort into FTG/other		√	Late Oct
Advise AusAID of list of Candidates, FTG, and Interviewees.		√	Late Oct
Notify all candidates of next steps, interviews etc.		√	Late Oct

ASDiV Selection Process	November – December		
A- Fast-Track Group:¹⁶			
Mobilise Academic Advisers (PhD and other) as necessary; arrange advance logistics for Interview panel, engage externals etc.		√	Early Nov
Arrange logistics for AA advising support to FTG (group or individual sessions as appropriate to assist in course selection and completing university enrolment forms); Arrange travel for AA if necessary to advise HCMC or rural FTG candidates. (Approx a month over Nov)			Early Nov
AA reports to be collected; Secretariat prepare for Interview panel Meetings; provide templates and scoring sheets; Brief members on probity and selection approach, questions, written test if agreed etc		√	Mid-Nov
Interview Panel Meetings (over two weeks to end Nov); (Sight original copies of qualifications, IELTS – as appropriate)		√	Late Nov
Prepare interview Reports for JSC (NB: new integrated individual record to be used)		√	Early Dec
Distribute Interview Reports to AusAID/MOET members of JSC; make arrangements for JSC2 meeting		√	Early Dec
Meeting of JSC to select final Awardees for FTG (JSC2)	√		Mid Dec
Prepare letters for successful awardees; and for unsuccessful candidates ; Forward to AusAID		√	3rd wk Dec
AusAID sign/dispatch notices to all FTG	√		Before 24 Dec
B – ELT Group	January-February (yr 2)		
Mobilise Academic Advisers (PhD and other) as necessary; arrange advance logistics for Interview panel, engage externals etc.		√	Early Jan
Arrange logistics for AA advising support to ELT (group or individual sessions as appropriate to assist in course and university enrolment forms); include travel to HCMC/rural as required (approx 3-6 through Jan/Feb)		√	Jan
AA reports to be collected; Secretariat prepare for Interview panel Meetings		√	Late Jan
Interview Panel Meetings (over 3-4 weeks to end Feb (excluding TET); (Sight original copies of qualifications, IELTS – as appropriate)		√	Feb
Prepare interview Reports for JSC (NB: new integrated individual record to be used)		√	Late Feb
Distribute Interview Reports to AusAID/MOET members of JSC; make arrangements for JSC3 meeting		√	Early March
Meeting of JSC to select final Awardees for FTG (JSC3) – selects list of provisional awardees (provisional on gaining necessary IELTS required for approved course, taking account of access to PCE in Australia)	√		2nd wk March
Prepare letters for successful awardees; and for unsuccessful candidates; Forward to AusAID		√	Mid March
AusAID sign/dispatch notices to all ELT		√	Mid March
Advise ACET of Awardees to undertake ELT		√	Mid March
Provide a detailed report on selection process, outcomes and lessons learnt		√	

¹⁶ The Fast-Track Group is enrolled and commences in a course in the second Semester of the Australian academic year, ie commencing in July. It is noted that not all courses or universities offer second semester commencements. And only those who seek acceptance into a course with mid year commencement are able to take advantage of this earlier processing. The numbers of awardees are therefore significantly smaller in this group than in the next (English Language Training) group.

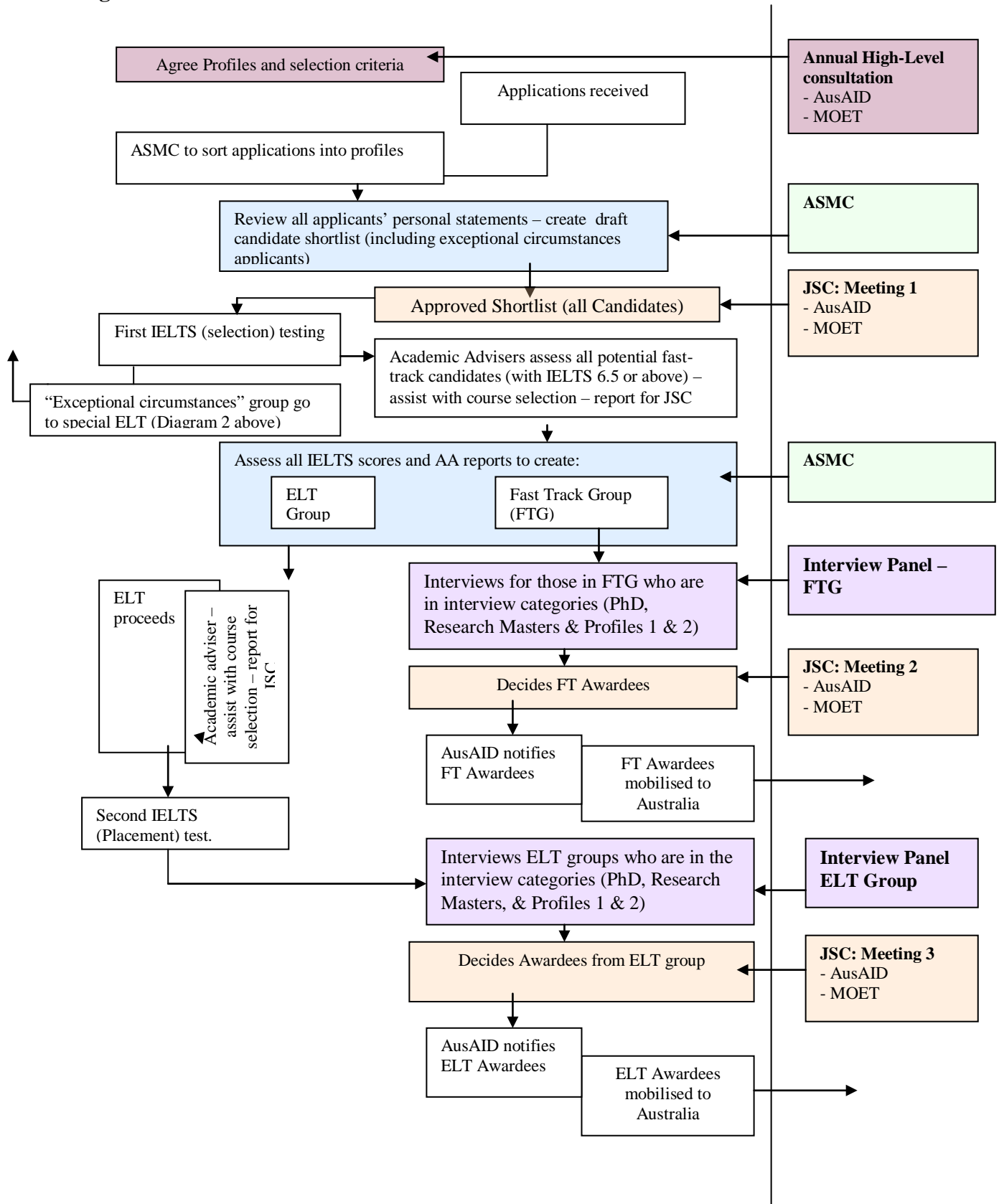
ELT Provision		Mar-Aug (+Sept) (yr 2)	
Module 1 – Provisional Awardees with OBS 4.0 (or less for exceptional circumstances awardees# see below)		ACET	1 mth, Mar-April
Module 2 – Module 1 students continue, plus awardees with OBS 5.0		ACET	1 mth Apr-May
Module 3 – Modules 1 & 2 students continue, plus awardees with 5.5		ACET	1 mth May-June
Module 4 – preparation for next IELTS testing,		ACET	1 mth Jun-July
IELTS Placement Test		√	Early-Mid August
Successful Awardees proceed through placement process.		√	
ACET Report to AusAID on fail cases (with analysis); AusAID reviews need for extensions; extensions continue with additional modules	√		T o end Sept
#NB: special circumstance individuals with no English or lower than OBS 4.0 may have additional time (up to 12 months) arranged with ACET or other provider as appropriate		√	As required
ASDiV Placement		FTG Jan-May; ELT Jul-Dec	
Placement Tasks same for the FTG & ELT groups, but in different time period	FTG		ELTG
Awardees prepare / submit applications forms to ASMC	Mid Feb	√	Mid July
Check applications forms are for same courses approved in selection JSC	Late Feb	√	Late July
Input data into SIMON (or OASIS)	Late Feb	√	Late July
Request for Placement though SIMON (or OASIS)	14 Mar	√	To 15 Aug
Send applications to the universities	14 Mar	√	15 Sept
Universities enter acceptance/rejections on SIMON; Download offer/student contract from SIMON (or OASIS)	Apr-May	√	Sep-Oct
Section 44 approval after student course confirmation	May	√	Oct
Send out offer/student contract to awardees	May-Jun	√	Sep-Oct
Receive signed acceptances back from awardees	May-Jun	√	Sep-Oct
Enter student acceptance on SIMON (or OASIS)	By End Jun	√	By end Oct
Facilitate contact between scholars and universities	May-Jun	√	Sep-Oct
Advise AusAID/MOET of all enrolments	End Jun	√	End Nov
Immigration Visas			
Provide Visa & Medical briefings to awardees and provide visa forms and checklists to awardees	Early Mar	√	Aug
Awardees attend medical checks for Visa	Mid Mar	√	Late Aug
Support awardees to complete Visa application	Apr	√	Sept
Check all information aligns with required documents	Apr	√	End Sept
Provide completed forms and application to Australian Embassy (DIAC) for visa processing; include family visas for accompanied awardees	Mid Apr	√	Oct-Nov
Monitor visa processing by Embassy	Apr-May	√	Oct -Dec
Book airline travel for awardees	Apr-May	√	Nov-Dec
Liaise with University Student Contact Officer (SCO) regarding student arrival	Apr-May	√	Nov-Dec
Advise AusAID if Visa applications rejected	Jun	√	Mid Dec

Pre-Departure Briefing (PDB); and In-Australia	FTG May; ELT Dec		
Adapt Pre Departure Briefing materials and handouts ; copy to AusAID for comments	Early May	√	Late Nov
Inform awardees about PDB details	May	√	Early Dec
Arrange PDB logistics and venues (one in Hanoi; one in HCMC)	May	√	Early Dec
Facilitate participation at PDB for awardees from rural locations.	May	√	Early Dec
Arrange for dependent spouse to attend if required	May	√	Early Dec
Provide presentation and Q&A; plus ensure all awardees have Pre-Departure kits from Universities	Mid May	√	Mid Dec
Prepare media release and means of release for AusAID approval; arrange press-release / publicity	May	√	Mid Dec
Finalise all departure / logistics arrangements; Inform university of Awardee arrival details	May	√	Early Jan
Awardees Depart	Jun-Jul	√	Jan-Feb
Confirm that scholar has arrived in Australia and commenced IAP	Jun-Jul	√	End Feb
Respond to adhoc queries from scholars while they are in Australia	thru	√	thru
Deal with requests for extensions or variations in consultation with AusAID	thru	√	thru
Recommend extensions or variations to AusAID/MOET and PPI for approval	thru	√	thru
Advise the Awardees and their Universities of decisions	thru	√	thru
Provide AusAID / MOET / PPI summary of scholar expected return dates	2 mths	√	2 mths
Provide scholars with Alumni information while they're in Australia	2 mths	√	
Provide a report to AusAID as prescribed and exception reports when appropriate	ann	√	ann
Support to ASDIV Graduates on Return	Dec at return; and over following three years		
Inform/meet GOV/institutions and AusAID of graduates planned return details (two months in advance of return date)		√	Oct
Prepare information materials for Graduates on return – details of alumni and of post-return opportunities for assistance with re-integration and on-going support			Nov
Confirm graduates' return; ensure contact and post return employment details entered on OASIS (once live) and on alumni list (min condition to receive further assistance); report details of all returnees to AusAID, noting any exceptions		√	Early Dec
Mobilise HRD adviser for 2 weeks Dec - Discuss HRD Plan with PPIs prior to scholar's return		√	Early Dec
Host/facilitate Alumni events (social and professional) based on plans submitted	√	√	thru
Develop and distribute Alumni newsletter (six-monthly)		√	thru
Monitoring and Evaluation Support	As required		
Establish and maintain an M&E system (as per Annex 5 of DD and SOS)		√	thru
Develop and conduct tracer studies for sample of scholars (as per DD and SOS)		√	thru
Develop and conduct case studies (as per DD/SoS)		√	thru

Annex 2

Scholarship Awardees' Selection Sequence [Overview Diagram]

Diagram 3



Annex 3

Eligibility Criteria and ‘Applicant Profiles’

Eligibility Criteria (applicable to all applicant profiles)

All applicants must:

- Be a citizen of Vietnam and be resident in Vietnam at the time of first application
- Not have permanent residence in Australia or any other country
- Not be married to or engaged to be married to a person who is eligible to hold citizenship of any other country
- At the time of application be not more than 45 years of age
- Be applying for a new course of study and not be seeking support through ADS or ALAs for a course already commenced in Australia under other funding arrangements (except where an ADS/ALA scholar is offered an upgrade from a Masters to a PhD – as described in Part B)
- have met, or be able to meet before commencement of the course, the academic entry requirements and English language levels of proficiency set by the Australian university for the study program for which enrolment is sought
- have worked for a minimum of two years relevant employment in Vietnam (employees of PPI must have been employed for that PPI for at least two years; and exceptional circumstance applicants seeking undergraduate studies are exempt from this minimum)
- (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); and after selection
- be able to satisfy Australian government requirements for international student visas for entry to Australia (health, character etc)
- not hold another scholarship that will give overlapping benefits

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- have outlined a case (written in the personal statement (#) attached to the application form) that is clear about their objectives and motivation to make a contribution to development in Vietnam and is specific about the area of development priority in which they seek to make the contribution.

Selection Criteria –The JSC will use the personal statement (#) and the selection criteria set out in each applicant profile to determine who amongst the eligible applicants will be shortlisted to become candidates, and who will finally be awarded scholarships. The selection criteria are set out separately below in each profile. Selection criteria vary across the profiles. The JSC will make judgments on the degree to which each applicant has made an appropriate case about where and how they plan to make an effective contribution to future development in Vietnam in the priority areas, and the relative merit of their case, together with the degree to which they also meet other selection criteria designated for their profile.

Applicant Profiles:

[NB: these applicant profiles will apply for the first two years and are subject to annual review by the AusAID – GoV High level consultation group]

Profile 1: Poverty Reduction in Rural Areas and for Ethnic Minorities

Relating to DCS Strategic Objective 2 – “Government of Vietnam adopts better planning and implementation approaches to assist in alleviating poverty among ethnic minorities” (MDG1)

Profile 1 - Enablers	Government Regulatory or Administrative Change for Rural Economies: Government staff working at different levels in provinces who have current or potential influence on provincial or local regulations and administrative systems and who can facilitate the further development of rural industries and local social services delivery.
Purpose	To increase the number of applicants for study in fields or disciplines that will enhance individuals' capability to make direct contributions to poverty reduction in rural areas and in ethnic communities
Outputs	The number of awardees from all scholarships over 2010-2015 who are expected to have enhanced capability to contribute to rural poverty reduction is approximately 350 (combining Profiles 1 & 2; plus any from other profiles who also return to work in areas directly contributing to poverty reduction).
Outcomes	Recorded changes made to provincial level regulatory or administrative arrangements that are directed to facilitating improved economic development and productivity from rural industries and livelihoods in rural and ethnic minority areas.
Eligible Groups/Areas	This profile may include applicants who are employed in public institutions at the Provincial or district levels, including: Provincial legislatures and supporting agencies, such as the Party and Committee membership; District governing bodies and committees; Administration Departments at provincial or district level or commune governing structures. Generally applicants in this profile will be in the Open category. However any applicants who are officials of agencies that are associated with the Public Priority Institutions at central government level will be deemed to be in the PPI category, but will be additional to the quotas agreed for the central agencies. It is likely, but not essential, that personnel from this profile will live in and return to and work in a provincial city or other non-major metropolitan city. The critical issue is that the contribution they plan to make is directly linked to activities that can reduce poverty in rural and ethnic minority localities.
Strategies to gain Applications	<ul style="list-style-type: none"> • identify specific provinces where the greatest pro-poor needs are or where ethnic minorities are concentrated. Different provinces may be targeted annually and these may be determined annually by AusAID and GoV • identify specific institutions that may offer the most opportunity for addressing key areas of poverty reduction • deliver direct presentations during visits to selected rural locations • access to hard-copy application forms distributed via government agencies, other organisations, communes and alumni; and • arrangements for direct assistance for candidates to complete applications
Selection Criteria	<ul style="list-style-type: none"> • the minimum eligibility criteria – PLUS • have a minimum of two years of work experience in the government agency • can demonstrate a commitment to reach IELTS 6.5 or a particular course's English proficiency entry requirements (i.e. no requirement to prove an IELTS minimum at application) • be seeking either an undergraduate or post-graduate course of study directly relevant to need • the degree to which the personal statement clearly articulates how the new skills could influence change in government administration that benefits poverty reduction and is persuasive about motivation to sustain the commitment to make the contribution.
Support Service Options	<ul style="list-style-type: none"> • Additional ELT as required to meet minimum 6.5 IELTS or the entrance requirement for English of the selected course of study • Additional time for pre-departure training in academic study, English for Academic Purposes and adapting to Australian living / culture environment.

Profile 2 – Poverty Reduction in Rural Areas and for Ethnic Minorities

Relating to DCS Strategic Objective 2 – “Government of Vietnam adopts better planning and implementation approaches to assist in alleviating poverty among ethnic minorities” (MDG1)

Profile 2 - Implementers	Rural industry production and community services for the poor Persons who potentially can influence change in rural regions and ethnic minority communities that are focussed directly on poverty reduction for the ‘most poor’ with an emphasis on improving productivity of agriculture, forestry or fisheries and on improving quality or access to local services delivery in the poorest (including ethnic minority) communities.
Purpose	To increase the number of applicants to study in fields or disciplines that will enhance individuals’ capability to make direct contributions to rural poverty reduction
Outputs	The number of awardees from all scholarships over 2010-2015 who are expected to have enhanced capability to contribute to rural poverty reduction is approximately 350 (combining Profiles 1 & 2; plus any from other profiles who also return to work in areas directly contributing to poverty reduction).
Outcomes	Recorded changes made in production/productivity in rural industries/livelihoods or in quality and access to services in rural and ethnic minority areas.
Eligible Groups/Areas	This profile may include applicants who are employed in public institutions or semi-public organisations, private enterprise and NGO organisations including: research institutions and universities, colleges, health or education services delivery personnel. It is expected that service delivery personnel in this profile will have lived in and return to live and work a rural location. Applicants from research institutions or related applicants need not have lived in provincial/rural areas, but must demonstrate that the field/discipline knowledge gained will be applied directly in the support of rural industries/livelihoods on return. Awardees in this profile will be deemed to be in the Open category.
Strategies to gain Applications	<ul style="list-style-type: none"> • identify specific provinces where the greatest pro-poor needs are or where ethnic minorities are concentrated. • identify specific institutions, organisations, NGOs, social service delivery agencies, unions or communes that may offer the most opportunity for addressing key areas of poverty reduction through direct application of new knowledge to solving issues of rural industry production/productivity/trade or local social service delivery that improves lives and opportunities • deliver direct presentations during visits to selected rural locations • access to hard-copy application forms distributed via government agencies, other organisations, communes and alumni; and • arrangements for direct assistance for candidates to complete applications
Selection Criteria	<ul style="list-style-type: none"> • the minimum eligibility criteria – PLUS • have a minimum of two years of relevant work experience (except exceptional circumstance applicants seeking undergraduate studies are exempt from this) • can demonstrate a commitment to reach IELTS 6.5 or a particular course’s English proficiency entry requirements (i.e. no requirement to prove an IELTS minimum at application) • be seeking either an undergraduate or post-graduate course of study directly relevant to need • the degree to which the personal statement clearly articulates how the new skills could influence rural industry or social services that benefits poverty and is persuasive about motivation to sustain the commitment to make the contribution.
Support Service Options	<ul style="list-style-type: none"> • Additional ELT as required to meet minimum 6.5 IELTS or the entrance requirement for English of the selected course of study • Additional time for pre-departure training in academic study, English for academic purposes and adapting to Australian living/ culture environment (if necessary).

Profile 3 - Promoting Pro-Development Policy in Central Government.

Relating to all DCS Strategy Objectives that the Government of Vietnam:

- 1: plans and effectively manages the long term opportunities and risks of international economic integration to ensure pro-poor growth (MDG 1)
- 3: implements integrated disaster mitigation approaches, including to address climate change (MDG 7)
- 4: adopts better planning and implementation approaches for providing water and sanitation (MDG 7)
- 5: improves management, financing and coordination of the health sector (MDGs 4, 5 and 6)
- 6: identifies and prepares for the new set of development challenges associated with 2010 middle income country status, with the support of development partners (MDG 8)

Profile 3 - Enablers	Pro-Development Policy in Central Policy and Administration: Potential contributors to policy and administration in central policy ministries who can influence continuing systemic reforms that are focussed on creating the right conditions in governance that facilitates growth in private enterprise and economic development, and more effective systems in any of the priority areas in the DCS strategy areas (above).
Purpose	To seek applications for study in fields/disciplines that will enhance individuals' capability to make direct contributions to changes in central governance and policy in the profile target areas
Outputs	The number of awardees from all scholarships over 2010-2015 who are expected to have enhanced capability to contribute to reforms in central policy and administration is approximately 350 (representing the target of 40% in the PPI category). These are expected to be for Masters courses only. (NB; Staff of PPI linked universities or research institutes will be included in Profile 4 (below))
Outcomes	Recorded changes made to central level regulatory or administrative arrangements that are directed to facilitating improvements in the profile target areas
Eligible Groups/Areas	This profile may include scholars who are employed in the agreed Priority Public Institutions (who are counted in the PPI allocations) and in other public institutions at Central levels (who may apply in the Open Category).
Strategies to gain Applications	<ul style="list-style-type: none"> • identify specific central agencies for inclusion in the PPI category. The agreed agencies may vary from time to time. • make separate presentations/workshops to PPIs • Provide hard-copy application information packs to agency representatives and advice on web-based application forms option; include human-interest stories applicable to careers enhancement in central policy and administration • Place advertisements in national newspapers
Selection Criteria	<ul style="list-style-type: none"> • the minimum eligibility criteria – PLUS • have a minimum of two years of work experience in the government agency • have a minimum of overall 4.0 IELTS with no sub-band below 3.5 on application • be seeking a post-graduate course of study directly relevant to public agency need or a leadership fellowship for short term study • the degree to which the personal statement clearly articulates how the new skills could lead to better opportunities to influence change in central policy or systems development and which undertakes to remain in Vietnam central public employment for five years after completion of study and is persuasive about motivation to sustain the commitment to make the contribution. • for PPI applicants, be supported by an institutional HRD plan and individual career path plan that is linked to the PPI HRD plan, and which clearly explains how the applicant will contribute to the PPI's capacity after returning to Vietnam, if the application is successful
Support Service Options	<ul style="list-style-type: none"> • Additional ELT as required to meet minimum 6.5 IELTS required before mobilisation to Australia.

Profile 4 - Improving Teaching and Research in Universities

Relating to all DCS Strategy Objectives – through building more capacity in Vietnam to train citizens who will in time support these development priority areas: 1: long term opportunities and risks of international economic integration to ensure pro-poor growth (MDG 1); 2 – approaches to assist in alleviating poverty among ethnic minorities (MDG1); 3: integrated disaster mitigation approaches, including to address climate change (MDG 7); 4: approaches for providing water and sanitation (MDG 7); 5: management, financing and coordination of the health sector (MDGs 4, 5 and 6); and 6: development challenges associated with 2010 middle income country status (MDG 8).

Profile 4 - Implementers	Improving Teaching and Research Capability in Public Universities University teaching academics who need to improve the level of their academic qualifications to improve teaching and research capability in universities
Purpose	To increase the awards made to current university academics who will study for PhDs to be approximately 20% of the total over 2010-2015.
Outputs	The number of awardees from all scholarships over 2010-2015 who are university personnel studying towards a PhD is approximately 170.
Outcomes	Recorded changes made by new Australian PhD graduates in their personal approaches to teaching or contributions to research activities in their university.
Eligible Groups/Areas	This profile may include scholars who are employed in any Vietnam public or semi-public university (in Hanoi/HCMC or provincially based and potentially focusing on universities and provinces with the greatest capacity building needs) who demonstrate entry requirements for any PhD program in any Australian university. It may include scholars who are studying or have studied a Masters qualification on ADS or other scholarships and who qualify to upgrade to PhD. Awardees in this profile will be deemed to be in the Open Category.
Strategies to gain Applications	<ul style="list-style-type: none"> Work with MOET to promote the opportunities. This may be done in association with MOET's own selection procedures for the GoV PhD scholarship program. Provide hard-copy application information packs to MOET and advice on web-based application forms option
Selection Criteria	<ul style="list-style-type: none"> the minimum eligibility criteria – PLUS be employed by any qualifying university, (even if as a first year graduate employee) hold a Masters degree or can be accepted direct from undergraduate study (exceptional circumstances only) meet the IELTS 6.5 (with no band below 6.0) before mobilisation to Australia with no requirement for provision of ELT through ACET) (ie may still be undertaking ELT from GoV provision at time of application) the degree to which the personal statement clearly articulates how the new personal research skills in the selected discipline could contribute to enhancing their university's teaching and research programs in ways that will benefit development in Vietnam and is persuasive about motivation to sustain the commitment to make the contribution. provide an undertaking to remain employed in the Vietnam public university system for five years after graduation.
Support Service Options	<ul style="list-style-type: none"> pre-departure training in adapting to Australian living/ culture environment (only if required per Awardee).

Profile 5 - Teaching English as a Second Language (TESOL)

Related to all DSC priority areas (as above for Profile 4) – through improving capacity for increasing English language proficiency in Vietnam for citizens whose capacity to contribute to development priority areas will be enhanced through better command of English language.

Profile 5 - Implementers	Expanding Capacity for Teaching of English as a Second Language (TESOL) in Vietnam University teaching academics qualified in TESOL who need to upgrade qualifications to teach English, and for TESOL faculty management, in Vietnam
Purpose	To increase the awards made to current university academics who train Vietnamese TESOL teachers will study for TESOL qualifications at post-Graduate Diploma, Masters or PhDs level, or for education management or pedagogy qualifications relevant to establishing and managing TESOL faculties or other TESOL delivery services - to approximately 10% of all awardees over the period 2010-2015.
Outputs	The number of awardees from all scholarships over 2010-2015 who are expected to gain post-graduate qualifications in TESOL or Education administration / pedagogy for TESOL is approximately 87
Outcomes	Noted changes made by new TESOL graduates in their personal approaches to teaching TESOL or contributions to enhancing TESOL teacher training and services delivery activities in any Vietnamese TESOL unit (including use in schools, commercial or community organisations teaching TESOL, and higher education institutions).
Eligible Groups/Areas	This profile may include scholars who are employed in any Vietnam public or semi-public university (in Hanoi/HCMC or provincially based) who demonstrate entry requirements for any relevant TESOL or education administration or pedagogy post-graduate program in any Australian university. It may include scholars who are or have studied a Masters qualification on ADS or other scholarships and who qualify to upgrade to PhD. Awardees in this profile will be deemed to be in the Open category.
Strategies to gain Applications	<ul style="list-style-type: none"> • Work with MOET to promote the opportunities. This may be done in association with MOET's own selection procedures for the GoV PhD scholarship program. • Identify provincially based organisations that have relevant needs • Provide hard-copy application information packs to MOET and or provincially based organisations and advice on web-based application forms option • Advertisements in national newspapers
Selection Criteria	<ul style="list-style-type: none"> • the minimum eligibility criteria – PLUS • be employed by any qualifying university, (even if as a first year graduate employee) • meet the IELTS 6.5 (with no band below 6.0) before mobilisation to Australia with no requirement for provision of ELT through ACET) (ie may still be undertaking ELT from GoV provision at time of application) • the degree to which the personal statement clearly articulates how the new personal research skills in the selected discipline 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 and is persuasive about motivation to sustain the commitment to make the contribution. • provide an undertaking to remain employed in the Vietnam public university system or linked English teaching facility for five years after graduation.
Support Service Options	<ul style="list-style-type: none"> • pre-departure training in adapting to Australian living/ culture environment.

Annex 4:

Program Management & Implementation Arrangements

Governance structure

Figure 1 - Strategic Program Direction

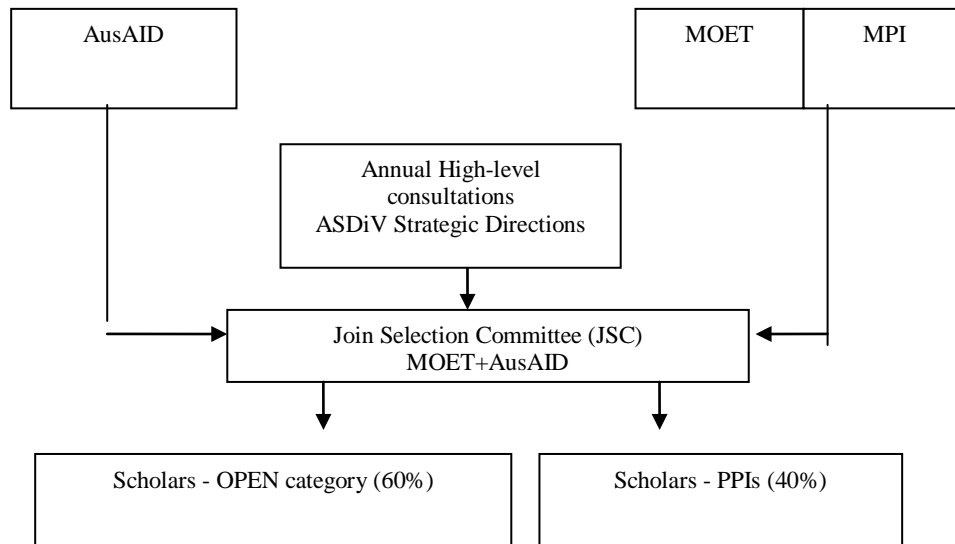
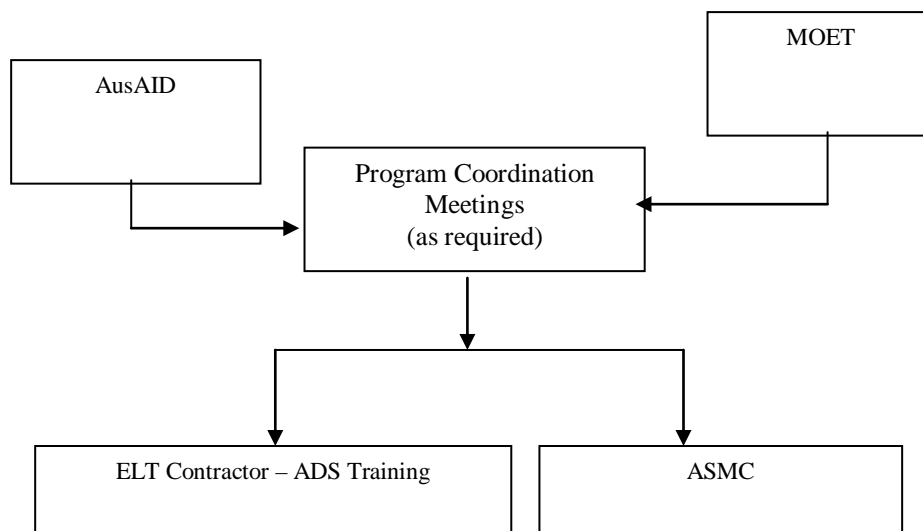


Figure 2 - Program Management Structure - oversight of program implementation



Annex 5

Monitoring and Evaluation Framework

[This annex is in two parts:

Part A – Overview of the M&E Strategy; and

Part B – M&E Framework]

Part A – Overview of the M&E Strategy

The monitoring and evaluation (M&E) framework for the Vietnam scholarships program must be designed in such a way to ensure the focus is on demonstrating the development impact from the provision of scholarships under ADS and ALA and of Australia Leadership Awards Fellowships. The two clear delineators for measuring development impact encompass strategies to ensure both continuous improvement in the implementation of ASDiV and longer term monitoring of the graduates on return from completion of scholarships.

To date, scholarships supported under the Vietnam program have not established systematic approaches for M&E of ADS / ALA scholarship outcomes or impact. As such, the success and the quality of the delivery of scholarships programs have been primarily in terms of the satisfactory completion of process oriented tasks relating to the scholarships cycle, followed by the anecdotal evidence of subsequent impact.

In 2007 ASG in AusAID Canberra developed a Monitoring and Evaluation framework for the Australian Scholarships¹⁷. The strategy consists of three main elements which include

- Monitoring of implementation processes, and inputs and outputs, in terms of aspects of selection, study/placement and mobilization, progress during study and completion of the scholarships on an annual basis
- Periodic evaluation which involves an assessment of use of new knowledge/skills for development outcomes during the re-integration stage; and
- Thematic reviews and evaluations.

While acknowledging the significance of individual country strategies in influencing the specific M&E requirements for their country, the Australian Scholarships M&E strategy identifies a number of commonalities across all Australian Scholarships activities. ASG is currently refining the key questions outlined in the strategy to ‘unpack’ them to enable more practical application in individual country programs’ scholarships M&E frameworks. These questions will guide the monitoring and corporate reporting undertaken by the individual scholarships programs. The strategy will facilitate performance assessment across Australian Scholarships internationally, and support aggregate-level performance reporting. In each country the key questions to measure the quality and development effectiveness of Australian scholarships should be adapted to align with the specific objectives of the country program. However it is expected there will be some common areas across countries that will be included in the revised overarching ASG M&E framework (adapted for Vietnam), that may focus on the following issues:

1. Are we securing the ‘right’ applicants / candidates for the ADS and ALA ie are the applicants coming from the agreed priority development and are the awardees being selected consistent with these priority redevelopment areas?
2. Are internal targets for proportions of PPI/Open category being met?

¹⁷ The ASG summary diagram for “Measuring Quality and Effectiveness of the Australian Scholarships” is included in Part B of this annex (below)

3. Are Australian higher education institutions meeting their key performance measures?
4. Are the scholars' in-Australia experiences positive?
5. Are scholars successfully completing their placement?
6. Have the graduates returned to Vietnam and are they staying in Vietnam to make contributions to Vietnam's development? (at least for the minimum two years but the expectation is for much longer or permanent commitment to working in Vietnam.)
7. Have the graduates re-integrated back into a work environment successfully, either with their previous employer or in an appropriate new employment?
8. Are graduates applying the skills and knowledge they gained in Australia in ways that contribute effectively to Vietnam's development in the priority areas for which they were selected?
9. Are graduates maintaining linkages with Australia and networking with other graduates to in ways that enhance their ability make effective contributions to Vietnam's development?
10. Has there been a successful outcome in relation to gender equity in participation, leadership awards and program governance?

2.3 - Monitoring and Evaluation activities for ASDiV

Monitoring for continuous improvement

Monitoring activity needs to commence at the promotion stage and continue for all stages of scholarship including up to 10-15 years after return of graduates.

The effectiveness of the marketing and communication strategies for obtaining applications from people in the new profiles will need to be gauged. Following every selection round an assessment of whether this has been the case should be undertaken, and if the desired applicants are not obtained, the marketing strategies may need to be revised for the next year.

The M&E will make an assessment of the cost effectiveness of the strategies during the first two pilot years (outlined above in Part C1). An initial increased budget outlay and operating costs may be required in order to meet the expenses of the revised approach, and the evaluation will also assess whether the approach (ie costs vs outcomes) is effective and achieving value for money.

This recognises that additional workload and resources may be incurred for Post and that it may also involve higher resourcing for the ASMC. The M&E will determine if the higher investment actually leads to the expected improved development outcomes.

The revised selection process will also require changes to reporting to place more focus on more effective reporting of outputs. In particular the ASMC should cooperate with the ADS Training contractor to prepare an annual joint analytical report detailing the results of ELT and pre-departure training and of completed scholarships - including information on pass rates and failures, and with a detailed analysis of the reasons for failure and suggestions for areas where improvements could be achieved. In addition the annual reports should include information collected from the universities and should analyse the progress of scholars, tracking deferrals, extensions and suspensions and the reasons, together with individual course outcomes highlighting high achievers and students who may be at risk and the measures taken to mitigate the situation.

Evaluation of Development Effectiveness over a Longer Term

The ASDiV will work with ASG to use the M&E framework to apply more robust approaches to evaluation in order to measure the long term effectiveness of the scholarships and

leadership training program. This must include the extent to which graduates have completed their study program or leadership placement and returned to Vietnam and are using their new knowledge and skills to have an impact on development.

The M&E plan must also include the establishment of **baseline data**. To establish a meaningful baseline for the assessment of the effects of the new targeting processes, it will be necessary that the existing ADS Support contractor design and undertake a baseline data collection to improve the information available on the current number of graduates working in different areas that may be deemed to equate to the DCS priority areas. The design may build on material to be available under current tracer studies, where appropriate. A contract amendment may be required to support the additional data collection.

The longer term M&E will involve using the proposed new ASG longitudinal impact/tracer studies adapted to fit the environment in Vietnam. This is designed as a generic program-wide set of data instruments to ensure the consistency of program wide data. The tracer studies will build on and adapt the post-completion questionnaires and tracer studies currently in use in Vietnam, which monitors mainly the graduates returning to work in the PPIs. The ASG tracer study data will also involve closer monitoring of post-completion career of 'open' category graduates. It will also be developed to have new approaches and strategies to measure the effects for poverty reduction in rural and ethnic minority areas.

It is important to highlight the value of alumni associations in tracking (rather than losing and 'tracing') returned students for M&E purposes. More information on progress of graduates and the positions/areas they are working in needs to be gathered to ensure they are contributing to priority areas. The current methods of assessing PPI performance, involvement and effectiveness year to year are insufficient in determining whether the PPIs are effectively implementing the alumni's individual career path plans on their return; and are meeting the organisation criteria for PPIs. The contract for the ASMC will provide further guidance for the development and implementation of the strengthened performance monitoring mechanisms for PPIs.

The results of the Australian Scholarships Annual Survey (ASAS) - (ie the on-arrival and ongoing surveys conducted about time in Australia by ASG Canberra) also need to be taken into account when measuring the effectiveness of the program. These surveys provide a broad analysis and overview of how the scholars are faring (both academically and personally) in Australia; of their perceptions of the selection process; and assess whether awardees are benefiting personally and 'professionally' by being exposed to different cultures and ideas.

An M&E Framework for ASDiV is included below in Part B of this annex. It focuses on how the outcomes will be assessed against contribution to the DCS priority areas. The ASMC will be required to develop a **detailed M&E Plan** based on the M&E Framework and the SoS (Volume 2), including working with the staff at the AusAID Hanoi office to finalise the country specific indicators for M&E questions. The M&E Plan will take account of the details as set out at Part C, Section 2.4 of the DD, shall specify what data will be collected, with provide details of how, and when, and the resources necessary for the collection and analysis. The M&E Plan should conform generally to a guideline for M&E plans that will be provided by AusAID.

2.4 - The Monitoring & Evaluation Methods and Tools

Information on awardees is required at all stages of the scholarships cycle – the selection phase, in-country study, completion of studies and post-return. The M&E Plan will include:

- *monitoring information* that focus on recording and keeping track of the efficiency and timelines of the approaches and management of procedures for implementing the ASDiV tasks, to inform continuous improvement and to refine priorities.

- *evaluation data* that will focus on measuring the inputs (appropriateness of awardees selected for scholarships), the outputs (achievements / completions of study programs) and outcomes (use by graduates of new knowledge for development and the effectiveness of contributions made).

ASMC management processes will be assessed in separate AusAID QAI and contractor performance reviews, to be undertaken annually in accordance with standard AusAID performance management framework.

All data collected will be disaggregated to show sex and any disability, and record location and employment of graduates, and subsequent analysis will assess the contribution of graduates to furthering development and any constraints or barriers for both women and men, or people with a disability, and for those for rural and ethnic minorities.

The ASMC will establish and maintain a database to record all M&E data collected, and this information will be integrated with OASIS where possible. The M&E methods/tools will include:

- ***Scholarship Student Records:*** The ASMC will develop and maintain an integrated scholar records/profiles up to date on SIMON/OASIS. While OASIS, when operational, will be the basis of data, the integrated scholar record must be expanded to keep full records of all data relating to individuals that is able to be interrogated to support multi-variate analyses across all elements of the M&E plan and all stages of the scholarship from application through to graduate tracer studies and case histories. These records will be used to track progress and to compare the actual vs the target 'applicant profile' (priority themes/sectors, gender balance, diversity, representation from rural and ethnic minority groups, people with a disability, and use of knowledge in the DCS priority areas).
- ***Annual Scholar Surveys / Focus groups (in-Australia)*** – the ASG has developed and will administer annual scholar surveys, and will conduct annual scholar focus groups for awardees while studying in Australia, including:
 - *Arrival survey and focus groups* – to obtain perception/satisfaction of scholars with the selection / mobilisation processes, pre-departure briefing, Introductory Academic Program (IAP) and the quality of courses taken at academic institutions.
 - *On-going student survey and focus groups* – to obtain perception/satisfaction with services and programs provided by academic institutions and experiences in Australia.

ASG will make results available to the AusAID, Hanoi Office and the ASMC on a routine basis after collection and compilation. The ASMC / AusAID Post will utilise the results of these annual surveys to inform and improve the applicant profiles and recruitment, selection process, mobilization and the pre-departure activities.

- ***Tracer Studies*** – In years two, four and six (2-4-6) of the contract tracer studies will be conducted to capture information on scholarship development outcomes for a range of individual awardees. The tracer study will be based on a template / guidance provided by the ASG, which will be tailored for Vietnam's scholarship context and local development priorities. Each tracer study will focus on returned scholars who have been back in their agency for at least 12 months and again in the following collection years. The study will explore issues including: (i) whether graduates have successfully reintegrated into workplaces; (ii) are they using their skills to make effective contributions to the priority development areas that they nominated at selection (including in some cases how they are able to contribute to strengthening their employer organisation's capacity to influence development in Vietnam relevant

to its mission); and (iii) do they have ongoing links to Australia / within the region that continue to enhance their ability to make contributions to Vietnam's development. Methodology for the implementation and analysis of the tracer studies will be determined by agreement between the ASMC and Hanoi Post prior to the first set in year 2 of the contract.

- **Periodic Evaluation, Case study assessments**—case studies will be conducted concurrently with tracer studies to build on the tracer studies and make more detailed qualitative assessments of how graduates have contributed to capacity building in their particular fields, organisations, PPI or communities. The ASMC should design and develop the materials for case studies, and then manage the collection of a sample size of at least 20 per collection, and at least 60 over the total period of the contract. Possible case studies include:
 - Twelve per collection in selected PPIs – so that each of the twelve provides at least one each second year
 - Six per collection of graduates (in either PPI or Open category) who have returned to work in a provincial or rural or ethnic minority community. Case studies will help determine how successful the new focus on increasing graduates for work in these areas has been, whether the graduates continue to live / work in provincial/rural areas and have they contributed to development of a sector or region or community in ways that supports poverty reduction.
 - Two per collection from other areas in the Open category and or the universities and TESOL priorities.

Arising from these case studies will emerge a number of individual success stories / case studies that may be suitable for use showcase the ADS / ALA scholarship outcomes and to assist in future recruitment for applicants. These will comprise positive news stories for the awareness praising program and for targeted promotion for new applicants to fit the applicant profiles.

- **Impact Evaluation** – AusAID will separately design and commission an Impact Evaluation study to be conducted five years after the close of the full period of ASDiV phase 1 (ie in 2020, five years from close of the phase in 2015). This will be done in consultation with ASG in Canberra, and the details will be funded and arranged closer to the time. The ASMC will be aware of and take account of the need to ensure that adequate data is designed into the M&E plan and collected throughout – but the ASMC is not responsible for the design or conduct of the Impact evaluation.
- **Annual Corporate Reporting** – In accordance with AusAID requirements, annually (March/April), Quality at Implementation (QAI) assessment and reporting will be conducted for the ADS program in each country. QAI reporting provides an assessment of the implementation the scholarships against the following criteria:
 - Implementation progress
 - Achieving objectives
 - Monitoring and evaluation
 - Sustainability
 - Risk management
 - Gender equality and other overarching issues.

In Vietnam two separate QAI reviews are undertaken, one for each of the two separate contracts. To ensure a complete analysis and appropriate information on the integrated ASDiV these two QAI reviews will be undertaken simultaneously (thought

two separate QAI reports will be produced). AusAID Hanoi may engage independent consultants (using the Education Resource Facility) to support this process. In cooperation with AusAID, the ASMC and the ADS Training contractor will each be required to provide specific input and data for these QAI reviews.

The QAI review focuses on the program and how it is progressing towards objectives. (It is separate from the annual ASMC performance assessment meeting, which is to focus on a review of operational processes from the previous year and how they support achievement of objectives and to agree on improvements and adjustments that may improve scholarships management – more information about the ASMC performance assessment is above at part C1).

- **Initial Phase Review – Formative (Progress) Evaluation** – An independent Evaluation to be arranged separately by AusAID will be conducted at month 20 of the initial two year phase of the contract. It will assess and take account of the first year QAI and contractor performance assessment and make a further assessment focusing particularly on:
 - how the new processes for targeting applicants using the ‘applicant profile’ approach has worked, and what implications it has had on the potential to improve the representation from provincial / rural/ ethnic minorities, and the other new groups represented in the profiles as set out in the Design Document (also detailed at C1 and Annex 2)
 - the resourcing costs of managing the new approach and the potential value for money in terms of impact on improving development effectiveness from scholarships
 - on any potential improvements in efficiency and effectiveness of the management of the scholarships in Vietnam, with special reference to access, equity, gender and transparency.
 - an assessment of the new approaches to determine if they should continue into the second (four year) phase of the program from September 2011-2015, or if adjustments to the design are warranted. This Review will also advise AusAID on whether the ASMC contract should be extended or whether a further design and re-tendering is required. (NB this period will coincide with the need for a further decision on how to continue the arrangements for the ELT contract – see additional comments above at part C1)

2.5 - The Responsibilities for Effective Monitoring and Evaluation

AusAID Posts, the ASG and the ASMC all have responsibilities for the scholarships M&E. The following lists outline these individual responsibilities (some are also strategic responsibilities):

AusAID Staff, Hanoi

- Determine country specific indicators/targets against the overarching Vietnam scholarships objectives/outcomes and then review and define ‘applicant profiles’ (in consultation with MOET) for the next annual intake
- In the context of the determination of profiles, review and agree with MOET and MPI which government departments will be included in the 13 PPIs (including those who will continue and any new ones that will come into the program. The total number of PPIs will remain at 13 for each cohort intake)
- Use results of annual student surveys to guide determination of the profiles
- Provide input to development of tracer studies and periodic evaluation/case studies

- Lead the QAI review and report on scholarship effectiveness in relation to the DCS and provide any other information required by ASG for the Annual Global Report on AusAID Scholarships
- Annually review opportunities for a more systematic approach to support graduates and their institution in development of a HRD strategy for scholar reintegration into the workplace on return from Australia
- Monitor the work of the ASMC in relation to meeting local scholarship timelines, achieving appropriate placements in courses and Australian institutions, relevant to the agreed profile priorities, and the satisfaction of the Government of Vietnam and scholars about the services provided.
- In consultation with ASMC, monitor awardees while they are studying in Australia.

ASMC Staff

- Develop and maintain a database to record all details of intake selection and graduate returns for follow-up activities (including working with PPI Ministries to maintain contacts on their returned graduates)
- Develop a Vietnam Scholarships M&E system, based on the M&E framework, in close consultation with AusAID Hanoi, including assisting to determine additional KPIs (beyond those articulated in this Design Document above in Part B1)
- Enter and maintain student records in SIMON/OASIS, keeping scholar contact details up to date
- Establish and maintain an M&E database, reporting to AusAID in a specific form when requested
- Utilise results of annual scholar surveys to improve targeting for promotion for recruitment, and for selection and mobilisation processes
- Administer country-based tracer studies, undertake analysis of data and report on outcomes and results
- Administer case study/periodic evaluation methodology, capture data, undertake analysis and report to AusAID on the results
- Provide requested inputs to provide data for AusAID Corporate reporting
- Incorporate lessons learned to systems and processes, as part of continuous improvement.
- In consultation with AusAID, monitor scholars while they are studying in Australia.

AusAID Scholarship Group (in Canberra)

- Implement Scholar Surveys on arrival and focus groups studies while scholars are in Australia and make results available to Vietnam stakeholders
- Monitor performance of the Australian Universities
- Give guidance on the development of the monitoring database and develop and administer the Annual student surveys and focus groups in Australia
- Develop tracer study and case study templates and guidance for the ASMC to implement
- Coordinate and develop AusAID's annual corporate reporting on scholarship effectiveness.

2.6 - Resources for the Monitoring and Evaluation

It is a requirement that the ASMC include in its staffing establishment a person who is well qualified to enable reliable and accurate reporting to take place and to provide a high quality of analysis of the data in the annual reports. Initial inputs will be required during inception by an M&E specialist to develop the detailed M&E plan and assist with the initial establishment of the M&E system and database. The M&E will also build on AusAID's existing ASG templates that cover the development of tracer study/survey and periodic evaluation/case study methodology and the subsequent data analysis. Subsequent periodic inputs will be required as needed to support the implementation of the key data collections, tracer studies etc.

AusAID Hanoi will also need to allocate staff time/resources to the M&E, especially in the initial stage of the contract. To strengthen the consistency and reliability of the data, Hanoi AusAID staff should avail themselves of the M&E expertise available in ASG to overcome any problems or uses that arise in the initial 4-6 months of the new contract. The GoV, including individual PPIs, will also be expected to make resources available to ensure the integrity of the M&E database and follow-up activities, and cooperate to make graduates available to respond to follow-up activities.

Part B – M&E Framework

[NB: The information sought in this framework will be used to inform the monitoring of the management of the scholarship administration processes and the evaluation of the desired development outcomes. In assessing the outcomes the data are to be assembled in two groups, one for those graduates who return during 2010-2015 who were selected under the different procedures and criteria used under the previous ADS Support contract (those selected up to and including call for applications in 2009); and one for those who are selected using the new procedures based on the ‘applicant profiles’ (based on the call for applications from 2010). The ASMC is responsible for reporting on both groups, but the independent evaluators and AusAID will not use the data for the former group in making assessments of activity performance on development outcomes under ASDiV. While ALA scholarships and Fellowships are included for all points of the data collection, judgement must be exercised in attributing outcomes in the DCS priority areas, as their selection is based on regionally applied criteria, which are not formally tied to the priority areas.].

Objective	Indicator	Source
<p>Objective 1.</p> <p>That by the end of the first ASDiV contract period (2015) Vietnam has additional higher learning and leadership capability from Australian scholarships and learning placements that is being used by graduates to make personal contributions to these priority development areas:</p> <ul style="list-style-type: none"> planning and effectively managing the long term opportunities and risks of <i>international economic integration to ensure pro-poor growth</i> planning and implementing approaches to assist <i>alleviating poverty in rural areas and among ethnic minorities</i> implementing, integrated <i>disaster mitigation</i> approaches supporting new national approaches to addressing <i>climate change</i> planning and implementing approaches for 	<p>1.1 Outcome level - Evaluation (Notes: all require sector /locality/ethnic disaggregation and are measured up to 5 years after return from Degree completion)</p> <p>ADS/ALA Scholars</p> <p>Annual/cumulative number of new policies or improvements to existing policies that may directly contribute to each of the priority development areas (listed beside in column 1) made with the immediate involvement of Past AusAID Scholars.</p> <p>Annual/cumulative number of new practices or improvements to existing practices that may directly contribute to each of the priority development areas (listed beside in column 1) made with the immediate involvement of Past AusAID Scholars.</p> <p>Qualitative assessments made by evaluators about value of contributions made to each of the priority development areas (listed beside in column 1) and degree to which they have, or have potential to, influence development in positive ways (commensurate with the reasonable limits on individual’s level of contribution)</p> <p>ALA Fellowship holders</p> <p>Annual/cumulative number of new policies or improvements to existing policies within each of the priority development areas made with the immediate involvement of past AusAID fellows.</p>	<p>MC Records</p> <p>&</p> <p>Graduate Surveys, cross checked with supervisor interviews/institutional reports</p> <p>Tracer Studies and case histories</p>

<p>providing <i>water and sanitation in rural areas</i></p> <ul style="list-style-type: none"> planning and managing the financing and coordination of the <i>health sector</i> identifying and preparing for the new set of <i>development challenges associated with 2010 middle income country status</i>. 	<p>Annual/cumulative number of new practices or improvements to existing practices within each of the priority development areas made with the immediate involvement of past AusAID fellows.</p> <p>Qualitative assessments made by evaluators about value of new leadership contributions made in each of the key areas and degree to which they have, or have potential to, influence development in positive ways (commensurate with the reasonable limits on individual's level of contribution)</p>	
	<p>1.2 Input and Output level - Monitoring (Notes: all require disaggregation by gender and disability; non-mutual exclusivity acknowledged; the term 'relevant' is used in reference to Objective 1; All the indicators apply to ADS/ALA scholarships and also to ALAF (where applicable)):</p>	
	<p>Applications: (ADS, ALAS, ALAF)</p> <p>1 Profiles 1 & 2 – Poverty Reduction in Rural Areas and for Ethnic Minorities: Annual/cumulative % of applications received from eligible candidates from poor regions and/or ethnic communities</p> <p>Annual/cumulative % of applications received from eligible candidates employed in poverty reduction fields within poor regions and/or ethnic communities</p> <p>Annual/cumulative % of applications received from eligible candidates intending to study fields which are approved as enabling them to directly contribute to poverty reduction within poor regions and/or ethnic communities</p> <p>2 Profile 3 – Promoting pro-Development Policy in Central Government Annual/cumulative % of applications received from eligible candidates within provincial agencies of PPIs (disaggregated by each of the DCS priority areas listed in column 1)</p> <p>Annual/cumulative % of applications received from eligible candidates within metropolitan offices of the Central agency PPIs (disaggregated by the</p>	MC records

	<p>DCS priority areas listed in column 1)</p> <p>3 ALA Fellow Placements: Annual/cumulative number of fellowship places arranged that reasonably equate to each of the priority development areas (disaggregated by the DCS priority areas listed in column 1)</p>	
	<p>Selections/Awards: covering Profiles 1, 2 & 3 - (ADS,ALAS,ALAF) Annual/cumulative % of <i>selections</i> and of <i>departures</i> of candidates <i>who live in</i> poor regions and/or ethnic communities</p> <p>Annual/cumulative % of <i>selections</i> and of <i>departures</i> of candidates <i>employed in</i> poverty reduction fields within poor regions and/or ethnic communities</p> <p>Annual/cumulative % of <i>selections</i> and of <i>departures</i> of candidates intending to study fields which would enable them to directly contribute to poverty reduction within poor regions and/or ethnic communities</p> <p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of scholars from poor regions and/or ethnic communities</p> <p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of scholars employed in poverty reduction fields within poor regions and/or ethnic communities</p> <p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of scholars studying fields which would enable them to directly contribute to poverty reduction within poor regions and/or ethnic communities</p> <p>Annual/cumulative % of <i>selections</i> and of <i>departures</i> of candidates within provincial agencies of PPIs</p> <p>Annual/cumulative % of <i>selections</i> and of <i>departures</i> of candidates within metropolitan offices of the Central agency PPIs</p>	MC Records

	<p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of provincial PPI nominated scholars</p> <p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of metropolitan offices of the Central agency PPI nominated scholars</p> <p>ALA Fellow Awards: Annual/cumulative number of fellowship places arranged that reasonably equate to each of the priority development areas (disaggregated by the DCS priority areas listed in column 1)</p>	
	<p>Completed Degrees: covering Profiles 1, 2, and 3 (ADS, ALAS,ALAF) Annual/cumulative % of returns to by graduates who came from poor regions and/or ethnic communities to work in those locations</p> <p>Annual/cumulative % of returns by graduates who were employed in poverty reduction fields within poor regions and/or ethnic communities to work in those places of employment</p> <p>Annual/cumulative % of returns by graduates to work in fields which would enable them to directly contribute to poverty reduction within poor regions and/or ethnic communities</p> <p>Whether cumulative of these above has increased to between 25-30% of total returns</p> <p>Annual/cumulative % of returns by graduates who were from provincial PPIs to work in those places of employment</p> <p>Annual/cumulative % of returns by graduates who were from metropolitan offices of the Central agency PPIs to work in those places of employment</p> <p>Annual/cumulative % of provincial PPI nominated graduates who are still employed by provincial PPIs two years after return</p> <p>Annual/cumulative % of metropolitan PPI nominated graduates who are still</p>	MC Records

	<p>employed by metropolitan offices of the Central agency PPIs two years after return</p> <p>Annual/cumulative % of provincial PPI nominated graduates who are employed by metropolitan offices of the Central agency PPIs two years after return</p> <p>Annual/cumulative % of metropolitan PPI nominated graduates who are employed by provincial PPIs two years after return</p> <p>Whether cumulative of PPIs is approximately 40% of total returns</p> <p>Completed ALAF</p> <p>Annual/cumulative number of fellowship holders returned to work in areas that reasonably equate to each of the priority development areas (disaggregated by the DCS priority areas listed in column 1)</p>	
<p>Objective 2.</p> <p>That by the end of the contract period (July 2015) Vietnam has additional PhD qualified university teachers and researchers using new qualifications to improve quality of teaching and research programs in Vietnam universities that in turn train students and researchers in fields and disciplines that support development work in the priority development areas; ; and has additional post-graduates with qualifications in TESOL who use the skills to improve quality in TESOL teacher-training to support the national program to expand skills in English language.</p>	<p>2.1 Outcome level</p> <p>All disaggregated to separately identify both PhD and TESOL qualification – plus by gender, disability and by provincial and metropolitan locations:</p> <p>Degree that the ASDiV qualified PhDs and TESOL post-graduate degrees has contributed to an increase in the percentage of the total Vietnam university teaching/research staff with PhDs and TESOL post-graduate qualifications.</p> <p>Number of new research projects undertaken within tertiary institutions with the direct involvement of successful (PhDs or Post-Graduate Diplomas in University Education) AusAID scholarship returnees.</p> <p>Qualitative assessments made by evaluators about value of contributions made in key areas of university teaching/research quality improvement and degree to which they have, or have potential to, influence development in positive ways (commensurate with the reasonable limits on individual's level of contribution).</p> <p>Satisfaction with teaching approaches and learning outcomes as expressed by sample of students taught by staff with new PhDs in any field, and those with</p>	<p>MC Records</p> <p>Specific designed evaluation Surveys, cross checked with MOET and institution-sourced information;</p> <p>Targeted tracer studies</p>

	<p>higher qualifications in teaching English as a second language (TESOL), within tertiary institutions and/or other provincial (GoV) English Language Centres which employ ASDiV graduates.</p> <p>Qualitative assessments made by evaluators about value of contributions made in improving TESOL in Vietnam and level of contribution to achieving expanded capacity for TESOL in Vietnam to which they have, or have potential to, influence development in positive ways (commensurate with the reasonable limits on individual's level of contribution). This may include contributions to teaching teachers of TESOL, and to TESOL education leadership and management, or other aspects of services delivery (ie is not confined to direct teaching contributions).</p>	
	<p>2.2 Input and Output level (Notes: all require disaggregation by gender and disability; the term 'relevant' is used in reference to Objective 2.):</p>	
	<p>Applications: disaggregated to separately show PhDs and TESOL (including where overlap occurs)</p> <p>Annual/cumulative % of applications received from eligible candidates already employed as teaching, tutoring or research or TESOL staff by provincial tertiary institutions</p> <p>Annual/cumulative % of applications received from eligible candidates already employed as teaching, tutoring or research or TESOL staff by metropolitan tertiary institutions</p>	MC Records
	<p>Selections: disaggregated to separately show PhDs and TESOL (including where overlap occurs)</p> <p>Annual/cumulative % of <i>selections</i> and <i>departures</i> of candidates already employed as teaching, tutoring or research or TESOL staff by provincial tertiary institutions</p> <p>Annual/cumulative % of <i>selections</i> and <i>departures</i> of candidates already</p>	MC Records

	<p>employed as teaching, tutoring or research or TESOL staff by metropolitan tertiary institutions</p> <p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of scholars already employed as teaching, tutoring or research or TESOL staff by provincial tertiary institutions</p> <p>Annual/cumulative % of <i>extensions</i> and of <i>terminations</i> of scholars already employed as teaching, tutoring or research or TESOL staff by metropolitan tertiary institutions</p>	
	<p>Completed Degrees: disaggregated to separately show PhDs and TESOL (including where overlap occurs)</p> <p>Annual/cumulative % of returns by graduates who were employed as teaching, tutoring or research or TESOL staff by provincial tertiary institutions</p> <p>Annual/cumulative % of returns by graduates who were employed as teaching, tutoring or research or TESOL staff by metropolitan tertiary institutions</p> <p>Annual/cumulative % of relevant graduates originally (pre-scholarship) employed as teaching, tutoring or research or TESOL staff by provincial tertiary institutions who go to new employment on return in provincial tertiary institutions (not necessarily same ones)</p> <p>Annual/cumulative % of graduates originally (pre-scholarship) employed as teaching, tutoring or research or TESOL staff by metropolitan tertiary institutions who are return to employment with metropolitan tertiary institutions (not necessarily same ones)</p> <p>Annual/cumulative % of relevant graduates originally (pre-scholarship) employed as teaching, tutoring or research or TESOL staff by provincial tertiary institutions who go to work on return in metropolitan tertiary institutions</p>	MC records

	Annual/cumulative % of graduates originally (pre-scholarship) employed as teaching, tutoring or research or TESOL staff by metropolitan tertiary institutions who go to work on return in provincial tertiary institutions.	
Objective 3: Women constitute at least 50% of the additional graduates and leaders obtaining new skills, and are using the new skills to contribute to development in the priority areas.	Input, Output and Outcome Indicators, All of the above in objectives 1 and 2 - disaggregated by gender, disability, by location, by PII and by Open categories, and by enabler or implementer classification. Specific recording and analysis of contributions by any graduates or leadership placements to policy or service delivery that is directly relevant to enhancing the status of women in Vietnam and reducing gender biases in policy or program implementation. Specific recording and analysis of contributions by any PhD graduates to teaching/research in universities that is directly related to learning and developing analytical capacity for addressing gender status or biases in Vietnam academia or society.	MC records & Specific designed evaluation Surveys, cross checked with MOET and institution-sourced information; Targeted tracer studies
Summary Totals:	Required by Objective and overall program.	

Annex 6

Risk Matrix

The Vietnam program is unique among Australian scholarship programs in having two contractors. In this matrix, 'Contractor' refers to ASMC and 'ELT Contractor' to ADS Training, which is the current terminology distinguishing the two, and 'Contractor/s' to either/both.

In the '*Proposed actions and responsibility*' column the responsible organisation for taking action is shown in bold.

Key: H – High M – Medium L – Low			
<i>Risk</i>	<i>Probability</i>	<i>Impact</i>	<i>Proposed actions and responsibility</i>
Partner government support			
Partner Government counterparts do not relate effectively to the Contractor/s resulting in lack of partner Government commitment, contribution to and ownership of the program.	L	H	<ul style="list-style-type: none"> ADS approaches are closely aligned with Government of Vietnam priorities and periodically reviewed by the two governments. (AusAID) The new Program will be responsive to changing priorities based on Annual Strategic Reviews. (AusAID / Contractor) The 2011 review and use of 'applicant profiles' will provide additional opportunities for strategy adjustments prior to the end of the Program. (AusAID) Involve Government of Vietnam representative in the Contractor selection process (AusAID) Maintain effective communication using tools including newsletters, webpage, alumni activities and face-to-face briefings (Contractor/AusAID) Retain and ensure close working relationships with Institutional Coordinators and Scholarship Supervision Panels (Contractor)
Program Management			

Risk	Probability	Impact	Proposed actions and responsibility
Fraudulent practice and/ or lax office security by program staff damage integrity of Australian scholarships	L	H	<ul style="list-style-type: none"> Fundamental clause in contract with breach leading to disciplinary action (AusAID/Contractor) Financial functions and systems are quality assured, based on Contractor's systems and overseen by Contractor (Contractor) Design and implement fraud prevention and security training with staff as required (Contractor) Application of relevant elements of AusAID's Anti-Corruption Policy (AusAID)
Failure of AusAID and Government of Vietnam counterparts to respond to program requirements in a timely manner delaying Contractor outputs.	L	H	<ul style="list-style-type: none"> Allow some flexibility on due dates and adequate consultation time. (Contractor/AusAID) Set realistic 'turnaround' timelines. (Contractor/AusAID) Regular communication between stakeholders. (Contractor/s/AusAID/GoV)
Performance of Contractor/s is poor with inadequate program management inputs; failure to achieve objectives and diminished return on Australian investment in Vietnam's HRD development.	L	H	<ul style="list-style-type: none"> Contractor to provide continuous quality assurance and quality improvements and to report on implementation of the same (Contractor/s) Annual Contractor Improvement Meeting (AusAID/Contractor/s) Annual audit and contractor performance reports (Contractor/s/AusAID)
Poor communication between Contractor/s	L	M	<ul style="list-style-type: none"> Contractor/s contracted to develop communication and coordination strategy and report on the effectiveness of the same (Contractor/s) Contractor/s contribute to development of common annual calendar of key dates (Contractor/s)
Poor conditions in the administration of IELTS tests and post-test management of results threatening integrity of IELTS scores and achievement of program outputs	L	M	<ul style="list-style-type: none"> ELT Contractor monitors sub-contract for IELTS services to ensure that standards of preparation, implementation and post-test delivery of results are fully met (ELT Contractor) If the ELT Contractor is licensed to provide IELTS testing continuous quality assurance to address quality of IELTS testing specifically (ELT Contractor) If the ELT Contractor is licensed to provide IELTS testing or English language teachers involved in preparation

Risk	Probability	Impact	Proposed actions and responsibility
			courses are IELTS examiners, potential conflict of interest is addressed in contract (AusAID/ELT Contractor)
Lack of coordination between AusAID and the Contractor in ongoing management of ADS /ALA administrative tasks, wasting resources and leading to implementation difficulties and failure to meet deadlines.	L	L	<ul style="list-style-type: none"> ▪ Appropriate and effective communication between AusAID staff at Post and Contractor staff. (Contractor/AusAID) ▪ Maintain strong working relationship with AusAID staff at Post. (Contractor/AusAID)
Loss of corporate memory with possible new contractor and/or failure to meet deadlines associated with the scholarship cycle during the first 2 months of new contract.	M	M	<ul style="list-style-type: none"> ▪ Ensure systems and procedures are well documented in a comprehensive up-to-date Quality Systems/Procedures Manual. (Contractor/AusAID) ▪ Contractor addresses handover strategies in Facility Completion Report. (Contractor/AusAID) ▪ New Program design provides for transitional arrangements including overlap between outgoing/incoming Contractor staff. (current contractor /Contractor/AusAID) ▪
Targeting			
Weak HRD capacity and/or lack of effective HRD policies in PPIs and any other targeted agencies	H	M	<ul style="list-style-type: none"> ▪ The program realistically accepts HRD constraints in the public sector. ▪ With inclusion of new staff position in HR advising, contractor to provide more in-depth advisory support to PPIs in institutional HRD planning, enhanced individual career path planning and re-integration management. (Contractor) ▪ The use of targeting strategies, the activities of the Contractor's HRD staff, and insights gained from ongoing monitoring & evaluation will assist in strengthening HRD capacity and improving HRD policies. (AusAID/PPIs/Contractor)
Agencies seek to 'nominate' inappropriate	M	M	<ul style="list-style-type: none"> ▪ Current transparent selection processes will be retained and strengthened as necessary. (Contractor/AusAID)

Risk	Probability	Impact	Proposed actions and responsibility
candidates based on seniority or other such considerations.			<ul style="list-style-type: none"> Selection based on basic HRD planning, including new focus on targeting areas most appropriate for Vietnam development, with agreements and individual career path plans all designed to ensure appropriate candidates are awarded scholarships. (Contractor/PPIs/employers) Application of relevant elements of AusAID's Anti-Corruption Policy. (Contractor/AusAID/GoV agencies)
Low level of applications for scholarships from targeted sectors of Vietnamese society	M	H	<ul style="list-style-type: none"> Establish different selection criteria for different 'applicant profiles' (AusAID) Identify most appropriate institutions, agencies and/or provinces in which to implement targeted promotion strategies for different 'applicant profiles' (Contractor) Work with alumni networks to promote scholarships to targeted sectors (Contractor)
Low level of applications for scholarships from targeted ethnic and poor rural communities	H	H	<ul style="list-style-type: none"> Allow for a range of modes of delivery and enhanced ELT support (AusAID) Design individual programs to meet the needs of candidates from these communities (Contractor/AusAID) Establish different selection criteria for different 'applicant profiles' (AusAID) Identify most appropriate institutions, agencies and/or provinces in which to implement targeted promotion strategies for different 'applicant profiles' (Contractor) Work with alumni networks to promote scholarships to targeted sectors (Contractor)
Australian leadership awards			
Insufficient information on the ALA program available to prospective applicants negatively affecting the attractiveness of the program.	L	H	<ul style="list-style-type: none"> Australian Scholarships dedicated URL with links to AusAID and DEEWR sites and easy access to comprehensive ALA information including all of the necessary forms (AusAID/ASG/DEEWR)
ALA scholarships are confused with the ADS Program and/or Endeavour Awards	L	L	<ul style="list-style-type: none"> Ensure clear AusAID Scholarships branding which differentiates ALA scholarships, ADS and Endeavour

Risk	Probability	Impact	Proposed actions and responsibility
resulting in inappropriate applications, increased workloads and poor perceptions about all programs.			awards (AusAID/ASG/Post/DEEWR/Contractor) <ul style="list-style-type: none"> ▪ Effective promotion of Australian Leadership Awards in Vietnam (AusAID/Contractor) ▪ Advertise ALAs as part of an 'AusAID Scholarships' package. (AusAID/Contractor)
ALA Fellowships are not well-linked to the Australia-Vietnam Development Cooperation Strategy objectives	H	L	<ul style="list-style-type: none"> ▪ Post, working in cooperation with ASMC, identifies potential recipients working in priority fields and encourages Australian universities to develop Fellowship proposals that meet those individuals' learning needs (Contractor)
Scholarship policy and administration			
Staff turnover in AusAID or Contractor, or Government of Vietnam leads to loss of commitment and resources for implementing the profile targeting approaches, reducing effectiveness	L	H	<ul style="list-style-type: none"> ▪ Ensure adequate briefing of any new staffing (AusAID Post) ▪ ASG offer ongoing support and advice and continues to support the profiles concept for the global program (AusAID Canberra)
Scholarship program is not responsive to the Government of Vietnam's changing HRD needs and development targets	M	H	<ul style="list-style-type: none"> ▪ 'Applicant profiles' are reviewed and developed annually (AusAID/GoV agencies/Contractor)
Hanoi Post lacks capacity to manage policy and other tasks due to increasing workload and complexity.	M	M	<ul style="list-style-type: none"> ▪ Administrative tasks including those relating to the ALA program are allocated to the Contractor. (AusAID/Contractor)
Inappropriate 'applicant profiles' identified annually	L	H	<ul style="list-style-type: none"> ▪ Guidelines for review ensure process is rigorous and involves genuine involvement of key program stakeholders. (AusAID)
Cultural and institutional influences	L	M	<ul style="list-style-type: none"> ▪ Program gender strategy developed. (Contractor)

Risk	Probability	Impact	Proposed actions and responsibility
impede the achievement of ADS gender equity targets such that women do not benefit in an equitable manner from program opportunities.			<ul style="list-style-type: none"> Gender equity strategy remains integral to AusAID scholarships. (AusAID/Government of Vietnam agencies/Contractor)
Scholarships seen as Contractor scholarships with Australia's and AusAID's profile as the provider of scholarships reduced.	L	L	<ul style="list-style-type: none"> Contractor required on an ongoing basis to seek to promote to enhance Australia's profile. (Contractor) ADS scheme 'branded' as integral element of 'AusAID Scholarships. (AusAID/Contractor)
Lack of awareness of new graduate re-integration initiatives results in limited uptake by graduates.	M	H	<ul style="list-style-type: none"> Ensure post-award initiatives offer alumni opportunities for ongoing professional development relevant to their fields of study and the objectives of the ADS program (AusAID/Contractor) Clear guidance from ASG on the development in-country of ASAN local charter (AusAID) Provide support and encouragement to the Vietnamese Graduates from Australia Club (AusAID/Contractor) Promote commitment of scholars to Alumni activities (AusAID/Contractor) Promote commitment of scholars to participation in monitoring and evaluation (AusAID/Contractor)
Graduate re-integration individual assistance grants approved for inappropriate or ineffective purposes lessening value added for achieving development outcomes	M	M	<ul style="list-style-type: none"> Contractor to develop guidelines for approval and submit for approval of AusAID (Contractor) Review of take-up and purpose of these grants to be included in pilot review to assess value-added (Contractor/AusAID)
Student Visa applications are rejected or issue of visas by the Visa Office is delayed impacting on commencement of academic program.	L	L	<ul style="list-style-type: none"> Contractor to ensure all candidates are fully informed of visa issues and submit complete and accurate visa applications. (Contractor) Contractor staff maintain effective working relationship with relevant DIAC staff at the Ha Noi Embassy. (Contractor)

Risk	Probability	Impact	Proposed actions and responsibility
Low response rates for evaluation of returned graduates results in difficulty in monitoring utilisation and effectiveness of tertiary training provided.	M	M	<ul style="list-style-type: none"> ▪ Highlight at Pre-departure briefings the requirements that graduates maintain contact and point out the benefits (AusAID/Contractor) ▪ Maintain full contact details of awardees on alumni database cooperating with Vietnamese Graduates from Australia Club (Contractor) ▪ Rely on Agreements with scholars, employers and between employers and scholars as well as individual Action Plans to support post award M&E activities. (Contractor) ▪ Make access to graduate re-integration grants conditional on maintaining up-to-date contact with ASMC and participation in tracer studies (Contractor)
Annual intake awardees enrolled in inappropriate courses with awardees struggling, discontinuing or failing; or in courses that are an inappropriate match for the agreed areas for future development contribution	M	M	<ul style="list-style-type: none"> ▪ More comprehensive pre-selection advice from experienced Academic Advisers to achieve greater matching of capability and study interests with appropriate courses and learning needs to fit future area of development contribution (Contractor) ▪ Identify PPI priorities and provide support through resources and advice about most relevant courses to meet clearly specified priority needs (Contractor/PPIs) ▪ Monitoring of student progress and award variations through consultation with relevant Australian university officials (AusAID/Contractor)
Pre-departure English Language training			
Non-performance or poor performance by the chosen ELT Contractor and quality standards are not met jeopardising the progress of awardees to reach IELTS levels needed for entry to Australian courses.	L	H	<ul style="list-style-type: none"> ▪ Select a highly qualified and experienced provider following Commonwealth Procurement Guidelines (AusAID) ▪ Quality Assurance processes specified in the contract. (AusAID/ELT Contractor) ▪ AusAID monitors provider's performance using qualified ELT Adviser. (AusAID)
ADS awardees are unable to progress to the required IELTS level due to issues	M	H	<ul style="list-style-type: none"> ▪ Provide regular updates on student progress. (Contractor)

Risk	Probability	Impact	Proposed actions and responsibility
outside the control of the ELT Contractor.			<ul style="list-style-type: none"> ▪ Mutually agree a process for dealing with a situation where more than a few scholars are not demonstrating adequate progress. (Contractor/AusAID) ▪ Develop a pastoral care plan for students and submit it to AusAID (Contractor) ▪ Advise students of pastoral care resources and of strategies for dealing with issues that may affect learning (Contractor)
Government of Vietnam agencies do not release staff and/or students are not prepared to devote time and effort to their studies	L	H	<ul style="list-style-type: none"> ▪ Effective selection processes including interviews and strong employer ownership establish motivation of short-listed candidates and employer support. (AusAID/Government of Vietnam/Contractor)
Scholarship outcomes			
Graduates return to unsupportive working environment and/or a lack of suitable positions for returnees.	M	H	<ul style="list-style-type: none"> ▪ Targeting strategies ensure all PPI awards reflect employer priorities supported by agency agreements and well designed individual career path plans (Employers/GoV counterparts/AusAID/Contractor) ▪ Individual career path plans facilitate reintegration of graduates into the workplace. (Employers/GoV counterparts/AusAID/Contractor) ▪ Post-award initiatives contribute to the workplace as well as to the individual (Contractor) ▪ Enhanced support available to PPIs on-going support for developing and implementing HRD plans (Contractor)
Graduates experience difficulty reintegrating into working and/or home environment	M	M	<ul style="list-style-type: none"> ▪ Provide information about issues relating to re-integration pre-departure and prior to return to Vietnam (Contractor) ▪ PPIs receive additional support to manage re-integration in a way that supports and encourages the graduate to be retained and contributive ▪ Facilitate links between returnees and alumni networks, especially for open category graduates not returning to

Risk	Probability	Impact	Proposed actions and responsibility
			public employment (Contractor) <ul style="list-style-type: none"> ▪ New provisions for graduate re-integration personal grants to encourage innovative actions and recognition (AusAID/Contractor)
PhD scholars do not return to Vietnam or leave for other countries after minimum period, thus not contributing skills for ongoing development	L	M	<ul style="list-style-type: none"> ▪ Foster links between PhD scholars and universities/research institutes in Vietnam during the award by facilitating scholars' engagement in research and/or teaching and/or conferences in Vietnam (AusAID/Contractor) ▪ Foster links between PhD alumni and universities/research institutes in Australia by allowing alumni to participate in research and/or teaching and/or conferences in Australia within three years of return to Vietnam(to reduce perceptions that a foreign career offers the only alternative for continuing professional development (AusAID/Contractor) ▪ Rely on Agreements with scholars, and between employers and scholars, to ensure return to Vietnam (Contractor)
Program unable to measure / demonstrate scholarship outcomes directly related to contributions to development.	M	M	<ul style="list-style-type: none"> ▪ The Contractor will undertake regular post-award M&E activities and report on outcomes against Program objectives. (Contractor) ▪ Maintenance of Alumni database and use of alumni in support of new post-award M & E activities. (Contractor)
M&E strategies do not adequately focus on measuring any change in impact arising from the profile targeting approach	M	M	<ul style="list-style-type: none"> ▪ ASG framework for tracer study follow-up methodology takes the new profiles into account (AusAID Canberra) ▪ Tracer studies are implemented professionally in Vietnam by qualified staff (Contractor)
M&E Tracer studies are not adequately resourced for the longitudinal duration required to support impact analysis	M	M	<ul style="list-style-type: none"> ▪ Adequate resources are devoted in the ASDiV budget for appropriate level of follow-up studies (AusAID Post) ▪ Continuous use of the tracer studies is supported by ASG (AusAID Canberra)
Development outcomes			

<i>Risk</i>	<i>Probability</i>	<i>Impact</i>	Proposed actions and responsibility
Scholarships are not the right means of achieving development outcomes	M	H	<ul style="list-style-type: none">▪ Recognise that scholarships may not be appropriate for achieving all desired development outcomes and identify strategy objectives from Australia-Vietnam Development Cooperation Strategy that can most effectively be contributed to by scholarships (AusAID)▪ Identify and employ other HRD initiatives that can contribute to development outcomes by allowing short-term training and/or training in Vietnam and/or training in Vietnamese and/or training of small groups (AusAID/Government of Vietnam)

Annex 7

Estimates of Annual Intake Scholars & Returned Graduates

Table 1 – Estimated **Awards** granted per year (in year of selection / granting)

	9/10 #	10/11	11/12	12/13	13/14	14/15	Total	%
Undergraduate (ADS)		5	5	7	10	10	37	4%
Masters (ADS)	155#	145	140	133	125	120	663#	76%
PhDs(ADS/ALA)	20#	25	30	35	40	45	175	20%
Total ADS Scholarships	175#	175	175	175	175	175	875	100%
Est ALA Scholars	15#	15	15	15	15	15	90 *	
Est ALA Fellowships	40#	55	60	65	70	75	325*	

these numbers not included in calculations for ASDiV outputs as they are selected under previous phase.

* 2-3 ALA are expected to be Masters Scholars; with 12-13 being PhDs. These numbers not included in outputs that the ASMC is accountable for – as acceptances are based on AusAID regional decisions.

Table 2 – Estimated **Graduates Returning** (from intakes selected via ASDiV changes selection process (using applicant profiles)

	09/10	10/11	11/12	12/13	13/14	14/15	Total
Undergraduate (ADS) (4 yrs)						5	5
Masters (ADS) (2yrs)			100^	145	140	133	518
PhDs(ADS/ALA) (4 yrs)					20	25	45
Total ADS Graduates				145	140	382	568
ALA Grads			3<	4	10	15	32
					Total Graduates		600
ALA Fellowships Completions (Av 6 mths)	40	40	55	60	65	70	330
					Total All places		829

^ These are rough estimates based on the potential proportion of an annual selection that may be fast-tracked, and therefore complete earlier.

< Estimated number of Masters who should return earlier than PhDs.

Annex 8

Position Descriptions / Terms of Reference¹⁸

Team Leader/Scholarships Manager (SM)

Location:	Hanoi
Duration:	Full-time over period of contract (79 months, plus 1 month handover if necessary)
Reports to:	AusAID Activity Manager, Hanoi (and contracting firm's representative); also reports to GoV counterpart in MOET

Responsibilities:

The SM will manage and administer all aspects of the contract for the AusAID Scholarships Manager (SM) function, and ensure professional management of the ASDiV selection and re-integration activities, accept responsibility for achieving ASDiV program objectives and oversee the Monitoring and Evaluation requirements. The SM has no responsibility in relation to oversight or monitoring of the performance of the ADS Training contractor providing the ELT services.

Key responsibilities are to:

- Provide leadership and management of the program to ensure priority of focus is on achievement of development outcomes in Vietnam from effective and efficient management of processes for provision of scholarships and for management of the monitoring and evaluation of the program in Vietnam
- Manage the locally-engaged support staff and ensure quality and efficiency of work
- Manage the inputs for the short-term international consultants and apply quality assurance to outputs
- Liaise with AusAID and ADS Training contractor as needed and maintain productive relationships with both to support effective program implementation
- Liaise with GoV agencies as appropriate and ensure sensitivity of all ASM activities to working harmoniously with the Government of Vietnam to support development priorities in Vietnam
- Liaise with other donors/and providers of international scholarship programs and support networking for learning from each other and contributing to harmonisation of approaches where appropriate.
- Manage the reporting process, and ensure professional standards in reporting
- Initiate and manage a process of continuous improvement to support use of the most effective and efficient administration of all tasks necessary for the implementation of ASDiV; advise AusAID on improvements to processes that can improve management or outcomes of ASDiV
- Ensure efficiency and probity in management of the finances provided by AusAID for the ASDiV and arrange for independent auditing of accounts as required.

Qualifications:

Tertiary qualifications in a relevant area such as human resource development or public administration.

Experience:

- Substantial experience in human resource development and project management in Vietnam or similar contexts.
- An understanding of educational administration, particularly university administration, student recruitment, admissions, and/or scholarship management would be advantageous
- Demonstrated successful experience in working cross-culturally and with government agencies in

¹⁸ An assessment has been made under the Child Protection Policy. It is determined that no positions in this contract fit the definitions of “working with children” and hence no personnel clearances will be required.

developing countries.

Key Skills:

- A sound knowledge of the tertiary education sector in Australia
- Leadership and team management skills
- Ability to develop and oversight the use of manual and computer-based monitoring/management information systems
- Ability to develop, implement and monitor systems, procedures and instruments for the management of project activities, personnel, resources, finance, and data
- Ability to develop and lead continuous improvement activities and to implement formal monitoring and evaluation processes
- Ability to undertake policy reviews and to produce high quality written analytical reports on the outcome of such reviews
- Able to communicate effectively (and work with interpreters where necessary)
- Ability to write in clear, plain English and to prepare reports that are timely, succinct, and address issues appropriately for the report's audience.
- Ability to provide transparency and accountability for project outputs and outcomes.

Academic Advisers (x 2) (International x 1; National x 1)

Location Hanoi
/Duration: (Short -Term) – 2 month per year for the International PhD advise; and up to 3 months per year for the national adviser (as required)

Reports to: SM

Responsibilities:

The Academic Advisers will provide advice and assistance to candidates (shortlisted applicants) in understanding of the Australian qualifications system, how to use websites to acquire useful information about the nature and scope of course content to support making appropriate choices on academic courses that are most suitable to meet the knowledge needs for the chosen area of development contribution on completion of studies; and provide advice to candidates and to the Joint Selection Committee (JSC) on whether each candidate will meet the academic requirements for entry to the degree programs in which they seek to enroll.

The International Academic Adviser will be assigned to assist all candidates for PhDs and Masters by Research (and any others as may be appropriate to manage numbers of candidates in any one intake grouping). The local Academic Adviser will be assigned to assist all other candidates for Masters, and exceptional circumstances candidates. This role may involve travel to regional locations to assist persons from rural or ethnic communities.

Key Responsibilities:

- Meet all candidates assigned by the ASMC (this may be individually or in small groups as appropriate)
- Provide advice as required to candidates relating to their learning needs relevant to the priority areas of development they will be working in on return to Vietnam after completion of studies. Advise on course and university selection as relevant to requirements above
- Advise on use of Australian university websites to select appropriate courses for enrolment – ensure candidate understanding of course nomenclature, how to search content descriptors to gain accurate information on content and scope of curriculum and how to evaluate the information to make informed choices
- Provide written reports to the candidates and to the JSC on whether they meet the **academic** requirements of the Australian university for the selected courses. The AA will also make a reasonable assessment of the potential for candidates to meet the minimum requirements for English language proficiency but formal assessments are not required – as this is assessed

separately by the IELTS testing.

- Other related tasks that may reasonably be required by the ASM from time to time.

Qualifications:

- Tertiary qualifications in a relevant area such as education, human resource development or public administration.
- The International AA must have a PhD; the National AA must have at least a Masters from an Australian university.

Key Skills:

- Able to communicate effectively (and work with interpreters where necessary)
- Able to provide best-practice advice on a wide range of educational programs.
- Able to liaise and coordinate effectively between senior ASMC management, project staff and GoV representatives.

HRD Adviser (PPIs)

Location Hanoi

/Duration: Up to four (4) months a year, in two inputs per year – approx 2-3 pm during the selection process and 1.0 pm to prepare for re-integration support for graduates returning at the end of an academic year. (Most of the input time is expected to be in Vietnam but tenderers may opt to plan for a small proportion of the time in Australia to comment on final versions of HRD plans.) The ASMC must balance the inputs flexibly over the period as required

Reports to: SM

Responsibilities:

- Provide HRD planning and capacity building assistance to PPIs within the context of each agency's needs. Assist PPIs to develop their HRD planning to ensure that the scholarships within these Ministries are focused on fields that reflect the AusAID DCS priorities and are appropriate for longer term study in Australia.
- Periodically review HRD practices in PPIs to ensure that appropriate HRD and selection processes for AusAID scholarships are in place.
- Assist PPIs in planning appropriate individual career path plans that include realistic re-entry strategies to maximise transfer of knowledge and skills to PPIs and to review and develop agency/scholar agreements that facilitates effective re-integration and use of new knowledge for development priorities.
- Work with PPIs to establish a process to achieve formal agreements with the ASMC concerning each participating agency's commitment to implementing the HRD plans and the individual career path plans for the transfer of each graduate's knowledge and skills. Ensure that these agreements have an appropriate balance of focus on input processes for selecting PPI nominee and on agencies' achieving development outcomes from effective use of graduate knowledge.
- As appropriate assist PPIs to identify potential opportunities for ALAF placements that could complement the skills development strategies in the HRD plan
- Ensure appropriate attention to gender equity in PPI planning.
- Advise on strategies to use feedback data from M&E processes to improve all aspects of the capacity building elements of the PPI participation in the program.
- Other related tasks that may reasonably be required by the ASM from time to time.

Qualifications:

- Relevant tertiary qualifications and experience in human resource development (HRD), or human resource management (HRM), with preference to qualifications in organizational development and

change management.

Experience:

- Demonstrated experience in a training or human resource development role in public sector departments.
- Demonstrated successful experience in contributing to organizational development and change management.
- Demonstrated successful experience as a mentor to public sector management personnel.
- Excellent interpersonal and liaison skills and experience in working in a cross-cultural setting.
- Excellent presentation and communication skills.

Key Skills:

- Able to communicate effectively (and work with interpreters where necessary)
- Able to provide best-practice advice on institutional development and HRD planning.
- Able to liaise and coordinate effectively between senior ASMC management, project staff and GoV representatives
- Clear report writing skills.

Monitoring and Evaluation Adviser

Location Hanoi

/Duration: Inputs up to a total **of up to 14 pm** over the period. It is expected this will average about 2.0pm a year, but a longer initial input may be required to develop the M&E implementation plan and at the end to support final reporting. The contractor must balance the total input over the period flexibly as required.

Reports to: SM

Responsibilities:

The M&E Adviser will:

- Work with the SM, with Program Office staff and with PPI organisations in Vietnam to further develop and implement an M&E Plan based on the M&E Framework outlined in the Design Document (DD).
- Use the outcomes based Key Performance Indicators as set out in the DD and assess the M&E implications of the program's targeting strategies and prepare advice and refine means to measure the indicators to assist in achieving program objectives.
- Refine and implement strategies for the monitoring and evaluation of Candidates Individual career path plans.
- Design, and assist in conducting, an *initial* impact assessment at the conclusion of the six year program, consistent with the approved M&E strategy for the program and AusAID requirements.
- Design a plan for the conduct of a later Impact Evaluation where the data is collected periodically over five years after the completion of the contract period. This should be focused on assessing the development impact made by returning graduates to the designated priority development areas. The design should integrate key material from the guidance templates prepared by the Scholarships group to be supplied by AusAID relating to tracer studies and case histories, and must also focus on the specified development outcomes for ASDiV. (noting that the conduct of the evaluation may be carried out by others after the completion of the program on separate contracts commissioned by AusAID)
- Review and support the redevelopment of an integrated program database to facilitate reporting and analysis and ensure adequate treatment of gender information and qualitative data focused on outcomes.

- Assist in producing meaningful M&E reports including: annual analysis of program monitoring data to contribute to the ASMC annual reports required under the contract; and analysis from surveys on re-integration of returning graduates that meet AusAID's accountability and aid quality objectives and that take into account AusAID's data requirements for the overall Australian Scholarships program and the ALAF usage in Vietnam.
- Work with program staff and relevant staff of PPIs to ensure their capacity to effectively monitor and evaluate the implementation of the program and broader ministry HRD plans.
- Assist in policy and research studies as required.
- Other related tasks that may reasonably be required by the ASM from time to time.

Qualifications:

- Master's or doctoral degree qualifications in the social sciences, preferably with a concentration in M&E and/or evaluation research.

Experience:

- Demonstrated successful experience in preparing M&E and assisting in the implementation of M&E plans for development activities.
- Evidence of knowledge and successful application of qualitative and quantitative research methodologies appropriate to this Activity, including survey design, sampling, case study methodology as well as experience with appropriate software to facilitate the capture and analysis of data.

Key Skills:

- Ability to undertake M&E design, develop methodology and questionnaires, and apply qualitative and quantitative research methodologies and multi-variate analysis
- Excellent interpersonal and liaison skills and experience in working in a cross-cultural setting.
- Able to communicate effectively (and work with interpreters where necessary)
- Able to liaise and coordinate effectively between senior ASMC management, project staff and GoV representatives.
- Ability to write in clear, plain English and to prepare reports that are timely, succinct, and address issues appropriately for the report's audience.

Australia - Vietnam

**AusAID Scholarships for Development in
Vietnam
(ASDiV)**

2009 - 2016

Design Document
Volume 2

**[Annexes for Contracting Details
and
Design Development Process]**

(for publication with RFT)

December 2008

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Terms of Reference for Design

Date: 8 March 2012

Purpose

This terms of reference sets out the scope that will guide the design process for the next phase of the Australian Government scholarships managed by AusAID in Vietnam, including program management, program implementation and strategic directions.

Although the current Reg 9 approval for the ADS Pre-departure Project (ADS-Prep Project) extends until 2012, contracts for the two key components of the program require either extension or renewal in 2009.

Previous reviews have found the ADS-Prep Project to be well managed and implemented. However, the need to review contracting arrangements has created an opportunity to critically assess the current ADS Prep Project implementation and program management arrangements. Changes in the policy and operating context in both Australia and Vietnam also require a re-examination of the strategic directions of Australian Scholarships in Vietnam. While the design mission is not required to directly address these issues, guidance is sought from the design team an appropriate process for taking forward a review of strategic directions.

1. Background

1.1. Country and sectoral background

Vietnam is at the stage of acceleration toward the transition to a modern market economy, and looking for post-WTO accession opportunities and enabling the private sector to achieve sustainable growth. In that context, Vietnam sees building a skilled labour force as a top priority for sustaining rapid growth. This is reflected in the launch of major reforms in education and human resources development as announced at the 10th Party Congress in 2006. Australian Scholarships can help to achieve these aspirations.

1.2. Australian scholarships in Vietnam

Australian scholarships are a very important and well recognised element of Australia's bilateral development cooperation with Vietnam. Since 1992 more than 2,500 Vietnamese students have been trained in Australia with the support of Australian Government scholarships, representing an investment of over AUD \$270 million. These scholarships are viewed very favourably by the Government of Vietnam as they provide recipients with the opportunity to develop key skills, networks, knowledge and experience to positively influence the development outcomes of Vietnam.

The goal of Australian scholarships in Vietnam aligns with the overall Australian Scholarships goal which is to promote sustainable development and excellence in education in the Asia-Pacific region. The Australian scholarships under AusAID's management in Vietnam have the following objectives:

- develop a 'critical mass' of trained scholars in selected key Government of Vietnam institutions;
- enhance the contribution of highly talented individuals, including current and future leaders, to Vietnam's development; and
- strengthen enduring links between people and institutions of Vietnam and Australia.

The Vietnam AusAID scholarship program consists of two major Australian scholarship programs: Australian Development Scholarships (ADS) and Australian Leadership Awards and Fellowships (ALAs).

Australian Development Scholarships (ADS) are long standing scholarships that have been provided in Vietnam since 1998. Each year up to 150 scholarships are awarded to Vietnamese citizens to study postgraduate courses in the priority sectors. ADS account for approximately 20% (or over AUD \$16 million) of the current Vietnam bilateral program budget (INA956 and INF523).

The ADS program in Vietnam currently has two categories:

Priority Public Institutions category: This category targets employees working in key public institutions (12 Priority Public Institutions) in Vietnam to support the development of a 'critical mass' of highly trained graduates who will provide potential leadership for future reform in the public sector.

Open category: This category provides scholarship opportunities for applicants strongly committed to driving Vietnam's development, who work in the private sector, civil society, as well as public institutions. Each year more than one third of scholarships are awarded in the Priority Public Institutions category.

Australian Leadership Awards (ALA) is a new scholarships initiative which commenced in 2007. ALAs target current and future leaders from the Asia-Pacific region from government, business, and industry or community sectors. ALA Scholarships cater for longer-term post-graduate study at masters or doctoral level; and ALA Fellowships for short-term research, study or professional attachments. Since 2007 Vietnamese students won 41 ALA Scholarships for postgraduate study worth almost AUD\$7 million.

There are also a number of discrete Scholarship schemes currently available to Vietnam including the Carnegie-Mellon University AusAID scholarships and the University of Wollongong's Centre for Trans-national Crime Prevention scholarships. Each scheme has different administrative arrangements and levels of engagement by AusAID Hanoi and therefore need to be factored into the design of the next phase of the Scholarships program in Vietnam.

1.2.1 Program Contract Management

AusAID's ADS management has been externally contracted since 2003. In Vietnam, ADS management has occurred under the ADS-Prep Project 2002 – 2012 (INF523). The purpose of the ADS Prep Project is to prepare ADS awardees for tertiary study in Australia through the provision of intensive in-country training and to place them in appropriate courses with ongoing support.

The Project is comprised of two key components: (1) ADS Training, (2) ADS Support.

ADS Training provides English Language Training to scholarships candidates that need to improve their English proficiency prior to commencing study in Australia. ADS Training has been contracted to the Australian Centre for Education and Training (ACET) until January 2009 (with the option of a 3 year extension).

ADS Support provides administrative and course selection assistance to ADS scholarship candidates prior to their mobilisation to Australia and upon their return to Vietnam. In 2007, ADS Support also took over the responsibility for ALA Scholarships (i.e. screening of applications and student mobilisation). ADS Support is currently contracted to Sinclair Knight Merz (SKM) until July 2009.

The Australian Scholarships Group (ASG) in Canberra currently provides overarching management of ALA scholarships and fellowships. However, in 2007, the scope of ADS Support was expanded to also include responsibility for some support for ALA Scholarships

(ie. screening of applications and student mobilisation) and Carnegie Mellon University and Center for Trans-national Crime Prevention (Wollongong University) awards.

1.2.2 Previous changes to the scholarships program in Vietnam

In order to enhance the effectiveness of the Vietnam scholarships program and its operation a number of reviews of the program have been conducted in recent years. In 2002, an ADS Vietnam review occurred, followed by a Mid Term Review in 2005 (ADS Prep Project) and Australian Development scholarships in Vietnam: White Paper Implementation Review in 2006. Most recently, a review of the English Language Training component was conducted in June 2008.

The 2002 review resulted in the outsourcing of the management of ADS to a managing contractor; and the integration of ADS into the country strategy.

The 2005 review found the two contractor structure to be effective, given good coordination systems and mechanisms between stakeholders. Additionally the review advised not to underestimate the challenges of a new contractor “joining” a long-standing project structure, particularly given the current two – contractor arrangement.

As recommended by the 2005 review, since January 2007 the ADS Training component has been managed by a local provider (IDP Vietnam Ltd/Insearch – ACET) allowing simpler and cheaper management arrangements.

The 2006 review set out an enhanced program framework to ensure the Australian scholarships programs make the greatest possible contribution to human capital development in Vietnam. This included the streamlining of ADS program structure (reduced from 5 categories to 2 categories: Open and Priority Public institutions); a focus on the role of Vietnam ADS as an active player in alumni activities to promote sustainability of the benefits of Australian education and institutional linkages.

The 2008 English Language Training review found that the overall structure of the provision of English language skills development is satisfactory and should not be altered at this point in time. The contractor should be extended for an additional three years, provided the twin issues of space and noise are resolved in a satisfactory manner.

1.2.3 Recent changes to the policy and operating context

A number of recent changes to the policy and operating context for scholarships in Vietnam have impacts on the current and future operation of the Scholarship program in Vietnam (including the ADS PREP Project).

These changes include:

- The drafting of a new Australia- Vietnam Country Strategy (2008 – 2015);
- Vietnam approaching achievement of middle income country status;
- An increase in English entry requirement in some faculties in some Australian institutions;
- Increased emphasis by the GoV on the importance of English language development to national development and international competitiveness;
- The addition of the Australian Leadership Awards scholarships and fellowships to the Australian scholarships portfolio;

- Changes to AusAID Scholarship programs policies include greater focus on interaction with the Alumni, M&E and impact monitoring and flexible modes of delivery;
- The contract for the ADS Support component ending in July 2009 and the need to re-tender this component; and
- The first stage of the contract for the ADS Training component is due to end in January 2009 and needs to be either extended or re-tendered.

1.3 Issues to be investigated

Program implementation and performance:

- Is the ADS Prep Project effectively and efficiently promoting, selecting, preparing and mobilising students to study in Australia?
- Is the ADS Prep Project assisting awardees to contribute to their country, institution and as an alumnus/alumna on their return?
- How could provincial and disadvantaged group representation, including ethnic minority groups and the poor, be further supported?
- How can monitoring and evaluation be improved and integrated with GOV's monitoring and evaluation system to demonstrate the impact of the program?
- What might be done differently with respect to AusAID's and GoV's involvement in the program(s)?

Program contract management:

- What are the key lessons learnt from the current program management model?
- Is the current two contractor management model still appropriate?
- Should AusAID extend the contract for English Language Training component following the recommendation of the recent review mission or re-tender it?

Strategic approach and development impact:

- How well do the programs align with and contribute to the objectives of the Australia- Vietnam Country Strategy (2008 – 2015)?
- What evidence is there that the ADS and ALA program is achieving its objectives and how valid are these objectives?
- How can AusAID's scholarship programs be more responsive to the needs of Vietnam as it moves toward middle income country status? For example, should priority areas continue to reflect AusAID development programs, or should they reflect current and future HRD needs?
- How might the AusAID's scholarships program respond to the request of the GoV to enhance support for English language teacher training? For example, is a national scholarships program viable as a mechanism for supporting high profile GoVN priorities? What are the opportunities for harmonization with Government of Vietnam and other international providers of scholarships?
- Are there any obvious patterns associated with the profile of scholarships recipients with respect to place of origin/residence, gender, field of study, Australian institution selected, sector, etc. and what do these patterns reveal about the programs?
- In what ways can the programs incorporate a focus on strengthening the Vietnamese tertiary sub-sector, including through flexible modes of delivery and in-country scholarships?

2. Objective of the design Mission

The objective of the design mission is to provide final design document of the next phase of AusAID managed Australian Scholarship programs 2009-2012. The design document must include:

- Lessons learnt;
- Key objectives and planned outcomes;
- Management arrangement of the ADS Support and ADS Training components, including tender documentation as appropriate;
- Risk assessment;
- Sustainability; and
- Monitoring and Evaluation.

3. Scope of the design mission

Incorporating lessons learnt from previous reviews, mission consultations and AusAID scholarship programs in other countries, the design team shall review and provide recommendation regarding the following issues:

3.1 Program implementation and performance:

- The effectiveness and efficiency of the ADS Prep Project in: a) promoting; b) selecting; c) preparing (particularly English language training); d) mobilising recipients to successfully undertake scholarships in Australia; and e) preparing students to contribute to their country, institution and as an alumnus/alumna on their return.
- The effectiveness of the current program in enabling provincial representation.
- The effectiveness of the current program in engaging with disadvantaged groups, including ethnic minority groups and poor individuals.
- The effectiveness of the current program in gender equity in access to scholarships.
- Means of enhancing program quality assurance processes (e.g., Technical Advisory Group (TAG), reviews, etc.)
- Key objectives and planned outcomes of ADS Prep project of the next phase (2009 – 2012)..
- Performance indicators within the Scholarships Monitoring and Evaluation framework developed by ASG, in the context of AusAID's Australian scholarships monitoring and evaluation strategy.
- The appropriateness of current managing contractors' reporting process and formats to meet the program monitoring and evaluation requirements.
- The current post-award monitoring and support (alumni) program.
- Risks and recommend a risk management strategy.

3.2 Program contract management:

- The appropriateness of the two Component model for meeting selection, pre-departure preparation, mobilisation and post-award involvement of scholarship recipients.
- The appropriateness of the two contractor model for program delivery.
- The recommendations of the June 2008 review of English Language Training in regards to the future contracting of the English Language Training component.

- An effective transition of activities and processes between the current program and the start of the next phase without disruption to the scholarship cycle.
- The appropriateness of current ALA management processes.

3.3 Tendering:

- Provide draft Basis of Payment (BOP) and Scope of Service (SOS) for any contracts recommended for tender under the design.
- Ensure SOS are flexible to allow maximum responsiveness to potential changes in strategic direction to the Australian Scholarships program.
- Provide other advice that will assist AusAID to assess value for money and to conduct a tender process for a managing contractor.

3.4 Strategic approach and development impact:

- Recommend a process to develop for a new strategic plan for the program to ensure the program contributes to the objectives of the country strategy while also responding to Vietnam's human resource development needs.
- Identify key issues to be addressed as part of the considerations for the strategic plan, in addition to the following:
 - The appropriateness of targeting via Priority Public Institutions. Is this still an appropriate approach? If so, are the right institutions being targeted? If not, what would a potential exit strategy be so that the current institutions are not negatively impacted?
 - The appropriateness of the current priority fields (governance, rural development and emerging issues).
 - The possibility of accommodating the Government of Vietnam's request to support the English language teacher training through the scholarship program.
 - Opportunities to better harmonize the program with programs of the Government of Vietnam and other providers and to potentially support the GoVN to get the maximum benefit from scholarships programs.
 - Flexible modes of delivery, including in-country scholarship options.

4. Duration and Phasing

The design mission will consist of preparation and reviewing of key documentation relating to Vietnam ADS program and Australian scholarships and participation in a design mission to conduct consultations with key stakeholders in Australia and Vietnam. This work will inform the preparation of draft design document, new Scope of Services and Basis of Payment. The following is an indicative timetable for the design. A full schedule of the design mission will be provided separately.

Table A

TASK	Indicative Dates	Duration (days)
Background reading and review preparation	14 - 15 Jul 2008	2
Design team in-Australia mission	16 – 18 Jul 2008	3
Travel to from Australia to Vietnam	19-20 Jul 2008	1
Design team in-Vietnam mission (including Aide Memoire preparation)	21 – 30 Jul 2008	10
Travel back to Australia	31 Jul – 1 Aug	1
Write up draft design document (including tender documents)	4 – 22 Aug 2008	15
DRAFT design document to AusAID	22 of Aug 2008	
Appraisal Peer Review process	4 rd of Sep 2008	1
Incorporating peer review recommendations into Final design document including final contracting strategy	6 Oct 2008	1
Total		34

4.1. Pre-mission work

Prior to the design mission, the design team will familiarise themselves and will conduct an in-depth desk review of relevant AusAID policies, materials, documentation, issues and activities relating to Australian scholarships, Australia's aid program to Vietnam and the Scholarship program in Vietnam (refer to Annex A)

Copies of documents listed above will be provided to members of the design team by AusAID.

4.2. Design Mission Consultations

The design team shall conduct a mission comprising of approximately 3 days in Australia and 13 days in Vietnam (including traveling days). During this mission the design team will:

- Consult relevant stakeholders in Canberra such as:
 - Representatives from Vietnam section in Mekong Program in Canberra, including people dealing with Monitoring and Evaluation issues
 - Representatives of Australian Scholarships Group (ASG)
 - Representatives of the Education Thematic Group.
 - Representatives of Office of Development Effectiveness
 - Representatives on Scholarships from the AusAID Papua New Guinea and Indonesia country programs.
 - Representatives from Department of Education Employment and Workplace Relations (DEEWR) Canberra – central office.
 - Representatives from Australian Universities and current Vietnamese Australian Scholarship students in Canberra (and Sydney)

- Upon arrival in Hanoi, meet with AusAID Hanoi to discuss the objectives for the design process and get input on key issues for the design and feedback on the design team's proposed approach to the mission. A schedule of meetings and briefings will be provided to the mission prior to departure for Vietnam.
- Consult relevant stakeholders in Vietnam such as:
 - AusAID Post (including representatives from sectors: Education & Scholarship, Governance, Rural, Health) and other relevant agencies in the Embassy (Department of Foreign Affairs and Trade, Australian Centre for International Agricultural Research)
 - Relevant GoV agencies, such as Scholarship counterpart agency - Ministry of Education and Training (MoET), Official Development Assistance coordinating agency - Ministry of Planning and Investment
 - Representatives from the current ADS Prep Project managing contractor SKM
 - Representatives from the English Language Training provider ACET
 - Australian Scholarship alumni in Vietnam including Vietnamese Graduate from Australia Club
 - Selected Priority Public Institutions under the ADS program
 - Representatives from the Hanoi office of the DEEWR
 - Current scholarship awardees
 - Representatives of scholarship programs of some other donors (Fulbright, British Council, Ford Foundation)
 - Local service providers, including organisations that might potentially bid on the ADS Support implementation.
- Prepare and present an Aide Memoire (maximum 10 pages) that summarises the preliminary findings of the mission. The presentation will occur on 31 July 2008. Attendees will include AusAID staff and advisers and GoVN representatives.

4.3. Post Mission Work

- Prepare a Draft Design Document (DDD), including draft Scope of Services (SoS) and Basis of Payments (BOP) for new contracts, within 15 working days, following the mission.
- Participate in, if required, an Appraisal Peer Review of the draft design document.
- Incorporate peer review recommendation into Final Design Document.

5. Specification of the team

The design team will consist of two people, with the skills and qualifications listed below.

The team will be accompanied by representatives of Australian Scholarships Group (ASG) (Mary Ellen, Director, Lisa Spender, Program Manager and Colin Reynolds, ASG M&E consultant), Design and Procurement Advisory Group (Philippa Armstrong) and AusAID representatives from Vietnam Post (Amber Cernovs, Second Secretary and Nguyen Thi Lan Phuong, Senior Program Manager). Post representatives will have a role in providing guidance on issues related to program/project management, coordinate itinerary and briefing session in Hanoi. MoET representatives will be engaged at key points in the process.

Collective qualifications of the design team should include:

- Sound knowledge of scholarships and capacity building programming issues, in particular in regard to AusAID policy, international best practice and research on scholarships and their impact, and the Vietnam country context.
- Generic experience working with senior government officials within the context of a Government overseas aid program.
- Experience in the preparation of AusAID design documents, including familiarity with AusAID's principles, guidelines and requirements relating to project design.
- Experience in M&E frameworks.
- Experience in provide advice on costing.
- Knowledge of HRD capacity building methods for both individuals and organisations, in particular in the context of a developing country.
- Strong understanding of gender and other cross-cutting issues.

The team leader (Gai Sheridan) will be responsible for:

- The overall management and direction of the team's activities.
- Leading and coordinating the development of all documents related to the design including Aide Memoire, the draft and final version of the design documents, and BOP and SOS version.
- Designated inputs to the design document in terms of M&E, program administration and implementation, costing and finance and other related issues.
- Representing the design team and leading consultations with government officials, and other relevant stakeholders.
- Oversight of the quality of all documents related to the design timely presentations of all outputs.
- Taking the responsibility for the delivery of the draft and final program design and presentation to the responsible AusAID officer on the agreed dates as indicated in Table A.

The education specialist (John Macalister) will be responsible for:

- Contributing to the development of all documents related to the design including Aide Memoire, the draft and final version of the design documents, and BOP and SOS version.
- Meeting with selected Vietnam ADS/ALA students in Australia.
- Assessing the recommendations from the English Language Training Review and include in the design document as appropriate.
- Ensuring the quality of all documents related to the design.

6. Reporting

The design team will ensure that the DDD sets out clear management arrangements, processes, structures, roles, accountabilities and reporting arrangements for AusAID, the managing contractor/s, subcontractors.

AusAID's acceptance of the reports will be conditional upon timely submission and the reports meeting the specifications listed in these Terms of Reference and being of a quality acceptable to AusAID.

All written documentation will be produced using Microsoft Word and/or Excel (for Windows), and will be in formats compatible with those suggested in AusAID's AusGUIDE. All reports and other documentation will be submitted to AusAID Hanoi in electronic format only.

The design team will:

- Provide the Aide Memoire to AusAID prior to leaving the country (in both electronic and hard copy format) on 30 July 2008
- Provide a draft Program Design Document, addressing the issues under the scope of the services, including draft BOP and SoS with cost schedule for tendering of ADS Support component and ADS Training component (if necessary) on 22 August 2008.
- Provide final version of the DDD, SoS and BOP incorporating any changes or comments arising from the Appraisal Peer Review, AusAID assessment or other consultations, to AusAID within one week of receipt of such comments on 6 October 2008.

7. Attachments

Policy documents

- White Paper Report (2006)
- Draft Monitoring and Evaluation framework for scholarships by ASG
- Mid-term Review of Vietnam-Australia Country Program Strategy (2006)

Review documents

- ADS Pre-departure Project ('ADS Prep') Project Design Document, November 2002
- ADS Review Report 2002
- 2004 Targeted Public Institutions (TPI) recommendations (Final HRD Report July 2004), including ADS training 2006 background paper
- ADS mid-term review findings (ADS Prep Project Mid term Review April 2005)
- Australian Development scholarships in Vietnam: White Paper implementation review. Enhanced program framework for Vietnam ADS August 2006.
- Annual Report 2006 and 2007 by ADS Support (Annexes: TPI (Priority) support, Post return monitoring and support activities)
- Review of The ADS English Language Training Component, June 2008.

Planning documents

ADS Post award monitoring and support activities strategy and plan for FY 2007/2008

- Annual Plan 2006/2007 and 2007/2008 by ADS Support (Annex: Strategy and 2006/2007 action plan for Post return monitoring and support activities)
- Draft Annual Plan 2008/2009 by ADS Support
- Annual Training Program Pre-departure Training Program (PDTP) 2006 by ADS Training
- Annual Training Plan 2007 and 2008 by ACET

Other

- Sinclair Knight Merz. 2006. Vietnam Australian Development Scholarships Post Award Monitoring Report 2005 (Graduate Impact Study 1998-2005). AusAID, Hanoi.
- Concept Paper
- ADS Support – Comprehensive review of ADS Selection Processes 2008, 2009 intakes

Annex 12:**List of Organisations and People consulted**

Organisation	Person	Position
AusAID	Nguyen Thi Lan Phuong	Senior Program Manager – Education and Scholarships Program
	Amber Cernovs	Second Secretary
	Ton Nu Hue Chi	Program Officer
ADS Support	Meg Holmberg	Team Leader ADS Support SKM
	Greg Banova	QA Specialist ADS Support SKM
	Dinh Quynh Anh	Scholarship Administration Manager ADS Support
	Vu Quynh Nga	Promotion and Screening Manager ADS Support
	Tran Thi My An	Graduate Support Manager ADS Support
MOET	Dr Nguyen Xuan Vang	Vietnam International Education Development
	Pnoj Tran Thu Ha	Director of Higher Education
	Dr Nguyen Ngoc Hung	Deputy Director ICD
	Mr Pham Chi Cuong	ICD
	Ms Hoang Thuy Nga	Higher Education
	Ms Vu Tran Kim Lien	Expert Vietnam International Education Development
Returned Scholarship Students	Pham Bich Diep	N/A
	Nguyen Huu Nhuan	N/A
	Le Tuan Nghia	N/A
	Nguyen Thi Dieu Thuy	N/A
ACIAR and DFAT in Hanoi Post	Michael Hoy	First Secretary, DFAT
	Nguyen Van Thuan	Water Supply and Sanitation Program, AusAID Hanoi
	Nguyen Quang Anh	Governance Program, AusAID Hanoi
	Nguyen Mai Chi	Governance Program, AusAID Hanoi
	Cameron Hill	First Secretary, AusAID Hanoi
	Nguyen Thu Hang	Health Program, AusAID Hanoi
	Duong Hong Van	Health Program, AusAID Hanoi
	Ross Spark	Adviser, Health Program, AusAID Hanoi
	Nguyen Tu Uyen	Rural Development Program, AusAID Hanoi
PPIs	Trinh Thu Ha	Personnel Dept – Ministry of Foreign Affairs
	Nguyen Thi Mai Lien	Personnel Dept – Ministry of Finance
	Hoang Duc Long	Vice Director, Personnel Dept –

		Ministry of Finance
	Vu Van Quy	Deputy Director, Personnel - Ministry of Justice
	Nguyen Do Kim	Personnel Dept – Ministry of Justice
	Le Mnh Quang	MONRE
	Hoang Xuan Huy	ICD – MONRE
	Sam Thi Kim Phuong	SBV
	Tran Huu Thang	SBV
	Nguyen Tien Dung	OOG
	Doan Thi Minh Ha	OOG
	Nguyen Thu Dieu Hong	MOIT
MPI	Nguyen Yen Hai	Head, Asia Americas and International Economic Integration Division – MPI
	Nguyen Ngoc Thanh	ADS Coordinator, Personnel Department - MPI
WB	Jeffrey Waite	Senior Education Specialist – East Asia & Pacific
ADB	Mr. Hirosato	Senior Education Manager
International Scholarship Providers	Nguyen Thi Thanh Phuong	Country Director - Vietnam Education Foundation
	Dang Thi Thanh Binh	Program Manager - Vietnam Education Foundation
	Karen Maddocks	Political Section - British Embassy Hanoi
	Rei ASADA	Project Coordinator - International Student Division International Student Department- JICE
	Nguyen Thi Lam Giang	Development Programme Coordinator - New Zealand Agency for International Development
	Tran Thi Hong Gam	Education Development & Governance Manager British Council
	Ho Phuong Loan	Belgium Embassy
	Tran Xuan Thao	Director - Fulbright Program in Vietnam- Public Affairs Section- Embassy of the United States of America
AusAID Public Affairs	Tran Nam Anh	AusAID
ACET	Michelle Dinh- Jones	Country Manager
	Mark Lowerson	Coordinator
Hanoi University	Nguyen Xuan Vang	President
	Truong Van Khoi	Head of the International Cooperation Department

	Pham Minh Nguyet	President Assistant
	Dr. Dang Hong Thuy	Vice- Director, International Education Centre
	Pham Vu Van Linh	Vice- Director, International Education Centre
RMIT	Pierre Dietrichsen	Head of Campus, Hanoi
Alumni	Nguyen Van Duyen	Swiss Development & Cooperation Agency
	Bui Minh Thanh	Director of MOOW Company
	Khoa Anh Viet	Lecturer, Vietnam National University, College of Foreign Languages
	Vu Tuyet Trang	VGAC Coordinator Ha Noi Chapter
Centre for Education Exchange with Vietnam	Minh T.Kauffman	Executive Director
	Nguyen Thi Thanh Binh	Program Officer
Debrief with MOET and MPI	Nguyen Ngoc Hung	Deputy Director of ICD - MOET
	Pham Chi Cuong	Expert of ICD - MOET
University of Technology Sydney	Catherine Gordon	Head of Communication
University of Melbourne	Lucia Wong	
Monash University	Kinda Say	
Australian National University	Carol Laslett	
	Billie Headon	
University of Queensland	Sue Quarton	