



Australian Government



Australia Awards

DEVELOPMENT AWARDS

AUSTRALIAN SCHOLARSHIPS FOR DEVELOPMENT IN VIETNAM

Annual Plan 2012-2013 Final

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ABBREVIATIONS

AAA	Australia Awards Alumni
ACET	Australian Centre for Education and Training (in Vietnam)
ADS	Australian Development Scholarships
AEI	Australian Education International
AIDS	Acquired Immuno-Deficiency Syndrome
ALA	Australian Leadership Awards
ALAF	Australian Leadership Award Fellowships
ALAS	Australian Leadership Award Scholarships
ANAO	Australian National Audit Office
ASDiV	Australian Scholarships for Development in Vietnam
ASS	Australian Scholarships Section (in AusAID)
AUD	Australian Dollar
AusAID	Australian Agency for International Development
CEMA	Central Committee for Ethnic Minority Affairs
CFAW	Committee for Advancement of Women (provincial and department levels)
CGA	Central Government Agency
CID	Coffey International Development (MC)
CSO	Civil Society Organisations
DCS	Development Cooperation Strategy
DD	Design Document
DOHA	Department of Home Affairs
DOET	Department of Education and Training
ELT	English Language Training
GAP	General Awareness and Promotion
GESIS	Gender Equality and Social Inclusion Strategy
GOA	Government of Australia
GOV	Government of Vietnam
GPA	Grade Point Average
HCM	Ho Chi Minh
HCMC	Ho Chi Minh City
HIV	Human Immunodeficiency Virus
HR	Human Resource
HRD	Human Resource Development
IAP	Introductory Academic Program
IELTS	International English Language Testing System
IT	Information Technology
JSC	Joint Selection Committee
LCH	Longitudinal Case Histories
MARD	Ministry of Agriculture and Rural Development
M&E	Monitoring and Evaluation
MEF	Monitoring and Evaluation Framework
MC	Managing Contractor

ABBREVIATIONS

MOET	Ministry of Education and Training (in Vietnam)
MOHA	Ministry of Home Affairs
MOLISA	Ministry of Labour, Invalids and Social Affairs
MPI	Ministry of Planning and Investment
MTR	Mid-term Review
NCFAW	National Council for the Advancement of Women
NGO	Non Government Organisation
OASIS	Online Australian Scholarship Information System
PDB	Pre-Departure Briefing
PhD	Doctorate of Philosophy
PPC	Provincial People's Committee
PPI	Priority Public Institution
RFP	Request for Placement
RMM	Risk Management Matrix
SBV	State Bank of Vietnam
SoS	Scope of Services
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English as a Second Language
TOEFL	Test of English as a Foreign Language
TOR	Terms of Reference
VNU	Vietnam National University
VWU	Vietnam Women's Union

Executive Summary

Through the Australian Scholarships for Development in Vietnam (ASDiV), “Australia seeks to support Vietnam’s continuing economic development by assisting in the creation of 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 social development that are identified in the Joint Australian-Vietnam Development Cooperation Strategy” (DD p.13).

The duration of the ASDiV Program is from 1 October 2009 to 31 January 2016. An independent Mid-term Review (MTR) of Phase 1 of ASDiV, which ended on 31 January 2012, positively assessed the feasibility of the new approaches outlined in the DD and the parallel contractual arrangements for pre-departure English Language training. The MC’s contract was subsequently extended to January 2016.

This Annual Plan covers the period July 2012 to June 2013 and reflects on-going developments in the Australia Awards initiative, including i) further integration of the Australia Development Scholarships (ADS) and Australian Leadership Award Scholarships (ALAS) into a single application and selection process, ii) consolidation of the OASIS on-line application system, iii) increased emphasis on reintegration of graduates into the workplace, and iv) consideration of the establishment of an Australia Awards Alumni Network.

The Plan also reflects the experiences and lessons learnt from implementing the significant changes that occurred in the ADS/ALAS 2011 round and the ensuing adjustments to policies, processes and requirements made by AusAID both in Canberra and Hanoi, with a view to ensuring higher implementation efficiency and effectiveness. Some of the changes introduced in the 2011 round were incorporated in the updated SoS for ASDiV’s extension and were implemented in the 2012 round.

The most significant changes in this Plan compared to 2011-2012 involve: i) the possible introduction of a new Human Resource Development (HRD) Support Scheme following on from the MTR recommendations, and ii) the formulation of a reintegration strategy and plan to facilitate returnees’ efficient reintegration into the workplace.

In respect of the first change, the HRD Support Scheme, which aims at providing intensive HRD support for newly identified agencies, through scholarship and non-scholarship assistance, the Scheme’s scope, activities, timelines and delivery mode are still under consideration by AusAID. Thus, a detailed strategy and plan for the Scheme under the broader Human Resources Development Strategy clarifying the MC’s role should be submitted to AusAID at a later date than this document. The second change in the 2012-2013 Plan is manifested in the form of a Reintegration and Alumni Strategy and Plan, which has extended the previous alumni support strategy to incorporate a new reintegration component. This strategy and plan supports sustainability in seeking to address the issues and modalities associated with maximising the opportunities for graduates of AusAID-funded scholarships to successfully reintegrate into the workplace and apply the knowledge and skills they have acquired in Australia, so as to contribute to development objectives and the strengthening of Australian linkages.

The Reintegration and Alumni Strategy and Plan proposes the organisation of one-day workshops for graduates after they return to Vietnam and the introduction of Reintegration Plans to be completed by graduates at these workshops. A follow-up assessment of the outcomes of the Reintegration Plans is envisaged around one year later. The graduates will be further supported by the continuation of AusAID financial support for an alumni program of professional development and social networking activities. This will include consultations with alumni on a national organisational structure and program and linkages with other Australian alumni networks in Vietnam. In the spirit of the Australia

Awards Alumni Network it is planned to include Endeavour Awards alumni in specific alumni program activities and to consider organising a joint national conference in the second half of 2013.

The Annual Plan incorporates key design changes that were adopted for the ADS/ALAS 2012 application round (1 February to 30 April 2012). These include: i) a unified application form for ADS and ALAS applicants, ii) the continued consolidation of five Profiles into three Profiles but with a broadening of eligibility in Profile 1 to include persons working in development more generally; and iii) the reduced engagement of the Academic Advisers in providing pro-active counselling only to short-listed candidates.

More efficient procedural changes introduced in the ADS/ALAS 2012 round and to be continued in the 2012-2013 Plan include: i) fully on-line applications for all three Profiles, instead of allowing hard copy options for Profile 1; ii) elimination of the requirement to submit hard copies of on-line applications; iii) streamlining Disadvantaged Applicants' application requirements; iv) clarifying compulsory supplementary documentation and bringing this documentation into line with placement requirements to avoid duplicated effort. One issue that is raised in the Plan is whether to review the restriction of PhD applications to only Profile 3 applicants following representations from central and provincial agencies.

Due to the relative success of promotion activities over the past two years, the implementation of the General Awareness and Promotion (GAP) Strategy and Plan will follow a similar pattern for the 2013 round, although the Plan may need to be adjusted in light of experience in implementing the ADS/ALAS 2012 round. One key difference in the 2012-2013 GAP Plan is that there will be no provision for funding video productions, due to the 23-minute 'Journey of Dreams' video and the associated videos plus the 14 short success story videos produced last year. This will mean a considerable decrease in the overall GAP budget for the next application round.

Unlike in two previous Annual Plans, this Plan does not contain a separate M&E strategy as an annex. This is due to the changed timelines for the submission of the M&E Strategy (July 2012) and M&E Report (October 2012) in the revised SoS. As such, this Plan includes a section on the M&E activities planned for the forthcoming year. These activities include: i) 30 Longitudinal Case Histories, ii) a Cluster Study on the promotion of gender by alumni in a selection of NGOs and CSOs, iii) a second Cluster Study on the impact of AusAID scholarships on TESOL teaching in Vietnamese universities with an in-depth study of Hanoi Vietnam National University (VNU), and iv) an Impact (or Thematic) Study on the impact of AusAID scholarship on Central Government Agencies (CGAs) that will include an in-depth study of the State Bank of Vietnam and the Ministry of Planning and Investment.

For the ADS/ALAS 2013 round, it is assumed that up to 250 post-graduate awards will be available for both scholarships as has been the case for the previous two rounds.

One issue for possible review is the continued allocation of 40% of the scholarships to CGA staff under Profile 2, since in the 2011 round there was a significant shortfall in Profile 2 applications and thus awards (55 compared to a target of 90). This shortfall in applications was repeated in the 2012 round, despite a more intensive ASDiV engagement with the CGAs. Thus a more realistic target should be considered for Profile 2 with consequent increases in the targets for the other two Profiles.

Following the profound changes in the scholarship cycle procedures and requirements over the past two years, the 2012-2013 Annual Plan represents a consolidation of these changes to provide a more efficient set of implementation processes for the coming year. This should contribute to achieving a more effective scholarship program in Vietnam over the longer term, with increased sustainability.

1. Introduction

1.1 Australia – Vietnam Development Cooperation Strategy

Since 1992, Australian scholarships have been a very important component of Australia's bilateral development cooperation with Vietnam. In 2008 AusAID conducted a review and redesign of its approach to the Australian scholarship program in Vietnam. This review resulted in the Design Document (DD) *AusAID Scholarships for Development in Vietnam 2009-2016*. A major purpose of the redesign was to align the scholarship program more closely to the objectives of the Australia-Vietnam Development Cooperation Strategy (DCS) and to strengthen the development impact of the scholarship program.

At the time the DD was completed, the DCS for 2008-2015 was in draft form and had six development objectives. The final version of the DCS for 2010-2015, renamed *Australia's Strategic Approach to Aid in Vietnam 2010-2015* (December 2010), focuses on three core areas: Human resource development (HRD); Economic integration and Environmental sustainability.

1.2 Australian Scholarships for Development in Vietnam Program

Coffey International Development was awarded the contract by AusAID to manage the Australian Scholarships for Development in Vietnam (ASDiV) Program, the successor program to the ADS Support Project. The first phase of ASDiV commenced on 1 October 2009 and ended on 31 January 2012. The contract with Coffey International Development was extended to manage the second phase of the Program ending on 31 January 2016.

1.3 Australia Awards

In November 2009, one month after ASDiV's commencement date, the Australian Government announced an important new scholarship initiative – the Australia Awards. This initiative was designed to make Australia's international scholarships programs more coherent and effective by consolidating the existing programs under one recognisable brand. Australia Awards include Development Awards administered by AusAID (the Australian Development Scholarships (ADS) and the Australian Leadership Awards (ALA)) and the Endeavour Awards administered by the Department of Education, Employment and Workplace Relations. The ALA includes the ALA Scholarships (ALAS) for post-graduate study and the ALA Fellowships (ALAF) which provide opportunities for mid-career professionals and leaders to undertake short term study, research and professional attachments with Australian-sponsoring organisations.

In January 2011, further developments in the Australia Awards initiative resulted in the ADS and ALAS being incorporated into a single application and selection process with on-line applications. In Vietnam, the two scholarships were jointly promoted as ADS/ALAS. Both ADS and ALAS awards target priority human resource and development needs of Vietnam. ALAS are awarded to applicants who have demonstrated outstanding or emergent leadership qualities. Further integration of the ADS and ALAS took place in the 2011 ADS/ALAS round and in Vietnam the ALAS became an additional award to the ADS whereby ALAS recipients are offered a leadership development program to enhance leadership knowledge and skills. As the ALA is a regionally competitive program, final decisions on ALAS awards are made in Canberra based on recommendations from the Embassy.

1.4 ASDiV program duration

The duration of the ASDiV Program is from 1 October 2009 to 31 January 2016. The initial phase, October 2009 to January 2012, was subject to an independent Mid-term Review (MTR) in April 2011 which positively assessed the feasibility of the new approaches outlined in the DD and the parallel contractual arrangements for pre-departure English Language training. One significant change, however, that the MTR recommended was a new HRD Support Scheme which aims at providing intensive organisational and technical support for a limited number of identified agencies by both scholarships and non-scholarship forms of assistance.

1.5 Implementing agencies

Coordinating agencies for ASDiV are the Ministry of Education and Training (MOET) representing the Government of Vietnam and AusAID Post representing the Government of Australia, who comprise the membership of the Program Coordinating Committee (PCC). The MC and the English Language provider attend the PCC meetings in an advisory capacity. The two key stakeholders, MOET and AusAID Post, cooperate in the selection process and are the final decision-makers on awarding of ADS through their membership of the Joint Selection Committee (JSC). Based on the JSC selection results, the Embassy makes recommendations to Canberra for awarding ALAS for Vietnam. It is some time since the last PCC meeting, held on 14 April 2011. However, MOET is regularly kept informed of important developments and consulted on key decisions through its participation in the JSC and by electronic and other communications. Contractor coordination between the MC and the ELT provider is undertaken through regular informal communication and formal meetings when required to co-ordinate English Language training requirements and briefings for ADS awardees.

1.6 Preparation of the Annual Plan

The Annual Plan has been prepared in consultation with AusAID taking into account the lessons learnt and the experience in implementing the 2011 round, AusAID's feedback on the 2011 Annual Report, relevant MTR recommendations, the AusAID Guide to Reintegration Support for Long term Development Awards and the AusAID Alumni Networks Implementation Plan 2012-2014. At the last PCC meeting, it was agreed that the Annual Plan would be circulated to MOET members of the PCC for comment after submission to AusAID.

2. Activity Description

2.1 Program design

Through the ASDiV Program "Australia seeks to support Vietnam's continuing economic development by assisting in the creation of 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 social development that are identified in the Joint Australian-Vietnam Development Cooperation Strategy" (DD p.13).

The ASDiV Program is also relevant to the Vietnamese Government's HRD plans by contributing to the following two Government of Vietnam strategies that are intended to accelerate Vietnam's development:

1. improving the quality of higher education programs by expanding the proportion of university teachers that have PhD qualifications, and
2. improving the quality of teaching TESOL programs through expanding the number of TESOL teacher-trainers who have post-graduate qualifications in TESOL.

2.2 Program 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.

2.3 Objectives (2009-2016)

- 1) *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 the priority development areas in the Country Strategy.*
- 2) *Vietnam has additional PhD qualified university teachers and researchers using new qualifications to improve the quality of teaching and research programs in Vietnamese universities that in turn train students and researchers in fields and disciplines that support development work in 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.*
- 3) *Women and men have equal opportunity of obtaining Masters and PhD scholarships in order to develop and utilise new skills and contribute to development in the priority development areas and to gender equality in Vietnam.*
- 4) *Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam – Australia bilateral relationship and are supported to enhance their contribution to development objectives by applying what they have learnt and through diffusion of learning to others.¹*

These objectives are aligned to the following three core areas in the DCS Australia's *Strategic Approach to AID in Vietnam 2010-2015*:

- **Human resource development:** the flagship of Australia's development cooperation building on the strong record of more than 35 years assistance improving the credentials of Vietnam's workforce.
- **Economic integration:** assisting Vietnam find innovative solutions to finance and construct the hard infrastructure necessary for strong regional economic integration and provide support for soft infrastructure policy and institutional reform to maximise employment, reduce poverty and thereby help Vietnam further integrate into the global economy.
- **Environmental sustainability:** covering Australia's engagement in the areas of water and sanitation, climate change and agricultural research.

2.4 Implementation targets

The DD states that applicants must belong to one of the five Applicant Profiles to be eligible for consideration for a scholarship. For the 2011 and 2012 ADS/ALAS rounds, the five Profiles were consolidated into three Profiles but cover the same target groups and with the same overall proportion of scholarships.

- Profile 1 – Local Government Officials and Development Workers (30%)
- Profile 2 – Central Government Officials (40%)

¹ The addition of this objective was recommended by the MTR and was added to the updated SoS for the extended MC contract with AusAID.

- Profile 3 –Tertiary Lecturers (including TESOL) and Researchers (30%)

The number of PhDs is targeted at 20% of the total scholarships over the life of the program.

2.5 Number of scholarships to be awarded

The number of ADS scholarships to be awarded annually was increased from 175 in the DD to 225 following the visit of the Vietnamese Communist Party General Secretary to Australia in September 2009. The DD also envisaged an annual average of 15 ALAS. For the combined ADS/ALAS 2011 and 2012 rounds up to 250 awards were made available for both scholarships and this target is likely to remain for the 2013 round.

The DD set a target of an annual average of 40-50 ALAF places to be offered, but there is no specific target in the updated SoS.²

2.6 Expected outputs

Outputs are to be measured by the number of individuals who, by the end of 2015, will have been selected under the new ASDiV approaches and who are expected to have graduated from an ADS or ALAS or have completed a leadership placement under the ALA Fellowship program (which has been successfully brokered by the MC), and have returned to Vietnam and be deployed using their new skills in priority development areas.

2.7 Program structure and features

The ASDiV Program has three distinct elements:

- Selection and support for scholars – including promoting the scholarships, selecting and mobilising the awardees to Australia for their study, monitoring progress during their study and supporting their re-integration into work after they return following graduation.
- 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 (there is a separate AusAID contract to an English Language provider for pre-departure training in Vietnam). Additional English Language training is available for disadvantaged short-listed candidates and conditional awardees to enable them to gain entrance to an Australian university for their selected course of study.
- Monitoring and evaluation – to assess the relevance, efficiency and effectiveness of the program in contributing to Vietnam's development in the DCS priority areas.

2.7.1 Selection Processes

In the first full year of operations for the 2010 round of scholarships, ASDiV managed three key categories of awards as stipulated by the DD: ADS PPI (Priority Public Institutions), ADS Open and ALAS, whose selection processes varied in differing degrees (see Section 2.7.2 of Annual Plan 2010-11). In the 2011 round, the processes for ADS and ALAS were consolidated into a single application and selection process under the banner of ADS/ALAS, with on-line application. For the 2012 round, the ADS and ALAS were further integrated with a unified application form and with the ALAS now being considered as an additional award to the ADS for those showing outstanding leadership qualities. One key difference between the two scholarships in the selection process is that the final decision on ALAS awards is still made in Canberra.

²To be followed up with AusAID during the Plan period.

There are no longer two separate ADS PPI and ADS Open categories. For the ADS/ALAS 2011 and 2012 rounds, the ADS PPI category was fully absorbed into the revamped Profile 2 and opened up to 30 Central Government Agencies (CGAs), an increase over the 15 agencies in the PPI program. This expansion is accompanied by a key procedural change in that applicants from these central agencies are no longer screened and nominated by the agencies but apply directly on-line.

2.7.2 Eligibility and selection criteria

Apart from general eligibility criteria for all applicants, there are separate selection criteria and requirements for each of the current three Applicant Profiles for ADS/ALAS applicants. One core eligibility criterion for being awarded a scholarship applies across all Profiles:

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 study program for which the applicants have applied.

For the 2012 round, AusAID Canberra introduced restrictions on former AusAID scholarship holders applying for higher degree level awards. Such applicants now have to wait double the number of years they spent in Australia on an AusAID award before applying again for a scholarship.

2.7.3 Levels of study

There was provision for undergraduate degrees for Disadvantaged ADS applicants in the previous ADS 2010 round. However, in the ADS/ALAS 2011 round the undergraduate option was removed and all awards are for post-graduate study only. Moreover, in the 2011 and 2012 rounds only applicants who are tertiary level lecturers or are researchers belonging to Profile 3 were eligible to apply for PhD studies. This contrasts with previous rounds when applicants working in policy planning positions under other Profiles could also apply for a PhD. However, a number of agencies at both central and provincial levels have questioned this restriction on PhD applications and contend that they have policy and research needs for agency staff to undertake specialist studies at the doctorate level (see also 3.3.3).

3. Review of Progress and Implementation

3.1 Progress to date

The 2011 Annual Report analysed the profound changes that occurred in the 2011 scholarship round, notably the introduction by AusAID of the OASIS on-line application system, the consolidation of the ADS and ALAS into a single application and promotion process, the bringing forward of the application period by three months to 11 March 2011, the consolidation of the previous five Profiles into three Profiles, the modification of the PPI program by broadening the revamped Profile 2 to target 30 CGAs, the introduction of interviews for all short-listed candidates, and more stringent IELTS and GPA requirements at application.

The challenges arising from these changes, especially the earlier application timelines, resulted in serious time pressures affecting almost all promotional and selection activities, which had to be quickly revised, re-planned and implemented over a very short period. The changes invariably led to a reduction in the overall number of applications, especially applications from CGAs in Profile 2, compared to the previous round.

Nevertheless despite these challenges, the 2011 Annual Report concluded that the application and selection processes for the 2011 round were efficiently conducted and generated sufficient numbers of high quality applicants to meet the overall targets. Despite the decrease in the number of

applications from 1294 in the 2010 round to 985 in the 2011 round, the overall target of 250 awards was met with the awarding of 266 conditional scholarships. The shortfall in Profile 2 applications and thus awards (55 compared to a target of 90) was compensated by additional awards being allocated to Profile 1 (103) and Profile 3 (108). (See section 3.2.2 below for further discussion of Profile 2 applications.) Of the 266 awards there were 18 ALAS awarded by Canberra to Vietnamese applicants.

There was a noticeable increase in the number of applications from disadvantaged applicants (ethnic minorities, persons with a disability and disadvantaged rural applicants) which comprised 18% of total applications, compared to 7% in 2010 and a consequent increase in awards to disadvantaged applicants from 36 to 51. This increase and the constant number of Profile 1 applicants received in the 2011 round point to the success of the increased focus of promotional efforts on provincial applicants. Some correlation can be seen between the promotional visits to targeted provinces and provincial universities and the increasing number of applications and awardees from those provinces and universities. (See section 4.1 General Awareness and Promotion Plan for further discussion of provincial visits.)

However, the number of applicants and awardees with disability remains very small (2 awards). Despite the barriers confronting persons with disabilities meeting academic and English Language requirements, greater focused efforts will be made to attract more applicants with disabilities, including engaging more closely with the network of local and international agencies dealing with persons with disabilities. (See 4.5 Gender Equality and Social Inclusion Plan, Promotion of Scholarships box for more details relating to promotion activities for persons with disabilities.)

Due to the significant changes in the timeline of the selection process in the 2011 round, which was brought forward from mid-June to 11 March, the placement process was accelerated in order to complete all tasks by the end of July to meet the AusAID 25 August 2011 deadline to allow the fast-track ADS and the ALAS awardees to start in semester 1, 2012. On top of this accelerated process, additional pressure was placed on the placement stage, by the fact that ASDiV had to place, at the same time, 170 ADS awardees from the 2010 round. (See section 3.2.3 below for further discussion on Placement issues.)

In support of a general demand for greater flexibility in scholarship programs and thus effectiveness, ASDiV submitted a Stocktake of Institutions report to AusAID in January 2012, as the first phase in the development of a proposal for flexible modes of study in Vietnam. Following AusAID's acceptance of the report, ASDiV has prepared a draft TOR with options for AusAID approval for the second phase of the proposal, which is to undertake a feasibility study of AusAID's preferred options. It is planned that the feasibility study report be submitted to AusAID by August 2012. Depending on the report's outcomes, the recommendations of the feasibility study could have implications for selection and placement processes in future scholarship rounds.

3.2 Issues

3.2.1 Selection issues

There were a number of selection issues which arose as a result of the consolidation of ADS/ALAS applications and the quite sudden introduction of the on-line OASIS system. Some of these issues have now been resolved by decisions made in AusAID Canberra or AusAID Post, partly in response to recommendations submitted by ASDiV. Some of the key issues that have implications for future actions are analysed as follows. (See Section 9 Issues and Recommendations in Annex 2 Annual Selection Report, 3rd Annual Report for an analysis of all the issues that arose.)

ALAS criteria

Despite the consolidation of ADS and ALAS into a single process, an important issue remained in that the two types of scholarships were not sufficiently integrated to ensure that all applicants with leadership qualities and potential could be considered for an ALAS from the pool of applicants. ALAS applicants still required 6.5 IELTS at application and had to nominate themselves by completing a separate section of the application form. This high IELTS requirement restricted both the number and type of applicants eligible for consideration, while the separate section for ALAS applicants unwittingly formed a barrier for many suitable applicants who did not complete the section for a variety of reasons.

For the 2012 round, AusAID Canberra has accepted the principle of a more thorough integration of the ADS and ALAS by introducing a unified application form for all applicants and dropping the requirement for self-nomination. However, the retention by AusAID of the 6.5 IELTS requirement still places limits on the pool of potential ALAS candidates and the selection of the most deserving ALAS awardees.

It is thus recommended that AusAID Canberra be requested to eliminate the IELTS 6.5 requirement or at least its reduction for the 2013 round to enable a more effective selection of ALAS awardees.

Application Form

Despite the fully integrated application form for the 2012 round, the structure and some of the content of the application form could be further improved to facilitate more efficient and systematic screening of applications, in particular in assessing whether applications are disadvantaged. Moreover, the section in the form surveying how applicants first learnt about the scholarships does not provide sufficiently discrete information for useful analytical purposes and, as a consequence, an additional survey was placed on the ASDiV website at the request of AusAID Post. AusAID Canberra was not able to respond to the changes proposed by AusAID Post and ASDiV in respect of the 2012 application form.

It is recommended that the proposal for changes in the application form be submitted again to AusAID Canberra for consideration in next year's scholarship round to enhance screening efficiency.

Supporting documents

There was some confusion among applicants over what supporting documents were required to meet both OASIS and Vietnam requirements and many supporting documents were missing. The very short timelines for screening this round did not allow time for follow-up of missing documents with applicants, unlike what happened in the 2010 round and this was one of the reasons for the higher rate of ineligible applicants in the 2011 round.

A full list of compulsory documents for Vietnamese applicants was placed in the FAQ section of the ASDiV website for the 2012 round. However screening of the applications in the 2012 round has shown that a large number of applicants are still not submitting all the required supporting documents and that this remains a major problem in the application process. Thus for future rounds greater prominence will be given to the requirement for all supporting documents to be submitted at application.

It is recommended that the full list of compulsory documents be placed on the Vietnam Country Profile, if possible, and be featured more prominently on the ASDiV website.

3.2.2 Target for Profile 2

One issue that may need to be reviewed for the implementation of the 2012-2013 Plan is the continued allocation of 40% of the scholarships to CGA staff under Profile 2, since in the 2011 round

there was a significant shortfall in Profile 2 applications and thus in awards (55 compared to a target of 90). This shortfall resulted from a combination of factors: i) the change from the PPI program whereby CGAs were no longer required to pro-actively select and nominate applicants from among their staff because of the on-line application system, ii) the transfer of research institutes belonging to agencies to Profile 3, iii) restricting PhD applications to Profile 3 only, iv) the requirement to have an IELTS certificate at application, and v) the lower levels of English among many of the new 16 eligible CGAs. This significant shortfall in Profile 2 applications was repeated in the 2012 round, despite a more intensive ASDiV engagement with the CGAs. Thus a more realistic target might be considered for Profile 2 with consequent increases in the targets for the other two Profiles, where, especially in Profile 3, there is an adequate supply of high quality candidates.

3.2.3 Placement issues

Several issues have arisen as a result of the changes in September 2011 in the English Language Policy and have implications for future Placement decisions and actions. These changes require awardees to meet the English requirements of the Australian universities, but at the same time they place stringent conditions on the availability of PCE in Australia and give AusAID the option of deciding PCE on a case-by-case basis. Under the new policy PCE is only readily available for those awardees who have 6.5 but where universities require 7.0 for entry for their preferred courses (and no other university can accept their existing IELTS results).

This change has had several consequences: i) caused uncertainty and some anxiety among conditional awardees not certain they can meet the English requirements after their EL training without the option of PCE; ii) caused some irritation among some university staff whose conditional offers for some awardees have had to be rejected because PCE is not readily available; iii) led to difficulties in placing, without the option of PCE, many of the conditional awardees, who still do not meet the English Language entry requirements after the completion of EL training in Vietnam and numerous IELTS tests.

As PCE is a very expensive option, a return to the previous policy of PCE being available for all conditional awardees who have an IELTS of 6.0 and no sub-band below 5.5 at the Placement test stage is not recommended. What is recommended is that those conditional awardees, who have the above IELTS levels at the Placement test stage, but who cannot meet the English Language requirements of their selected courses in any university after completing the pre-departure EL training, be allowed to do PCE in Australia, if offered by a university. (Fortunately after much effort by all concerned parties, all awardees with 6.0 and no sub-band below 5.5 in the 2011 round were ultimately placed, but this may not be the case in future rounds).

It is also recommended that disadvantaged awardees (who are in principle eligible for Special English training) who obtain an overall 5.5 should also be considered for up to 25 weeks PCE in Australia, provided that they can be accepted by an Australian university.

Moreover, where universities have indicated that they would be willing to offer free PCE for selected ADS awardees, i.e. in cases where the IELTS score is half a band (0.5) less than the university requirement, it is recommended that AusAID approve this option to give ADS awardees a better opportunity to meet the IELTS requirements of their preferred university (as long as it meets the policy requirements on the minimum gap between PCE and IAP).

Another placement issue which has arisen, largely as a result of the new English Language policy, is the very high percentage of conditional awardees from both the 2010 and 2011 rounds, who undertook some pre-departure English Language training and who changed their preferred course (and thus in the vast majority of cases also had to change the university) at the recent placement stage. It is estimated that over 90% of the above awardees changed their courses and of these some 40% did so to find courses and universities with a lower English entry level to gain entry to a university. A further 30% of these awardees changed their courses to meet awardees' changing expectations or

as a result of more information obtained from various sources including counselling from the National Academic Adviser. The remaining 30% had to change for a variety of reasons: could not meet course requirements (apart from English language), changed to meet employer's requirements, or could not find supervisors at the application stage.

In the past (i.e. before the change in English Language policy severely restricting the availability of PCE in Australia), where awardees who undertook pre-departure EL training did not meet the EL requirements of their preferred course(s), they were, in most cases, offered PCE. The large numbers of awardees in the 2010 and 2011 rounds affected by this change can be seen by the very significant number of awardees (87) who received PCE in the 2009 round, compared to only a total of 6 from the 2010 and 2011 (to date) rounds. In many cases the consequence of the change resulted in ASDiV staff having to liaise with three or four universities before a suitable course could be found for a particular awardee, thus incurring additional workload on the part of both ASDiV and the universities. Moreover the change of courses in this situation took place after the National Academic Adviser had checked the course selection of awardees following the JSC decision on awards and thus additional consultations were often required with the Adviser. There were a few cases where awardees could not find a university that would accept their IELTS score for their preferred course and needed to choose a related course but in another field of study. Such cases are referred to AusAID Post for decision.

To try to ameliorate the above situation it is recommended that i) at the Placement briefing in early August after the JSC decision on conditional awardees ASDiV staff should reiterate strongly to those awardees who do not have an overall IELTS of 6.5 the importance of them selecting a second preferred course with an IELTS requirement of 6.0 in line with their application field of study and ii) those undertaking pre-departure EL training should be advised to contact the National Academic Adviser for counselling through the ASDiV office on any changes in preferred courses by these awardees before the university placement deadlines for commencement of study in Australia.

3.2.4 University Information Days

For the first time, University Information Days were held to coincide with the separately organised IDP university exhibitions in mid-March 2012. This timing was chosen to enable potential applicants to meet with university representatives to assist with their course and university selection required under the OASIS on-line application system, and at the same time to be more cost-effective for university staff attending both events. However, many of the larger universities, represented by AusAID contact officers, indicated a strong preference to return to the previous situation, where they only met candidates who had already been awarded a scholarship and who wished to finalise their course selection. Many felt that having the university information days at the application stage added little to the IDP exhibition, as most of the persons they met seemed unprepared and lacked information about the scholarship processes and the purpose of the university day. Furthermore there was no cost saving for those who were AusAID contact officers, as their marketing officers attended the IDP exhibition and not them.

Of the three options available, i) not hold the Information Day and let potential applicants meet university staff at the IDP exhibitions, ii) hold the event at the same time with the IDP exhibition as this year, or iii) hold the event after the selection results are available, whereby conditional awardees undertaking EL training could attend, it is recommended that the last option be adopted and the Information Day be held in October/November 2012. One possibility is to hold The Information Day in conjunction with the Austrade Education Exhibition which is normally held around this time. However initial feedback from the universities indicates that this would have no advantage for the universities as different university staff attends the two events. While this option would mean in effect inviting these conditional awardees to change their original course and university selection, the reality shown by this year's placement experience, as mentioned above, is that the vast majority of 2010 and 2011 round EL conditional awardees changed their courses anyway at the placement stage.

3.3 Design changes

There have been two important design changes which have been incorporated into the updated SoS for Phase 2 of the ASDiV Program. One change involves the possible introduction of a new HRD Support Scheme; the other highlights the need for a reintegration strategy for returnees to facilitate their smooth re-entry to the workplace and enhance their contribution to development objectives.

3.3.1 HRD Support Scheme

As mentioned in section 1.4 in response to the MTR recommendation, AusAID is considering introducing a new HRD Support Scheme which aims to provide intensive organisational and technical support for newly identified agencies, or parts of agencies, through scholarships and non-scholarship assistance. As the concept, design and delivery mode of the scheme have yet to be decided the introduction of this new HRD initiative has been delayed. An initial overview of the scheme is presented in section 4.2 of this report.

3.3.2 Reintegration

The increased emphasis placed on reintegration was evident in the MTR recommendation in June 2011, in the AusAID document "Guide to Reintegration Support for Long-Term Development Awards (July 2011), and in the new section on reintegration in the 2011 Scholarships Handbook. The AusAID Guide acknowledges that for a variety of contextual reasons the management approach of a particular scholarship program will affect the type of reintegration processes adopted for graduates. A proposed strategy for reintegration suitable for the scholarship management approach in Vietnam has been incorporated into a new Reintegration and Alumni Strategy outlined in Annex 3 and planned activities for 2012-2013 are outlined in section 4.4 below.

3.3.3 Other design changes

Other design changes in the updated SoS confirm the changes in practice that were adopted for the 2012 round. These include: i) the integration of ADS and ALAS application, selection and promotion processes; ii) the consolidation of five Profiles into three Profiles but with a broadening of the definition of rural development workers in Profile 1 to include persons working in development more generally; iii) the modification of the PPI program with a revamped Profile 2 targeting 30 CGAs and removing the right of CGAs to nominate their applicants; iv) interviewing all short-listed candidates; and iv) the reduced engagement of the Academic Advisers in no longer being able to give individual counselling to all short-listed candidates, (as envisaged in the DD), since applicants must now nominate their courses at application on the OASIS on-line system. The Annual Plan incorporates these changes.

While not a design specific design change in the SoS, the restriction placed in the 2011 and 2012 rounds on PhD applications, limiting them to Profile 3 applicants, has been questioned by a number of central and provincial agencies, who claim they have a need for a research capability at the PhD level. It is recommended that this issue be reviewed for the 2013 round to assess whether PhD applications could be opened up to all three Profiles, if the need for PhD studies can be clearly justified. However, in making this assessment the GOV's priority to increase the number of PhDs in the higher education system (i.e. Profile 3 applicants) should be taken into account.

4. 2012-2013 Implementation Strategy and Plan

The detailed implementation plans for ASDiV are based on six interconnected and mutually reinforcing strategies, which ensure the Program's relevance and support its effective and efficient implementation. Four of the strategies have been updated for this Annual Plan and are attached as annexes. This includes an expanded alumni strategy to become the Reintegration and Alumni Strategy. The Human Resource Development (HRD) Strategy and Plan will be submitted at a later date when the MC's role has been determined by AusAID and the content of the HRD Support Scheme is clearer. A preliminary overview of the scheme is included in section 4.2 of the report. The sixth strategy – the Monitoring and Evaluation (M&E) Strategy - will be revised and submitted in July 2012 in line with the SoS timetable. However, key points in the M&E 2012-2013 Plan are summarised in section 4.6 of this report.

The strategies are interlinked and integrated with each other in various degrees. In particular, the components of the M&E Strategy touch on all the other strategies. For example, the M&E Strategy involves assessing the implementation effectiveness of the GAP Strategy and the Gender Equality and Social Inclusion Strategy so that, based on the results of this assessment, adjustments can be made to the respective strategies and their future implementation. The Gender Equality and Social Inclusion Strategy impacts on all other strategies, as gender and social inclusion is mainstreamed throughout all ASDiV activities. The Reintegration and Alumni Strategy is linked to the GAP and the M&E Strategies, with the GAP Strategy showcasing alumni contributions to scholarship promotions and the M&E Strategy evaluating the effectiveness of alumni reintegration and their contributions to Vietnamese development and to links with Australia.

4.1 General Awareness and Promotion (GAP) Plan

The decision by AusAID Canberra in early 2011 to consolidate the ADS and ALAS application and selection process enabled a single promotional approach and a coherent message about the Development Awards to be adopted under the Australia Awards banner in both the 2011 and 2012 rounds. Due to the relative success of promotion activities over the past two years, the implementation of the GAP Strategy and Plan will follow a similar pattern for the 2013 round. Further adjustments will be made to particular activities in light of experience in implementing the 2012 plan and any changes in terminology and/or processes made by AusAID.

As previously outlined, the strategy involves both i) General Awareness and ii) Targeted Promotion. General Awareness has two phases, a more intense phase during the application period (*Phase 1: Applications Publicity*) and a more extensive phase throughout the year (*Phase 2: Perennial Publicity*) but with some overlap in timing. Perennial Publicity is also aimed at the Australian public to show that expenditure on the scholarship program in Vietnam is effective and has demonstrated impact.

Targeted Promotion centres on the current three Applicant Profiles with each Profile having a specific promotion approach where appropriate.

One key difference between the GAP plan in 2011-2012 and the plan proposed for 2012-2013 is that there will be no need to fund any more video productions. The 23-minute Journey of Dreams video and the associated videos plus the 14 short success story profiles can continue to be used. This will mean a considerable decrease in the overall GAP budget for the coming year. The key components and activities are summarised in the table below with more details to be found in annex 1.

i) General awareness components/activities

Phase 1: Applications Publicity

Components	Activities
Application package	<ul style="list-style-type: none"> Update OASIS application documentation and inform SS of preferred amendments to the generic OASIS Application Form, Vietnam Country Profile and related AusAID documents.
ASDiV website	<ul style="list-style-type: none"> Update the ASDiV website content in both English and Vietnamese languages and review the source of information survey.
Printed publicity material	<ul style="list-style-type: none"> Print additional copies of the generic brochure and Vietnam Country Profile (as amended). Prepare/adapt the poster in Vietnamese providing key information and directing applicants to the ASDiV website.
Commercial website advertising	<ul style="list-style-type: none"> Select the most effective commercial websites and determine placement and schedule.
Print media advertising	<ul style="list-style-type: none"> Select the most effective print media based on the 2011 advertising campaign and other factors and determine schedule.
Non-commercial websites	<ul style="list-style-type: none"> Facilitate/encourage placement of information on non-commercial websites, in particular CGAs and education counterpart agencies with significant public viewers such as MOET and VIED.
Media stories	<ul style="list-style-type: none"> Explore with printed and electronic media the possibility of relevant articles being placed/written in the media.
Social networking sites	<ul style="list-style-type: none"> Use the "Australian Scholarships for Vietnam" Facebook site for announcements of the scholarship round and related key events. Place relevant videos on YouTube to publicise the scholarships. Contribute content to AusAID social media platforms.
TV programs	<ul style="list-style-type: none"> Liaise with VTV to seek to air the 23 minute documentary "Journey of Dreams" and to air a brief promotional video clip. Liaise with VTV to feature relevant scholarship information/personages in existing TV programs.

Phase 2: Perennial Publicity

Components	Activities
TV programs	<ul style="list-style-type: none"> As above with VTV in relation to the 23 minute video. Continue to liaise with VTV to feature relevant scholarship information/personages in existing TV programs.
Alumni Stories	<ul style="list-style-type: none"> Alumni success stories to be placed on ASDiV's and AusAID's website and published in Australia Awards News
Media releases	<ul style="list-style-type: none"> Work with the AusAID Public Affairs Officer on developing and distributing media releases for significant events.
Media coverage of alumni and other key events	<ul style="list-style-type: none"> Invite media to cover key events such as pre-departure briefings, large alumni social events and conferences. Publicise alumni events on website and Facebook. Publicise key events under AusAID's 'Hot Topics' column

Targeted Promotion components/activities

Implementation of the Targeted Promotion phase starts prior to and coincides with the Applications Publicity phase above.

Common elements (across the targeted Profile groups)

Components	Activities
Mobilising alumni and current awardees	<ul style="list-style-type: none"> • Inform alumni and current awardees by email, at alumni events and personal contact about the scholarship application period. • Invite alumni and awardees in selected provinces and provincial universities to speak at the information sessions.
Targeted information sessions	<ul style="list-style-type: none"> • Undertake targeted information sessions with particular focus on selected poor provinces and regional/provincial universities.
General information sessions	<ul style="list-style-type: none"> • Organise information sessions in Danang and Ho Chi Minh City. Review whether an information session should be held in Hanoi.
Target agencies working with disability	<ul style="list-style-type: none"> • Liaise with international and local organisations working with disability and networks of disabled persons to encourage applications from persons with disability and from organisation staff.
Mail-outs	<ul style="list-style-type: none"> • Send promotion packages to key stakeholders representing the targeted groups in the three Profiles.
Relevant email lists	<ul style="list-style-type: none"> • Email the Media Release on the opening of applications to i) Australian volunteers, ii) Ford Foundation graduates and disadvantaged persons doing EL training, and iii) graduates of four social science courses funded by the Social Sciences Council of America and other appropriate lists.

Targeted approach for specific Profiles

Profile	Component	Activities
Profile 1	Work with AusAID to select priority targeted provinces for information sessions	<ul style="list-style-type: none"> • Identify key institutions, people, alumni, who can assist with the promotion and selection in targeted provinces. • Liaise with PPCs to arrange for visits by senior AusAID/ASDiV staff to meet with PPC and representatives of key government agencies, including informing provinces of the purpose of visit and the need to work with key local agencies in charge of coordinating and implementing the provincial HRD plans. • Liaise with local alumni and awardees to seek promotion assistance and to speak at information sessions. • Hold public information sessions in selected provinces. • Place ads on local radio, TV stations, and local authority websites before and/or after the information sessions. • Seek assistance from CEMA and Central Women's Union in obtaining support from provincial branches.
Profile 2	Work closely with selected CGAs in developing HRD plans and in supporting appropriate agency	<ul style="list-style-type: none"> • Brief CGA representatives collectively and as appropriate individually on accessing the scholarship program. • Brief and provide support to CGA co-ordinators on developing HRD plans, implementing internal promotion activities, and understanding application modalities.

Profile	Component	Activities
	applicants	<ul style="list-style-type: none"> Strongly encourage CGAs to conduct an internal workshop for applicants with ASDiV HRD staff assistance.
Profile 3	Work closely with regional/provincial universities and alumni to promote the program	<ul style="list-style-type: none"> Visits by senior AusAID/ASDiV staff to selected regional/provincial universities to meet with the university leadership and undertake information sessions. Identify and meet alumni at regional/provincial universities to seek their support in scholarship promotion.

To enable an intensive promotion effort to mobilise suitable scholarship applicants from poor areas and ethnic minorities outlined in new Profile 1, priority attention has been given to three regional areas which also include regional/provincial universities. The following three areas were selected for the previous rounds due to their high poverty levels, strong concentration of ethnic minorities and proximity to each other:

Northwest provinces - Lao Cai, Son La, Dien Bien and Lai Chau: Tay Bac University and Thai Nguyen University.

Central Highlands provinces - Kon Tum, Dak Lak and Dak Nong. Gia Lai has been excluded as the PPC did not give support in both the 2010 and 2011 rounds. Tay Nguyen University and Danang University branch in Kon Tum.

Mekong Delta provinces - Tra Vinh, Soc Trang, An Giang, Kien Giang, Bac Lieu (with large ethnic Khmer populations) and Ca Mau: An Giang, Tra Vinh and Can Tho universities.

At the end of the selection process for the 2012 round a review should be made of the disadvantaged provinces to be prioritised for visits. There are a number of other provinces where there are significant numbers of ethnic minorities and ethnic Kinh rural poor, where information sessions have not been held. In particular there are the seven north-east mountainous provinces with large concentrations of ethnic minorities that have not been visited. Another disadvantaged region comprises the four provinces of the north central coast (Thanh Hoa, Nghe An, Ha Tinh and Quang Binh). One issue to be considered is to what extent visits should continue to the previous provinces visited. There is a risk involved in not continuing visits to these older provinces associated with the possible lack of momentum and loss of relationships that have been generated by the previous visits, which could affect the provincial authorities' interest and pro-activity in promoting the scholarships. On the other hand, there is need to ensure that the provincial visits are cost effective and undertaken within budget constraints. One means of reducing the costs of visits to some provinces which have shown some commitment to the scholarship program is to have only one ASDiV staff member visit instead of two as has been the practice (e.g. the Mekong Delta provinces).

Expanding the number of provinces visited whilst retaining visits to the older provinces can be achieved by commencing the visits program in January 2013 (even December 2012) before the opening of the scholarship round. An expansion in the number of provinces visited would also enable additional provincial universities/colleges to be covered. Increasing the number of provinces and universities would ensure a wider coverage of rural areas and thus a more effective targeting of rural disadvantaged and ethnic minority applicants. Recommendations on the provinces to be given priority will be made for AusAID's consideration and approval.

The total budget for GAP activities for the period July 2012 to June 2013 is AUD34,778. Budget details are attached in the GAP Strategy (annex 1).

4.2 Human Resources Support

The AusAID decisions to move to an on-line application process, the modification of the previous PPI program and the concomitant expansion of the targeted CGAs to 30 agencies modified the type and reduced the level of HRD support provided by the two HRD Advisers in the 2011 and 2012 rounds. As responsibility for applications from participating agencies was moved from the CGAs to the individual applicant, agencies were no longer required to screen and nominate applicants as part of the selection process. Career Path Plans, which were previously prepared by the applicant and the agency and were a key criterion in the selection of agency applicants, were also no longer required (although the Employer reference letter still had to comment of the appropriateness of the employee's selected course to the agency's HRD needs as in the other two Profiles).

Unfortunately, the short time frame provided by AusAID Canberra to prepare for the consolidated 2011 ADS/ALAS round using the on-line system, did not allow sufficient time to engage the 16 new CGAs in more intensive consultations on the scholarship benefits and processes, which was a factor in the very low number of applications received from the new CGAs. As a result, a round of individual meetings with personnel department heads of the new CGAs took place in November and December 2011 in preparation for the 2012 round with a view to increasing the number of applicants from these agencies.

The MTR of Phase 1 of the ASDiV Program undertook a review of the PPI approach of engaging Central Government institutions for intensive HRD support with a view to achieving organisational impact and change. The MTR recommended instead a modified approach to the previous PPI program, which narrowed the number of agencies to receive HRD assistance and widened the type of support to include not only scholarships but other forms of HRD intervention. AusAID is considering the MTR recommendations. One option explored was to incorporate the new approach into a new HRD Support Scheme. The updated SoS for the extended ASDiV contract allows this scheme to be implemented by the MC subject to AusAID's final approval of the scheme. However, at this stage detailed activities and delivery mode of the proposed scheme are still under consideration by AusAID.

The proposed HRD Support Scheme aims to provide intensive organisational and technical support for newly identified agencies, or parts of agencies, via both scholarship and non-scholarship assistance. The support strategy will be more development outcome based to address certain development issue(s) instead of being institution-based as it was in the PPI program. It is expected that the priority issues and counterpart agencies would be selected by AusAID in line with the following criteria:

- Be part of AusAID's priority development areas in Vietnam
- Strengthens and complements existing aid programs/activities
- Be an area where Australia has expertise and linkages and be able to build on existing institutional people (e.g. alumni) links between Australia and Vietnam
- Involves one or more key GOV counterparts and the Vietnam-Australia country strategy including central, local agencies and universities
- Can be supported via a range of existing interventions such as scholarships, fellowships, short courses and public sector linkages.

As initially outlined the proposed HRD Support Scheme would use a phasing approach. A pilot would be undertaken in the first year in the Economic Integration area providing support for some 4 to 5 agencies (possibly at department level). The pilot would be later reviewed by AusAID in terms of usefulness and resourcing requirements, to inform a scale-up in the same area or expansion to other

areas. The Scheme would be continued up to 2016 in a number of areas providing support for 13-15 agencies.

On-going HRD support will continue to be provided by the HRD Manager to the CGAs targeted in Profile 2 as in the 2012 round. This support has been summarised in the table setting out the targeted approach for specific Profiles in section 4.1 and is expanded in the following table.

Components and activities

Components	Activities
Assist with development of agency HRD plans	<ul style="list-style-type: none"> Consult with and assist agencies to identify relevant sections of existing HRD training plans (both short and long term) or, where no plan exists, assist agencies to identify future HRD directions and formulate HRD training plans.
Promotion and application phase	<ul style="list-style-type: none"> Arrange meetings with individual CGAs as appropriate to report on 2012 round results and encourage more engagement of the agencies in the ADS and the ALAF schemes. Organise a workshop around the opening of the 2013 scholarship round to brief CGA Coordinators on the round, their role in round and the desired internal promotion activities. Provide promotional material to the CGA Coordinators. Strongly encourage the CGAs to hold internal information sessions for prospective applicants with the participation of the HRD Manager. Monitor the promotion activities of the CGAs in particular uploading scholarship information onto their websites.
ALAF facilitation	<ul style="list-style-type: none"> Assist agencies to identify short course training subjects and relevant Australian organisations to cooperate in applying the ALAF scheme.
Placement	<ul style="list-style-type: none"> Monitor the course selection of CGA awardees in Profile 2 for placement at Australian universities.
On award	<ul style="list-style-type: none"> Monitor the study progress of CGA scholars and their return dates to Vietnam. Inform CGAs of the return dates of their employees 2 to 3 months before their return.
Post-Award	<ul style="list-style-type: none"> Participate in reintegration workshops after return of graduates. Support the CGA graduates and Coordinators in the development of Reintegration Plans.

4.3 Academic Advising Plan

The Academic Advising Strategy for 2011-2012 was revised to take into account the introduction of on-line OASIS applications for the 2011 round, which altered substantially the role of the two Academic Advisers as originally described in the DD. As applicants had to nominate their courses at the time of application the Academic Advisers were no longer able to undertake individual

consultations with all candidates after their short-listing to advise them on the selection of appropriate courses. As a consequence, the Academic Advisers undertook a less pro-active role by being available for consultations at the initiative of applicants prior to applications closing, and for advice to those shortlisted or approved candidates, who needed or wanted to change their courses.

The roles of the two Advisers were adjusted in other ways with a view to maximising the effectiveness of their inputs. The International Adviser undertook written assessments of the research proposals of each PhD and Masters by Research candidate, which significantly assisted the interview panels in assessing research candidates' suitability for research scholarships. He also designed an information package for prospective research degree applicants, PhD applicants in particular, to assist them find research supervisors, to complete the research proposal section in the application form and to draft more complete research proposals to send to universities. The information package was placed on the ASDiV website.

At the end of selection process, the International Adviser presented group and individual workshop sessions to successful research degree awardees, focusing on preparing for research degree study in Australia; developing a full research proposal; and understanding research methodology. In addition, the Adviser designed an online 'research methodology' short-course placed on the ASDiV website to assist research degree awardees.

The Academic Advising Strategy and Plan for 2012-2013 is essentially the same as for 2011-2012. The main difference with last year's strategy is that individual advice will only now be pro-actively provided to short-listed candidates, with particular focus on Profile 1 conditional awardees undertaking Pre-departure EL training, and not at the application stage. Key activities are set out in the table below with more details in annex 2 of this report.

Components	Key Activities
Information for applicants and short-listed candidates	<ul style="list-style-type: none"> Review the written on-line guidance for applicants on how to access CRICOS. For PhD and Masters by Research candidates, the International Adviser will review the online documentation on i) how to search for research supervisors; ii) how to prepare the 'research plan' in the ADS application form; and iii) how to prepare a research proposal for submission to potential supervisors. The International Adviser will update the list of university websites useful for searching for potential supervisors.
Course selection	<ul style="list-style-type: none"> Both Advisers will provide advice to individual short-listed candidates on the final selection of his/her preferred courses for enrolment as required, with particular focus of the National Adviser on Profile 1 conditional awardees undertaking pre-departure English Language training.
Interview panels	<ul style="list-style-type: none"> The International Adviser will undertake written assessments of short-listed candidates' research proposals and other documentation to advise the Interview Panels on the overall research capacity of the candidates.
Placement	<ul style="list-style-type: none"> The National Adviser will provide advice at placement stage as to whether short-listed Masters candidates/awardees meet the academic requirements for entry to their designated degree programmes.
Pre-departure preparation	<ul style="list-style-type: none"> The International Adviser will conduct two-day workshops and individual consultations in Hanoi and Ho Chi Minh City with PhD and Masters by Research awardees to prepare them for post-graduate research studies

Components	Key Activities
	in Australia and assist those who have not yet obtained supervisors.

The extended MC's head contract with AusAID requires annual approval by AusAID of the two Academic Advisers' inputs for the Academic Advising Plan. The 2012-2103 financial year budget contains 48 days for the International Adviser and 20 days for the National Adviser. (See also section 6 Budget.)

4.4 Reintegration and Alumni Plan

The ASDiV Reintegration and Alumni Strategy (annex 3) seeks to address the issues and modalities associated with maximising the opportunities for graduates of AusAID-funded scholarships to successfully reintegrate into the work place and apply the knowledge and skills they have acquired during their studies to contribute to development objectives and to build linkages between Vietnam and Australia. The strategy and the ensuing plan sets out various reintegration stages and processes in the scholarship cycle and outlines an AusAID program of support for alumni and for the organisation of the alumni network in Vietnam.

4.4.1 Australia Awards Alumni Network in Vietnam

The AusAID Alumni Networks Implementation Plan 2012-2014 disseminated in March 2012 incorporated the first Australia Awards Board decisions on the operating principles of the Australia Awards Alumni (AAA) Network. Key decisions were that a separate AAA Network would not be established in competition with existing AusAID alumni networks and that the AAA Network would not duplicate their activities. The principle was endorsed that the Endeavour and Development Awards alumni should belong to the same AAA network.

Initial discussions between AusAID Post and the Australian Education International (AEI) office in Hanoi indicate that at this stage the Development Awards and the Endeavour Awards alumni networks will remain separate but that the two networks will collaborate on specific professional development and social networking activities.

After the introduction of the Australia Awards concept in September 2009, the name of the AusAID-funded alumni program in Vietnam was initially changed to the Australia Awards Alumni Program. However the word Development was added to the name in mid-2011 to clarify the fact that the program did not include the Endeavour Awards alumni. A concomitant development of the AusAID-funded Development Awards alumni network in Vietnam has been the change in the organisational basis of the network under the ASDiV Program from the previous segmented, interest group-based structure to an informal, region-based 'chapter' structure. Further consolidation of the Development Awards alumni network into some form of national alumni organisation is the objective and consultations with alumni on the form and scope of such an organisation are envisaged.

4.4.2 Reintegration indicators

The AusAID Guide to Re-integration Support for Long Term Development Awards (July 2011) considers successfully reintegrated AusAID scholarship graduates as those who meet the following indicators:

- return home for two years or more after completing the scholarship
- take up or resume a job relevant to their studies within six months of returning home
- within the first 12 months, have used what they have learnt and the relationships they have developed to take action that contributes to organisational objectives and development goals

- continue to maintain relationships and links with Australia(ns) and with alumni networks in their country and in Australia for two years or more.

4.4.3 Reintegration Plans

The AusAID Guide to Reintegration Support provides a range of options for country programs to consider as ways to increase the impact of scholarships after graduates return to their country. The Guide recommends that work-related Reintegration Plans be used to facilitate the reintegration of returnees into the work place and states that “work-related reintegration plans can be developed at any stage of the scholarship cycle: application, following selection, during scholarship, or after the scholarship” depending on a country’s scholarships management context.

In Vietnam, it is proposed that specific Reintegration Plans be introduced to graduates on their return home and after the vast majority have returned to their work place, and not at the application or placement stage. This would avoid duplication of the substantial information already contained in the application form on applicants’ career aspirations and their expected development outcomes. Having Reintegration Plans at the return home stage in the scholarship cycle should ensure that the plans are timely and relevant in terms of any changes in the workplace circumstances and work requirements and priorities.

4.4.4 Matrix of reintegration components and activities

The following matrix outlines the components and activities to be undertaken at various stages in the scholarship cycle to facilitate reintegration of graduates into the work place.

Matrix of Reintegration Components and Activities

Scholarship Cycle	Components	Activities	Outcomes
Application	Application Form contains information in following sections relevant to reintegration development outcomes: <ul style="list-style-type: none"> • Section 14: contribution to employer’s HRD needs • Section 15: supporting statement questions • Section 8: research proposal for research applicants. 	Applicants complete the Application Form on-line and select two courses in line with their work experience, field of study (as appropriate), career objectives and their potential development contributions.	Applications completed setting out intended contributions to the applicant’s agency and to development outcomes on return
Selection	Candidates are selected partly against criteria assessing their potential development outcomes.	<ul style="list-style-type: none"> • Screening of applications • Interviews with all short-listed candidates • JSC decision on conditional awards. 	Conditional awardees are selected that potentially meet the entry requirements of Australian universities and meet the DCS’s and Vietnam’s development priorities

Scholarship Cycle	Components	Activities	Outcomes
Placement	Awardees have final choice of courses appropriate to their career objectives and previous study (as appropriate) for placement in Australian universities (subject to the universities' academic and EL requirements) and can be advised by Academic Advisers.	Awardees are placed in appropriate courses in universities.	The vast majority of conditional awardees are successfully placed in their preferred courses
Pre-departure	Pre-departure Briefing program contains segment on awardees' reintegration obligations and procedures on-return.	All awardees attend one-day Pre-departure Briefings.	Awardees are briefed on the reintegration and alumni support strategy
On-award	Awardees undertake and complete their studies.	<p>Three months before completion of studies, awardees receive an email setting out the processes, timelines and expectations concerning the reintegration process.</p> <p>ASDiV will keep in touch with PhD students who undertake field work in Vietnam to involve them in alumni and pre-departure activities as appropriate.</p> <p>ASDiV informs CGAs of the return dates of their employees 2 to 3 months before their return and of the work place re-entry support processes</p>	<p>Awardees are informed of the processes and timelines of the workplace re-entry support processes prior to returning to Vietnam.</p> <p>CGAs are informed of the return dates of their staff and of the work place re-entry support process.</p>
Post-Award Workplace Re-entry Support	<p><u>Return of Graduates and Re-entry into Workplace</u></p> <p>Graduates generally return to Vietnam in three circumstances relating to workplace re-entry:</p> <p>i) Profiles 2 & 3 and Profile 1: Provincial Government employees:</p> <ul style="list-style-type: none"> • Almost all return to their previous workplace <p>ii) Profile 1: NGO staff and miscellaneous graduates:</p> <ul style="list-style-type: none"> • Some will return to their previous workplace • A number will change their workplace 	<p><u>Reintegration Workshops</u></p> <p>One-day reintegration workshops are organised for the cohort of graduates who have just returned to Vietnam and resumed work.</p> <p><i>a. Workshop Timing</i></p> <p>The workshops are held twice a year around July/August and February/March.</p> <p><i>b. Content of Workshops:</i></p> <p>Workshops will contain two components:</p> <ul style="list-style-type: none"> • Re-adjusting to the workplace and how to 	<p>Returnees attend one day re-integration workshop</p> <p>Returnees fill in the Reintegration Plans at the workshop.</p>

Scholarship Cycle	Components	Activities	Outcomes
	<ul style="list-style-type: none"> A few will not be employed for some time. <p><u>Reintegration Plans</u></p> <p>Reintegration Plan template is formulated for use by returnees in all Profiles (but may be adjusted subject to the specific needs of each Profile) . The Plan content covers:</p> <ul style="list-style-type: none"> reference to application form statements current organisation and position skills, knowledge gained that can be applied in the workplace work requirements and priorities and employer's expectations expected development contributions in one year and five years in and outside the workplace. <p>The template will contain an additional section on the contribution to the sector if a graduate is not employed at the time of the workshop.</p>	<p>be a change agent taking into account the various types of workplace environments (government, universities, private sector, NGOs etc.)</p> <ul style="list-style-type: none"> Graduates complete Reintegration Plans <p><i>c. Workshop and Reintegration Plan Objectives:</i></p> <p>Reintegration workshop and Plan are to assist returnees think about:</p> <ul style="list-style-type: none"> the implications of their re-entry into the workplace the personal adjustments they have to make the new knowledge and skills they can apply in their position the changes in the workplace they may be able to promote the development outcomes they may be able to contribute to in the short and long term. <p><u>Workshop follow-up</u></p> <p>Graduates discuss Reintegration Plan with previous or new employer, obtain endorsement and submit approved Plans to ASDiV by email. Plans uploaded onto ASDiV database.</p> <p><u>Post workplace re-entry assessment</u></p> <p>Around 12 months after return to Vietnam, an assessment is made of the degree of success of graduates' reintegration through a survey questionnaire and possibly selected interviews.</p>	<p>Returnees discuss their Reintegration Plans with their supervisors to obtain their endorsement,</p> <p>The endorsed Reintegration Plans are returned to ASDiV.</p> <p>An assessment of the implementation of the Reintegration Plans is undertaken around a year later indicating the degree of success.</p>

Scholarship Cycle	Components	Activities	Outcomes
Post-Award Alumni Organisation and Support	<p>AusAID provides financial support for the Development Awards alumni program through funding selected alumni support activities including:</p> <ul style="list-style-type: none"> professional development activities: seminars, 2-day training workshops, conference social networking: family barbecues or social gatherings access to on-line academic resources Small Grant scheme half-day reintegration workshops for new returnees(prior to introduction of new reintegration strategy). <p>Note: See matrix 3 in section 6 on Alumni Program for further details.</p>	<p>Consultations are held with representative Development Awards alumni on:</p> <ul style="list-style-type: none"> the national organisational and membership structure of the network the network's objectives program scope and funding modalities relations with other Australian alumni networks in Vietnam. 	<p>The consultations are successful in obtaining the views of representative groups of alumni on the future direction of the Development Awards alumni network in Vietnam</p>

4.4.5 Timing

It is recommended that the workplace re-entry support component of the strategy is implemented on a pilot basis over 12 or 18 months to test whether the strategy is realistic and practical and can achieve the desired outcomes. It would be appropriate if the strategy could be implemented starting with the relatively small number of graduates from the 2010 round (the first round under the ASDiV program) finishing their studies in December 2012 (after one year's study) and then those completing their studies in June 2013 (after 1.5 years study). The pilot should help assess what staffing resources are required to deal with larger numbers of returnees in later years. It is proposed that the first assessment of the outcomes of these Reintegration Plans be made in late 2013 for the first batch of returnees and for the second batch 6 months later. The exact timing, scope and modalities for this assessment will be incorporated into the revised M&E strategy to be submitted in July 2012.

4.4.6 Alumni Support Program

As indicated earlier, it has been agreed between AusAID and Australian Education International (AEI) that the Endeavour Awards and Development Awards alumni networks will cooperate on specific professional development and social networking activities. The alumni support program outlined below proposes that Endeavour Awards alumni be invited to the half-day professional development seminars and to the family social event to be organized in HCM City early in 2013. It is also proposed that AusAID and AEI jointly organize a national conference which will promote the educational links between Australia and Vietnam. The conference should showcase the research and policy contributions of alumni from both networks, together, in a priority development sector. The topic and timing of such a conference will have to be decided but it is envisaged that the conference would take place in the second half of 2013 after the scholarship selection processes are completed.

The following matrix outlines the proposed components and activities of the strategy and plan for alumni support for 2012-2013. More details are found in Table 3 in the attached Reintegration and Alumni Strategy (annex 3).

Matrix of Alumni Strategy and Plan Components and Activities

Components	Activities
Professional development	<p><u>National Conference</u></p> <ul style="list-style-type: none"> • An annual national conference, alternating between Hanoi, HCM City and possibly Hue, would be a key, high-profile alumni activity reflecting DCS priority themes with implications for Vietnam's policies in the area. • The principle conference objective is to serve as a forum for alumni to present papers in their relevant areas of expertise. Preferably the conference would be jointly sponsored by AusAID and AEI. • For the 2012-2013 Plan, preparations will be undertaken for a conference to be held in last half of 2013, after the completion of selection process. • The first preparatory step that needs to be taken is discuss with AEI the possibility of organizing a joint conference, the conference timing, topic and organizational modalities (for further details refer to section 6 annex 3 Reintegration and Alumni Strategy). <p><u>Training workshops and seminars</u></p> <ul style="list-style-type: none"> • One 2-day generic skills training workshop to enhance alumni soft skills and knowledge and strengthen networks held annually in each region. • Half-day professional development seminars to be organised on a case-by-case basis in each region taking into account the degree of alumni interest in the topic, the quality of the speakers and potential for a large audience. • The seminars would be open to Endeavour Awards alumni.
Social networking	<ul style="list-style-type: none"> • AusAID-funded social networking activities would focus on large social events with the objective of involving a wider group of alumni, strengthening networks and increasing the visibility of the alumni network. • Following the successful Family BBQ in Hanoi, a similar family event should be organised on an annual basis, alternating between Hanoi and HCM City. For 2012-13 the family social event is planned for HCM City.
Reintegration Workshops	<ul style="list-style-type: none"> • Prior to the commencement of the new reintegration strategy, three half-day workshops will be held in Hanoi, Danang/Hue and HCM City for graduates who have returned over the previous year.
Small Grant Scheme	<ul style="list-style-type: none"> • The Guidelines for the Small Grant scheme have been revised to limit the type of eligible activities to: <ul style="list-style-type: none"> – travel costs to present papers at seminars, workshops and conferences – application/continuation of research following PhD/Masters studies – organisation of professional workshops or short training courses to transfer knowledge/skills gained from Australian studies.

Components	Activities
	<ul style="list-style-type: none"> Two rounds of submissions a year are planned.
Access to on-line academic databases	<ul style="list-style-type: none"> The alumni program has subscribed to an academic set of databases provided by the iGroup which can accommodate up to 1,500 alumni (over 400 alumni had subscribed by end of 2011). A survey of alumni use of the database is planned towards the end of 2012.
Alumni mentoring program	<ul style="list-style-type: none"> The mentoring program strengthens the scholarship program through alumni assisting new awardees adjust to new study and living conditions. A survey of mentors/ mentees will be conducted towards the end of 2012.
Alumni support for scholarship promotion	<ul style="list-style-type: none"> Alumni are regularly called upon to pass on scholarship information through their networks and invited to speak at information sessions. The portrayal of alumni success stories in both video and written formats is an important promotion vehicle. Details are in GAP Strategy (annex 1).
Consultations with alumni	<ul style="list-style-type: none"> Alumni consultation workshops in each region will discuss: i) the optimum organisational structure for the alumni network, ii) key features of the alumni program and iii) relations with other Australian alumni networks.
Database updating	<ul style="list-style-type: none"> Updating the alumni database is a key ASDiV staff supporting activity for the strategy.

The effectiveness of the Reintegration and Alumni Strategy implementation can be measured by a number of indicators, which vary according to the nature of the activity. Indicators will be developed as appropriate in the revised ASDiV M&E strategy to be submitted in July 2012 (see section 7 annex 3 Reintegration and Alumni Strategy).

4.5 Gender Equality and Social Inclusion Plan

Unlike scholarship programs in most other countries, the program in Vietnam does not have a problem in attracting female applicants. With a ratio of approximately 60:40 in favour of female applicants from the application through to the award stage, the formidable challenge is to create better gender balance by attracting more male applicants. This favourable female ratio is true of applications and awards across all Profiles, provincial government employees in Profile 1 and is even higher for female ethnic minority applicants.

As gender balance in awardees' numbers is not a sufficient gender mainstreaming strategy on its own, it is necessary to also analyse gender differences in career development and promotion after awardees return to Vietnam from their study in Australia as part of the strategy. The 2011 Tracer Study shows that both men and women have developed new skills and have developed personally as a consequence of their study in Australia. However, men still outnumber women in senior and management positions, which could be indicative of a glass ceiling. On the other hand, a greater percentage of women in management positions are mid-career which might indicate that a change in perspective toward women in leadership positions is taking place. These trends will be assessed where possible in future M&E studies.

The Tracer Study also noted that the Civil Society and International Agency respondents made the most frequent contributions to the promotion of gender equality. A cluster study is proposed in the 2012-2013 M&E Plan to explore in more detail the level and nature of their activities (see section 4.6 for more details).

There has been a sharp increase in the number of applicants and awardees who are ethnic minorities in comparison with the scholarship rounds prior to ASDiV. However, while the number of applications from ethnic minority applicants was roughly the same for the 2010 and 2011 rounds, there was a noticeable decline in the number of awardees in 2011. This will require sustained targeting of both male and female ethnic minority applicants in future rounds.

The number of applicants and awardees with disabilities remains very small (one awardee in 2010 and two in 2011). More focused targeting and closer engagement with relevant agencies will be undertaken in order to maximise the access of persons with disabilities to the scholarship program.

The mainstreaming components/activities have been revised in light of the Strategy's implementation over the past two years and the MTR's recommendations. The following are key mainstreaming components and activities. (More details are provided in annex 4 Gender Equality and Social Inclusion Strategy.)

Components	Activities
Promotion of scholarships	<ul style="list-style-type: none"> • Promotion materials and website to have clear messages about gender equality and social inclusion. • Ensure that scholarship promotions reach both women and men particularly ethnic minority women in the provinces. • Use returned ethnic minority alumni, especially women, and alumni with a disability to promote scholarships to potential candidates. • Disseminate stories on the website and the mass media about successful ethnic minority graduates, especially female graduates and graduates with a disability to encourage further applications. • Liaise closely with the CEMA and the central VWU office with a view to encouraging them to publicise the scholarship program through their own communication channels. • Examine whether there are structural impediments (such as English language) in the selection process of disadvantaged applicants who fail to be approved for a scholarship and recommend remedial action. • Engage more closely with MOLISA and with the network of local and international agencies dealing with persons with disabilities. • Target potential applicants who do not have a disability but who are working in organisations or roles that support people with disabilities.
Working with CGAs	<ul style="list-style-type: none"> • Encourage CGAs to take into account gender and social inclusion considerations in HRD plans, the application process and the re-integration process and offer support where appropriate.

Components	Activities
Field visits to targeted poor provinces	<ul style="list-style-type: none"> • Work with the PPC and key departments/agencies to promote the program at the provincial level such as the DoHA, DoET, CEMA, VWU and Provincial CFAW. • Agencies to be informed that the scholarship program is long term, so that provinces can develop HRD plans that include female and ethnic minority staff and staff with a disability as future potential applicants. • Work with the provincial and regional universities especially to encourage ethnic minority lecturers to submit applications.
Course selection	<ul style="list-style-type: none"> • Advisers have been informed about universities with strong gender studies so they can promote them with relevant short-listed candidates.
Pre-departure program	<ul style="list-style-type: none"> • Provide recipients with information about laws and culture in Australia with regards to gender equality policies, anti-discrimination, domestic violence, HIV/AIDS, especially in comparison with Vietnam. • Include a briefing on gender mainstreaming and development
Re-integration plan	<ul style="list-style-type: none"> • Particular attention to be paid in re-integration plans to roles and positions which will provide career advancement for female and ethnic minority graduates, particularly in respect of CGAs.
Alumni activities	<ul style="list-style-type: none"> • Alumni activities be gender-sensitive and take into account issues such as timing and location of events to ensure women's participation. • Seminar topics specifically for women alumni, such as women's promotion prospects to leadership positions and leadership skills for women be considered.
Database	<ul style="list-style-type: none"> • Databases updated regularly and include disaggregated data.

4.6 Monitoring and Evaluation Plan

In July 2012, the Monitoring and Evaluation Strategy will be substantially reviewed to take into account recommendations arising from the MTR of ASDiV Phase 1, new AusAID tracer study guidelines, and changes to the M&E program. These include changes to longitudinal case histories and proposed cluster studies discussed further below.

A stand-alone Monitoring and Evaluation Report will be produced by 31 October 2012 and will comprise three sections:

- *Analysis of the alumni population*- this will update the analysis undertaken in 2010 to provide details of the characteristics of the alumni population, including age, current location, field of work, position level, further study (this analysis will be done in each annual M&E Report).
- *Progress Implementation*- this section will report on promotion, recruitment, selection and placement activities since the previous report, focusing on key issues and lessons learnt to improve the efficiency and effectiveness of program implementation.
- *Achievements against outcomes* - this section will assess the cumulative evidence of achievement against the four program outcomes. Data will be drawn from all evaluation activities.

Recognising that the report schedule has changed from previous years, there will be some overlap in this report with the Monitoring and Evaluation Report submitted at the end of 2011.

Longitudinal Case Histories. It has been agreed with AusAID to increase the number of longitudinal case histories (LCH) to 30 each year. In 2012, the LCH will be comprised of ten recently selected awardees, ten alumni who have recently returned and ten alumni who have been back in Vietnam at least five years. A new sample frame will be produced to ensure that over five years a representative sample of awardees and alumni is profiled with regard to gender, field of study, level of study, ethnicity and profile type.

Cluster Study 1. The Tracer Study of ADS alumni in Vietnam revealed that the majority of alumni who are involved in the promotion of gender equality are working in Non-Government Organisations (NGO) and other civil society organisations (CSO). Although this group was more likely to claim involvement in this area, relatively few examples of the actual activities they were involved in were provided. This cluster study will follow up a group of alumni in a selection of NGOs and CSOs to explore in more detail the level and nature of their activities.

Cluster Study 2. Outcome 2 of ASDiV refers to Teaching of English as a Second Language (TESOL) qualified alumni improving the quality of teaching and research and supporting the national program to expand skills in English. A cluster of alumni at Hanoi Vietnam National University (VNU) will be the initial focus of the study. All alumni at that institution who studied TESOL and TEFL (Teaching English as a Foreign Language) and Linguistics will be interviewed. English Language Teaching Programs at the university and English teaching activities conducted by alumni outside of the university will be considered. While it is expected that most of the impact arising from these alumni will be within Hanoi VNU, particular attention will be paid to any impact occurring at the national level. The implications for TESOL/TEFL alumni in other universities will also be assessed with consideration given to extending the study to other universities in future years.

Impact Study (Thematic Study). In recent years, up to 100 scholarships have been awarded annually to CGAs with some agencies now having significant numbers of AusAID alumni working in them. The collective impact of the program on these agencies will be examined in an impact study that will include an in-depth study of two agencies. These will be the State Bank of Vietnam and the Ministry of Planning and Investment which together have received more than 100 scholarships. The study will explore how effectively the agencies are utilising alumni skills and knowledge and what impact alumni are having on both agency operations and national economic policy. The study will be conducted between July and December 2012.

Preparations for 2014 Tracer Study. AusAID has confirmed that the next ASDiV Tracer Study will be conducted in the first quarter of 2014. This will involve email and telephone interviews of all alumni who returned between 2011 and 2012. To maximise success it will be necessary to invest resources into ensuring that contact information about the alumni to be surveyed is as accurate as possible and that alumni are advised ahead of time of the purpose and importance of the study. The reliability of alumni data for this subset of the alumni population will be given particular attention throughout 2013.

5. Work Program

Attached in Annex 5 is the ASDiV Work Plan for 2012-2013.

A n n e x 1

General Awareness and Promotion (GAP) Strategy

1. Context

The ASDiV General Awareness and Promotion (GAP) Strategy for 2012-2013 is informed by- i) the strategic direction of the Australian Government scholarships in Vietnam, articulated in the ASDiV Design Document (DD) and the updated Scope of Services up to January 2016, ii) the integration the ADS and ALAS online application and selection process under the Australia Awards scheme, iii) outcomes and lessons learnt from promotional activities undertaken in the previous year and AusAID's feedback, iv) changes in the selection criteria and implementation processes resulting from the program's previous years' operations, and v) relevant recommendations of the Mid-term Review undertaken in April 2011.

The integration of ADS and ALAS allows for a unified promotional approach and a coherent message about the Development Awards in Vietnam under the Australia Awards banner. This approach was undertaken in implementing the GAP strategy for the ADS/ALAS 2012 round.

Analysis of promotion effectiveness over the last three years has shown that secondary sources of the ADS and ALAS awards, i.e. friends and relatives, and employer/work colleagues remain the most prevalent source for a majority of applicants. What is not clear is how these secondary sources have learnt about the scholarships in the first instance, in particular what their primary sources of information were.

The sources of information survey in the OASIS application form in the 2011 ADS/ALAS round did not provide a useful breakdown of primary sources of information. As no change was made in the sources of information survey in the 2012 round OASIS application form, a survey providing discrete data sources was placed on the ASDiV website for applicants to complete. It is hoped that this survey will provide more accurate future guidance on primary sources of information for scholarship applicants.

The challenge is then to both i) target the promotional activities at electronic and written media and other sources of information to which targeted profile groups are most likely to be exposed, and ii) provide broad media coverage of the scholarship program for the general public, who, while not necessarily being potential applicants, can pass on the scholarship information to those who are.

2. Rationale

The strategy has two interrelated objectives – i) raising general awareness about the Development Awards under the Australia Awards rubric, and ii) targeting the priority applicant groups with a view to obtaining sufficient numbers of high quality targeted candidates in each scholarship round. To meet these objectives, the GAP has adopted a two-level strategic approach - 1) General Awareness Approach and 2) Targeted Promotion Approach.

i. General Awareness Approach

This approach has the objective of raising awareness among the general Australian and Vietnamese public about the scholarship program in Vietnam, especially through communicating the program impacts and has two phases, an intense phase during the application period and a more extensive phase throughout the year:

Phase 1 – Applications Publicity. This takes place after the approval of all publicity materials by AusAID, and for the 2013 ADS/ALAS round is expected to last from February until the end of April 2013, the closing date for applications.

Phase 2 – Perennial Publicity. This occurs throughout the year, as the opportunity arises, in close cooperation with the AusAID Public Affairs office. (In some respects the two phases will overlap).

ii. Targeted Promotion Approach

This approach centres on the current three ADS/ALAS Applicant Profiles with each Profile having a specific promotion approach where appropriate. The implementation of this approach starts prior to and coincides with the Applications Publicity Phase above.

3. Objective

The overall objective of the strategy is to raise awareness of the Australia Awards development scholarships among the general Australian and Vietnamese public, especially through communicating the scholarship program impacts and to recruit sufficient quality targeted applicants for each scholarship round to reach the target for the overall number of scholarships available and to obtain the targeted number for each Profile/category.

3.1 General Awareness Approach Components

Phase1: Applications Publicity

Components	Activities
OASIS Application	<ul style="list-style-type: none"> Update OASIS application documentation. Inform ASS of preferred amendments to the generic OASIS Application Form and related AusAID documents. Amend the Vietnam Country Profile to meet any changed application requirements and inform ASS for finalization before printing.
ASDiV website	<ul style="list-style-type: none"> Update ASDiV website content in both English and Vietnamese to take into account changes in scholarship criteria, requirements and processes and lessons learnt from previous year's implementation. Give more prominence on the ASDiV website to the required Supporting Documents to be submitted.
Printed publicity material	<ul style="list-style-type: none"> Print additional copies of the generic brochure, and, if there are changes in scholarship information, prepare/adapt a new brochure to take account of the changes. Prepare/adapt a poster in Vietnamese providing key information on the scholarships and directing applicants to the ASDiV website.
Commercial website advertising	<ul style="list-style-type: none"> Select the most effective commercial websites based on the previous year's campaign results and other factors and determine schedule.

Components	Activities
Print media advertising	<ul style="list-style-type: none"> Select the most effective print media based on the previous year's advertising campaign and other factors and determine schedule.
Non-commercial websites	<ul style="list-style-type: none"> Facilitate/encourage placement of information on non-commercial websites, in particular Central Government Agencies (including education counterpart agencies such as MOET and VIED), university and NGO network websites.
Media stories	<ul style="list-style-type: none"> Explore with printed and electronic media the possibility of relevant articles being placed/written in the media.
Social networking sites	<ul style="list-style-type: none"> Use the "Australian Scholarships for Vietnam" Facebook site for announcement of scholarship round and related key events. Place relevant videos on YouTube to publicise the scholarships. Contribute content to AusAID social media platforms.
TV programs	<ul style="list-style-type: none"> Liaise with VTV to seek the opportunity for a VTV channel to air the 23 minute documentary "Journey of Dreams" during the scholarship application round. Liaise with VTV to air a brief promotional video clip using material from the 23 minute and 2 minutes videos completed in January 2012 during the application round. Liaise with VTV to feature relevant scholarship information and personages in existing TV programs during application round.

Phase 2: Perennial Publicity

Components	Activities
TV programs	<ul style="list-style-type: none"> As above with VTV in relation to the 23 minute video if the video cannot be aired during the Application Publicity phase. Continue to liaise with VTV to feature relevant scholarship information/personages in existing TV programs.
Alumni Stories	<ul style="list-style-type: none"> Alumni success stories to be placed on ASDiV's and AusAID's websites and published in Australia Awards News.
Media releases	<ul style="list-style-type: none"> Work with the AusAID Public Affairs Office on developing and distributing media releases for significant events.
Media coverage of alumni and other key events	<ul style="list-style-type: none"> Invite media to cover key events such as pre-departure briefings, large alumni social events and conferences. Publicise alumni and other key events on ASDiV and AusAID websites and Facebook. Publicize key events under AusAID's "Hot Topics" column.

Profiles of Success Stories	<ul style="list-style-type: none"> Write-up ten more Success Story profiles for use on the ASDiV and AusAID Vietnam websites and by AusAID Canberra.
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3.2 Targeted Promotion Approach

The targeted promotion approach focuses on the three Applicant Profiles with a specific approach developed for each of the Profiles, where appropriate. There are also a number of common elements across the targeted Profile approaches.

Common elements in approach

Components	Activities
Work with AusAID to maximize the use of AusAID Hanoi and Embassy staff to promote the scholarships across all Profiles	<ul style="list-style-type: none"> AusAID and Embassy staff to promote the scholarships with counterparts and when visiting projects in the field as the opportunity arises. AusAID and Embassy staff to encourage suitable counterpart or project staff to apply for ADS.
Mobilising alumni and current awardees	<ul style="list-style-type: none"> Inform alumni and current awardees by email, at alumni events and personal contact about the scholarship application period and seek their support to spread the information through personal and professional networks, particularly in relation to their Applicant Profile. Invite alumni and awardees in selected poor provinces and regional/provincial universities to attend and, if possible, speak at the information sessions held there.
Targeted information sessions	<ul style="list-style-type: none"> Undertake targeted information sessions with particular focus on selected poor provinces and regional/provincial universities.
General information sessions	<ul style="list-style-type: none"> Organise general information sessions in Danang and Ho Chi Minh City for the general public, NGOs and other potential candidates. Review whether an information session should also be held in Hanoi.
Target agencies working with disability	<ul style="list-style-type: none"> Liaise with international and local organisations working with disability and networks of disabled persons to encourage applications from persons with disability and from organisation staff.
Mail-outs	<ul style="list-style-type: none"> Send promotion packages to key stakeholders representing the targeted groups in the three Profiles and request dissemination of information within their institutions. <ul style="list-style-type: none"> <i>Profile 1:</i> Provincial People's Committees, NGOs, international organisations, organisations dealing with people with disability. <i>Profile 2:</i> Central Government Agencies (CGAs). <i>Profile 3:</i> Universities/colleges, TESOL departments in

Components	Activities
	universities, research institutions.
Relevant email lists	<p>Email the Media Release on the opening of applications to the following, including but not limited to, such groups as:</p> <ul style="list-style-type: none"> • Australian volunteers • Graduates of the previous Ford Foundation scholarship Program • Potential disadvantaged applicants studying a special English course funded by the Ford Foundation • Graduates of the four one-year social science courses funded by the Social Sciences Council of America.

Targeted approach for specific Applicant Profiles

The following table summarises the specific approach to be undertaken in respect of the three current Profiles.

Profile	Component	Activities
Profile 1	Work with AusAID to select priority targeted provinces and undertake visits and information sessions in selected provinces	<ul style="list-style-type: none"> • Identify key institutions, agencies, people, alumni, who can assist with the promotion and selection process in targeted priority provinces. • Liaise with PPC to arrange for visits by senior AusAID/ASDiV staff to meet with PPC and representatives of key government agencies, e.g. Home Affairs, Education & Training, Ethnic Affairs Committee, and Women's Union, including informing provinces of the purpose of the visit and the need to work with key local agencies in charge of coordinating and implementing provincial HRD plans. . • Meet with local alumni and current awardees to seek assistance in promotion and to speak at information sessions. • Hold public information sessions in selected provinces. • Place ads on local radio, TV stations and local authority websites before and/or after the information sessions. • Publicise the sessions on the ASDiV website. • Seek assistance from CEMA and Central Women's Union in obtaining support from provincial branches.
Profile 2	Work closely with selected CGAs in developing HRD plans and in	<ul style="list-style-type: none"> • Brief CGA representatives on accessing the scholarship program, collectively and, as appropriate, individually.

Profile	Component	Activities
	supporting appropriate agency applicants	<ul style="list-style-type: none"> Brief CGA co-ordinators on developing/updating HRD plans, implementing internal promotion activities, and understanding modalities for supporting agency candidates and assist them as appropriate. Continue to send promotion brochures and posters to CGAs. Strongly encourage CGAs to conduct an internal workshop for prospective applicants with the participation of the HRD Manager.
Profile 3	Work closely with regional/provincial universities and university alumni to promote the program	<ul style="list-style-type: none"> Visits by senior AusAID/ASDiV staff to selected regional/provincial universities to meet with the university leadership and undertake information sessions. Identify and meet alumni at regional/provincial universities to seek their support in scholarship promotion among work and personal networks.

3.3 Selection of Priority Provinces for Profiles 1 and Universities for Profile 3

To enable an intensive promotion effort to mobilise suitable scholarship applicants from poor areas and ethnic minorities outlined in the new Profile 1, priority attention has been given to three regional rural areas, which also include regional/provincial universities. The following three areas have been selected due to their high poverty levels and strong concentration of ethnic minorities:

Area	Provinces	Universities
Northwest	Lao Cai, Son La, Dien Bien and Lai Chau.	Tay Bac University in Son La province and Thai Nguyen University in Thai Nguyen province (where ethnic minorities form almost a large part of the student population).
Central Highlands	Kontum, Dak Lak and Dak Nong. Gia Lai has been excluded as the PPC did not give their support both in 2010 and 2011.	Tay Nguyen University in Dak Lak province and Danang University branch in Kontum.
Mekong Delta	Tra Vinh, Soc Trang, An Giang, Kien Giang, Bac Lieu (all with substantial ethnic Khmer minority populations),	An Giang University, Tra Vinh University and Can Tho University (many Mekong 1000 scholarship candidates are studying English at Can Tho).

	and Ca Mau.	
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At the end of the selection process for the 2012 round a review should be made of the disadvantaged provinces to be prioritised for future visits. There are a number of other provinces where there are significant numbers of ethnic minorities and ethnic Kinh rural poor, where information sessions have not been held. In particular there are the seven north-east mountainous provinces with large concentrations of ethnic minorities that have not been visited. Another disadvantaged region comprises the four provinces of north central coast (Thanh Hoa, Nghe An, Ha Tinh and Quang Binh).

One issue to be considered is to what extent visits should continue to the previous provinces visited. There is a risk involved in not continuing visits to these older provinces associated with the possible lack of momentum and loss of relationships that have been generated by the previous visits, which could affect the provincial authorities' interest and pro-activity in promoting the scholarships. On the other hand, there is need to ensure that the provincial visits are cost effective and undertaken with budget constraints. One means of reducing costs of visits to some provinces which have shown some commitment to the scholarship program is having only one ASDiV staff member visit instead of two as has been the practice (e.g. the Mekong Delta provinces).

Expanding the number of provinces visited whilst retaining visits to the older provinces can be achieved by commencing the visits program in January 2013 (even December 2012) before the opening of the scholarship round. An expansion in the number of provinces visited would also enable additional provincial universities/colleges to be covered. Increasing the number of provinces and universities would ensure a wider coverage of rural areas and thus a more effective targeting of rural disadvantaged and ethnic minority applicants. Recommendations on the provinces to be given priority will be made for AusAID's consideration in the report on the implementation of the 2011-2012 GAP Plan.

4. Monitoring of effectiveness and efficiency of the GAP Strategy and its implementation

Data will be collected during the GAP strategy implementation and from the ADS/ALAS application rounds relating to applicants' requests for information, sources of information, applications received and costs. An assessment of the effectiveness of the promotion strategy will be undertaken at the end of each application period. This assessment will be part of the M&E Report. Primary criteria will be effectiveness in terms of numbers of eligible applicants matching the respective profile categories and the cost effectiveness in terms of the cost of generating each application. The assessment will also consider factors that may be limiting the size of the applicant pool including the inherent demand for scholarships at both PhD and Masters level (further details are in the M&E Strategy).

A n n e x 2

Academic Advising Strategy

1. Context

This revised Academic Advising Strategy for 2012-2013 is based on the timing schedule required for the 2012 round, along with the direction provided by the updated Scope of Services for the contract period 1 February 2012 to 31 January 2016), and lessons from the ASDiV 3rd Annual Report.

By way of background, the academic advising strategy for 2011-2012 was revised to take into account the introduction of on-line OASIS applications for the 2011 round, which altered substantially the role of the two Academic Advisers (International & National) as originally described in the DD. As applicants had to nominate their courses at the time of application, the Academic Advisers were no longer able to undertake individual consultations with candidates after their short-listing to advise them on the selection of appropriate courses and thus advise the JSC on each candidate's academic suitability. As a consequence, the Academic Advisers undertook a less pro-active, although still important, role by being available for consultations at the initiative of applicants prior to applications closing, and for advice to those shortlisted or approved candidates, who needed to change the courses they had originally nominated in their application form.

The roles of the two Advisers were adjusted in other ways with a view to maximising the effectiveness of their inputs. The International Adviser undertook written assessments of the research proposals of each PhD and Masters by Research candidate, which assisted the interview panels in assessing research candidates' suitability for research scholarships. The International Adviser also designed an information package for prospective research degree applicants to help PhD applicants, in particular, find research supervisors. This package was placed on the ASDiV website. This information had previously been presented in the 2010 round to short-listed PhD candidates in a workshop setting.

In addition, the International Adviser designed an on-line 'research methodology' short course for research degree candidates, also placed on the ASDiV site. Both the information package and the on-line course are believed to be the first of their kind for an AusAID scholarship program.

2. ASDiV Academic Advising Strategy

2.1 Introduction

The Academic Advising strategy for 2012-2013 is essentially the same as for 2011-2012. At the beginning of 2013, the International Academic Adviser will update the material placed on the website to assist PhD and Masters by Research candidates to canvas universities and course offerings; locate an appropriate supervisor; and, develop a research proposal that can be used to attract a supervisor and provide the basis for the research plan component of the online application form.

The International Academic Adviser will continue to prepare written assessments for each short-listed candidate undertaking research, to be made available to the interview panels and the JSC.

As was the case in 2011, the International Adviser will also present group and individual workshop sessions to successful conditional PhD and Masters by Research awardees in mid-August 2012, where the focus will be on preparing for Australian research degree study and understanding research methodology. The International Adviser will update the on-line

'research methodology' short-course placed on the ASDiV website to assist research degree awardees undertake research in Australia.

The main difference between the 2011-2012 and 2012-2013 Academic Advising strategies is that individual advice will only now be pro-actively provided to short-listed candidates, rather than to all applicants. On the other hand, if applicants contact the Academic Advisers at their own initiative through email or telephone seeking course and other relevant advice before submitting their applications, the Advisers will, of course, provide advice and guidance accordingly.

2.2 Overall strategy objective

The Academic Advising strategy's overall objective is:

To assist applicants/candidates with the process of application to appropriate courses in Australian universities, and to provide advice to the JSC as to the academic suitability of candidates.

2.3 Specific objectives

The Academic Advising will seek to:

- provide the Team Leader with advice as to how Australian university research offerings are structured
- advise the JSC as to whether candidates meet the academic requirements for entry to the degree programs in which they seek to enrol
- provide advice and assistance to short-listed candidates to enable them to understand the Australian qualifications system and approaches to study and research in Australia
- assist research applicants/candidates to understand the process of PhD and Masters by Research applications and provide guidance on how they can find potential supervisors
- provide research degree applicants with guidance on designing research proposals for submission to potential supervisors and on preparing the research proposal plan for the ADS application form
- provide a written assessment to the interview panels and to the JSC on whether each short-listed research candidate has sufficient research background and capability to undertake a post-graduate degree in the nominated field
- assist short-listed candidates to understand, and make final choices about course content (for Master's degrees) relating to their learning needs relevant to the priority areas of development where they will work on completion of their Australian studies
- provide research degree short-listed candidates with advice on preparing for research degree study; developing the research proposal; understanding research methodology; and what to expect from Australian research degree study.

2.4 Strategy components

The following strategy components and activities have been identified for inclusion in the 2012-2013 program. These will be fully integrated into the annual plan and monitored through the program's M&E framework.

Strategy components/activities for provision of academic advice

Components	Activities
Information for applicants and short-listed candidates	<p>Provision of written information for applicants on how to access CRICOS.</p> <p>Provision of advice and guidance to applicants on course selection if and when approached by applicants.</p> <p>For PhD and Masters by Research applicants and candidates, focusing on how to assist in the search for research supervisors; how to prepare the 'research plan' component of the ADS application form; and, how to prepare a research proposal for submission to potential supervisors.</p>
Course selection	<p>Advice to individual short-listed candidates in the final selection of his/her preferred courses for enrolment.</p> <p>If appropriate, consider the potential for some candidates to benefit from the inclusion of a period of relevant work placement within the overall scholarship package. For this option to be available it must be identified at time of selection and it must be included in the proposal along with course selection preferences submitted to the universities.</p>
Interview panels	<p>The International Adviser will participate in the staged assessment of approximately 100 short-listed PhD/Masters by Research research plans (provided prior to, and as input to, Interview Panel interviews prior to JSC 2). Academic Adviser assessment to cover issues such as:</p> <ul style="list-style-type: none"> * Is there a link between the candidate's academic background, work experience, and chosen research topic? * Does the candidate's research statement show evidence that he/she understands how to undertake research? * Does the candidate have an existing research background? * How likely is the candidate to gain admission to PhD/Masters by Research study? <p>The International Adviser will prepare a written assessment of each short-listed candidate undertaking research (PhD and Masters by Research) to be made available to the interview panels and the JSC.</p> <p>The assessment should indicate whether the candidate has sufficient research background and capability to undertake a post-graduate research degree in the nominated field.</p> <p>If appropriate, make a reasonable assessment of the potential for research candidates to meet the minimum requirements for English language proficiency for their chosen field of study.</p> <p>The Academic Advisers will bring to the notice of the interview panels and the JSC any particular cases where they have doubts or queries about the suitability of applicants/candidates to meet the course entrance requirements and any proposed work attachments.</p>

Components	Activities
Placement	The National Academic Adviser will provide advice at placement stage as to whether Masters short-listed candidates/awardees meet the academic requirements for entry to the degree programs in which they seek to enrol. Priority will be given to counselling Profile 1 applicants who are undertaking pre-departure English Language training and who may have to change the preferred course and university if they do not meet the universities' entry requirements.
Pre-departure preparation	<p>The International Adviser will conduct group workshop and individual sessions post-JSC 2 for PhD and Masters by Research conditional awardees focusing on:</p> <ul style="list-style-type: none"> * preparing for PhD and Masters by Research study * what to expect from Australian PhD and Masters by Research study * understanding research degree culture * content vs. process * 'setting up' the research * writing and time management * motivation * supervisor relationships * completing. <p>Individual sessions to focus on:</p> <ul style="list-style-type: none"> * checking research proposals, as appropriate * counselling on supervisor arrangements if supervisors are not confirmed * identifying weak areas * discussing/arranging mentorship and monitoring.
Research methods on-line material	Review of online 'research methodology' course material (for use by successful PhD and Masters by Research awardees, post-JSC 2).
Assistance to mentors	Reviewing the Terms of Reference for alumni mentors to assist coursework and research degree awardees, prior to departure, and during study in Australia.

2.5 Monitoring and Evaluation

The Academic Advising strategy is integrated into the annual plan to ensure that it not seen as a stand-alone activity, but rather as an important element of program effectiveness. In the program Monitoring and Evaluation Framework, effectiveness in implementing the Academic Advising strategy is indicated by the degree of success in placing candidates (especially Profile 1 awardees undertaking pre-departure EL training), and is evaluated in terms of:

- % of awardees placed in a course consistent with the awardees academic background and work experience.
- The number of university rejections for preferred courses 1 and 2
- In addition, monitoring the success of academic advice will also incorporate an assessment of:
 - whether candidates understand and make appropriate choices about course content at both application and later stages
 - whether PhD and Masters by Research candidates make successful links with appropriate thesis supervisors

- The quality of research proposals
- The satisfaction of candidates with advice on preparing for degree study
- The timelines and effectiveness of the academic advisory process.

A n n e x 3

Reintegration and Alumni Strategy

1. Context

The ASDiV Reintegration and Alumni Strategy seeks to address the issues and modalities associated with maximising the opportunities for graduates of AusAID-funded scholarships to successfully reintegrate into the work place and apply the knowledge and skills they have acquired during their studies to contribute to development objectives and to build linkages between Vietnam and Australia. The strategy outlines various reintegration stages and processes in the scholarship cycle including an AusAID program of support activities for alumni and for the organisation of the Development Awards alumni network in Vietnam.

A number of AusAID and ASDiV Program documents have informed the strategy:

- The ASDiV Program Design Document
- The updated Scope of Services for the ASDiV Program 2009-2016, January 2012
- The Mid-term Review (MTR) of Phase 1 of the ASDiV Program
- Guide to Reintegration Support for Long-Term Development Awards (ADS/ALAS), July 2011
- Scholarships Handbook, February 2012
- AusAID Alumni Networks Implementation Plan 2012-2014

The strategy also takes into account the relevant experiences and lessons learnt from the reintegration approach adopted by the larger Indonesian scholarships program, which is now being revised.

1.1 Reintegration

The Guide to Re-integration Support considers successfully reintegrated AusAID scholarship graduates as those who meet the following indicators:

- return home for two years or more after completing the scholarship
- take up or resume a job relevant to their studies within six months of returning home
- within the first 12 months, have used what they have learnt and the relationships they have developed to take action that contributes to organisational objectives and development goals
- continue to maintain relationships and links with Australia(ns) and with alumni networks in their country and in Australia for two years or more.

The Guide provides a range of options for country programs to consider as ways to increase the impact of scholarships after graduates return to their country. The Guide acknowledges that for a variety of country specific contextual reasons the management approach of a particular scholarship program will affect the type of reintegration processes adopted.

The Vietnam scholarship program currently lies somewhere in the middle of the continuum of the scholarship management processes outlined in the Guide: at one end of the continuum, is building strong working relationships with particular priority organisations, and at the other end of the continuum, is identifying the types of individuals and organisations to be targeted.

Currently the Vietnam program is in a state of movement along this continuum. In ASDiV's first scholarship round in 2010, 40% of the scholarships were targeted at 15 priority public institutions (PPIs), with intensive engagement with the PPIs by HRD Advisers on institutional HRD plans and with individual career plans required from applicants. However, the PPI program was fundamentally changed in the 2011 round with the introduction of on-line applications and the right of PPI staff to submit on-line applications without going through the previous internal selection processes and without the requirement for career plans.

In response to the ASDiV MTR recommendations, AusAID Post is considering a HRD Support Scheme for the ASDiV program which, instead of being institution-based as in the PPI program, is to be more development outcome-based to address certain development issue(s). Under the proposed scheme, HRD support will include a range of interventions, apart from scholarships, such as fellowships, short courses and public sector linkages. This separate HRD program will be able to develop a more intensive reintegration approach than what is envisaged in this strategy and will aim at strengthening both organisational and development impacts in a small number of agencies.

1.2 AusAID alumni network in Vietnam

The development of the AusAID scholarships alumni network in Vietnam has been affected by the consolidation of Australia's international scholarship programs under the Australia Awards in late 2009. In the spirit of the Australia Awards, the name of the AusAID-funded alumni program was changed in 2010 to the Australia Awards Alumni program. However, this name change contained the anomaly whereby the nominal Australia Awards alumni did not include Endeavour Awards alumni. To avoid confusion over nomenclature, the word "Development" was thus added in mid-2011 to become the Australia Development Awards Alumni program.

The AusAID Alumni Networks Implementation Plan 2012-2014 disseminated in March 2012 incorporated the first Australia Awards Board decisions on the operating principles of the Australia Awards Alumni (AAA) Network. Key decisions were that a separate AAA Network would not be established in competition with existing AusAID alumni networks and that the AAA Network would not duplicate their activities. The principle was endorsed that the Endeavour and Development Awards alumni should belong to the same AAA network. The Board further adopted a holistic approach to all graduates of Australian universities by opening up the possibility of home government and privately funded graduates being linked to the local AAA network through a separate membership category.

Importantly, the AusAID Implementation Plan gives some discretion to AusAID posts on how the Development Awards alumni and the Endeavour Awards networks are to be consolidated as per the intent of the Australia Awards. The Plan states that "any decision-making processes on AusAID alumni networks at the local level will give consideration to how to engage with and involve the Endeavour program".

Initial discussions between AusAID Post and the Australian Education International (AEI) office in Hanoi indicate that at this stage the Development Awards and the Endeavour Awards alumni networks will remain separate, but that the two networks will collaborate on specific professional development and social networking activities. As a first cooperative step, it is planned that Endeavour Awards alumni will be invited to attend the half-day seminars and a family social gathering in HCM City being organised under the Development Awards Alumni program in the remainder of this financial year and in 2012-2013. Consideration is also being given to organising a joint conference in Hanoi in the second half of 2013 when the scholarship selection process for the 2012 round is completed, which will feature presentations by the alumni of both networks in collaboration with their Australian professors where possible to promote the educational links between two countries. From April 2013 there is also the option of seeking funding for the conference under AusAID's alumni network seed-funding initiative as well as for other professional development and social activities, where both the Development and Endeavour Awards alumni will participate.

A second factor setting the context for the development of the AusAID-funded alumni network in Vietnam has been the change in the organisational basis of the alumni network under the ASDiV Program from the previous segmented, interest group-based structure to an informal, region-based 'chapter' structure and the shift to the organisation of alumni professional development and social events on a wider, regional basis open to all Development Awards alumni. Further consolidation of the Development Awards alumni network into some form of national alumni organisation is the objective and consultations with alumni on the form and scope of such an organisation are included in the 2012-2103 plan. The consultations should also include the future relationships with the Endeavour Awards alumni, the Vietnam Graduates of Australia Club (VGAC) and the alumni of the GoV scholarship program. Whether and how alumni organisations are consolidated under a legal status in the medium term is an issue for continued discussion and awaiting confirmation by AusAID and other Whole-of-Government agencies in Vietnam.

2. Strategy rationale

The rationale for an effective reintegration and alumni strategy in Vietnam is the need for a set of processes and activities during the scholarship program cycle that will maximise the possibilities of supporting and achieving in Vietnam the two overriding objectives of AusAID's Development Awards program:

- develop capacity and leadership skills so that individuals can contribute to development in their home country
- build people-to-people linkages at the individual, institutional and country levels.

3. Strategy objective

The MTR recommended a fourth ASDiV Program objective to correspond to Outcome 4 in the program logic framework:

"Alumni return and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship and are supported to enhance their contribution to development objectives by applying what they have learnt and through diffusion to others."

4. Strategy components

The reintegration component of the reintegration and alumni strategy should have in place a set of processes and activities at various stages in the scholarship cycle that can realistically assist the graduate re-enter the work place and contribute to organisational and development outcomes by applying the knowledge, skills and networks gained in Australia.

4.1 Reintegration plans

The AusAID Guide recommends that reintegration plans are useful for facilitating the "active integration of what the scholar has learnt into the work place". The Guide states that "work-related reintegration plans can be developed at any stage of the scholarship cycle: application, following selection, during scholarship, or after the scholarship", although the Guide considers developing them at the application and selection process can increase their potential usefulness. A critical question is thus, at what point should specific, reintegration plans be introduced in the Vietnam scholarship context?

In the current Vietnam scholarships management context, with fully on-line generic applications, there is sufficient information requested of applicants in the application form in terms of their career aspirations and intentions to contribute to development outcomes that can provide the basis for the first step in the development of reintegration plans. This information, together with the applicant's study background, work experience and course selection, forms a critical part of the assessment, selection and placement process to ensure the appropriateness of the applicant's study in Australia,

Given the plethora of relevant information at the application stage, it would seem redundant and a duplication of information and effort for a separate reintegration plan to be introduced at this initial stage. The same argument can be used against introducing the reintegration plans at the placement or at pre-departure stage after awardees are selected.

An important issue that can detract from the usefulness and effectiveness of specific reintegration plans introduced at the application or placement stage is the long time (from 1.5 to 4 years) being spent away from the workplace. During this time, the circumstances in the work place can change, especially in the dynamic development context of Vietnam. Policies and laws can change, new projects started, office staff and supervisors change, work place priorities change, some awardees move to other positions in the agency and even to another agency altogether. Moreover, awardees whilst in Australia are focused on their studies and have little time to concern themselves with what work they are going to do on return to Vietnam.

It is thus proposed that specific reintegration plans be introduced to graduates on their return to Vietnam and after the vast majority have returned to their work place. Having reintegration plans at this stage in the scholarship cycle should ensure that the plans are timely and relevant in terms of any changes in the workplace circumstances and work requirements and priorities.

4.2 Matrix of reintegration components and activities

The following matrix outlines the components and activities to be undertaken at various stages in the scholarship cycle to facilitate reintegration of graduates into the work place and to provide relevant support at these stages.

Table1: Scholarship Program: Matrix of Reintegration Components and Activities

Scholarship Cycle	Components	Activities	Outcomes
Application	Application Form contains information in following sections relevant to reintegration development outcomes: <ul style="list-style-type: none"> Section 14: contribution to employer's HRD needs Section 15: supporting statement questions Section 8: research proposal for research applicants. 	Applicants complete the Application Form on-line and select two courses in line with their work experience, field of study (as appropriate), career objectives and their potential development contributions.	Applications completed setting out intended contributions to the applicant's agency and to development outcomes on return
Selection	Candidates are selected partly against criteria assessing their potential development outcomes.	<ul style="list-style-type: none"> Screening of applications Interviews with all short-listed candidates 	Conditional awardees are selected that potentially meet the

Scholarship Cycle	Components	Activities	Outcomes
		<ul style="list-style-type: none"> JSC decision on conditional awards. 	entry requirements of Australian universities and meet the DCS's and Vietnam's development priorities
Placement	Awardees have final choice of courses appropriate to their career objectives and previous study (as appropriate) for placement in Australian universities (subject to the universities' academic and EL requirements) and can be advised by Academic Advisers.	Awardees are placed in appropriate courses in universities.	The vast majority of conditional awardees are successfully placed in their preferred courses
Pre-departure	Pre-departure Briefing program contains segment on awardees' reintegration obligations and procedures on-return.	All awardees attend one-day Pre-departure Briefings.	Awardees are briefed on the reintegration and alumni support strategy
On-award	Awardees undertake and complete their studies.	<p>Three months before completion of studies, awardees receive an email setting out the processes, timelines and expectations concerning the reintegration process.</p> <p>ASDiV will keep in touch with PhD students who undertake field work in Vietnam to involve them in alumni and pre-departure activities as appropriate.</p> <p>ASDiV informs CGAs of the return dates of their employees 2 to 3 months before their return and of the work place re-entry support processes</p>	<p>Awardees are informed of the processes and timelines of the workplace re-entry support processes prior to returning to Vietnam.</p> <p>CGAs are informed of the return dates of their staff and of the work place re-entry support process.</p>
Post-Award Workplace Re-entry Support	<p><u>Return of Graduates and Re-entry into Workplace</u></p> <p>Graduates generally return to Vietnam in three circumstances relating to workplace re-entry:</p> <p>i) Profiles 2 & 3 and Profile 1: Provincial Government employees:</p> <ul style="list-style-type: none"> Almost all return to their previous workplace 	<p><u>Reintegration Workshops</u></p> <p>One-day reintegration workshops are organised for the cohort of graduates who have just returned to Vietnam and resumed work.</p> <p>a. <i>Workshop Timing</i></p> <p>The workshops are held twice a year around July/August and</p>	<p>Returnees attend one day re-integration workshop</p> <p>Returnees fill in the Reintegration Plans at the workshop.</p>

Scholarship Cycle	Components	Activities	Outcomes
	<p>ii) Profile 1: NGO staff and miscellaneous graduates:</p> <ul style="list-style-type: none"> Some will return to their previous workplace A number will change their workplace A few will not be employed for some time. <p><u>Reintegration Plans</u></p> <p>Reintegration Plan template is formulated for use by returnees in all Profiles (but may be adjusted subject to the specific needs of each Profile) . The Plan content covers:</p> <ul style="list-style-type: none"> reference to application form statements current organisation and position skills, knowledge gained that can be applied in the workplace work requirements and priorities and employer's expectations expected development contributions in one year and five years in and outside the workplace. <p>The template will contain an additional section on the contribution to the sector if a graduate is not employed at the time of the workshop.</p>	<p>February/March.</p> <p><i>b. Content of Workshops:</i></p> <p>Workshops will contain two components:</p> <ul style="list-style-type: none"> Re-adjusting to the workplace and how to be a change agent taking into account the various types of workplace environments (government, universities, private sector, NGOs etc.) Graduates complete Reintegration Plans <p><i>c. Workshop and Reintegration Plan Objectives:</i></p> <p>Reintegration workshop and Plan are to assist returnees think about:</p> <ul style="list-style-type: none"> the implications of their re-entry into the workplace the personal adjustments they have to make the new knowledge and skills they can apply in their position the changes in the workplace they may be able to promote the development outcomes they may be able to contribute to in the short and long term. <p><u>Workshop follow-up</u></p> <p>Graduates discuss Reintegration Plan with previous or new employer, obtain endorsement and submit approved Plans to ASDiV by email. Plans uploaded onto ASDiV database.</p> <p><u>Post workplace re-entry assessment</u></p> <p>Around 12 months after return to Vietnam, an assessment is made of the degree of success of</p>	<p>Returnees discuss their Reintegration Plans with their supervisors to obtain their endorsement,</p> <p>The endorsed Reintegration Plans are returned to ASDiV.</p> <p>An assessment of the implementation of the Reintegration Plans is undertaken</p>

Scholarship Cycle	Components	Activities	Outcomes
		graduates' reintegration through a survey questionnaire and possibly selected interviews.	around a year later indicating the degree of success.
Post-Award Alumni Organisation and Support	<p>AusAID provides financial support for the Development Awards alumni program through funding selected alumni support activities including:</p> <ul style="list-style-type: none"> • professional development activities: seminars, 2-day training workshops, conference • social networking: family barbecues or social gatherings • access to on-line academic resources • Small Grant scheme • half-day reintegration workshops for new returnees (prior to introduction of new reintegration strategy). <p>Note: See matrix 3 in section 6 on Alumni Program for further details.</p>	<p>Consultations are held with representative Development Awards alumni on:</p> <ul style="list-style-type: none"> • the national organisational and membership structure of the network • the network's objectives • program scope and funding modalities • relations with other Australian alumni networks in Vietnam. 	<p>The consultations are successful in obtaining the views of representative groups of alumni on the future direction of the Development Awards alumni network in Vietnam</p>

4.3 Risks

There are a number of risks associated with the strategy which aims to cover all graduates from the annual contingent of 250 scholarships (including 50 PhDs) awarded annually. Some of these risks are associated with the non-compliance, for whatever reason, by some alumni with the requirements of the workshop and the reintegration plans. Other risks are linked to the staffing resources required to adequately implement this re-entry stage of the reintegration process. On the basis of the limited numbers of returnees in the proposed pilot phase (refer section 4.4), existing staffing resources should be adequate for implementing this re-entry stage. However, the pilot phase starting with the 2010 round should also allow an estimate of the staffing resources that will be required when larger numbers of returnees return. For the first few years, these returnees will consist only of Masters graduates. The risks can be summarised as follows.

Table 2: Risk Matrix - Workshop and Reintegration Plan Stage

Nature of Risk	Description of Risk	Degree of Risk	Mitigating Actions
Absence of graduates at workshops	<ul style="list-style-type: none"> Graduates from the provinces not attending workshops because of factors such as distance and work commitments. Graduates from Hanoi and HCM City not attending workshops because of work commitments, etc. 	High Moderate	ASDiV communicates with employers requesting them to allow their recent ADS graduates to attend the workshop
Unsatisfactory completion of Reintegration Plans	<ul style="list-style-type: none"> Some graduates do not submit Plans Some Plans submitted are not endorsed by employers Some Plans of poor quality 	Moderate Low Low	ASDiV follows up individual graduates to ensure that all Plans are properly submitted
Inadequate staffing resources	<ul style="list-style-type: none"> Staffing resources inadequate for scrutiny of Plans for follow-up action Staffing resources insufficient for interviews in subsequent assessment of graduates' reintegration 	Moderate Moderate	ASDiV reviews staffing resources and hire extra staff if required

The only high degree risk – the absence of graduates at workshops – will be mitigated by communicating with employers, e.g. Provincial People's Committees, seeking their agreement for their respective staff to attend the workshops. Similarly, for graduates from Hanoi and HCM City employers will be requested to allow their staff to attend.

4.4 Timing

As the proposed re-entry support activities component of the strategy is new, it is recommended that the strategy be implemented on a pilot basis to test whether the strategy is realistic and practical and can achieve the desired outcomes. It would be appropriate if the strategy could be implemented starting with the relatively small number of graduates from the 2010 round (the first round under the ASDiV program) finishing their studies in December 2012 (after one year's study) with the planned workshops in March 2013, and then those completing their studies in June 2013 (after 1.5 years study) with workshops in August 2013.

4.5 Assessment of Reintegration Plan outcomes

It is proposed that the first assessment of the outcomes of these Reintegration Plans be made around November/December 2013 almost a year after the awardees return to Vietnam. The exact timing, scope and modalities for this assessment need to be incorporated into the revised M&E strategy to be submitted in July 2012, but most likely would involve a survey questionnaire and, if resources permit, selected interviews could also be conducted. The second batch of returnees would be assessed six months later. So the pilot implementation could last 12 or 18 months, depending on the results of the first assessment.

5. Alumni Network Outcomes

To meet the strategy objective outlined in section 3, a number of outcomes for the AAA network in Vietnam can be identified based on the five outcomes in the AusAID Alumni Networks Implementation Plan 2012-2014. These outcomes are listed below together with a summary of activities supporting the achievements of these outcomes in Vietnam.

1. *Increased (individual and institutional) contributions made by alumni to development*
This outcome is facilitated by AusAID financial support for alumni professional development activities, alumni access to academic bases and the Small Grant scheme.
2. *Increased access to individual alumni to improve M&E and reporting on scholarship outcomes*
This outcome is facilitated by an up-to-date and comprehensive alumni database and a program of M&E activities using the database, such as tracer studies, longitudinal case histories and cluster studies.
3. *Increased development of the local and regional alumni networks*
This will be facilitated by moving towards establishing a national Development Awards alumni organisation and undertaking joint and cooperative activities with the Endeavour Awards alumni and the VGAC; planning for a national conference involving alumni from other countries; and by supporting larger social networking events.
4. *Increased opportunities for the Australian Government and other Australian organisations to maintain links with alumni*
The opportunities are promoted through Australian Embassy accessing the alumni database for diplomatic contacts and experts/advisers; through research linkages with Australian universities via the Small Grants scheme; through special alumni membership of AusCham; and links with Australian volunteers.
5. *Alumni network members contribute productively to the delivery of AusAID scholarship and broader country objectives*
This is facilitated by alumni assisting with the scholarship promotion activities, participating as mentors of awardees in the mentoring program, participating in pre-departure briefings and by alumni providing expertise for Vietnam country programs.

6. Alumni Support Program

It is planned that the AusAID support program for alumni will fund similar activities to those supported in 2011-2012. However, in the 2011-2012 plan there were two activities that were not undertaken. One was the consultations with the alumni on the proposed organisational structure for a national alumni network and the alumni program scope and modalities. These consultations have been included in the 2012-2013 plan, probably to take place around August after the 2012 selection round is completed; alternatively, the consultations could be attached to other activities at another time, especially those activities held in Hue/Danang and HCM City. The option of using teleconferencing facilities for the consultations in Hue/Danang and HCM City will also be explored.

The second planned activity was a national conference, which was not held this current year for a number of organisational reasons. It is not planned that a conference be organised in the 2012-2013 financial year because of timing, the proposed alumni consultations and planning considerations. However, planning for a conference in the second half of 2013 has been included in the plan. Consultations will be held with AEI to see whether the conference can be organised under a joint Development Awards and Endeavour Awards alumni banner.

The following matrix outlines the proposed components and activities of the strategy and plan for alumni support for 2012-2013.

Table 3: Matrix of Alumni Strategy and Plan Components and Activities

Components	Activities
Professional development	<p><i>1. National Conference</i></p> <p>An annual national conference, alternating between Hanoi, HCM City and possibly Hue, would be a key, high-profile alumni activity.</p> <p>The conference subject matter should reflect priority themes of the Australia-Vietnam development cooperation strategy. The principle conference objective is to serve as a forum for alumni to showcase their expertise by presenting papers on the conference subject matter and at the same time to assist in the formulation of relevant GOV policy.</p> <p>It is proposed that the first such conference take place in the last half of 2013, preferably the last quarter of 2013 after the selection process has been completed. Preferably the conference would be jointly sponsored by AusAID and AEI to demonstrate the strong educational links between the two countries and in particular to showcase the achievements of Australia Awards alumni from both the Development Awards and Endeavour networks.</p> <p>To attract wider participation and media attention, prominent Vietnamese speakers could be invited to address the conference. Papers could also be presented by Australian experts, in particular academics who were former supervisors of alumni. Alumni from regional countries who are key experts in the particular field might also be invited depending on budget provisions.</p> <p>Preparations for the proposed conference should commence early in the 2012-2013 financial year. The first step is to establish with AEI the possibility of a jointly sponsored conference, its organizational modalities, timing, subject matter, the scope of invited participants and presenters, and source of funding.</p> <p>Funding for the conference could be sought from AusAID's alumni self-funding initiative from April 2013.</p> <p><i>2. Training workshops and seminars</i></p> <p>At least one two-day generic skills training workshop to enhance alumni soft skills and knowledge and strengthen their social and professional networks to be held in each of the three regions on an annual basis. If possible, these workshops could be on the same topic with the same presenters and thus easily repeated.</p> <p>Half-day professional development seminars to be organised on a case-by-case basis in each region taking into consideration the degree of alumni interest in the topic, the profile and quality of the speakers and their potential to attract a large audience.</p> <p>Alumni views on topics for the training workshops and seminars are obtained through on-line surveys, event evaluation sheets and core team meetings (see also section on consultations with alumni).</p>

Components	Activities
	<p>3. Topics</p> <p>Subjects for these events should focus on soft skills enhancement and personal development, or subjects that enhance professional knowledge in a significant field of interest relating to the DCS, and/or subjects that strengthen the multi-fold relationship between Vietnam and Australia.</p> <p>A seminar/training workshop on presentation skills and/or training of trainers might be considered as a possible topic, as a means of facilitating the transfer of knowledge and skills by alumni to others and thus meet a strategic objective.</p> <p>In light of the 2011 Tracer Study's findings that women are generally underrepresented at senior and management levels but have a higher percentage at management levels than men, one possible seminar topic could be on women's leadership prospects and possible barriers to leadership positions. A related topic could be leadership skills for women.</p>
Social networking	<p>AusAID-funded social networking activities would focus on large social events with the objective of involving a wider group of alumni, strengthening networks and increasing the visibility of the alumni network.</p> <p>Where appropriate, social and professional events would be combined to optimise the use of resources and increase overall impact. For example, half-day seminars are combined with lunch or drinks; a Gala Dinner could be combined with a national conference.</p> <p>Following on from the successful Family BBQ in 2012, a similar family-based event should be organised on an annual basis, alternating between Hanoi, either at the Australian Embassy compound or another suitable location, and HCM City. In Hue/Danang, with a smaller alumni constituency in central Vietnam, a family social event could be held in combination with a training workshop or seminar. To make family-based events more attractive to alumni and their families, appropriate entertainment should be part of the program as in Hanoi.</p> <p>Social activities falling outside the AusAID-funded program, such as sporting events, excursions, morning coffee discussions, network drinks and charitable activities, will be at the initiative of alumni and be self-funded.</p>
Half-day Reintegration Workshops	<p>Prior to the commencement of the new reintegration strategy, three half-day workshops combined with lunch will be held in Hanoi, Danang/Hue and HCM City for graduates who have returned over the previous year. The workshops will focus on change management themes.</p>
Small Grant Scheme	<p>The Small Grant scheme has two primary objectives: i) assist alumni capitalise on the knowledge and skills they have gained from their Australian studies and ii) to strengthen and promote alumni professional links with Australian institutions so as to contribute to the sustainability of development impacts of the scholarship program.</p> <p>Guidelines have been revised to limit the type of eligible activities to:</p> <ul style="list-style-type: none"> • Travel costs to present papers at seminars, workshops and conferences • Application/continuation of research following PhD/Masters studies • Organisation of professional workshops or short training courses to transfer knowledge/skills gained from Australian studies.

Components	Activities
Access to on-line academic databases	<p>Two rounds a year are planned.</p> <p>Facilitating access to on-line academic information sources meets an expressed need of many alumni, especially those in research and policy making positions, who need to up-date the knowledge gained in their Australian studies.</p> <p>The alumni program has subscribed to a widely used, international academic set of databases provided by the iGroup which can accommodate up to 1,500 alumni (over 400 alumni had subscribed by end of 2011).</p> <p>A survey of alumni use of the database is planned towards the end of 2012.</p>
Alumni mentoring program	<p>The mentoring program, launched with the 2010 awardees, is a promising vehicle to strengthen the scholarship program through alumni assisting new awardees to adjust to the new study and living conditions in Australia.</p> <p>Mentors and mentees are linked through their common field of study and, where possible, attendance at the same university. PhD graduates mentor PhD and Masters by Research awardees and Masters by Coursework provide mentoring assistance at the same level.</p> <p>A survey of mentors/ mentees will be conducted towards the end of 2012.</p>
Alumni support for scholarship promotion	<p>Alumni can be excellent ambassadors and advocates for the scholarship program. Alumni are informed about developments in the scholarship program through emails, the website and at alumni functions. Alumni mapping is used to identify alumni to support promotion activities targeted at potential applicants under respective profiles.</p> <p>The portrayal of alumni success stories in both video and written formats is a primary means for demonstrating the achievements of the scholarship program for the website, television and information sessions. Details can be found in the General Awareness and Promotion Strategy (annex 1).</p> <p>Alumni success stories also illustrate the positive impact of the scholarship program for the Australian public.</p>
Consultations with alumni	<p>It is planned to engage in a consultative process with the alumni to exchange views on: i) the optimum organisational structure for the alumni network, ii) key features of the alumni program and funding modalities, and iii) relations with other Australian alumni networks.</p> <p>To enable broad representation of alumni views, it is proposed to hold consultation meetings/workshops in each of the three regions with around 30 representative alumni at each consultation. The possible use of videoconferencing facilities for the consultations will be explored as an alternative.</p>
Database updating	<p>A comprehensive, updated and accurate database is the backbone for an effective reintegration and alumni strategy. Thus updating the alumni database is an important ASDiV staff supporting activity for the strategy, which requires the active cooperation of the alumni.</p> <p>Updating activities will focus on: i) capturing contact details for all returning alumni, ii) re-establishing contact with untraceable alumni, iii) updating data, and</p>

Components	Activities
	iv) correcting inconsistent and inaccurate data records.

7. Monitoring and Evaluation

Effectiveness of the Reintegration and Alumni Strategy implementation can be measured by a number of performance indicators, which vary according to the nature of the activity. Some common indicators for measuring the success of activities might be:

- 1) the number of alumni that satisfy the indicators (section 1.1) of a successfully reintegrated scholar
- 2) the number of reintegration plans that have been successfully implemented or not according to criteria to be defined.
- 3) number of alumni (by gender) participating in alumni program activities
- 4) the levels of satisfaction of alumni with professional development events and their usefulness to their professional development (obtained through feedback evaluation sheets)
- 5) the links established or strengthened between Australia and Vietnam at the personal, community and organisational level
- 6) the number of Small Grants submitted, approved and successfully meeting development objectives
- 7) the degree of media coverage of alumni events (if appropriate).

These and other indicators will be developed as appropriate in the revised ASDiV M&E strategy to be submitted in July 2012.

Alumni Program Plan July 2012- June 2013				
Type of Activity	No. of act	Place	Timing	Notes
Alumni consultation workshops	1	Hanoi,	Aug-12	Half-day workshop. Total 37 participants (ADS/ALA/ Endeavour alumni, AusAID and ASDiV Staff)
	1	Da Nang	Sep-12	Half-day workshop. Total 40 participants (ADS/ALA/ Endeavour alumni, AusAID and ASDiV Staff)
	1	HCM City	Sep-12	Half-day workshop. Total 40 participants (ADS/ALA/ Endeavour alumni, AusAID and ASDiV Staff)
Family gathering	1	HCMC	Mar-13	Tentatively for 300 ADS/ALA/Endeavour alumni and their family members Total of person days for preparation and implementation: 127 hours (16 days)/each social event
Access to academic online resources	427 current users	Nation wide	Apr-13	USD6940 (~AUD 6625) for the period of 11 Apr 2013- 10 Apr 2014.
Reintegration workshop for new returnees- half day	2	Hanoi	Jul-12	48 new ADS/ALA returnees (less than 1 year).
	1	HCM City	Jul-12	19 new ADS/ALA returnees (less than 1 year).
Reintegration workshop for new returnees- 1 day including reintegration plans	1	Hanoi	Mar-13	40 new ADS/ALA returnees (from 2010 round).
	1	Hue	Mar-13	20 new ADS/ALA returnees (from 2010 round).
	1	HCM City	Mar-13	30 new ADS/ALA returnees (from 2010 round).
Total				

A n n e x 4

Gender Equality and Social Inclusion Strategy

1. Context

An integral part of providing an effective program is making sure that all people have the opportunity to participate in and benefit equally from it. While gender equality, disability, HIV, ethnicity, race and age are all important topics in their own right, there are also intersections between them. Thus, the *ASDiV Gender Equality and Social Inclusion Strategy* provides integrated solutions to issues of social exclusion, rather than addressing each issue separately.

Unlike scholarship programs in most other countries, the program in Vietnam does not have a problem in attracting female applicants. With a ratio of approximately 60:40 in favour of female applicants from the application through to the awardee stage of the scholarship cycle, the challenge faced by ASDiV is to create better gender balance by attracting more male applicants. This favourable female ratio is true of applications and awards across all three Profiles, provincial government employees in Profile 1 and is even higher for female ethnic minority applicants (66:34 and awardees (64:36).

As gender balance in awardees' numbers is not a sufficient gender mainstreaming strategy on its own, it is necessary to also analyse gender differences in career development and promotion after awardees return to Vietnam from their study in Australia as part of the strategy. The 2011 Tracer Study shows that both men and women have developed new skills and have developed personally as a consequence of their study in Australia. Women in particular have increased confidence and there are many positive examples of women successfully applying their skills both inside and outside of the workplace.

The 2011 Tracer Study also shows that while there are still fewer women than men in senior positions, the relatively high number of younger women in management positions and the number of women being promoted means that it is possible, although not certain, that a change in perspective towards women in leadership positions is taking place and this may, in time, be reflected in women moving into more senior positions as well. ASDiV will continue to monitor this issue as part of the Strategy implementation.

The Tracer Study also noted that the Civil Society and International Agency respondents made the most frequent contributions to the promotion of gender equality. It is planned to undertake a cluster study under the 2012-2013 M&E Plan to explore in more detail the level and nature of their activities.

There has been a sharp increase in the number of applicants and awardees who are ethnic minorities in comparison with the selection processes in scholarship rounds prior to ASDiV. However, while the number of applications from ethnic minority applicants was roughly the same for the 2010 and 2011 rounds, there was a noticeable decline in the number of awardees in 2011. This will require continued sustained targeting of both male and female ethnic minority applicants in future rounds.

The number of applicants and awardees with disabilities remains very small (one awardee in the 2010 round and two in the 2011 round). More focused targeting and closer engagement with relevant agencies is necessary in order to maximise the access of persons with disabilities to the scholarship program. This will be a focus for ASDiV in future scholarship cycles.

2. ASDiV Gender and Social Inclusion Mainstreaming Strategy

The ASDiV program seeks to have an influence in selected areas of gender and social inclusion such as promoting women's participation in higher education at the Masters and PhD level. ASDiV can also seek to improve gender and HIV mainstreaming capacity within government through helping candidates where possible to select courses that include gender and HIV modules. It can encourage applications from lecturers and researchers from women's studies centres, research institutes and universities in order to increase teaching and research capacity on gender and social inclusion studies within Vietnamese universities and research institutes. It can analyse gender differences in career development and promotion after awardees return to Vietnam after their study. It can address unbalanced educational opportunities for ethnic minorities and people with a disability in its communication and selection strategies. It can also lead by example by ensuring it has strong policies and practices in place in its office.

2.1 Strategy objective

The strategy's objective is:

- Women, men, people from ethnic minorities and people with a disability have equitable access to scholarships at all levels of study and to new skills and they use their new skills to contribute to development in priority areas in Vietnam, including gender equality and social inclusion.

2.2 Strategy components

The mainstreaming strategies for the program have been revised in light of the Strategy's implementation over the past two years. These will be fully integrated into the annual plan each year and monitored through the program's M&E framework.

Entry Points	Mainstreaming strategies
Promotion of scholarships	<p>Ensure that scholarship promotions reach both women and men particularly ethnic minority women in the provinces. Promotion materials and website to have clear messages about gender equality and social inclusion.</p> <p>Cooperate with key departments of provinces in distribution of materials and marketing of the scholarships such as the PPC and key provincial departments/agencies such as the DoHA, DOET, Committee for Ethnic Minorities and VWU.</p> <p>Use returned ethnic minority alumni, especially women, and alumni with a disability to promote scholarships to potential applicants, including where possible providing information to family members or applicants about living in Australia.</p> <p>Disseminate stories on the website and the mass media about successful ethnic minority, especially female, graduates and graduates with a disability to encourage further applications.</p> <p>Liaise closely with the Central Committee for Ethnic Affairs (CEMA) and the central Vietnam Women's Union (VWU) office with a view to encouraging</p>

Entry Points	Mainstreaming strategies
	<p>them to publicise the scholarship program through their own communication channels and media vehicles.</p> <p>Examine whether there are structural impediments (such as English language levels) in the selection process of disadvantaged applicants who fail to be approved for a scholarship and recommend remedial action if appropriate.</p> <p>Where possible, individually counsel applicants who, with specific support and HR development, may be successful in future scholarship intakes. Individuals could also be directed to other services and support which might be available to improve their overall scholarship application in the future.</p> <p>Provide support to ethnic minority and disadvantaged rural applicants and applicants with a disability to address relevant constraints they may face in processing their applications.</p> <p>Engage more closely with MOLISA and with the network of local and international agencies dealing with persons with disabilities to encourage applications for future intakes from people living with disabilities and explain the Australian Government policies on special assistance for students with disabilities.</p> <p>Target potential candidates with the relevant educational levels and GPAs, who do not have a disability themselves, but who are working in organisations or roles that support people with disabilities.</p> <p>Cooperate with other agencies, such as the Ford Foundation, that have or are providing training and scholarships to ethnic minorities and other disadvantaged groups.</p> <p>Introduce the Gender and Social Inclusion Strategy in the provincial and other briefing sessions.</p>
Selection Committees and Interview panels	As appropriate, promote gender balance on selection and interview panels.
Working with Central Government Agencies	Encourage Central Government Agencies to take into account gender and social inclusion considerations in HRD plans, the application process and the re-integration process and offer support where appropriate.
Field visits to targeted poor provinces	<p>Work with the PPC and key departments/agencies to promote the program at the provincial level (such as the DoHA, DoET, Committee for Ethnic Minorities, VWU and Provincial CFAW).</p> <p>Inform agencies that the scholarship program is a long term initiative so that the provinces can develop human resource development plans that include targeting female and ethnic minority staff and staff with a disability as potential applicants in future years.</p> <p>Work with the provincial and regional universities especially to encourage ethnic minority lecturers to submit applications.</p>

Entry Points	Mainstreaming strategies
Gender and social inclusion awareness raising	Undertake gender and social inclusion awareness raising with Academic Advisers, M&E Adviser, HRD Adviser as well as the program staff.
Logistics for selection processes	Ensure equity in logistic access to selection processes for ethnic minority and rural disadvantaged candidates and candidates with a disability.
Course selection	Advisers have been informed about universities in Australia that have strong gender studies and social studies courses or that integrate gender modules into other courses so they can discuss and promote them as appropriate with relevant male and female short-listed candidates.
Pre-departure program	<p>Provide recipients with information about laws and culture in Australia with regards to gender equality policies, anti-discrimination, domestic violence, HIV/AIDS especially in comparison with Vietnam.</p> <p>The briefing will including an analysis of the importance of gender mainstreaming and development.</p>
Re-integration plan	<p>Pay particular attention in re-integration plans to roles and positions that will provide career advancement for female and ethnic minority graduates.</p> <p>Continue to discuss issues of gender equality and social inclusion with Central Government Agencies so they can provide support to returning male and female graduates to continue to build their capacity as well as recognising their potential contribution to the agency after study.</p>
Alumni activities	<p>Encourage ethnic minority graduates to actively participate in alumni activities.</p> <p>Encourage both male and female graduates to take the lead in alumni activities.</p> <p>Ensure that organisation of alumni activities will be gender-sensitive and take into account issues such as timing and location to ensure women can participate.</p> <p>When there are sufficient numbers of ethnic minority alumni consider holding alumni events which focus on ethnic minority topics and issues.</p> <p>Consider holding professional development events on topics of particular interest to women, such as barriers to women reaching leadership positions and leadership skills for women.</p>
Database	Update database regularly and include disaggregated data as a minimum standard.

2.3 Internal mainstreaming strategies and responsibilities

This Strategy is an ASDiV Program document, and as such the ASDiV team bears overall responsibility for implementation of the strategy and for monitoring and evaluation of strategy implementation. The ASDiV Gender Adviser and Coffey's Corporate Gender and Social Inclusion Adviser will provide ongoing support and assistance for implementation and monitoring of the strategy. ASDiV's ability to implement the strategy relies on the skills, knowledge and commitment of ASDiV staff involved to implement it. Thus internal mainstreaming strategies will be applied to develop the capacity of ASDiV team members. All program employed staff involved in implementation are required to sign the Coffey code of conduct which has specific provision regarding harassment, anti-discrimination and gender-based violence, and are required to participate in gender and social inclusion sessions. ASDiV will continue to support awareness raising activities for staff on international days such as International Women's Day and White Ribbon Day and relevant national days such as Vietnam's Women's Day. The Deputy Team Leader has been given responsibility for gender and disability issues under the direction of the Team Leader.

3. Monitoring and evaluation

The Strategy is fully integrated into annual plans and core program practices and processes. It has already been fully integrated into the monitoring and evaluation framework (MEF) plan to ensure that it is not seen as a stand-alone document but rather a key element of program effectiveness. Outcome 3 in the MEF is specifically focused on gender equality. All indicators in the MEF that measure number or percentage of students or alumni are disaggregated. M&E tools such as annual scholar surveys, student databases and records, and tracer studies will collect disaggregated data (by sex and ethnicity). ASDiV will flag records of any candidates selected who have a disability. The MEF also includes specific indicators to measure whether the awards have promoted gender equality and social inclusion including:

- % of female, ethnic minority and disabled applicants selected
- % of female and ethnic minority and disabled alumni in the workforce 3 and 5 years after study
- Gender and social inclusion training conducted for ASDiV staff.

Monitoring of gender equality and social inclusion will continue to focus on:

- Monitoring selection processes to review strategies for recruiting suitable female applicants, particularly ethnic minority women, and applicants with disability.
- The differential impacts of the program on men, women and ethnic minority students. Tracer studies will look at differences in outcomes for male/female, ethnic minority and disabled applicants. They will also look at how women and people from ethnic minorities are able to use their new skills and move into positions of leadership on their return, as well as how they impact upon gender policies on their return.

Program reporting will use and analyse disaggregated data and will analyse program management process, procedures, and lessons learnt from a gender and social inclusion perspective. ASDiV, in conjunction with the Coffey Corporate Gender and Social Inclusions Adviser, will report progress against the strategy annually. Each Annual Report will contain a separate report on the implementation of the gender and social inclusion strategy.

TERMINOLOGY

Gender	Gender refers to the social roles and responsibilities of men, women, boys and girls. Differing gender roles result in disparities in: rights and entitlements; access to and control over resources and decision making at the household, community and national level; poverty levels; and the experience of stigma and discrimination.
Gender and social analysis	Gender and social analysis examines differences in development needs and preferences for men and women and socially excluded people such as people with disabilities and the differential impact of a development initiative on the economic and social relations between them.
Gender equity	Gender equity is the process of being fair to women and men. Gender equity means steps taken to achieve fairness and justice in the distribution of benefits and responsibilities between women and men. It often requires women-specific programs and policies to end existing inequalities.
Gender equality	Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.
Gender and social inclusion mainstreaming	A strategy for considering and addressing the different needs, perspectives and experiences of women, men, people with a disability, ethnic minorities and other socially excluded people in all aspects of program and policy assessment, design, implementation and evaluation.
Gender sensitivity	Being sensitised to or mindful of the scope for difference in the interests, opinions, roles and circumstances for men, women, boys and girls.
Disability	Disability is a very general term to describe a physical or mental impairment and how it affects someone's ability to be part of society. Physical and mental impairments can describe anything from a missing finger or a mild learning disability to blindness or no control of limbs.
Disaggregated Data	Refers to distinguishing men and women, ethnic minorities, people with a disability, people with HIV and other excluded people in the data to reveal quantitative differences between them.
Social Inclusion	Social exclusion describes a process whereby certain groups in society are systematically excluded from opportunities that are open to others. Groups can be discriminated against on the basis of their sex, age, caste, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live, or other social identity. Social Inclusion means ensuring that socially excluded people have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

