



Australian Government

★ Australia Awards

AUSTRALIAN SCHOLARSHIPS FOR DEVELOPMENT IN VIETNAM (ASDiV) PROGRAM

3rd Annual Report

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Abbreviations

ACET	Australian Centre for Education and Training (in Vietnam)
ACIAR	Australian Centre for International Agricultural Research
ADS	Australian Development Scholarships
AEI	Australian Education International
AIDAB	Australian International Development Assistance Bureau
ALA	Australian Leadership Awards
ALAF	Australian Leadership Award Fellowships
ALAS	Australian Leadership Award Scholarships
ANU	Australian National University
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 Affairs
CGA	Central Government Agency
CSIRO	Commonwealth Scientific Industrial Research Organization
DCS	Development Cooperation Strategy
DD	Design Document
DFAT	Department of Foreign Affairs and Trade
DHA	Department of Home Affairs
DIAC	Department of Immigration and Citizenship
DOET	Department of Education and Training
EL	English Language
ELICOS	English Language Intensive Courses for Overseas Students
ELT	English Language Training
FTG	Fast Track Group
GAPS	General Awareness and Promotion Strategy
GESI	Gender Equality and Social Inclusion
GoV	Government of Vietnam
GPA	Grade Point Average
HCMC	Ho Chi Minh City
HCMNAPPA	Ho Chi Minh National Academy of Politics & Public Administration

HEP	Higher Education Project
HRD	Human Resource Development
IAP	Introductory Academic Program
IELTS	International English Language Testing System
IMF	International Monetary Fund
IT	Information Technology
JSC	Joint Selection Committee
FMP	Family Medical Practice
FM	Finance Manager
M&E	Monitoring and Evaluation
MARD	Ministry of Agriculture & Rural Development
MC	Managing Contractor
MIC	Ministry of Information and Communications
MOCST	Ministry of Culture, Sport and Tourism
MOET	Ministry of Education and Training (in Vietnam)
MOF	Ministry of Finance
MOFA	Ministry of Foreign Affairs
MOH	Ministry of Health
MOIT	Ministry of Industry & Trade
MOJ	Ministry of Justice
MONRE	Ministry of Natural Resources & Environment
MOLISA	Ministry of Labour, Invalids and Social Affairs
MOST	Ministry of Science and Technology
MPI	Ministry of Planning and Investment
MPS	Ministry of Public Security
NGO	Non-Government Organisation
OASIS	Online Australian Scholarship Information System
OBS	Overall Band Score
ODA	Overseas Development Assistance
OOG	Office of Government
ONA	Office of the National Assembly
OSHC	Overseas Health Cover
PCE	Pre-Course English
PCOC	Party Central Organisation Committee
PDB	Pre-Departure Briefing

PhD	Doctorate of Philosophy
PPC	Provincial People's Committee
PPI	Priority Public Institution
RFP	Request for Placement
SA	State Audit
SBV	State Bank of Vietnam
SCO	Student Contact Officer
SPC	Supreme People's Court
SPP	Supreme People's Procuracy
SS	Scholarships Section
TESOL	Teaching English as a Second Language
UNDP	United Nations Development Programme
UQ	University of Queensland
VIED	Vietnam International Education Development
VCB	Vietcombank
VCCI	Vietnam Chamber of Commerce and Industry
VGAC	Vietnam Graduates from Australia Club
VNA	Vietnam News Agency
VOV	Voice of Vietnam
VTV	Vietnam Television
VUFO	Vietnam Union of Foreign Organizations

Executive summary

In its second full year of implementation in Phase 1, the ASDiV program underwent profound changes and only the spirit of the Design Document (DD) remained in that the program continued to target the same applicant groups. The most significant change was the introduction of the AusAID on-line OASIS application system and the consolidation of the ADS and ALAS into a single application form. At the same time, the launch of the joint ADS/ALAS awards was brought forward by three months to 11 March 2011. Another outcome of the change was the streamlining of promotions into a single communication package and phase.

Other significant changes arose out of the experiences and lessons learnt from the 2010 ADS round and were designed to streamline the application requirements and processes. The most important of these were: (i) consolidation of 5 Profiles into 3 Profiles but targeting the same groups; (ii) discontinuation of the Priority Public Institutions (PPI) program and broadening the revamped Profile 2 target to 30 Central Government Agencies; (iii) introduction of minimum GPAs for all Profiles at application; (iv) introduction of minimum IELTS levels at application for Profiles 2 and 3 applicants; (v) restricting PhD studies to lecturers and researchers in Profile 3; and (vi) interviews for all short-listed applicants.

These changes greatly influenced the preparation for, and implementation of, the ADS/ALAS round and reduced the number of applications, especially applications from Central Government Agencies in the revamped Profile 2. The time pressures affected almost all promotional and selection activities, which had to be quickly revised, re-planned and implemented over a very short period. The requirement that applicants had to nominate their courses at the time of application also meant that the roles of the HRD Advisers and Academic Advisers had to be modified and their level of individual engagement reduced.

Despite the challenges arising from these changes, the application and selection processes for the ADS/ALAS 2011 round were efficiently conducted, and generated sufficient numbers of quality applicants to meet the overall scholarship targets. Key results are:

- 985 ADS/ALAS applications received compared to 1,294 applications in 2010
- Applications from disadvantaged applicants (ethnic minorities, persons with a disability and disadvantaged rural applicants) were 18% of total applications, compared to 7% in 2010
- 266 ADS/ALAS awards approved, against an annual target of up to 250 awards
- Awards targets achieved for Profile 1: 103 (target 75) and Profile 3: 108 (target 75), but not Profile 2: 55 (target 100)
- 18 ALAS awards approved by Canberra
- 56 PhD conditional awards offered, against a notional 20% target of 50
- Women dominated applicants (60:40) and awardees (61:39) across all three Profiles
- Applications received from 58 of Vietnam's 63 provinces/cities, the same as 2010
- 56 applications from ethnic minorities similar to last year with 14 awards offered (24 in 2010)
- Two applicants with disabilities, both received awards (one award in 2010)
- Rural disadvantaged (ethnic Kinh) applications and awards increased significantly
- Two of the three regions targeted with provincial visits received the highest number of Profile 1 awards out of Vietnam's eight regions
- Applications received from 135 universities/colleges (24% more than last year), including 41 provincial/regional universities/colleges, which received 29 awards compared to 22 in 2010

An issue experienced in the 2011 round selection was the large shortfall in Profile 2 applications. This shortfall stems from a number of factors including the switch to the on-line application, discontinuation of the PPI program, the short promotion period and the IELTS requirements on application.

Promotion visits took place to 14 provinces, five more than in 2010, in the three targeted regions with large concentrations of ethnic minorities. The visits were well received by the Provincial People's Committees, except Gia Lai. There is some correlation between the provinces visited and the number of applications received and awards offered. Successful information sessions were also held at the same targeted regional/provincial universities as last year, with the exception of Tay Bac University.

A number of selection issues arose as a result of the ADS/ALAS consolidation and the introduction of the on-line OASIS system. Some of these have now been resolved, partly in response to recommendations submitted by ASDiV. The principle of full integration of ADS and ALAS assessment processes to allow for selection of ALAS candidates from a larger pool of applicants has been accepted and will be implemented in the 2012 round. Most importantly, the issue which, paradoxically, led to an increased administrative workload for ASDiV by having both on-line and hard copy applications, has been resolved by AusAID Post and only on-line applications will be used for the 2012 round.

The placement process was accelerated in order to successfully meet the new AusAID placement deadlines. While the resultant pressures were compounded by simultaneous placement of 170 ADS awardees from the 2010 round, for awardees on award in 2010, 95% thought that they were both in the right course and at the right university.

According to OASIS and variation awards data, the failure rate for current awardees is very low. Overall, 96.7% of ADS students (296 students) are ranked satisfactory and 100% of ALAS students (42) have satisfactory progress. Additionally, there were 64 'high achievers' (approximately 21%) in the ADS cohort. Only 8 ADS students (2.6%) were reported as having unsatisfactory progress. These students have been given counselling, tutorial assistance and/or supplementary exams.

Issues have arisen as a result of the changes in September 2011 in the English Language Policy. 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. The changes have introduced a degree of uncertainty in those awardees who have not met their EL requirements; uncertainty about how various cases will be handled in terms of entitlements to additional EL training and IELTS testing; and uncertainty for the universities in placing students who fail to meet their EL course requirements.

During the year considerable effort was directed at consolidating and strengthening the alumni program, for which professional development events have formed the backbone. Among the positive outcomes of these events are the expanded participation by older alumni and provincial alumni, high levels of alumni satisfaction with events and enhanced social and professional networking. The alumni database, which has records of 2,454 active alumni, was further refined to make data usage more effective and more convenient for alumni.

It has been a fruitful year for the M&E program with the completion of a Tracer Study of alumni with positive findings in terms of relevance of their study to their previous experience and to their current positions and their soft skill development. In addition, two cluster studies were completed – one outlining the impact that five alumni have had in introducing innovative teaching methods into a Faculty of Public Relations and Advertising, and the other tracing the impact of two generations of alumni on the substantial development of education quality systems in higher education in Vietnam. A further 21 longitudinal case studies were completed to add to the 21 studies completed in 2010.

1. Introduction

This Annual Report reports on the second full year of implementation of the ASDiV Phase 1 which ends in January 2012. The 2010 Annual Report noted that the first phase of the ASDiV program was essentially a pilot program and that the Design Document (DD) was a “living document subject to adjustment and change as implementation of the program proceeds”. This statement remains as valid a description of the program’s implementation in 2011, as it was for 2010, perhaps even more so. Equally valid for this year is the observation in the 2010 Annual Report that the most effective way to meet the challenges that emerged was through a close dialogue and a spirit of partnership between AusAID Post, MOET and the MC.

2. Changes in application processes and requirements

The ASDiV program underwent such profound changes this year that, in practice, only the spirit of the original DD remained in continuing to target the same applicant groups as profiled in the DD, albeit in a newly consolidated way. The most significant change was introduced by AusAID Canberra, who sought to consolidate processes and unify branding and communications relating to the AusAID-funded development scholarships under the Australia Awards rubric. The engine used for this change was the OASIS on-line application system adapted from the specific use by the ALAS program to include ADS applications in a single system. The OASIS on-line system was designed for use by all AusAID development scholarship programs where possible. Its introduction in Vietnam meant that the unique on-line system developed by the MC for the ASDiV program was quickly made obsolete.

The introduction of OASIS in mid-January 2011 was accompanied by a very short timeline to prepare for the launch date of the newly unified ALAS/ADS round, which was brought forward to 11 March from the normal ADS application opening in mid-June. Moreover the deadline for sending ALAS recommendations to Canberra and ADS placement nominations to universities for first semester 2012 commencement was brought forward to 8 and 25 August 2011 respectively.

Although Canberra did not make it compulsory for the OASIS system to be implemented for this year’s scholarship round, after consultations with the MC showed that implementation was feasible, even with the compressed timelines, AusAID Post made the decision to introduce OASIS for the 2011 Vietnam round. However, it was also decided to combine on-line and hard copy applications in a transitional process, particularly to benefit rural-based applicants in the revamped Profile 1.

The other significant changes arose out of the experiences and lessons learnt from the 2010 ADS round, which brought out the complexity of the ASDiV design. As noted in the 2010 Annual Report, this complexity made it difficult both to promote the program and to implement its selection processes and caused some confusion among prospective applicants and short-listed candidates. The 2010 Annual Report made a series of recommendations to streamline the application requirements and processes, most of which were adopted for the 2011 round.

The key changes that affected the implementation of the scholarship program in the 2011 ADS/ALAS round are listed below.

Canberra initiated changes

- Introduction of the consolidated OASIS on-line system combining ADS and ALAS applications using one application form
- The requirement for all applicants to nominate their courses at the time of application on OASIS
- The integration of ADS and ALAS promotions into a single communication package and phase

Hanoi initiated changes

- Integration of the screening and selection processes of the ADS and ALAS but with the final decision on ALAS awards being retained in Canberra
- Consolidation of the original five Profiles in the DD into three Profiles, but aiming at the same target groups
- The replacement of the Priority Public Institutions (PPI) program with a revamped Profile 2 targeting 30 Central Government Agencies (CGAs) instead of 15 PPIs, and removing the right of agencies to select and directly nominate applicants from among their staff
- Introduction of minimum GPAs for all Profiles at application, not just CGA applicants in Profile 2
- Introduction of minimum IELTS levels at application for Profiles 2 and 3 applicants, (for Profile 1 applicants' minimum IELTS scores were determined at the IELTS selection test).
- On-line applications made compulsory for Profiles 2 and 3 but optional for Profile 1; all applicants applying on-line were required to submit a hard copy to ASDiV
- Levels of study rationalised; undergraduate studies no longer available for disadvantaged applicants; only tertiary lecturers and researchers in Profile 3 eligible to apply for PhD studies
- Interviews undertaken for all short-listed candidates instead of some designated categories of candidates as set out in the DD
- The use of two streams for assessment and interview – Profiles 2, 3 and ALAS applicants in one stream and Profile 1 applicants in the second, later stream.

Some of the above changes in processes also meant that the roles of the HRD Advisers and the Academic Advisers had to be modified from those described in the DD and their level of individual engagement reduced. With the change to an on-line application process for all applicants and the consequent abolition of individual career path plans under the PPI program for CGA applicants, there was no longer a requirement for the HRD Advisers to be engaged down to the individual level. Similarly, as all applicants had to nominate their courses on application, the Academic Advisers were no longer in a position to meet individually with all short-listed candidates to advise on course selection as prescribed in the DD.

3. General Awareness and Promotion Strategy

The overall purpose of ASDiV's General Awareness and Promotion Strategy (GAPS) is to raise awareness of the ADS/ALAS scholarships in general and specifically to recruit sufficient quality applicants to reach the notional annual target of up to 250 scholarships and the individual Profile percentage targets. As specified in the GAPS, a two-level approach continued to be used this year comprising: i) General Awareness Strategy and 2) Targeted Promotion Strategy. Overall, the implementation of the GAPS succeeded in targeting sufficient quality applicants to meet the overall scholarship targets with exception of the shortfall in Profile 2.

However the consolidation of ADS/ALAS into a single application process for the 2011 round led to significant changes in the implementation of the GAPS, as originally set out in the GAPS 2010-2011 document, and actual implementation was more in line with the GAPS 2011-2012, first drafted in March 2011. This scholarship consolidation resulted in two key changes from previous years: i) a single promotion phase for ADS/ALAS instead of two distinct phases, and ii) a fully coherent communication message about the two scholarships with a single set of promotion materials and activities.

The sudden introduction of the on-line consolidated application in mid-January 2011 combined with bringing forward the application launch date by almost three months to 11 March placed severe time constraints on the preparation and planning of promotion activities and materials and selection

processes for the combined ADS/ALAS 2011 round. The time pressures affected almost all promotional and selection activities, which had to be quickly revised, re-planned and implemented over a very short period of time.

It meant, in particular, the development of a completely new ASDiV website, which went public only on the day of application opening, the revision of the promotion package which was not printed until after the application opening date, the hurried planning of provincial visits, which did not take place until April, and revised screening and selection processes. The down period of the Tet holidays at the end of February merely added to the time pressures.

The short preparation time also allowed little time to explore the possibility of utilising existing television programs to promote the scholarships, as happened so successfully last year with the '*Nguoi Xay To Am*' program. The hurried preparations also meant that there was insufficient time to brief and follow-up adequately the additional 16 CGAs in Profile 2 on the benefits of the scholarships to their HRD planning and the need for them to be pro-active in the internal promotions. This was a major reason for the relatively few applications from staff of these new agencies and contributed to the overall shortfall in Profile 2 applications and awards.

What finally eventuated in promotional activity for the 2011 ADS/ALAS round could only have been achieved as a result of the close collaboration between AusAID Post and ASDiV staff, with almost daily consultation on publicity material, website content and processes. The participation of AusAID staff in almost all the provincial visits was symbolic of this close collaboration.

3.1 General Awareness Strategy

3.1.1 Television and video production

The M&E report contained in the 2010 Annual Report suggested that the focus of generic awareness-raising should be on celebrating the achievements of the program rather than pro-actively seeking more applications. This eventuated in 2011, first, by developing 18 written 'Success Story' profiles featuring alumni for placement on the ASDiV website, followed by the development of 15 video 'Success Story' alumni profiles for posting on the ASDiV website, YouTube and the ASDiV Facebook fan page.

Second, as recommended in last year's Annual Report and the GAPS 2011-2012, a 23 minute documentary video "Journey of Dreams" and a 2 minute promotional video were developed by a contracted media company. The documentary video has a story-based content drawing upon five prominent alumni/awardees' stories and is to be broadcast twice on a national VTV channel with a segment to be broadcast on VTV's 19:00 national news. An unexpected benefit of the contract was the production of a longer video on each of the five alumni/awardees featured in the contracted videos. The timely completion of these videos means that they can be used in the promotion campaign for the 2012 ADS/ALAS round.

In addition, opportunity was taken to obtain VTV coverage of the very large number of 117 awardees attending the pre-departure briefing in Hanoi on 1 December 2011. The event was combined with presentations of prizes to nine of the awardees who are ethnic minorities by a Vice Minister of the Central Committee for Ethnic Affairs (CEMA). Footage of the pre-departure briefing was broadcast on the late news on VTV 1 and prominently on the 6.00pm news on VTV 6, the youth channel. Discussions have taken place with CEMA on another media event involving ethnic minority ADS awardees in a joint ceremony, with the CEMA Minister presenting prizes to outstanding ethnic minority students.

3.1.2 Assessment of general awareness media channels

Sources of information about the scholarship

Difficulties were encountered in assessing the various media vehicles used to promote the ADS/ALAS round, due to inadequate categorisation of sources of information in the OASIS application form survey. This also caused confusion for applicants. All that can be concluded with confidence from the OASIS survey was that the predominant information source about the scholarships was obtained through personal contacts (37% of the respondents indicating friends/relatives or colleagues). This seems to illustrate the importance of both general awareness publicity and targeted promotion activities.

ASDiV website

The ASDiV website remained the key source of information for potential ADS/ALAS applicants and the point where applicants could apply directly on-line and download the application package. To meet the requirements of the consolidated ADS/ALAS awards and the online application processes, a completely new ASDiV website was quickly redesigned and developed, but because of the time constraints its publication barely made the 11 March application opening date. Despite the plan to have a Vietnamese version for the 2011 round, there was simply not enough time to complete the translation. In 2012 a Vietnamese version of the website will be developed. Experience in the 2011 round shows the need for guidelines on the use of the OASIS system to be placed on the Vietnamese version of the website to assist those applicants with lower English language expertise.

Commercial website advertising

Commercial website advertising remained one of the most effective ways to raise awareness of the ADS/ALAS program as shown by the overall high hit indicators, due to the widespread use of news websites by young, educated Vietnamese, who are potential applicants. Even though advertising was only run for half the time compared to last year, the actual number of hits on the logo in all four websites used was higher. It is proposed to continue to use commercial website advertising for the 2012 round on the same basis as the 2011 round.

Newspaper advertising

While newspaper advertising is relatively high cost for the seemingly small outcomes, it has a wider public awareness function and acts as a primary source of information for a broader audience who can also pass on the information to potential applicants. Moreover for the 2012 round it is proposed that newspapers will be used to advertise, at no cost to AusAID, the University Information Days (as well as the adjoining ASDiV information sessions), which will be held in Hanoi and HCM City in mid-March. However, ASDiV's failure to get a well written, moving story written by an ethnic minority awardee printed in one of the national newspapers indicates the difficulty of using this form of promotion strategy.

3.1.3 Targeted promotion strategy

Promotion visits to selected provinces

Given the time constraints, it was somewhat remarkable that promotion visits took place to 14 provinces, five more provinces than last year, in the three targeted regions where there are large concentrations of ethnic minorities - Mekong Delta, Central Highlands and the Northwest. This could only be managed as one visit, instead of two, was made to each province (except for Lai Chau and Lao Cai) and because of the good relations established with most of the Provincial People's Committees (PPCs) in the provinces visited last year. During the visits, meetings were mostly arranged at Vice-Chairperson level and public information sessions were held. The five additional provinces were selected because of their accessibility from existing provinces, their ethnic minority populations or their lack of awardees or alumni.

The one exception to the generally good reception to the visits from the PPCs was Gia Lai, where, as last year, the provincial leadership declined to support an information session, despite the positive attitude from the relevant PPC departments. Thus an alternative strategy of working through the local ADS alumni was adopted with some success (3 Gia Lai awardees out of 7 applicants).

The visits to Mekong Delta provinces were particularly well received with an evident commitment from provincial leaders to developing local HR resources, despite some initial difficulty in obtaining appointments in the new provinces. The Mekong Delta provinces generally have well developed HR plans (under the Mekong 1000 scholarship plan) and several of these new provinces had candidates prepared who were suitable for the ADS/ALAS 2011 round. This preparation paid off for Kien Giang, for example, which received 5 conditional awards out of 16 applications.

It is noteworthy that there is some correlation between the regions visited and the number of awards (see section 6.8 of the Annual Selection Report for more details). Of the three regions targeted, Mekong Delta and the Northwest, respectively received the most awards in Profile 1 (11 and 10 respectively) among all the eight regions in Vietnam (excluding awards in the five major cities). The number of awards in the third targeted region, Central Highlands, was fewer with five awards, but there was nevertheless a significant increase this year in the number of Profile 1 equivalent applications from this region – from 12 to 22. The overall problem in the Central Highlands appears to be relatively low GPA and English Language levels.

Clearly the visits have enhanced the basis for further cooperation for the 2012 and subsequent rounds. Specific focus should be on working with the Department of Home Affairs (DOHA) where possible, as it is this department that is responsible for developing and implementing the provincial HRD plan, which includes a required 5-year plan to upgrade the university level qualifications of provincial staff.

The same provinces targeted last year should be included in the visits plan for the 2012 round so as to build on the relationships already established and to report on this year's selection results. In most cases this will only require one visit to each province as preparations can be made through email and telephone to existing contacts. Depending on staff scheduling and other preparations for the 2012 round, consideration could be given to including two other provinces in the northwest with large ethnic minority populations and relatively easy access from Hanoi, Yen Bai and Hoa Binh, as well as Lam Dong in the central highlands, with its large ethnic minority population and the universities located in Dalat.

3.1.4 Information sessions in targeted universities

Successful information sessions at the same targeted regional/provincial universities as last year were held in conjunction with the provincial visits (other than Thai Nguyen University). The exception was Tay Bac University in Son La where support could not be obtained from the Rector and instead an information session was held at the separately located Faculty of Agriculture. Apart from Tra Vinh and An Giang universities, where the sessions were combined with public meetings, those attending were mostly young lecturers or senior students.

It is noteworthy that the best selection results from provincial/regional universities in the 2011 round were from An Giang and Thai Nguyen universities (6 awards each), both of which are targeted universities. Despite an overall decrease in the number of applications from Profile 3 applicants compared to last year's equivalent two profiles, there was a considerable increase in the applications and awardees (from 22 to 29) from regional/provincial universities. Therefore targeting should be continued for the same provincial/regional universities and colleges the next round, with perhaps the addition of Dalat.

4. Selection results

Despite the noted challenges, the overall application and selection results were generally positive, with 985 applications received and 266 awards approved.

Table 1: Total Applications and Conditional Awards by Profile

	Total Applications				Total Conditional Awardees			
	P. 1	P. 2	P. 3	Grand Total	P. 1	P. 2	P. 3	Grand Total
No. of Applications	414	98	473	985	103	55	108	266
Percentage	42%	10%	48%	100%	39%	21%	40%	100%

The key results of the selection process of the ADS/ALAS 2011 round and comparison with the 2010 round results, where relevant, are as follows:

- A total of 985 ADS/ALAS applications compared to 1,294 ADS and ALAS applications in the 2010 round representing a 24% decrease.
- A total of 266 ADS/ALAS awards was approved (including 9 Profile 1 conditional awards originally placed on a reserve list but subsequently moved to the fully approved list to replace 12 withdrawals) compared to 263 awards in the 2010 ADS round, against an annual target of up to 250 awards.
- Of the total 266 ADS/ALAS awards approved there were 18 ALAS awards approved by Canberra.
- A disproportionate 15 ALAS awards were received by women and 10 ALAS awards were for PhD studies, both reversing the respective ratios in the 2010 ALAS round.
- There was a significant decrease in the number of applications from last year in the revamped Profile 2 (falling from 160 to 98) and awards (decreasing from 97 to 55) and a shortfall of 45 awards against a target of up to 100.
- Despite the overall decrease in applications, the number of applications in the revamped Profile 1 remained virtually the same in the 2011 and 2010 rounds (414 and 410 respectively).
- An increase in the number of ineligible applications from 27% of ADS applications last year to 35% for ADS/ALAS this year (see section 6.2 in the Annual Selection Report for analysis of the reasons).
- There were 218 PhD applications for this year's round (in Profile 3 only) compared to 306 ADS PhD applications in the 2010 round. The number of applicants offered conditional PhD awards was 56. The introduction of the IELTS requirements on application was an important factor behind the decrease in applications.
- Female applicants and awardees continue to dominate both applicants (60:40) and awardees (61:39) and similarly outnumber male applicants across all three Profiles including ethnic minority applicants.
- More women (56%) applied than men (44%) for PhD scholarships and were offered more conditional awards (31 and 25 respectively).
- There was broad geographical representation across Vietnam with applications received from 58 of Vietnam's 63 provinces/cities, the same as last year; conditional awards were offered to applicants from 37 provinces/cities.

- Hanoi's predominance in applications and awards was further reduced this year compared to ADS 2010 round figures, with a decrease (from 44% to 41%) in the percentage of applications and in the number of conditional offers (56% to 51%).
- HCM City achieved better results this round more commensurate with its large number of universities, with a substantial percentage increase from the very low 5% ADS awards last round to 11% ADS/ALAS awards this year; two thirds of the awardees were lecturers/researchers in Profile 3.
- There were encouraging results from provinces/regions which have been the target of ASDiV visits and information sessions with two of the three regions targeted receiving the highest number of Profile 1 awards out of Vietnam's eight regions (Mekong Delta – 11 awards, excluding 2 in Can Tho, and Northwest – 10 awards).
- Although there were similar numbers of applications from ethnic minorities in both the 2010 and 2011 rounds (57 and 56 respectively) there were fewer eligible applicants (49 and 39) and thus fewer awards offered (24 and 14). There appear to be no salient reasons or pattern for this decrease in both eligibility and awards.
- There were two applicants with disabilities and both received awards compared to five applicants and one award in the last round.
- There was a significant increase from last year in the number of rural disadvantaged (ethnic Kinh) applicants from 64 to 115 and a consequent increase in awards from 11 to 35; the reasons for this are not clear as the designated poor provinces and districts were virtually the same.
- No Special English candidates were offered conditional awards this year, although 7 applicants met the minimum 3.0 IELTS to qualify, in contrast to 5 Special English candidates offered awards in the 2010 round.
- There was wider representation of applications from universities and colleges across the country than last year's round (135 in 2011; 109 in 2010) including 41 from provincial universities and colleges; 52 universities/colleges including thirteen provincial universities/colleges were represented in the conditional awards offered.

There were two result areas, in particular, which were disappointing compared to the successes of the 2010 round. One was the almost 25% decrease in the total number of ADS/ALAS applications compared to the combined number of ADS and ALAS applications received in 2010. The other was the substantial shortfall in CGA staff applications and awards in Profile 2.

This drop in both overall and Profile 2 application numbers can partly be explained by the more stringent IELTS and GPA application requirements that were introduced for this year's round. In addition the specific shortfall in Profile 2 applications stems in part from the switch to the on-line application process, in particular the removal of the right of the CGAs to directly nominate applicants (see section 5 for further analysis).

Nevertheless, despite the overall drop in applications, there were sufficient numbers of high quality applicants to meet the overall target of up to 250 scholarships. The unfilled places in the Profile 2 target allocation were re-allocated to Profiles 1 and 3 and were filled without any difficulty.

5. HRD strategy and targeted promotion for Profile 2

In the 2011 round, the former PPI Program was discontinued and replaced by a revamped Profile 2 targeting 30 CGAs, which included 14 of the previous PPIs. This development combined with the introduction of on-line applications, led to a significant change in the way applicants from these central agencies applied for scholarships and thus in the promotion of the scholarships to potential CGA applicants.

CGA applicants were no longer nominated by their agencies after vetting but could apply directly on-line, and they were no longer required to submit individual career path plans. The only legacy remaining from the old PPI program was the need for applicants to obtain endorsement from their agencies (using an Endorsement Letter format) that the proposed study was in line with the agency's HRD training plan. These changes substantially reduced the degree of engagement of the two HRD advisers in the promotion of the scholarships in these agencies. The modified HRD strategy and basic approach was to provide consolidated support to CGAs at the organisational level, but not down to the individual level.

In 2011 there was not much evidence that internal promotion activities were undertaken on the part of many CGAs, especially the new CGAs (although at least four of former PPIs placed information on their websites). For most CGAs, probably their only activity was to sign off the Endorsement Letters for applicants. Even in this activity, it was not clear how seriously the CGA heads of personnel took into account the relevance to their agency's HRD training needs. As few internal promotion activities were conducted by most agencies, and no career path plan workshops were held by agencies, allowing face to face provision of scholarship information, there were less favourable conditions for CGA applicants to apply in this round of scholarships.

To redress this situation for the 2012 round, action has been taken for the National HRD Adviser to organise individual meetings starting in November 2011 with the new CGAs and several of the old PPIs to brief them on the scholarship program, to explore ways how the scholarships can meet their HRD needs and to discuss internal promotion plans. An important recommendation that came out of these meetings was the need to encourage the CGAs to hold their own internal workshops for potential applicants among their staff, with the participation of the HRD Manager.

6. Academic advising strategy

The academic advising strategy for 2011-2012 was revised to take into account the introduction of on-line applications for the 2011 round, which altered substantially the role of the two Academic Advisers as originally described in the DD. 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 Adviser also designed an information package for prospective research degree applicants to help PhD applicants, in particular, find research supervisors and to complete the research proposal section of the OASIS application form. This package was placed on the ASDiV website. This information had 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 database. Both the information package and the on-line course are believed to be the first of their kind for an AusAID scholarship program. Finally, as a 'last resort' measure early in 2011, the Adviser assisted a number of 2010 round PhD awardees, to find supervisors through his direct contacts with respective universities. As a result, all PhD awardees from the 2010 round were able to find supervisors.

The National Academic Adviser performed a similar advisory role on courses as above, but because of her presence in Hanoi was available for face-to-face consultations with Masters' applicants and short-listed candidates and awardees. In addition she was a member of the three-person interview panel for PhD short-listed candidates.

7. Selection issues

There were a number of selection issues which arose as a result of the consolidation of ADS/ALAS applications and the introduction of the on-line OASIS system. Some of these issues have now been resolved by decisions made in AusAID Canberra or AusAID, partly in response to recommendations submitted by ASDiV. A fundamental issue was that, despite the consolidation ADS and ALAS into a single process, the two types of scholarships were not fully integrated. In particular this meant that we were not able to select and recommend applicants with leadership qualities and potential from the whole pool of applicants. Other issues stemmed from the quite sudden introduction of the OASIS on-line system and the response of both AusAID Post and ASDiV to this change. These issues can be divided broadly into two categories: (i) issues that need to be addressed by AusAID Canberra, and (ii) issues that relate to local decisions by AusAID Post and ASDiV and need to be addressed in Hanoi.

7.1 Issues for consideration by AusAID Canberra

7.1.1 *Integration of ADS and ALAS*

Although the application processes for the ADS and ALAS were consolidated, ALAS applicants had to distinguish themselves from ADS applicants at the point of application. First, they had to have an IELTS of 6.5 and no sub-band below 6.0 to be eligible to apply, and second, they had to complete a separate section of the application form specified for ALAS applicants. These two discriminating factors together limited the pool from which applicants with appropriate leadership potential could be selected. The IELTS requirements restricted both the number and the type of applicants. Many suitable applicants with less than 6.5 IELTS were automatically ineligible for consideration.

The high IELTS requirements tend to favour certain types of applicants: (i) applicants who have specialised in English Language (EL) studies at university, (ii) applicants who have obtained a degree overseas, (iii) PhD applicants and (iv) academic applicants. They probably also favour female applicants as more women applicants tend to do EL studies than men. Thus, somewhat paradoxically, the 6.5 IELTS requirement made it difficult to fully meet the AusAID Guidelines on ALAS: (i) giving preference to those who have not studied overseas, and (ii) ensuring ALAS awardees are drawn from diverse sectors.

Furthermore, having a separate section of the application form to complete unwittingly formed a barrier for suitable ALAS applicants, even those with IELTS of 6.5. Some applicants, with obvious leadership qualities and potential as evidenced during the interviews, did not fill in the Leadership Awards section of the application form for a variety of reasons.

In the interests of selecting the most deserving ALAS candidates with leadership attributes and potential, it is desirable that ALAS candidates be selected from the total pool of applicants. To achieve this, two changes are required for the application process in the 2012 round. At the recent Stakeholders' Forum, AusAID Canberra announced the acceptance of one of these changes: ADS and ALAS will be more fully integrated in the application process and ALAS candidates can now be selected from the pool of applicants. ALAS applicants will no longer have to nominate themselves by completing the special leadership section of the application form.

In respect of the recommended second change, to make the IELTS requirements for ALAS the same as for ADS or at least less stringent, AusAID Canberra will maintain the 6.5 IELTS requirement at application. No change was made to the prohibition of PCE for ALAS candidates.

7.1.2 Technical issues

There were a number of technical issues relating to the use of OASIS by applicants as well as by ASDiV staff, the most of important of which was the need for a guide on technical steps for application completion to be placed on the AusAID website. (See section 7.1.2 in the Annual Selection Report for the other three issues).

7.1.3 Application form and content

There were a number of areas where the OASIS application form format and content could be improved. Because the on-line system was introduced quickly there was little scope for AusAID Post and ASDiV to provide feedback on the application form. The proposed changes would facilitate general screening of all applicants, but also assist with assessing whether applicants in Vietnam are disadvantaged. (For details see section 7.1.3 of the Annual Selection Report).

7.2 Issues relating to requirements determined by AusAID Post

7.2.1 Use of both on-line and hard copy applications

In this first year of a consolidated online application process, the following decisions were made by AusAID Post in relation to the submission of hard copies: (i) Profile 1 applicants were given the option of submitting hard copy or soft copy, but encouraged to submit soft copies, so as to maximise access for rural-based applicants, (ii) all online applicants were requested to submit a hard copy of their application to ASDiV to facilitate supporting document verification and assist screening. However, having a combination of both on-line and hard copy applications caused significant problems both for the applicants and for ASDiV staff.

Requiring hard copy applications, either as an option for Profile 1, or as compulsory requirement for online applicants, caused confusion for many applicants. Some applicants (25) registered their applications on OASIS but did not submit the online application, instead sent a hard copy. Some Profile 3 applicants (9) sent in hard copy applications but did not apply online as required. Many applicants (77) applied online but did not send in a hard copy. This had implications for assessing the eligibility of applications. Initially ASDiV screened as ineligible all those applicants who did not meet the on-line and hard copy requirements. Subsequently, these applicants were given eligible status by AusAID. This resulted in a hurried scramble by ASDiV staff to screen and assess these applicants just prior to the JSC 1 meeting.

In reality, having both hard copy and online applications created far more manual work for ASDiV staff in processing these two types of applications than in last year's scholarship round, when only hard copy applications were used. This additional work was the opposite result to the expected benefits from the introduction of the online system – a reduction in administrative work and a streamlining of processes (see section 7.2.1 of the Annual Selection Report for further details).

It was thus recommended that for future scholarship rounds a single on-line application system be used for all Profiles, with no hard copy option for Profile 1 and no requirement for hard copies of on-line applications. It is questionable whether many rural-based applicants in Profile 1 would be deterred from submitting applications if the hard copy option is not provided, as internet facilities are very widespread throughout Vietnam including at the district level. A determined scholarship applicant can always seek assistance from a more knowledgeable colleague or friend. This recommendation has been accepted by AusAID for the 2012 round.

7.2.2 Limited usefulness of Vietnam Additional Form submissions

The Vietnam Additional Form was designed to provide five important sources of information not in the application form but necessary for screening and scoring applicants, especially disadvantaged applicants in Vietnam: applicants' Profile, district of birth, high school, work location and disability status. In reality this form did not fully serve the purposes for which it was designed, and the fact that the Additional Form was a separate document to be submitted with the application form also caused confusion for many applicants, and in many cases it was not submitted or left blank.

Moreover, the Additional Form was not found to be necessary to find out an applicants' Profile as ASDiV staff needed to check the Profiles of all applicants from the information provided in the application forms to ensure correct designation.

In order to avoid confusion among applicants by the requirement to submit a separate Vietnam Additional Form, it is desirable to do away with the Form and to include the necessary information on disadvantaged status in the application form, and if not possible, then in the CV to be submitted by applicants.

AusAID Post has accepted this recommendation and there will be no separate Additional Form for Vietnamese applicants. AusAID Canberra has been requested to include the additional fields above in the application form. In addition this information will be included in the CV for which a template has been drafted and which has made a compulsory supporting document for Vietnam.

7.2.3 Validity of IELTS certificates

This year applicants in Vietnam were requested to submit an IELTS certificate that should be valid until March 2012. This was to encourage them to have a valid certificate at the time of placement. However, this was not in line with the Guidelines for In-country Management which state that the test date should be within two years prior to the application opening date. So for the 2011 round, an IELTS certificate could be valid from April 2009 to March 2011. However, as AusAID Canberra sent the Guidelines very late and the promotion materials and website information specifying English requirements had been available to the public, AusAID Post decided to retain the March 2012 validity date for this round. This decision was later questioned by Canberra after awards were offered, but finally accepted.

The introduction of an IELTS minimum requirement for Profiles 2 and 3 at rather short notice was a factor in the reduction in the number of applications received from these two Profiles. Many applicants especially those from provinces distant from urban IELTS testing centres were not able to prepare for and sit for the IELTS in time. Special consideration was given during assessment to a number of high calibre applicants, who had valid certificates at the time of application but not valid until March 2012. They were permitted to do a later test and then submit the results.

7.2.4 Supporting document requirements

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, since applicants had to rely on two separate documents for this information (the Application Form and the Vietnam Additional Form). There was also lack of clarity in the application form itself.

It is desirable that the documentary requirements for application should be brought into line with university placement requirements. In particular, a letter of reference from a current or previous employer with prescribed content as well as a CV, both of which are required by universities for placement, should be added to the supporting documents list. These two documents will also provide useful information on applicants at both assessment and placement stages and save ASDiV staff time. To facilitate assessment of applications supporting documents at application should also include work contracts.

A single list of required documents should be included in the application form or, at least for Vietnamese applicants, be prominently placed in the Vietnam Country Profile and on the ASDiV website. This should result in fewer missing supporting documents and thus also save ASDiV staff time in following up and uploading missing documents.

In response AusAID Post has introduced a format for a standard letter of reference for submission as a supporting document, which will also meet university placement requirements. This reference letter together with a CV and work contracts will be made compulsory supporting documents for Vietnamese applicants.

8. Mobilisation and placement issues

8.1 Changes in timelines

Due to the significant changes in the timeline of the combined ADS/ALAS selection process this year, 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 2011. This was done to ensure all the requests for placement (RFPs) and subsequent notification to all Australian universities were completed by the 25 August 2011 set by deadline set by AusAID Canberra to allow sufficient time for the fast-track ADS and the ALAS awardees to start in semester 1, 2012. On top of this accelerated process, additional pressure occurred at the placement stage due to the fact that ASDiV had to place, at the same time, 170 ADS awardees from the 2010 round.

Despite these pressures, ASDiV met the 25 August deadline and sent the RFPs for 79 ADS awardees and ensured that all information for the 18 ALAS awardees was correct so that AusAID Canberra could make placements requests to Australian universities for the ALAS awardees.

8.2 Delay in finalising the contract with the English language training provider

One difficulty in mobilisation and placements this year arose because of the one-month delay in finalising the one-year contract extension for ACET, the English Language provider. Out of 79 fast-track ADS 2011 round awardees, 26 achieved IELTS scores of 6.0 with no sub-band below 5.5 and hence were approved by AusAID to undertake an additional 100 hours training at ACET. However, because of the delay in finalising ACET's contract, the scheduled EL timetable for this group had to be delayed by one month, which again delayed the subsequent IELTS placement test and added to the pressure on ASDiV to mobilise these awardees in time for first semester 2012.

8.3 Changes in English language policy

Some issues have arisen as a result of the changes in September 2011 in the English Language Policy. 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. Apart from 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) and for whom PCE is available, the new policy states: "PCE in Australia may be considered for other candidates who undertook ELT in Vietnam depending on the balance of the annual award limit and funding availability and AusAID will make decision on a case by case basis",

This change has had several consequences: i) caused uncertainty and some anxiety among conditional awardees not certain they will be able to meet the English requirements after their EL

training without the option of PCE (see also section 6.13 in the Annual Selection Report Annex 2); 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, those conditional awardees, who still do not meet the English Language entry requirements after the completion of EL training in Vietnam and after IELTS testing options are exhausted.

Due to the changes in the English Language Policy, awardees, who after the placement tests do not meet the English requirement by their nominated university, often change their preference to the university with a lower IELTS requirement, as they understand that PCE will not be available for them. As expected, this matter has caused some university staff irritation, as most universities have made conditional offers with PCE for awardees at the time of the release of the IELTS. Some universities even try to get around this problem by seeking to waive the English requirement for awardees or to offer them free PCE in Australia. However, as AusAID has been reluctant to pay for the awardees' cost of living for PCE, awardees have had to find another university who will accept their current IELTS score.

As mid-December 2011, there were still 44 conditional awardees from the 2010 round who had not met the English Language requirements of their nominated universities. This group consists of awardees with scores ranging from overall 5.0 IELTS (6), overall 5.5 (18), overall 6.0 with one band below 5.5 (6), and 6.0 and no sub-band below 5.5 (14). This group also includes 10 disadvantaged awardees who can be considered for Special English training and thus possibly PCE in Australia with appropriate PCE.

Based on previous years' results, ASDiV estimates that after further IELTS testing approximately 10-15 of these 44 awardees would still not be able to find any universities that will accept their applications without their undertaking PCE in Australia. Past experience shows that almost all awardees could satisfy university entrance requirements after undertaking 10-15 weeks of PCE in Australia, if they have overall IELTS 6.0 and no sub-band below 5.5. ASDiV thus recommends that AusAID positively consider applying the PCE option for this IELTS 6.0 group, if they are still not able to meet the English Language requirements after the final IELTS results are released on 2 March 2012. For the disadvantaged group, who have overall 5.5, they also might be considered for PCE in Australia, if they can be accepted by an Australian university with 10 to 15 weeks PCE.

Moreover, where universities have indicated that they would be willing to offer free PCE for selected ADS awardees, ASDiV recommends that AusAID approve this option to give ADS awardees a better opportunity to meet the IELTS requirements of their preferred university.

8.4 Cost savings in reduced PCE

In terms of AusAID's financial costs, the change in the English Language Policy has reduced the cost of PCE in Australia significantly from AUD408,360 in 2010 to AUD7,500 in 2011.

Costs have been further reduced as this does not take into account the additional cost saving to AusAID by not having to pay for the living allowances for students undertaking PCE in Australia.

9. On scholarship progress

There were 441 students recorded as being on scholarships on OASIS in 2011. As the MC cannot generate reports from OASIS, SS IT was requested to provide this data. After careful analysis of the information provided, it is clear that some universities in Australia do not update students' progress on OASIS as often as is required to maintain accurate and up-to-date records. Of the 306 ADS students

whose OASIS records are up-to-date, 296 (96.7%) are ranked satisfactory and all 42 ALAS students have recorded satisfactory progress.

Of the total 306 ADS in the OASIS data, 64 students are categorized as “high achievers”; 8 students, who have failed one or more subjects, are classified as “students at risk” and have variously been given counselling, tutorial assistance and supplementary exams; one student was terminated because of course failure; and; one was suspended but has already resumed her studies; the remaining 232 of the 306 ADS students are progressing satisfactorily.

In the data provided by SS IT, 200 students (187 ADS and 13 ALAS) are recorded as completing their studies in 2011.

Separately, there was a total of 295 course variation requests received by ASDiV for the period 1 January to 31 December 2011. There were two termination cases, one involving a student who failed to return from Vietnam to commence studies in semester 1, 2012. Consequently his Masters scholarship was terminated by AusAID Canberra and his degree downgraded to a graduate diploma. In the second case, the scholarship was terminated as the awardee’s second deferral request was rejected. In addition, there was a placement termination where an awardee’s scholarship was terminated because of falsified selection documentation. There were four suspensions due to one case of pregnancy, two cases of medical problems and one case relating to a transfer. Two have already resumed their studies and the other two are expected to resume. There were four cases of academic failure leading to extensions.

By far the highest number of variations (214) was in course detail/entitlement changes. These variations normally entail minor cost implications and generally an adjustment in the value of the scholarship. Of the 214 there were 192 cases of cost revision including variations in tuition fees, in Overseas Student and Health Cover, and return airfare costs. This type of variation was four times the number of the same variation as last year (52), but this sharp increase is due to issues relating to the changeover from SIMON to the OASIS system, as for every change in the scholarship offer a new entitlement variation has to be created, unlike in the SIMON system.

Of the two other types of variation, where there were significant increases over last year, i.e. Deferrals (23 compared to 9 last year) and Extensions (27 compared to 12), the increases were also largely due to reasons relating to the OASIS system. (See annex 4 Annual Academic Outputs Report for more detailed information.)

10. Alumni strategy and program

10.1 Australia Awards alumni network

The scope, principles, modalities of an international Australia Awards network are still to emerge from Canberra, although further work on this network was foreshadowed at the AusAID Stakeholders’ Forum in October 2011. One issue that has continued to dog the formation of a fully inclusive Australia Awards network in Vietnam is the place of Endeavour Awards alumni, which are not included in the Alumni network supported by AusAID and thus ASDiV. This has resulted in the recent change of name of the AusAID-supported alumni program to Australia Development Awards Alumni Program. However, an initiative taken locally by AusAID and Australian Education International has been the development of an Australia Awards alumni community website open to all Australia Awards alumni in Vietnam.

10.2 Alumni organisational status

The eventual establishment of a nationally based alumni organisation is a key objective of ASDiV's alumni strategy. The purpose is to strengthen the identity and public visibility of the alumni network and to provide a coherent vehicle for organising a nation-wide alumni program. A longer term strategy objective of a national alumni organisation is to form the foundation for shifting alumni activities towards a more autonomous basis in the future, including financial autonomy.

As an important step towards a national organisation, the alumni strategy proposed that the alumni be engaged in a formal consultative process to exchange views (i) on the optimal organisational structure for the alumni network, and (ii) to reach consensus on key aspects of the alumni program and its modalities. The strategy proposed holding representative consultation meetings/workshops in the three regions. The consultations were planned for the end of November 2011, but unfortunately the resignation of the ASDiV Alumni Manager at the end of October has resulted in a postponement of the consultations until 2012. A new Alumni Manager commenced duties at the end of November 2011.

While a nationally-based organisation has not yet been established, there has, however, been considerable progress during the year in consolidating the move away from the previous segmented, group-based alumni organisations inherited by ASDiV. The current organisational situation as evolved is as follows.

- Three regional alumni core groups have been formed out of the leadership of the previous sectoral/ interest-based alumni groups into an informal regional "chapter" structure.
- Two of these "chapter" core groups in HCM City and in Hue have coordinators selected by the core group members. In Hanoi the group leadership is more disparate and consists of a group of individual committed alumni drawn from the previous alumni sectoral/interest-based groups.
- All professional development events are now organised on a regional alumni chapter basis.
- This year no AusAID funds have been provided for any social activities initiated by alumni, as these are expected to be self-organised and funded.

10.3 Professional development

During the year considerable effort has been directed at consolidating and strengthening the program of support for alumni activities. Professional development events have formed the backbone of the 2011 alumni program. These events have generally been organised in two different formats: (i) two-day training workshops held on a weekend outside of the major cities and (ii) seminars held on Saturdays combined with lunch for networking purposes. During the year, five two-day training workshops, one-day long training workshop and one half day seminar have been held. Details of these events are found in the Australian Development Awards Alumni Program Report, annex 5.

Both these formats have been organisationally refined over the period and have proven to be very successful in meeting the needs of many alumni and have now evolved into models to be applied for future such events. The key features of these two models include (i) generic topics focusing on soft skills/knowledge development; (ii) collaborative, careful selection of speakers/presenters by alumni core groups and ASDiV; (iii) combining professional development with social networking activities, and iv) replication of successful events in other regions to save administrative resources. The results of a survey of alumni undertaken in August 2011 essentially confirmed the organisational timing and locations for these two models.

There have been a number of positive outcomes of these professional development events in terms of expanded alumni participation by older alumni and provincial alumni, high levels of alumni

satisfaction with events, enhanced social and professional networking, and gender equity in participation and leadership in events.

Another form of support for professional development, which responded to needs articulated by alumni, has been ASDiV's subscription to an international set of academic databases. As of the end of December 2011, 419 alumni had joined as subscribers - a significant increase from the 75 at the end of 2010, indicating the usefulness of the service to many alumni.

10.4 Strengthening alumni links with Australian institutions

The 2011 Tracer Study found that 51% of respondents said that their organisations had professional links with Australia. More importantly, in organisations where there is an Australian link, 62% of respondents said that they were personally involved in those links. Many examples of university-to-university links were given. There were also some examples of links between NGOs and involvement with the Australian Centre for International Agricultural Research (ACIAR) projects and a smattering of commercial projects. The presence of links is very dependent on other facilitating factors such as partners in Australia being willing to engage and sources of funding. These links are also dependent to a large degree on individual alumni initiatives and their experiences in Australia. What the alumni program can do is to maximise opportunities for these links to be strengthened or established.

The Small Grants scheme is one vehicle for strengthening Australian links. Two rounds of submissions have been held and of the 21 applications received 12 were approved for a total funding of AUD 62,254. The successful grants were mostly for research projects, but also included grants for presentations at international conferences and conduct of workshops with alumni presenters. A number of these activities involved some form of interaction with Australian institutions and academics.

Following the second round of grant applications in February 2011, further rounds were put on hold pending recommendations on the scheme emerging from the Mid-Term Review. The Review essentially endorsed the continuation of the current scheme. After subsequent consultations with AusAID Post, ASDiV submitted revised guidelines to AusAID; however, AusAID has requested more information on the scheme results. A report on the Small Grants scheme is attached to the Alumni Annual Report.

Alumni are encouraged to establish links with the Australian business community, especially in HCM City, through substantially reduced membership fees of AusCham, stemming from ASDiV membership. While the number of alumni who have taken up this initiative is small, there was a sharp jump in enquiries/registrations by alumni in December 2011, after ASDiV renegotiated the reduced membership with AusCham and informed alumni through the database.

The alumni database provides a ready-made list of alumni with wide-ranging pool of expertise who can be identified to assist with AusAID projects and studies. This list has been used on a number of occasions to seek experts for various AusAID and Embassy initiatives.

10.5 Mobilising alumni to strengthen the scholarship program

As alumni are probably the most effective advocates for the scholarship program, ASDiV seeks to mobilise alumni at every opportunity to assist with the promotion of the scholarships throughout the year, not merely the scholarship application period. Stories about alumni achievements have been increasingly used both in printed and particularly video formats for promotion and general awareness purposes, as outlined in section 3.1.1.

In December 2010, a new mentoring program was launched to assist new awardees better adjust to the different study and living conditions in Australia. A survey was sent out to both mentors and mentees in December 2011 to assess the effectiveness of the program to date and to identify any

issues arising with a view to the program's improvement. The overall survey results show that the scheme has been positively received by most mentors and mentees who responded to the survey. However, the small but significant percentages of negative responses to questions and individual comments in the survey show that there is scope for improvement in the scheme.

Two of the most evident lessons to make the scheme more effective are: i) the need to change the way the scheme is disseminated to prospective mentees so that the scheme targets only those mentees who genuinely feel the need for a mentor, and ii) more tightly linking mentors and mentees from the same or similar sectors. Both changes have already been implemented for the latest batch of awardees departing for Australia for first semester 2012. (See section 5.4 annex 5 of the Alumni Program Report for more details).

It has also been the practice over the past two years for recently returned alumni to brief and interact with new awardees at pre-departure briefings. These interactions have proven to be very successful and provide an important opportunity to engage alumni in the scholarship cycle.

10.6 Alumni database

The ASDiV alumni database is the cornerstone of all alumni-related activities and considerable effort has been made to upgrade and maintain it. The alumni database is now in a comparatively robust state. As at the end of October 2011 the number of active alumni records totalled 2,454 (of this figure 327 are currently overseas). This figure does not include the 487 on the separate database for ALAF or the 20 listed on the short course database. A further 499 alumni are classified as untraceable.

Two technical innovations were carried out during 2011 to make database usage more effective and more convenient for alumni. An online contact details updating system has been introduced, as well as an on-line events booking system allowing alumni to easily register and update their event bookings.

11. Gender and social inclusion

A separate annual report on the implementation of ASDiV's Gender and Social Inclusion Strategy (GSIS) is included in the Annual Report for the first time (annex 6). Most of the mainstreaming strategies outlined in the GSIS have been successfully applied and have achieved the results desired in the application and selection of awardees and the alumni program activities, as illustrated in other sections of this report. However, several of the mainstreaming strategies have proven to be too ambitious and unrealistic in the context of the constraints under which the scholarship program works with provincial and central governments and have been discarded.

While there is the rather unusual problem of a substantial imbalance of male applicants and awardees, the preponderance of female applicants and awardees in all Profiles and categories of the scholarship program shows that the Vietnamese Government has, on the face of it, been successful in recent years in implementing its laws and action plans on women's advancement at both the central and local government levels and among academics and researchers.

There has been a sharp increase in the number of applicants and awardees who are ethnic minorities in comparison with the selection processes in the ADS rounds prior to the commencement of ASDiV. Despite this achievement, it is somewhat disappointing that the number of ethnic minority awardees decreased in the 2011 round compared to the previous round, although there was a similar number of applications. Against this, however, there was a significant increase in the number of awards offered to disadvantaged rural (ethnic Kinh) applicants.

The numbers of applicants and awardees with disabilities remain minuscule (one awardee in the 2010 round and two awardees in the 2011 round). In line with the GSIS, more focused efforts are necessary to target potential applicants with disabilities to improve on these very modest results. This will require more intensive engagement with MOLISA and with both international and local organisations working in the disability area as well as informal networks of people with disabilities.

The ASDiV GSIS objective has a specific focus on ensuring that men and women are equally gaining new skills and that they are able to use them to contribute to gender equality and social inclusion in Vietnam and to development in the priority areas. Data from the 2011 Tracer Study shows that both men and women have gained new skills and confidence as a result of their study in Australia and are using their new skills in their current roles.

There is some evidence from the Tracer Study that both men and women are contributing to gender equality and social inclusion in Vietnam, though further research is required to gain a better insight into the nature of these contributions. Fewer women report being in senior positions than men. However the 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 their moving into more senior positions as well. ASDiV will continue to monitor this issue as part of the program's gender strategy implementation.

12. Monitoring and Evaluation

12.1 Tracer Study

The 2011 Tracer Study involved an online survey of alumni and focus groups of different types of alumni to explore issues more qualitatively. The survey was sent to 2062 alumni. The overall response rate was 38.6% or 796 responses so the respondent population can be broadly considered to be representative of the alumni population. In addition to study findings relating to alumni and gender and social inclusion found in respective sections of this report, other key findings were:

- Most respondents in the study who were overseas were in fact found to be studying. Of those studying overseas, the majority is in Australia, and of those, the significant majority is on further AusAID scholarships. ALAS scholarships are particularly important in this regard.
- Respondents reported a high degree of relevance of their study to their previous experience, while noting that most respondents who completed undergraduate level degrees did not have prior working experience.
- Of those alumni in Vietnam, the majority has returned to their original employers but this did not apply to most undergraduate level alumni.
- The fact that most public sector alumni return to their original employers means that public sector alumni tend to have vastly longer length of service with their employers than do other alumni. Other alumni are more likely to change employers more frequently but they are also more likely to gain management positions more quickly.
- Vietnamese companies have the highest percentage of senior alumni often because they own the companies.
- Two thirds of alumni think their study is relevant to their current positions and, with a few exceptions, there is a good match between fields of study and fields of current work.
- Two thirds of alumni think their study has helped them meet their current organisation's needs.
- Around one third of all respondents identified breakthroughs or changes to systems that they had introduced.

- More respondents reported application of skills and knowledge outside of work than inside of work but this was because respondents understood the survey question in two different ways. While some gave examples of how they had done things in other contexts, many referred to how they had developed personally and the consequences of this growth. Development of English language abilities, research skills, teaching skills and critical thinking were particularly frequently cited. The importance of soft skills was repeatedly mentioned in focus groups as well.
- Respondents remain overwhelmingly well disposed towards Australia and reflect positively on their study and living experiences in Australia. Despite the low levels of ongoing contact with people met during study, one fifth of all alumni have returned to Australia at least once.

12.2 Cluster studies

Cluster studies: Two cluster studies were completed in 2011. The first of these was a small study concerning alumni at the Faculty of Public Relations and Advertising, at the Academy of Journalism and Communication in Hanoi. The Faculty is the only public university in Vietnam teaching Public Relations and Advertising. It has nine staff, five of whom are ADS alumni including the Dean, who has been the driving force behind the establishment of the Faculty. The teaching programs are modelled on curriculum from ten international programs including the University of Technology, Sydney and the University of Queensland.

The Faculty has a number of features not common in Vietnamese universities including the fact that some subjects are taught exclusively in English and that internships are provided for the students. Other features are active teaching techniques, the fact that students are taught to challenge and argue for their opinions, group work and independent research. A key conclusion of the study is that the leadership of the Dean was critical to success. It was her vision and energy that was decisive in establishing the Faculty and without her there would be no cluster, because it was she who recruited the staff and encouraged them to study overseas. Together the five alumni have contributed to the strengthening of their Faculty with impressive results.

Education quality: The second cluster involved alumni working to strengthen education quality in higher education. Unlike the Public Relations Faculty there was no deliberate attempt to form such a group, and its genesis came from the vision of the former Director of Higher Education Department, MOET (1988-1998), who negotiated a deal with AusAID for a number of scholarships to be designated for Education Testing and Assessment. Between 1996 and 2000 there were eight graduates in this area. Two of these remained in Australia.

With support from the World Bank's first Vietnam Higher Education Quality Project (HEP1) a strategic plan for the establishment of a national quality system in higher education was produced in 2001. In 2002, the General Department of Education Testing and Accreditation (GDETA) was established in MOET and one of the division heads was another of the original eight alumni. In 2004, MOET issued temporary regulations on education quality and in 2005 these were confirmed into law. Quality centres were established with ADS alumni as their heads at the Vietnam National University in Hanoi and HCM City and at Danang University. With funding from HEP1 a core team of trainers in education quality was established with five of the original eight alumni playing prominent roles. They trained others including two alumni staff at Hue and Thai Nguyen universities.

In 2006, with support from the Netherlands Government, external reviews of the quality of 20 universities were conducted, in which Australian alumni played a prominent role. By 2010, 140 universities and 125 colleges had established quality centres with staff trained by the ADS alumni. At the Vietnam National University (Hanoi), a Masters program in Quality Assurance has been established and at the University of Education (Hanoi), a Masters Program in Educational Testing and Assessment has been set up, headed by another of the original eight alumni.

The education quality cluster story began with the vision of the former Higher Education Director but his vision was limited to educational testing. He did not foresee where the field was headed. The existence of a core team of alumni across the country in key positions has been a vital element in transforming his vision into the substantial development of education quality systems in higher education today.

12.3 Longitudinal case histories

Twenty-one longitudinal case histories were completed in 2011 to add to the 21 completed in 2010. The purpose of the longitudinal case histories is to provide a qualitative approach to complement the quantitative approaches used to compile other indicator data from the tracer studies, alumni database, and selection and placement results. The case histories also provide a longitudinal element to M&E data collection since the same people are followed-up three years later.

The 2010 longitudinal case histories were selected using a stratified random sample based on key characteristics of the alumni population. In 2011, this selection approach was varied at the request of AusAID Post. Three types of awardees/alumni were selected involving seven who were in pre-departure training, seven who had recently returned to Vietnam and seven who were selected by AusAID and the ASDiV office on the basis that they were likely to have engaged in significant activities since return (a success case group). Findings in relation to the three types are summarised as follows.

Recently selected awardees: While naturally speculative, each of the awardees in this group had an interesting story regarding the relevance and intended application of their skills and knowledge on return. All of them expected to return to their current organisations and to substantially similar positions, although two indicated that they might need to move in the longer term.

Recently returned alumni: Six of the seven recently returned alumni were promoted soon after return from study overseas. Two are in senior government positions and one has established his own company. Two are university lecturers. All are working in areas relevant to their study and most are able to nominate things within their work that they are applying based on their Australian study. Since returning, one has already undertaken a PhD in the United States and another has received an ACIAR-funded PhD in Australia.

Success case alumni: Each has made relevant contributions in areas as diverse as financial securities, public health, public relations, early childhood education, environmental science, biotechnology and university management. Two have had more than one ADS scholarship. Five are in leadership positions and a clear theme that comes through these profiles is an entrepreneurial spirit. Four of the seven now work for themselves having had a succession of jobs since graduation. A second theme is continuing international contact and cooperation. All have worked for international development projects, or have cooperated in international research, or worked with international companies, NGOs and agencies. In addition to their substantive positions most have outside activities that enable them to make additional, but related, contributions, which add an additional dimension to their achievements.

Annex 1

General Awareness and Promotion Strategy (GAPS) Implementation Report

1. Introduction

This report summarises and assesses the implementation of the General Awareness and Promotion Strategy (GAPS) for the ADS/ALAS 2011 round. It examines the effectiveness of the approach and the various activities undertaken as set out in the GAPS and includes issues, lessons learnt and recommendations for improvement for the following round.

The consolidation of ADS/ALAS into a single application process for the 2011 round led to significant changes to the implementation of the GAPS, as originally set out in the GAPS 2010-2011 document, and actual implementation was more in line with the GAPS 2011-2012 first drafted in March 2011. This consolidation of the scholarships resulted in two key changes from previous years; (i) a single promotion phase for ADS/ALAS instead of two distinct phases, and (ii) a fully coherent awareness message about the two scholarships under the Australia Awards rubric with a single set of promotion materials and processes.

2. Approach to ADS/ALAS promotion

The overall purpose of ASDiV's promotion activities is to raise awareness of the ADS/ALAS scholarships in general and specifically to recruit sufficient quality ADS/ALAS applicants to reach the notional annual target of up to 250 scholarships and the individual Profile percentage targets. The two-level approach, as specified in the GAPS, continued to be used this year. This comprises: 1) **General Awareness Strategy** and 2) **Targeted Promotion Strategy**.

The **General Awareness Strategy** consists of two interrelated components: i) *Applications Publicity Phase* and ii) *Perennial Publicity Phase*. The *Applications Publicity Phase* took place after the approvals of all publicity materials by AusAID, and lasted from 11 March until the end of May 2011, the closing date for ADS/ALAS 2011 round applications. The *Perennial Publicity Phase* occurred throughout the year, as the opportunity arose, in cooperation with the AusAID Public Affairs office.

The **Targeted Promotion Strategy** focuses on the three ADS/ALAS Applicant Profiles with each Profile having a specific approach as well as a common approach where relevant. The implementation of this strategy coincided with the Applications Publicity Phase.

3. ADS/ALAS round 2011 application outcomes

A total of 985 ADS/ALAS applications was received and 266 provisional awards were approved by the JSC (including 9 Profile 1 conditional awardees who were initially placed on a reserve list but were subsequently fully approved) against the notional target of up to 250 scholarships available.

Table 1: Number of applications and awards by Profile

	Total Applications				Total Conditional Awardees			
	P. 1	P. 2	P. 3	Grand Total	P. 1	P. 2	P. 3	Grand Total
No. of Applications	414	98	473	985	103	55	108	266
Percentage	42%	10%	48%	100%	39%	21%	41%	100%

There was a noteworthy drop in the total number of applications this year (985) compared to last year (1,206 ADS and 88 ALAS applications) due to the profound changes relating to application processes

and requirements. Many applicants indicated to ASDiV staff that they were not fully prepared for all these changes and did not have enough time to provide required documents, or they could not meet the more stringent application requirements. Some of the likely reasons are as follows:

- i) the consolidation of ADS/ALAS and ALAS led to a much earlier application period (from 11 March to 31 May)
- ii) the introduction of online application for the first time might have deterred some applicants from applying
- iii) IELTS requirements introduced for Profiles 2 and 3 at application meant many applicants were not able to meet the IELTS minimum or did not have time to sit an IELTS test
- iv) minimum GPA introduced for all Profiles.

The most significant feature of this year's selection results was the low number of applications received (98) and thus awards (55) for Profile 2 (Central Government Agency group). The number of awards was actually below the targeted percentage (40%) for Profile 2 (i.e. 100 scholarships). This meant that Profile 2 scholarship places were re-allocated to Profiles 1 and 3 (details and analysis of the results of the ADS/ALAS 2010 round including the reasons for the Profile 2 shortfall can be found in the Annual Selection Report – annex 2).

4. Assessment of effectiveness of GAPS and its implementation

4.1 General Awareness Strategy: Applications Publicity Phase

4.1.1 Sources of information about scholarships

The OASIS application form had a section for applicants to designate their source of information about the scholarships. Unfortunately the categories were not as specific or clear as they could have been and information provided by the OASIS survey is not very helpful in assessing the effectiveness of different publicity vehicles. The categories were even confusing for the applicants. The two website categories used in the survey, "Australian Award website" and "AusAID website", did not make clear in which category applicants should have placed the ASDiV website as a source of information, as there was no separate category for the program's (MC's) website. The lumping together of the media (publication/ radio/ TV) into one source was not particularly useful in analysing the effectiveness of these individual media vehicles. Also "publication" could also have been interpreted by applicants as referring to the publicity brochure or poster. Moreover there was no specific category for commercial websites, a particularly important source of information in Vietnam (see section 4.1.5).

The summary of the OASIS sources of information results for Vietnam is set out below:

AusAID or Managing Contractors Office	4
AusAID scholarship recipient	70
AusAID website	171
Australian Awards website	81
Australian Embassy or Australian Education Centre	6
Australian institution or university	4

Friend, relative or colleague	303
Home institution or university	52
Other	21
Publication, Radio, TV	35
Workplace or nominating authority	62
Grand Total	809

The most significant sources of information identified were: i) friends/relatives or colleagues 37% (303), ii) AusAID website 21% (171), and iii) AusAID Awards website 10% (81). Because of the difference in categories used by OASIS and the ADS application form used last year in Vietnam, it is not possible to make exact comparisons between the two years. However, from both surveys, it is clear that the predominant source of information about the scholarships was personal contacts. This seems to illustrate the importance of both general awareness publicity and targeted promotion activities. For an analysis of the cost effectiveness/efficiency of the various promotional vehicles, given the paucity of OASIS data, refer to section 6 of this report and section 2.6 of the M&E Report.

4.1.2 Application package

With the introduction of the OASIS on-line application system, AusAID Post decided on a combined on-line and hard copy application process. All Profile 2 and 3 applicants were required to apply online, whereas for Profile 1 applicants, hard copy application remained an option. All applicants who applied on-line also had to submit a hard copy application to ASDiV for purposes of document verification and ease of assessment. An important change was that all applications had to be in English. Last year applicants were required to submit hard copy applications in both English and Vietnamese.

The OASIS on-line application form and its hard copy version were designed by AusAID Canberra to fit the generic requirements of AusAID's ADS and ALAS scholarship programs. This application form replaced the hard copy application form which had been designed by Hanoi Post and the MC for the previous year's ADS round. Because of time constraints, there was no opportunity to provide feedback on the format or content of the OASIS application form, despite several suggested changes from the Post and MC. (Recommendations to approve the application form can be found in section 7.1.3 of the Annual Selection Report). The OASIS application form removed the need for the separate personal statement and the separate research proposals forms which had been part of last year's Vietnam ADS application package.

To supplement the application form, the Vietnam Country Profile, including a separate section called the Vietnam Additional Form, was introduced to provide country specific information, guidelines and requirements for Vietnamese applicants. The Vietnam Additional Form was to be uploaded/submitted along with the application form as it indicated the applicant's Profile and disadvantaged status, if applicable. The content and design of the Vietnam Country Profile were also undertaken by AusAID. The application form and Vietnam Country Profile could be downloaded from the ASDiV website.

4.1.3 ASDiV website

The ASDiV website remained the key source of information for potential ADS/ALAS applicants and the point where applicants could apply directly on-line and download the application package. To meet the requirements of the consolidated ADS/ALAS awards and the online application processes, a completely new ASDiV website was quickly developed. On-line features included About Us, How to Apply, Scholarship Benefits, Alumni, Success Stories, Q&A, Facebook Fan Page and Poll. The website was published just in time for the 11 March application opening and its content underwent a number of modifications and updates during the application period.

Over the application period the total hits to the ASDiV Website were 411,866. The peak was in April with 153,736 hits, followed very closely by May with 152,173 hits. These hits were higher in comparison with last year, e.g. July, the last month of the 2010 6-week application period, had 121,756 hits. The following table shows hits by month:

Seq	Month	Hits
1	March 2011	105,957
2	April 2011	153,736
3	May 2011	152,173
4	Total	411,866

As recommended in last year's Annual Report, Q&A online was not a feature of the new website as this facility had proven to be inefficient in last year's round. Instead info@asdiv.edu.vn email and the telephone hotline were used to answer individual queries. As there was insufficient time to duplicate the website in Vietnamese, ASDiV info@asdiv.edu.vn email and hotline received many enquiries from applicants needing support in Vietnamese, as they could not understand the detailed requirements in English on the ASDiV website.

4.1.4 Brochure/ poster/folder

The AusAID Canberra decision to move the application opening date by almost three months to 11 March placed considerable constraints on developing in time the new promotion package to reflect the scholarships consolidation and the changed application requirements. The final printing of the promotion package (brochure/poster/folder as well as the Country Profile) was not concluded until after applications opened. Fortunately the basic layout of last year's promotion materials (brochure/poster/folder) was kept and only the content and photograph were subject to change. AusAID Post wrote the revised content of the promotion materials and this saved considerable time. What took most time was finding suitable copyrighted photos for the promotion materials.

The same numbers of copies of the promotion materials were printed as last year, i.e. brochures (5,000), posters (1,500) and folders (1,000). Two thousand copies of the Vietnam Country Profile in both English and Vietnamese version were printed. The promotion materials were disseminated to targeted Central Government Agencies (CGAs), public institutions, Provincial People's Committees (PPCs), media organisations, NGOs and universities where there were potential applicants (see details in Mail-out in section 3.4.1).

4.1.5 Commercial website advertising

The overall hit indicators show that commercial websites advertising remained one of the most effective vehicles to provide information on the ADS/ALAS program due to widespread use of news websites by young, educated Vietnamese, who are potential applicants.

The program logo directly linking to the ASDiV website home page was placed on four commercial websites' homepages, taking into account their popularity in different regions in Vietnam: VnExpress.net, Vietnamnet.com, Dantri.com.vn and Tuoitre.vn. The advertisement period took place in four weeks from 29 March to 18 April with a week-on-week-off frequency on each of two websites. However, as TuoitreOnline offered a week's advertisement free, the ADS/ALAS advertisement logo stayed on its home page for three successive weeks.

With the total period of 14 days for each website, except for Tuoitre.vn of 21 days, there were a total of 12,479 clicks on Vietnamnet averaging 780 per day; 4,032 clicks on VnExpress averaging 288 per day; 4,967 on TuoitreOnline averaging 236 per day; and 1978 clicks on Dantri averaging 141 per day.

The number of clicks on a daily basis was quite constant throughout the one month period on all four websites. Even though advertising was run for a shorter period of time than last year's (2 weeks compared to 4 weeks), the actual number of hits on the logo in all four websites was larger than that of last year.

The much smaller number of hits on Dan Tri could be explained by the type of audience targeted by the website. However it is not clear whether the Dan Tri audience, although smaller, nevertheless fits the profile of potential applicants, and, unless a more suitable website can be found, Dantri is worth maintaining for the next round's promotions.

As only a single advertisement on the commercial websites was necessary for the combined ADS/ALAS, there was enough budget in the two ADS and ALAS budgets combined for the Australia Awards logo to be placed at prominent positions on the homepage of all four websites, even though the commercial website advertising costs actually went up by 20% on average. This positioning could partly explain the higher number of hits on each website despite the fact that the logo stayed on the websites for a shorter period.

VnExpress.net and Vietnamnet.vn also printed the AusAID press release on the launching of the ADS/ALAS round, as did other commercial websites such as Ngoisao.net and tin247.com.

4.1.6 Non-commercial website advertising

The non-commercial websites of other stakeholders and news websites also published the AusAID press release. These websites included some CGAs (MOET, MOLISA, MARD, MOIC- all former PPIs), VIED, Australian Embassy, studyinAustralia.gov.au, VUFO_NGO, VERN's forum, and universities (e.g. Hanoi Agricultural University, An Giang University, NEU and Tay Nguyen University), VCCI, Tintucngaynay.com, www.mangduhoc.com.vn, www.duchoc5chau.com, www.baomoi.com, www.tinmoi.vn, and 60s.com.vn. While difficult to analyse in terms of effectiveness, this form of non-cost advertising, especially on central agency websites, will be maximized for future rounds as it is an alternative information sharing vehicle.

4.1.7 Newspaper advertising/radio and local TV advertising

As noted above, the OASIS survey of sources of information lumped publication, radio and TV into one category, but as radio and television were only used on a limited basis in some provinces, the 35 applicants who designated this category probably were referring mostly, if not almost entirely, to the advertising in the three national daily newspapers. This year the advertising in the newspapers was increased to a total of 5 issues in each of three newspapers, Thanh Nien, Lao Dong, and Vietnam News, from 5 to 22 April 2011 several weeks after the application opening. It should also be noted that the cost of per advertisement in Thanh Nien and Lao dong increased by almost 30% (there was no increase in Vietnam News). Further comments on the cost effectiveness of newspaper advertising can be found in section 6 of this annex and in section 2.6 of the M&E Report (annex 7).

Despite the relatively high cost for the seemingly small outcomes, newspaper advertising has a wider public awareness function and acts as a primary source of information for a broader audience who can also pass the information to potential applicants through personal contacts. This year, the VOV Giao Thong (Traffic station) in Hanoi was not used because it was felt that the targeted audience of this channel did not fit well the current Profiles of the scholarship program.

Local television and radio were a useful source of information in some of the targeted provinces in advertising the information sessions and the scholarships, especially in the Mekong Delta provinces. This took two forms: (i) an announcement about location and time of the information sessions, and (ii) in several provinces, reports of the ASDiV meetings with provincial leaders. In several provinces, such as Soc Trang, Tra Vinh and Bac Lieu, the announcement was offered free of charge. However, in

several other provinces, Dak Nong and Kon Tum for example, the PPCs could not arrange the advertisement on local television or radio due to limited time, given the late finalisation of visit dates.

4.1.8 Hotline and email

The ADS/ALAS hotline was opened from 11 March to 30 May, 2011 from 8:30 am to 16:30 Monday to Friday. There were almost no phone calls in March; however, there were 11 calls per day on average in April and May with overwhelming numbers of calls toward the end of the application time. There were also approximately 1000 email enquiries to info@asdiv.edu.vn. This year these two vehicles proved to be even more effective channels of support for potential applicants, especially as this round was the first time applications were submitted online and many applicants faced various technical difficulties using the OASIS system. This required much staff time in going through different steps in the online application process with the applicants.

4.1.9 Information video

The in-house 18 minute video, which had been compiled by ASDiV from several previous videos specifically for use in the provincial information sessions last year, was not used this year since with all the scholarship changes the content was out of date.

4.2 General Awareness Strategy: Perennial Publicity Phase

4.2.1 Media coverage

ASDiV has worked with media contacts, especially alumni, to explore appropriate opportunities for media coverage about the program. This year, ASDiV tried hard to get a very moving story about Ms Nguyen Thi Thanh Lich, an ethnic minority candidate awarded a conditional scholarship, placed in several newspapers but was not successful. Lao Dong was prepared to publish the article but requested a fee, but as this was against Embassy policy the offer was not taken up.

An interview with the Team Leader was published in the online news website of the Central Committee for Ethnic Affairs (CEMA) “Dan toc va Phat trien” in July 2011. The focus of the interview was on the priority given to ethnic minority applicants in the scholarship program.

ASDiV arranged for VTV to cover the Pre-departure briefing for 117 awardees in Hanoi on 1 December and footage was broadcast on the late news on VTV 1 and prominently on the 6.00pm news on VTV 6, the youth channel. The coverage included presentations of prizes to the 9 ethnic minority awardees by the Vice Minister of the Central Committee of Ethnic Affairs. Another media event is planned involving ethnic minority ADS awardees in a joint ceremony with the CEMA Minister presenting prizes to outstanding ethnic minority students.

4.2.2 Alumni events and awardee briefings

ASDiV staff took the opportunity to promote the scholarship programs at the 10 alumni events held throughout the country. Self-organised activities by alumni were also used as an opportunity for ADA/ALAS promotion where possible. An example was the fundraising activity for poor students in Quang Tri called “Truyen lua” organised in July 2011 by an ADS alumnus, Ms. Luong Thu Huong. ASDiV coordinated with Huong to disseminate publicity materials to the students and staff from participating donors which were mainly NGOs.

ASDiV staff also promoted the program in conjunction with the nomination form and pre-departure briefings in the expectation that the information would be disseminated through word of mouth by the awardees to friends and relatives.

4.2.3 Video 'Success Story' profiles

A major feature of the general awareness campaign this year has been production of video profiles of 15 prominent alumni, which were completed in September 2011. These videos were produced primarily for use on the ASDiV website under Success Stories. Eight of the 15 videos are complemented by the written Success Stories of the respective alumni, which were previously posted on the website. The videos were made in conjunction with the M&E longitudinal studies using the same alumni sub-contractor to save time and costs. After being edited with English subtitles, 14 of the videos (one alumnus subsequently asked that his video not be used publicly) were placed on YouTube and then imported to the ASDiV website. Likewise, the Facebook fan page was updated with a caption for each video with a direct link to the ASDiV website. The intention is to rotate these videos on the home page of the ASDiV website for about two weeks each in between other news items. These video profiles can be used in other promotion activities where appropriate.

4.2.4 Television programs

Last year's Annual Report and the GAPS 2011-2012 recommended that new promotion videos be produced for general awareness and promotion purposes. Following an assessment of four tenders, the TAJ media company was contracted to produce a 23 minute documentary video and a 2-3 minute publicity video. The documentary video has a story-based content drawing upon five prominent alumni/ awardees' stories. In accordance with the contract the documentary is to be broadcast twice on one of the appropriate Vietnam national channels (VTV1/VTV2/VTV3/VTV4). The contract also requires that there be a 2-3 minute broadcast on the 19:00 news on Vietnam national television using segments from the two videos.

An unexpected benefit of the contract with TAJ has been production by TAJ of a longer video on each of the five alumni/awardees featured in the contracted videos. These five videos will be useful for promotion purposes at information sessions as appropriate. They can also be loaded on to the ASDiV website. The total cost of the TAJ contract was AUD32,939 before tax, which is by far the largest promotion activity ASDiV has undertaken this year. The production of the videos is very timely given the early opening of the 2012 scholarship round on 1 February.

The existing television programs continued to be used where opportunity arises to promote and raise awareness of the ADS/ALAS program nationwide. The ASDiV Team Leader appeared in a program on the cable TV channel "Du lich" (Tourism) where he spoke mainly about his travelling experiences in the mountainous areas of northern Vietnam. Although the program was televised in June after the applications closed, it was useful for general awareness raising purposes.

4.2.5 Social networking

Social networking is a useful promotion approach allowing information about the scholarships to be shared and disseminated. ASDiV's Facebook fanpage "Australian Scholarships for Vietnam" allows a very high level of interaction and connectivity through the Fans' network including potential applicants. (At the end of February 2012 the number of users on the Facebook fan page had reached 1458 with 774 active users.)

YouTube is another social networking site that has been increasingly used this year. The 14 alumni Success Stories videos were uploaded on to YouTube and placed on the ASDiV website and on the Facebook fanpage with a link directly back to YouTube.

4.3 Targeted Promotion Strategy

4.3.1 Mail-outs of information package

The mailing lists used last year for both the ADS and ALAS were reviewed, updated and modified as necessary. Information packages containing the promotional materials were mailed to the following

organisations/institutions: 63 PPCs, 60 heads of Personnel and International Cooperation Departments of 30 Central Government Agencies, 246 universities, 181 colleges as well as separately to TESOL department/faculty heads and English Training Centres, 175 NGOs, 73 research institutions, 118 newspapers/magazines and 45 major companies (this last more for general awareness raising than as a target). This year a particular effort was made through consultations with MOLISA to add to the mailing list local organisations working with people with disability.

It is impossible to assess the effectiveness of such mail-outs from the data available from OASIS, but they probably contributed in some degree to the wide spread of applications received from provinces and universities/colleges across the country. Mail-outs are the only way that information on the scholarship program can be disseminated to all universities, colleges and research institutes, and to PPCs that are not visited in the promotional campaign. To what degree the promotion materials are internally distributed by these organizations is very difficult to assess. At least from an awareness raising point of view and the relatively low cost of mail-outs and the promotion package, it is reasonable to argue that targeted mail-outs are worth doing.

4.3.2 Promotion visits to selected provinces

To enhance the overall effectiveness of visits to selected provinces, this year visits took place to five additional provinces: Lai Chau, Dak Nong, Bac Lieu, Ca Mau and Kien Giang bringing the total number of targeted provinces visited to 14. Priority was given to the same three regions: Northwest (Dien Bien, Son La, Lao Cai, Lai Chau including Tay Bac and Thai Nguyen universities), Central Highlands (Gia Lai, Kon Tum, Dak Lak, Dak Nong including Tay Nguyen University and the Kon Tum branch of Danang University), and the Mekong Delta (An Giang, Soc Trang, Tra Vinh, Kien Giang, Bac Lieu, Ca Mau provinces including An Giang, Can Tho and Tra Vinh universities). The five additional provinces were selected because they were easily accessible from existing provinces, they had large ethnic minority populations or they had no awardees or alumni. Including the city/province hosting Can Tho and Thai Nguyen universities, visits took place to a total of 16 provinces/cities.

Thus the visits focused on mobilising suitable local government employees and ethnic minorities in Profile 1 as well as lecturers in Profile 3 teaching at regional and provincial universities/colleges located in those areas. Due to limited time this year only one visit, instead of two visits as last year, was made to each province (except two visits to Lai Chau and Lao Cai), where it was possible to have meetings with PPC representatives as well as hold public information sessions. This could be managed because of the good relations established during the previous year with most of the PPCs. For the provinces visited last year the visits served an additional purpose of reporting to the provincial and university leaders on the selection results of the 2010 round. Arrangements for the visits were made through the PPCs and separately through regional university rectors. This year AusAID staff participated in almost all the provincial visits which took place mostly in April 2011.

Similarly to last year, the reception of the visiting ASDiV and AusAID staff was generally at the PPC Vice Chairperson level, and in most cases with wide representation of PC departments/agencies at the meeting. Gia Lai remained the exception, whereas the other provincial authorities welcomed the visit and the special attention given to their province, the Gia Lai PPC did not. The departments designated to work with ASDiV to plan for the information sessions were either DOET or DOHA.

In general, the information sessions in the provinces (except Gia Lai) went well with audiences of varying size (32 to around 120), and from different targeted groups, depending in large degree on whom the PPC invited. The logistic arrangements were generally good. The most successful information sessions this year were probably conducted by the three provinces of Lai Chau, Lao Cai and Dak Lak, where high profile representatives from most of subordinate departments and colleges in the provinces attended. In Lai Chau and Lao Cai the sessions were filmed by local television stations and then broadcast on socio-economic news of the provinces. In Dak Lak, the information session arrangements were better prepared than last year because of the personal involvement of the

new DOET Director. The session was well attended by 120 participants, about double the number of the previous year. Dak Lak was also the only Central Highland province that could arrange advertisements on local television and radio.

The visits to Mekong Delta provinces were particularly well received with an evident commitment from provincial leaders to developing local HR resources. There was some initial difficulty in obtaining appointments in the new provinces, but once the benefits of the scholarships for the provinces' HRD needs became clear, the response was very positive. Several of these new provinces, such as Kien Giang, Bac Lieu and Ca Mau, had good candidates already prepared in their HRD plans, suitable for the ADS/ALAS 2011 round. This preparation paid off for Kien Giang, whose applicants received 5 conditional awards out of 16 applications.

As foreshadowed above, Gia Lai continued to be unapproachable this year. Even with carefully prepared coordination from the onset with an official introduction letter from MOET and AusAID letter sent to the PPC and related Departments, ASDiV did not succeed in obtaining PPC support to organise the information session in the province. Again, officials from DOHA and DOET were cooperative and forthcoming but they still needed approval from the leaders of the PPC. This year, the Vice Chairman in charge of Education and Culture was supportive and agreed to talk to the Chairman about the information session. However, at the last minute ASDiV was informed that the Chairman had refused to approve the session. The session was therefore cancelled once more.

Nevertheless, ASDiV managed to arrange an informal meeting with several Gia Lai ADS alumni and their colleagues and to disseminate scholarship information unofficially through their network. Given the attitude of the PPC, there is little point trying to hold an information session in Gia Lai next year. The alternative is to work through the local alumni network again (this year there were a total of 7 applicants from Gia Lai, three of whom gained scholarships).

It is noteworthy that there is some correlation between the regions visited and the number of awards received by Profile 1 applicants (see section 6.8 of the General Selection Report for more details). Of the three regions targeted, Mekong Delta and the Northwest, respectively received the most awards in Profile 1 (11 and 10) among all the eight regions in Vietnam (excluding awards in the five major cities). The number of awards in the third targeted region, Central Highlands, was somewhat fewer with five awards, but there was nevertheless a significant increase this year in the number of Profile 1 equivalent applications from the five Central Highlands provinces – from 12 to 22. The overall problem in the Central Highlands appears to be relatively low GPA and English Language levels.

Clearly the visits have enhanced the basis for further cooperation for the 2012 and subsequent rounds. Specific focus should be on working with the DOHAs where possible, as it is this department that is responsible for developing and implementing the provincial HRD plan, which includes a required 5-year plan to upgrade the university level qualifications of provincial staff. These plans are well advanced in the Mekong Delta provinces, exemplified by the “Mekong 1000” and the “Tra Vinh 100” scholarship schemes, in contrast to the other two regions.

4.3.3 Information sessions in targeted universities

The same regional/provincial universities in the three regions targeted in last year's round were targeted this year. Successful information sessions were held in all these universities, except at Tay Bac University in Son La. Unfortunately support could not be obtained from the Rector of Tay Bac University for a meeting or information session. Instead an information session was held at the separately located Faculty of Agriculture arranged by the Faculty Dean who has established relations with ACIAR. The information sessions held in Tra Vinh and An Giang universities were combined with the respective provincial sessions at the request of the two PPCs who oversee these provincial universities. At the large Thai Nguyen regional university two information sessions in different colleges and a separate meeting with the University President were held. Apart from Tra Vinh and An Giang

university sessions, those attending were mostly young lecturers who were potential applicants or senior students. It is noteworthy that the best selection results from provincial/regional universities in the 2011 round were from the two well established An Giang (12 applicants; 6 awards) and Thai Nguyen (10 applications and 6 awards) universities, both of which also happen to be targeted universities (the selection results of applications from the provincial/regional universities can be found in section 6.11 of the Annual Selection Report). In addition an information session was held at the Hanoi University of Agriculture in conjunction with a workshop for alumni and staff funded under the Small Grants scheme.

4.3.4 Targeted CGA promotion for Profile 2

In the 2011 round the former PPI Program was discontinued and replaced by a revamped Profile 2 targeting 30 Central Government Agencies (CGAs) which included 14 of the previous PPIs. This development, combined with the introduction of on-line applications, led to a significant change in the way applicants from these central agencies applied for scholarships and in the promotion of the scholarships to CGA applicants.

Applicants were no longer nominated by their agencies after vetting but could apply directly on-line. The only legacy remaining from the old PPI program was the need for applicants to obtain endorsement from their agencies (using an Endorsement Letter format) that the proposed study was in line with the agency's HRD training program. These changes substantially reduced the degree of engagement of the two HRD advisers in the promotion of the scholarships in these agencies. The modified HRD strategy and basic approach was to provide consolidated and practical support to all central agencies at the organisational level, but not at the individual level.

As in the previous year, in 2011 a plenary meeting was held for the participating CGAs to introduce the ADS/ALAS round, the key changes in processes and application criteria, and the requirements for their role in Profile 2 applications.

A second workshop on the agencies' HRD Training Plans was also conducted for the 30 CGA coordinators to introduce the importance of HRD Training Plans in agency endorsement of appropriate applicants and to brief them on the ADS/ALAS application form and the CGA Endorsement Letter required for each staff application from their agency. CGAs were then required to complete or update their HRD training needs form and their HRD Training Plans for submission to ASDiV. The need was emphasised for the CGA Personnel Heads to refer to their agencies' HRD Training Plan when they signed off the Endorsement Letter for each applicant.

A promotion package which included the ADS/ALAS 2011 round brochures, posters and Vietnam Country Profiles was also sent to the CGA coordinators with a request that they undertake internal promotion of the scholarships throughout their agency.

As CGA applicants were not required to develop a Career Path Plan, as required under the former PPI program, there was no Career Path Planning workshop conducted this year by ASDiV for the CGA coordinators and thus no internal Career Path Plan workshops conducted for potential applicants by each CGA. Therefore, potential CGA applicants did not have the same opportunity to obtain information on application procedures face to face through their participation in the internal Career Path Plan workshops held by each CGA as in 2010.

In 2011 there was not much evidence that internal promotion activities were undertaken on the part of many CGAs, especially the new CGAs (although four of former PPIs placed information on their websites). For most CGAs probably their only activity was to sign off the Endorsement Letters for applicants. Even in this activity it was not clear how seriously the CGA heads of personnel took the requirement for the applicant's field of study to be relevant to their HRD training needs before they signed off the Endorsement Letter. The fact that little internal promotion activity was conducted by most agencies and there was little opportunity for face to face provision of information to applicants

are important reasons for the low number of applications (98) from the 30 CGAs and the limited number of conditional awards (55) approved, compared to 2010.

4.3.5 Information sessions

A special briefing session for NGOs was held in Hanoi which attracted around 50 persons. The session was advertised through the VUFO_NGO website and NGO email system. However it turned out that the majority of the participants were not NGO staff. Following this experience in Hanoi, it was decided to hold a general information session in HCM City to attract a similar broader audience. Information about the session, which attracted some 100 participants, was publicised through the website and the alumni database.

4.3.6 Use of alumni for scholarship promotion

Alumni play a key role in the promotion of the scholarships. At the opening of the scholarship round the AusAID media release was sent to the alumni database. As mentioned above, at all alumni events information is given on the scholarships with particular reference to the ASDiV website as the detailed information source.

In planning the provincial visits local alumni were mapped when they existed and meetings sought during the visits to each province. These meetings were very useful for providing information in person on the scholarships to alumni with the expectation that they would pass on the information through their professional and social networks. The meeting with alumni in Gia Lai was especially useful in disseminating information to potential applicants in the province in the absence of an information session there. An official in Kien Giang, who was an alumnus, was instrumental in arranging key appointments in that province.

In addition, where possible and convenient, alumni and awardees were invited to speak at the information sessions in the provinces and universities and share their experiences in preparing applications and their learning experiences in Australia. The alumni's brief presentations were very useful and several were inspiring for potential applicants.

4.3.7 Public diplomacy

This year staff members from AusAID joined the ASDiV team for the visits to all three regions: Central Highlands, Mekong Delta and the Northwest. This was a very good opportunity for AusAID to establish official contacts with the PPCs and gave visible official backing to ASDiV staff efforts. Lessons learnt from last year helped facilitate proper arrangements with provinces and sufficient notice for security reasons was given of the participation of AusAID staff in the visits. The opportunity was also taken by other AusAID and Embassy staff, including the Ambassador and the ACIAR representative, to publicise the scholarships during provincial visits.

7. Issues, lessons learnt and recommendations

7.1 Introduction

The sudden introduction of the on-line consolidated application process by AusAID Canberra in mid-January 2011 combined with bringing forward the application launch date by almost three months to 11 March 2011 placed severe time constraints on the preparation and planning of promotion activities and materials and selection processes for the combined ADS/ALAS 2011 round. The time pressures affected almost all promotional and selection activities, which had to be quickly revised, re-planned and implemented over a very short period of time.

AusAID Canberra was under similar pressure to produce and finalise the changes to the OASIS on-line system and printed guidelines and materials as illustrated by the finalisation of the new

scholarship Handbook only a few days before the date of the application opening. The time constraints meant that there was little scope for inputs from the Hanoi Post to improve the content and format of the OASIS application form, which was presented more or less as a fait accompli by Canberra. For Hanoi, it meant, in particular, the development of a completely new ASDiV website, which went public only on the day of application opening, the revision of the promotion package which was not printed until after the application opening date, the hurried planning of provincial visits, which did not take place until April, and revised screening and selection processes. The down period of the Tet holidays at the end of February merely added to the time pressures.

The short preparation time also meant that there was little time to explore the possibility of utilising existing television programs to promote the scholarships, as happened so successfully last year with the “*Nguoi Xay To Am*” program, featuring three ethnic minority ADS alumni and awardees. The hurried preparations also meant that there was insufficient time to brief and follow-up adequately the additional 16 CGAs on the benefits of the scholarships to their HRD planning and the need for them to be pro-active in the internal promotions. This resulted in relatively few applications from staff of these new agencies and contributed to the overall shortfall in Profile 2 applications and awards.

Nevertheless what finally eventuated in promotional activity for the 2011 ADS/ALAS round could only have been achieved as a result of the close collaboration between AusAID Post and ASDiV staff. It was a case of ‘all hands on deck by staff’ of both offices with almost daily consultation on publicity material, website content and processes. The participation of AusAID staff in almost all the provincial visits was symbolic of this close collaboration.

The 2012 ADS/ALAS round has again been brought forward by another five weeks to 1 February 2012 and ending a month earlier on 30 April 2012, but at least on this occasion early notification has been given and there is adequate time for planning and preparations.

There will also be somewhat less need for the comprehensive changes that had to occur last year. Changes will centre on the following:

- application period being brought further forward to commence on 1 February 2012
- compulsory online application for all three Profiles
- full ADS/ALAS consolidation with ALAS being assessed from a larger pool of applicants.

The following recommendations for the 2012 round promotion campaign flow from the lessons learnt and the achievements this year, as well as some new perspectives.

7.2 Application package

Recommendations to improve the content and format of the application form to better meet the screening and selections needs of Vietnam have been sent to Canberra. To what extent Canberra will be able to make changes to the application form this year is not yet clear, but it is hoped that there will be some scope for comment on the revised application form proposed for the 2012 intake. As for the Country Profiles the opportunity has been given for feedback by Canberra on a draft format for the Profiles and on the content of the Vietnam Country Profile. At the time of writing consultations are continuing on the format of other supporting documents.

Recommendation

The Vietnam Country Profile be translated into Vietnamese and both versions printed as soon as possible.

7.3 ASDiV website

The ASDiV website is the key information vehicle and the point of access for on-line applications. As it was completely redesigned for the 2011 round, only the content will need to be revised and updated for the next round. Despite the plan to have a Vietnamese version for the 2011 round, there was simply not enough time to complete the translation. For 2012, a Vietnamese version of the website will be developed. There is need for guidelines in the Vietnamese version which can be downloaded on how to use the OASIS system to assist those applicants with lower English language expertise.

Recommendation

The content of the ASDiV website be updated as soon as possible and a Vietnamese version developed. The Vietnamese version should contain guidelines on how to apply on the OASIS on-line system.

7.4 Promotional materials

Recommendation

The same overall design be retained for the printed promotional materials (brochure, poster and folder) and the content be revised as soon as possible so that they can be printed and available before the opening of the 2012 round on 1 February 2012.

7.5 Commercial website advertising

Although more expensive this year, advertising on commercial internet news sites targeted students and younger, well-educated Vietnamese, who are potential applicants for scholarships and this form of advertising should be continued in next year's campaign on the same basis as last year. The very high number of hits on the four sites indicates the popularity of this publicity channel. The formula of placing the logo in a prominent position on the home page with a link to the ASDiV website appears to have been successful. Unless further enquiries indicate that another website would be more suitable to replace Dantri which had the smallest number of hits, the same four websites be used this year: Vietnamnet, VnExpress, Tuoitre.vn and Dantri.

Recommendation

Commercial internet advertising continue to be used next year on the same basis as the 2011 round over a 14 day period in early February but enquiries be made to see whether there is a more appropriate website than Dan tri.

7.6 Newspaper advertising

While it was not possible to assess the effectiveness of advertising in the three national newspapers as a source of scholarship information, what information was available from the OASIS survey and from previous years' findings indicate that newspapers are not a major direct source. However the advertising does have a wider role in raising general awareness. For the 2012 round, advertising newspapers will have an additional role (at no cost to AusAID) in advertising the information sessions proposed for Hanoi, HCM City and Danang in conjunction with the University Information Days to be held in mid-March around the time of the IDP exhibitions .

Recommendation

Newspaper advertising be continued for ADS/ALAS 2012 round with the same number of issues and newspapers as this year.

7.7 Television and media coverage

Because of the compressed time framework for promotions this year, there was little time to explore opportunities for piggy backing on existing television programs for promotion purposes. Moreover there was no evidence of moving stories like that of Ms Ma Dieu Linh in the previous year that could be an attractive subject for television. However, the use of existing television programs to promote ADS/ALAS scholarship is a very cost effective promotion avenue.

One advantage of including VTV among the 30 CGAs is the access it provides to VTV awardees and alumni in seeking their assistance in this form of promotion. A VTV awardee assisted in arranging the VTV coverage of the pre-departure briefing In Hanoi this year. He has also offered assistance in introducing a young awardee to the "NGOI SAO TRE" (Young Stars) program on VTV 6 youth channel. The chosen awardee would show how he/she had overcome many difficulties in life and to have been successful in gaining an ADS. Another possibility he has suggested is for an outstanding young alumni to be introduced to a program being planned by the Vietnam Youth Union showcasing

examples of young people following Ho Chi Minh's example of "Learning by Doing". The timing of these two possibilities is not finalised but it is hoped they would occur during the application opening period.

Useful contacts have been established with the communications office in CEMA which controls a national television station for ethnic minorities, has an internet news website and publishes magazines and a newspaper aimed at an ethnic minority audience. One article containing an interview with the Team Leader has already appeared and CEMA has expressed further support in carrying relevant ADS/ALAS scholarship content in its various communication vehicles. A joint event with good media coverage was with the CEMA Minister and the Australian Ambassador presenting certificates to outstanding ethnic minority students and recipients of ADS awards.

The difficulty encountered in failing to obtain press interest in carrying a moving article written by an ethnic minority awardee earlier this year suggests that there are limits to being able to expand opportunities in the written media. Nevertheless it may still be possible to interest a supportive journalist to write a relevant story about an alumni or awardee or a theme, such as ethnic minority successes in gaining scholarships, if the opportunity arises.

It is clearly desirable to obtain television and other media coverage during the scholarship application period if possible, but scheduling of programs is out of ASDiV's hands. Nevertheless media coverage is valuable all the year round for general awareness raising purposes and ASDiV staff members need to be alert to interesting stories about awardees and alumni, which could become the subject of television programs and printed and online articles.

Recommendation

Sustained efforts will be made by ASDiV to explore opportunities for appropriate media coverage in existing TV programs and in the print and on-line media and the possibilities of involvement in the Ngoi Sao Tre and the Youth Union programs be actively pursued.

7.8 TAJ video productions

The timing of the finalisation in November of the production of the 23 minute video for television (Journey of Dreams) and the 2-minute publicity video is very appropriate. As the TAJ contract requires two broadcasts of the 23-minute video on the VTV national network before the final payment is made, this should best take place in February after opening of the 2012 round. The contract also requires the broadcasting of a 2-3 minute report on VTV 7.00pm national news. If possible, the ideal time for this broadcast would be 1 February 2012, the day the 2012 scholarship round will be launched.

The 2-minute publicity version is very suitable for television advertising, but whether this can be done as a public service on cable or free-to-air television channels without payment of advertising fees needs to be explored. The 2-minute version is suitable for provincial television broadcasts in conjunction with provincial visits and can be used to open information sessions where the 23 minute version may be too long. This can be done perhaps in conjunction with one or more of the 3-minute Success Story videos produced by ASDiV for the website, or one of the five longer videos produced by TAJ, featuring one of the subjects in the contracted video productions.

Recommendation

Discussions be held with TAJ to seek the most timely broadcasts of the 23-minute video and the 2-3 minute report on the VTV 7.00 pm national news to coincide with the opening of the 2012 ADS/ALAS round. The possibility of broadcasting the 2-minute publicity video without charge on free-to-air and cable national television channels be explored.

7.9 Use of provincial television/radio

It is desirable to make use of local TV and radio both as a means of advertising the information sessions in the provinces to a wider public as well to provide more general coverage of ADS/ALAS. However the results in using local television and radio in the targeted provinces this year were mixed. As the provincial TV and radio network come under the authority of the PPCs, it is essential to obtain their cooperation. The 2-minute publicity video would be suitable for showing at the time of the provincial visits. The overall results of local media coverage could be more effective if planning is undertaken at an earlier stage and the explicit cooperation of the PPCs is sought where possible in obtaining coverage.

Recommendation

Planning for provincial media coverage of the scholarship programs be undertaken at an earlier stage and where possible explicit agreement be sought beforehand from PPCs in obtaining coverage.

7.10 Targeted CGA promotion

As discussed above, there was a large shortfall of applicants from Profile 2 - Central Government Agencies - this year. It has been noted that there was insufficient time for more intensive engagement with the new CGAs because of the compressed promotion time. As a result, there was little evidence of pro-active promotion of the scholarships by the new CGAs within their agencies. In the interest of maximising the number of good applicants from the CGAs it is important that more intensive engagement be undertaken with the new CGAs, in particular to showcase the benefits of the scholarships to their HRD objectives and to encourage them to pro-actively promote the program for potential applicants among their staff.

Recommendations

- There should be more ASDiV intensive engagement with the CGAs, especially new CGAs, in preparation for the 2012 round. Accordingly with agreement of AusAID, action has been taken by the National HRD Adviser to organise individual meetings starting in November 2011 with all 16 new CGAs and several of the old PPIs to brief them on the scholarship program, to explore ways that the scholarships can meet their HRD needs and to discuss how to best promote the program throughout their agencies.
- Around the time of the opening of the 2012 round, an information session be conducted for the CGA coordinators to directly provide necessary information relating to selection, supporting documents required and procedures for promotion and selection for the round.
- CGA coordinators be encouraged to conduct their own information session at their institution with the assistance provided by the ASDiV HRD Manager.

7.11 Disability promotion

In line with ASDiV's Gender and Social Inclusion strategy more focused efforts are necessary to target potential applicants with disabilities to improve on the very modest selection results to date. This will require more intensive engagement with MOLISA and with both international and local organisations working in the disability area as well as informal networks of people with disabilities. If it proved possible for a prominent person with a disability to gain an award, this could be a major publicity boost and an encouragement for others with disabilities to apply for scholarships.

Recommendation

Cooperation be sought from MOLISA to explore ways that persons with a disability be made aware and encouraged to apply for ADS/ALAS and that links be established with international and national

organisations working with persons with disabilities as well as with informal networks of persons with disabilities to disseminate information about the scholarships and the special assistance available at Australian universities for students with disabilities.

7.12 Targeted provincial promotion visits

The lesson learnt in last year's promotion campaign in selected provinces of the pervasive power of the PPCs in almost all matters locally, including provincial universities and colleges, is still valid and it is thus necessary for ASDiV to continue to work through the PPCs. This restricts somewhat the "freedom of movement" of ASDiV staff and it is thus difficult to make separate contacts with prominent people, for example prominent ethnic minority women, outside the context of the PPC, as we had planned in the GAPS.

Nevertheless it is worth exploring with the central Women's Union the feasibility of making local contacts separately through the Women's Union network. Meeting with local chapters of the VCCI where they exist is another possibility.

In general, with the exception of Gia Lai, the provincial promotion visits were successful in making the local authorities aware of the scholarships and opportunities were provided to hold public information sessions. Not surprisingly, the level of success varied from province to province depending on the degree of support from the PPC leadership, on the organizational capacity and enthusiasm of PPC staff and on the attention paid to provincial HRD needs and planning.

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

The same provinces targeted last year should be included in the visits plan for the 2012 round so as to build on the relationships already established and to report on this year's selection results. In most cases this will only require one visit to each province as preparations can be made through email and telephone to existing contacts. Depending on staff scheduling and other preparations for the 2012 round, consideration could be given to including two other provinces in the northwest with large ethnic minority populations and relatively easy access from Hanoi, Yen Bai and Hoa Binh. In the central highlands Lam Dong, with its large ethnic minority population and the universities located in Dalat, could be added to round off all five provinces and universities in the Central Highlands. Dalat can be accessed by direct flights from Hanoi. Based on the experience of the previous two years, promotion efforts in Gia Lai should be restricted to the alumni network. As all provinces in the Mekong Delta with large Khmer populations are covered by the visits and distances are not long, there should be no change in these six provinces.

Some visits should be scheduled in late December/early January if possible given the Tet holiday period in the second half of January.

Recommendations

- The same targeted provinces be maintained as last year where there are large concentrations of ethnic minorities and, depending on staff resources, several provinces (Yen Bai, Hoa Binh and Lam Dong) with significant ethnic minority populations and relatively easy access be added.
- ASDiV seek to work closely with PPCs and relevant departments such as DOHA and DOET on ADS/ALAS scholarship opportunities in respect of the provincial HRD plans.

- Some visits should be scheduled in late December/early January if possible given the Tet holiday period in the second half of January.
- The possibility be explored of widening “non-official” contacts in targeted province through the Women’s Union and VCCI.

7.13 Targeting universities

Despite an overall decrease in the number of applications under Profile 3 compared to the equivalent Profiles 4 and 5 last year, there was a considerable increase in the number of applications and awardees from regional/provincial universities. Therefore targeting provincial/regional universities and colleges should be continued for the next round as the information sessions at these universities are made in conjunction with provincial visits (except the separate visit to Thai Nguyen university).

Recommendation

Information sessions continue to be held in provincial and regional universities in conjunction with visits to respective provinces where they are located.

Annex 2

Annual Selection Report

1. Introduction

The 2011 ADS/ ALAS round was marked by significant changes in processing and in application requirements and criteria, which significantly affected the selection outcomes. The key changes are summarised as follows:

- Consolidation of ADS and ALAS into a single application process using one application form. Thus the round was referred to as the ADS/ALAS 2011 round
- Introduction of an on-line application process through the AusAID OASIS on-line system
- Consolidation of the 5 Applicant Profiles into 3 Profiles
- The replacement of the PPI program with a revamped Profile 2 open to on-line applicants from 30 designated Central Government Agencies (CGAs)
- Interviews for all short-listed candidates
- The use of two streams for assessment and interview – Profiles 2, 3 and ALAS applicants in one stream and Profile 1 applicants in the second, later stream.

These changes are detailed in the report and recommendations made to address key issues arising from them. Recommendations relate to the on-line submission; the integration of ADS and ALAS; the content and format of the application form; the need for IELTS to be brought into line with the AusAID Guidelines and given more prominence on the ASDiV website; and changes to the required supporting documents for applicants.

2. Selection results summary

Despite the noted challenges, the overall application and selection results were generally positive, with 985 applications received and 266 awards approved.

Table 1: Total Applications and Conditional Awards by Profile

	Total Applications				Total Conditional Awardees			
	P. 1	P. 2	P. 3	Grand Total	P. 1	P. 2	P. 3	Grand Total
No. of Applications	414	98	473	985	103	55	108	266
Percentage	42%	10%	48%	100%	39%	21%	40%	100%

The key results of the selection process of the ADS/ALAS 2011 round and comparison with the 2010 round results, where relevant, are as follows:

- A total of 985 ADS/ALAS applications compared to 1,294 ADS and ALAS applications in the 2010 round representing a 24% decrease.
- A total of 266 ADS/ALAS awards was approved (including 9 Profile 1 conditional awards originally placed on a reserve list but subsequently moved to the fully approved list to replace 12 withdrawals) compared to 263 awards in the 2010 ADS round, against an annual target of up to 250 awards.
- Of the total 266 ADS/ALAS awards approved there were 18 ALAS awards approved by Canberra.
- A disproportionate 15 ALAS awards were received by women and 10 ALAS awards were for PhD studies, both reversing the respective ratios in the 2010 ALAS round.

- There was a significant decrease in the number of applications from last year in the revamped Profile 2 (falling from 160 to 98) and awards (decreasing from 97 to 55) and a shortfall of 45 awards against a target of up to 100.
- Despite the overall decrease in applications, the number of applications in the revamped Profile 1 remained virtually the same in the 2011 and 2010 rounds (414 and 410 respectively).
- An increase in the number of ineligible applications from 27% of ADS applications last year to 35% for ADS/ALAS this year (see section 6.2 in the Annual Selection Report for analysis of the reasons).
- There were 218 PhD applications for this year's round (in Profile 3 only) compared to 306 ADS PhD applications in the 2010 round. The number of applicants offered conditional PhD awards was 56 against a 20% target of 50 awards. The introduction of the IELTS requirements on application was an important factor behind the decrease in applications.
- Female applicants and awardees continue to dominate both applicants (60:40) and awardees (61:39) and similarly outnumber male applicants across all three Profiles including ethnic minority applicants.
- More women (56%) applied than men (44%) for PhD scholarships and were offered more conditional awards (31 and 25 respectively).
- There was broad geographical representation across Vietnam with applications received from 58 of Vietnam's 63 provinces/cities, the same as last year; conditional awards were offered to applicants from 37 provinces/cities.
- Hanoi's predominance in applications and awards was further reduced this year compared to ADS 2010 round figures, with a decrease (from 44% to 41%) in the percentage of applications and in the number of conditional offers (56% to 51%).
- HCM City achieved better results this round more commensurate with its large number of universities, with a substantial percentage increase from the very low 5% ADS awards last round to 11% ADS/ALAS awards this year; two thirds of the awardees were lecturers/researchers in Profile 3.
- There were encouraging results from provinces/regions which have been the target of ASDiV visits and information sessions with two of the three regions targeted receiving the highest number of Profile 1 awards out of Vietnam's eight regions (Mekong Delta – 11 awards, excluding 2 in Can Tho, and Northwest – 10 awards).
- Although there were similar numbers of applications from ethnic minorities in both the 2010 and 2011 rounds (57 and 56 respectively) there were fewer eligible applicants (49 and 39) and thus fewer awards offered (24 and 14). There appear to be no salient reasons or pattern for this decrease in both eligibility and awards.
- There were two applicants with disabilities and both received awards compared to five applicants and one award in the last round.
- There was a significant increase from last year in the number of rural disadvantaged (ethnic Kinh) applicants from 64 to 115 and a consequent increase in awards from 11 to 35; the reasons for this are not clear as the designated poor provinces and districts were virtually the same.
- No Special English candidates were offered conditional awards this year, although 7 applicants met the minimum 3.0 IELTS to qualify, in contrast to 5 Special English candidates awarded offers in the 2010 round.
- There was wider representation of applications from universities and colleges across the country than last year's round (135 in 2011; 109 in 2010) including 41 from provincial universities and colleges; 52 universities/colleges including thirteen provincial universities/colleges were represented in the conditional awards offered.

3. Scholarship numbers and Profiles

3.1 Overall scholarship target

For operational purposes, the combined target of ADS/ALAS for the 2011 round was set as up to 250 scholarships – the same as in the 2010 round. This consisted of 225 ADS scholarships (as designated in the ASDiV contract) and the remaining number comprising possible ALAS awards selected on an internationally competitive basis.

3.2 Profiles

The five Profiles outlined in the DD and applied in the 2010 round were consolidated and streamlined into three Profiles for the 2011 ADS/ALAS round. The targets for the former five Profiles were broadly maintained in the newly equivalent three Profiles as follows.

- **Profile 1** (Local Government Officials & Development Workers) combined former Profiles 1 & 2
Target 30% of 250 = 75 awards
- **Profile 2** (Central Government Officials) equivalent to former Profile 3 (both PPI and non-PPI applicants), but minus applicants from research institutes (re-assigned to new Profile 3) and provincial departments (re-assigned to Profile 1) associated with Central Government Agencies (CGAs)
Target 40% of 250 = 100 awards
- **Profile 3** (Tertiary Lecturers including TESOL and Researchers) combined former Profiles 4 and 5
Target 30% of 250 = 75 awards

3.3 PhD scholarship target

As in previous years the indicative allocation of scholarships for PhD studies was up to 20%, i.e. 20% of 250 = 50.

4. On-line processing

On-line processing for ADS was introduced for the first time in the 2011 round. Up to this year on-line processing applied only to ALAS applicants. A single application form was thus used for both ADS and ALAS applicants. As this was a transitional year for introducing the on-line system and options remained for hard copy applications, it was decided by AusAID Post to have a combination of both on-line and hard copy applications as follows.

- Profiles 2 and 3: compulsory on-line applications
- Profile 1: option of hard copy or on-line with encouragement to apply on-line
- All applicants had to send one hard copy of their applications to the ASDiV office if they applied on-line.

The decision to give Profile 1 applicants the option of a hard copy applicant was made to maximise the opportunity for rural-based applicants, especially ethnic minorities to apply. The requirement for hard copies of all applications was aimed at facilitating document verification and applicant assessment. The result, unfortunately, of using these dual systems was (i) substantially increased workload for ASDiV staff and (ii) confusion on the part of many applicants - some of whom did not send in hard copies and some in Profile 3 did not apply on line and only sent in hard copies. In the end all applications, whether on-line or in hard copy only, were accepted by AusAID Post as eligible for assessment.

5. Changes in Profile requirements and criteria

There were a number of important changes in Profile requirements and criteria. Key changes were:

Level of Studies:

- Applications for PhD studies were restricted to lecturers and researchers in Profile 3 (last year PhD studies were also open to applicants involved in policy planning from any Profile).
- Undergraduate studies were not available for disadvantaged applicants in contrast to the 2010 round.

IELTS requirements: IELTS minimum scores at application were introduced for Profiles 2 and 3, whereas there were no minimum requirements on application for any Profile in last year's round. These minimum requirements were:

- PhD studies in Profile 3 and any TESOL studies - 5.5 IELTS
- Non-TESOL Masters studies in Profiles 2 and 3 - 4.5 IELTS except disadvantaged applicants (see below).

GPA: Minimum GPA scores were introduced for all Profiles, whereas in last year's round a minimum (i.e. 7.0) applied only to the PPI applicants in Profile 3. The GPA scores for the 2011 round were:

- Profile 1 (non disadvantaged) minimum - 6.5
- Profile 1 (disadvantaged) minimum - 6.0
- Profiles 2 and 3 minimum - 7.0

Work experience: Two years relevant work experience was a requirement for applicants from all Profiles (except disadvantaged applicants), whereas in last year's round exception was also made for young lecturers in their first and second year of teaching.

Disadvantaged applicants: As in last year's round, special provisions were available for disadvantaged applicants defined as "ethnic minorities, persons coming from designated poor districts and persons with disabilities". These provisions meant that disadvantaged applicants:

- did not have to meet the full two years work experience
- had a lower GPA requirement of 6.0
- did not have to meet minimum 4.5 IELTS requirement at the Selection Test and were eligible for additional, special English training to enable them to meet this minimum
- were given additional points in assessment.

6. Assessment

6.1 Selection approach

With the consolidation of ADS/ALAS into a single application form, screening and selection processes for both scholarships were integrated into a single process as much as possible. Thus, instead of two distinct selection processes, first for ALAS and then for ADS, there was only one process involving the Joint Selection Committee (JSC) for both awards. The most important difference in processing the scholarship was at the final selection stage for ALAS, when the final decision on awarding ALAS was made by an interdepartmental committee in Canberra, although still based on a recommended list from the Embassy.

A further significant change from last year's round was that interviews were held for all short-listed candidates, whereas last year only ALAS candidates and ADS short-listed PhD and Profiles 1 and 2 candidates were subject to interview (albeit in different panel formats for the two scholarships).

Assessment was made on the basis of both written application and interview performance for both ADS and ALAS applicants. There was a special section in the application form for ALAS applicants who had to self-designate and to complete four supplementary questions designed to bring out their leadership qualities and potential.

Another difference in the assessment process from last year's round was that assessments were made of both ADS and ALAS using a single scoring sheet with slightly different criteria for the two scholarships. Written applications for both scholarships were assessed against: (i) academic performance, (ii) relevance/suitability of study, and (iii) potential contribution to Vietnam's development. A fourth criterion for ADS - personal qualities (adaptability, analytical and communication skills) - was assessed during the interview, while in respect of ALAS the fourth criterion - personal leadership qualities - was assessed by the interview panel. A key feature of this assessment process was the pre-eminence of the interview score over the written assessment score which was overridden where there was a difference.

6.2 Screening stages

The period for the screening and assessment was shorter than for last year's round as AusAID Canberra gave an early deadline of 25 August 2011 (and an even earlier deadline of 8 August for ALAS recommendations to be sent to Canberra) for the submission of placement requests to universities for first semester 2012 commencement of studies. To cope with this compressed time the screening and assessment was divided into two streams.

First stream - Profiles 2 and 3 and ALAS applicants: This stream ended on 29 July 2011 when the JSC 2 meeting decided on conditional awards for Profile 2 and 3 candidates and the recommended ALAS candidates to AusAID.

Second stream – Profile 1 applicants: The stream was completed on 6 October 2011 when the JSC 3 meeting decided on conditional awards for Profile 1 (JSC 2 had earlier decided on Profile 1 short-listed candidates for the IELTS selection test on 20 August). The longer timeframe for the second stream also had to take into account the month needed to organise and obtain results for the IELTS selection test.

The division of the Profiles into two streams had two consequences. Firstly, it enabled the screening and the interviews to take place sequentially, thus allowing staffing resources to be used more rationally. On the other hand, it meant that only candidates from Profile 2 and 3 and ALAS candidates could be assessed in time to meet placement processing deadlines for possible commencement of studies in first semester 2012.

The compressed time for screening Profile 2 and 3 and ALAS applicants, however, meant that less time could be spared for staff to follow-up missing documents in applications received from Profiles 2 and 3 and ALAS applicants. As a result some candidates were short-listed on the basis that they would need to present any important missing documents at the interview to confirm their short-listed status. In practice almost all candidates were able to satisfactorily present their missing documentation, if not at the interview then by later submission.

6.3 Interview panels

For the first stream, three interview panels and, for the second stream, two interview panels were formed respectively. In both streams the panels operated in parallel. In the first stream, the three panels each interviewed a discrete group of candidates to enable consistent and fair comparisons to be made within the three groups (i.e. Profile 2, Profile 3 PhD candidates, Profile 3 Masters candidates). This was not possible for the second stream consisting of Profile 1 candidates, so close collaboration was undertaken between the two panels to ensure consistency in scoring candidates.

The interview panels normally consisted of three persons and were chaired by a Senior Development Specialist from Coffey International Development with a doctorate (for the Profile 3 PhD group only), the International HRD Adviser and the Team Leader. The second member was a Vietnamese expert and the third member a staff member of the scholarship section at AusAID Post. The panels worked well and the inclusion of an AusAID staff member on the panels greatly facilitated the interview and selection processes.

7. Outcomes

7.1 Overall number of applications and awards

A total of 985 ADS/ALAS applications was received either on-line or by hard copy or both; all on-line and hard copy applications were assessed. This compares with a combined total of 1,294 ADS and ALAS applications received separately in the 2010 round and only slightly more than the combined ADS and ALAS total of 973 for the 2009 round.

A total of 266 ADS/ALAS conditional awards was approved by the JSC for the 2011 round compared to 263 in the 2010 ADS round and 271 in the 2009 ADS round. The 266 total included nine candidates from Profile 1 who initially were placed on a reserve list but subsequently were moved to the approved list when 12 awardees withdrew. As at the end of December 2011, 254 ADS/ALAS awardees remain.

Table 1a: Applications and Conditional Awards by Profile

	Total Applications				Total Conditional Awardees			
	P. 1	P. 2	P. 3	Total	P. 1	P. 2	P. 3	Total
No. of Applications	414	98	473	985	103	55	108	266
Percentage	42%	10%	48%	100%	39%	21%	40%	100%

The most significant feature of this year's results was the low number of applications received (98) and thus awards offered (55) under Profile 2. There was thus a shortfall of 45 awards against the notional Profile 2 target of 100. This shortfall in awards was thus reallocated by the JSC to Profile 1 (103 awards and Profile 3 (108). The reasons for this shortfall in Profile 2 are discussed in section 6.12 of this report.

Of the total 266 ADS/ALAS conditional awardees, 18 received ALAS awards as determined by Canberra on an internationally competitive basis. (Five of the initial ALAS awardees withdrew as they took up other scholarships – three received Endeavour Awards, one a Prime Ministers' Award and one a Fulbright scholarship - and were replaced by candidates on the Vietnam ALAS reserve list).

In comparing the applications received by Profile this year to last year the following is noteworthy:

- *Profile 1* (last year equivalent to Profiles 1 and 2). The number of applications received is virtually the same this year (414) and last year (410)
- *Profile 2* (last year equivalent to PPI plus non-PPI Profile 3). The number of applications received (98) was only half the number received last year (183=160 PPI plus 23 Non-PPI Profile 3) despite doubling the number of eligible Central Government Agencies (CGAs) to 30.
- *Profile 3* (last year equivalent to Profiles 4 and 5). The number of Profile 3 received this year (473) was just over three-quarters (77%) of the applications received last year (611).

7.2 Eligible/Eligible Applications

Of the total applications received just over one third (35%) were deemed ineligible. This ineligible percentage was higher than the ADS total last year (27%).

Table 1b: Total Eligible/Ineligible Applications by Profile

	Total Applications							
Eligibility	Profile 1	%	Profile 2	%	Profile 3	%	Total	%
Ineligible	152	37%	23	23%	165	35%	340	35%
Eligible	262	63%	75	77%	308	65%	645	65%
Total	414	42%	98	10%	473	48%	985	

This increase in the percentage of ineligible applicants over last year can to some extent be explained by the fact that ASDiV was not able to follow-up applicants who had some missing key documents because of the compressed time for assessment compared to last year. The other significant reasons for the higher percentage of ineligible applications were: (i) the IELTS requirements introduced at the application stage for Profiles 2 and 3 (many applicants did not have up-to-date IELTS certificates and did not have time to do another IELTS test), and (ii) the minimum GPA requirement (7.0) introduced for Profile 3, which many applications did not meet.

It is noteworthy that there was a significant jump in the percentage of ineligible applications from CGAs in the PPI category from 8% last year to 23 % for Profile 2 this year. This can be partly explained by the change in application process in that Profile 2 applicants applied directly on-line and did not have to be vetted for eligibility by their nominating institutions before their applications were forwarded to ASDiV, as happened last year under the previous PPI program.

7.3 Reasons for Ineligibility

The three most common reasons for ineligibility were: (i) not meeting work experience requirements (2 years except for disadvantaged applicants) (22%), (ii) not meeting English Language requirements (19%) and (iii) not belonging to the three Applicant Profiles (14%). In respect of this last reason there was a significant decrease from 24% last year, suggesting more effective targeting and clearer information dissemination about Profile eligibility. It should also be noted that 13% of applicants did not present complete applications so assessments could not be made.

Table 2: Reasons for Ineligibility

Reasons Ineligible	First Reason	Second Reason	Total	%
Degree is informal	19		19	4%
Does not belong to the three Applicant Profiles	58	2	60	14%
Does not meet English requirements	74	9	83	20%
Does not meet minimum GPA requirement	39	8	47	11%
Does not meet the citizenship and residency criteria	2	2	4	1%
Has not met required length of work experience	71	22	93	22%
Level of study is not appropriate	36	7	43	10%
Presented incomplete application	28	28	56	13%
Proposed area of study is not available under ADS	13	6	19	4%
Total	340	84	424	100%

7.4 Short-listing by IELTS

As applicants in Profiles 2 and 3 were required to submit valid IELTS (or equivalent) certificates to meet minimum IELTS requirements on application, only applicants in Profile 1 were required to sit an IELTS selection test after they were short-listed by JSC 2. Of the 207 Profile 1 candidates short-listed, 70 applicants had already submitted valid certificates, thus 136 candidates (one withdrew) sat for the IELTS. The IELTS results are set out in the table below.

Table 3: IELTS Results - Profile 1

		IELTS Results		
IELTS Groups	English Test Overall Score	20 Aug 2011 Test	Valid IELTS submitted	Total
6.5 and above with no sub-band <6.0	7.5	2	4	6
	7	7	7	14
	6.5	6	11	17
	Sub-Total	15	22	37
6.0 and above with no sub-band <5.5	7	1		1
	6.5	3	5	8
	6	15	20	35
	Sub-Total	19	25	44
4.5 and above with no sub-band <3.5	6.5	4		4
	6	10	1	11
	5.5	31	13	44

		IELTS Results		
IELTS Groups	English Test Overall Score	20 Aug 2011 Test	Valid IELTS submitted	Total
	5	26	5	31
	4.5	14	4	18
	Sub-Total	85	23	108
Special English	4	3		3
	3.5	3		3
	3	1		1
	Sub-Total	7		7
Total qualified for Interview		126	70	196
Not Satisfy	4	4		4
	3.5	4		4
	3	1		1
	1	1		1
	Sub-Total	10		10
Withdrew	0	1		1
Total		137	70	207

It is not possible to compare overall IELTS testing results with the 2010 round as it was not a requirement for any applicant to meet minimum IELTS scores on application. However the IELTS scores in Profile 1 this year can be compared to the equivalent combined Profiles 1 and 2 last year (respectively 136:130 applicants requiring IELTS). This shows that the IELTS results this year were better. For those candidates who gained 6.0 overall and no sub-band below 5.5 the percentage increased significantly from 29% to 39%. These improved IELTS scores indicate not just higher English language competence of applicants applying for ADS/ALAS, but probably also the general trend of improved English language levels more broadly.

Following the IELTS test a total of 196 Profile 1 candidates qualified for an interview for recommendation to JSC 3. This figure included 7 disadvantaged candidates who received overall IELTS scores below 4.5 and 3.0 or above. However only 181 Profile 1 candidates were actually interviewed for the following reasons:

- 7 Profile 1 ALAS applicants had already been interviewed for consideration earlier by JSC 2 (3 of whom were recommended to AusAID Post for ALAS)
- 8 candidates withdrew and were not interviewed.

7.5 Applications by Level of Study

A total of 749 Masters and 218 PhD applications were received with the number of PhD applications falling from 306 last year (ADS figures only). This year there was no provision for applications for

Bachelor degrees or Graduate Diplomas, although 13 such applications were received (5 other applications did not specify the level of study).

In contrast to last year, PhD applications were permitted only for Profile 3, which was one of the reasons for the decline in applications. Another reason was the 5.5 IELTS requirement at application. In Profile 3 the number of ADS/ALAS applicants offered conditional awards was 56, compared to 50 ADS PhD awards approved last year, and is more than double the 26 ADS PhD awardees in the 2009 round. The total number of Masters degree applicants offered conditional awards was 210 including 52 Masters degree conditional awards from Profile 3.

Table 4: Total Applications by Level of Study and Profile

Level of Study	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Others Degree	18			
Percentage	1.8%			
Profile 1	12			
Profile 2	1			
Profile 3	5			
Masters	749	496	370	210
Percentage	76.0%	76.9%	76.8%	78.9%
Profile 1	384	262	196	103
Profile 2	96	75	72	55
Profile 3	269	159	102	52
Doctoral Degree	218	149	112	56
Percentage	22.1%	23.1%	23.2%	21.1%
Profile 1	18			
Profile 2	1			
Profile 3	199	149	112	56
Total	985	645	482	266

7.6 Applications by Gender

The 60:40 female/male ratio of applicants is virtually unchanged from last year (59:41). This ratio in favour of female applicants increases a little for conditional awardees (61:39), which is the same ratio as the ADS 2010 round, but still lower than the more gender unbalanced 2009 ratio (66:34) for applications.

There is a significant balance in favour of female applicants across all three Profiles with slightly more balance in Profile 1 (56.5:43.5). When Profile 1 is further broken down into local government employees and NGO/private employees, a similar favourable ratio remains for government employees in terms of both applications (55:45) and conditional awards (57:43). This is a similar result to last year and, as commented in the 2010 Annual Report, it indicates that attention is being placed on

ensuring gender equity in provincial government recruitment practices are in compliance with Government policy on gender equality.

In respect of ethnic minorities there is a surprisingly high ratio in favour of women applicants (66:34) and awardees (64:36). These ratios are respectively higher than last year (58:42 and 62.5:37.5). This indicates that at least in terms of applications ethnic minority women are not having more difficulty in accessing the scholarships relative to ethnic minority men and hold their own in terms of application assessment and interview performance.

More women (56%) than men (44%) applied for PhD studies and this percentage was virtually unchanged in relation to the number of PhD awards offered (31 and 25 awards respectively). In terms of total Masters degrees awarded, there were 132 awards for women and 78 for men.

Table 5a_1: Total Applications by Gender then Profile

Gender by Profile	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Female	591	409	316	163
%	60.0%	63.4%	65.6%	61.3%
Profile 1	234	156	122	63
Profile 2	63	54	53	37
Profile 3	294	199	141	63
Male	394	236	166	103
%	40.0%	36.6%	34.4%	38.7%
Profile 1	180	106	74	40
Profile 2	35	21	19	18
Profile 3	179	109	73	45
Total	985	645	482	266

Table 5a_2: Total Applications by Profile then Gender

Profile and Gender	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Profile 1	414	262	196	103
Female	234	156	122	63
Male	180	106	74	40
Profile 2	98	75	72	55
Female	63	54	53	37
Male	35	21	19	18
Profile 3	473	308	214	108
Female	294	199	141	63
Male	179	109	73	45
Total	985	645	482	266

Table 5a_3: Percentage of Applications by Gender and Profile

Profile and Gender	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Profile 1	42.0%	40.6%	40.7%	38.7%
Female	56.5%	59.5%	62.2%	61.2%
Male	43.5%	40.5%	37.8%	38.8%
Profile 2	20.7%	24.4%	33.6%	50.9%
Female	64.3%	72.0%	73.6%	67.3%
Male	35.7%	28.0%	26.4%	32.7%
Profile 3	48.0%	47.8%	44.4%	40.6%
Female	62.2%	64.6%	65.9%	58.3%
Male	37.8%	35.4%	34.1%	41.7%
Total	100.0%	100.0%	100.0%	100.0%

Table 5b_1: Total Applications in Profile 1 by Gender

Local Government or Not and Gender	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Government	183	131	101	53
Female	100	75	62	30
Male	83	56	39	23
NGO/Private	231	131	95	50
Female	134	81	60	33
Male	97	50	35	17
Total	414	262	196	103

Table 5b_2: Percentage of Applications in Profile 1 by Gender

Local Government or Not and Gender	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Government	44.2%	50.0%	51.5%	51.5%
Female	54.6%	57.3%	61.4%	56.6%
Male	45.4%	42.7%	38.6%	43.4%
NGO/Private	55.8%	50.0%	48.5%	48.5%
Female	58.0%	61.8%	63.2%	66.0%
Male	42.0%	38.2%	36.8%	34.0%

Table 5c_1: Total Applications by Level of Study and Gender

Level of Study and Gender	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Others Degree	18			
Female	12			
Male	6			
Masters	749	496	370	210
Female	457	315	245	132
Male	292	181	125	78
Doctoral Degree	218	149	112	56
Female	122	94	71	31
Male	96	55	41	25
Total	985	645	482	266

Table 5c_2: Percentage of Applications by Level of Study and Gender

Level of Study and Gender	Total Applications	Total Eligible Applications	Total Shortlisted for Interview Applications	Conditional Awardees
Others Degree	1.8%			
Female	66.7%			
Male	33.3%			
Masters	76.0%	76.9%	76.8%	78.9%
Female	61.0%	63.5%	66.2%	62.9%
Male	39.0%	36.5%	33.8%	37.1%
Doctoral Degree	22.1%	23.1%	23.2%	21.1%
Female	56.0%	63.1%	63.4%	55.4%
Male	44.0%	36.9%	36.6%	44.6%
Total	100%	100%	100%	100%

7.7 Applications by Theme of Study

At the application stage the six most popular themes of study were economic growth (25%), education (16%), rural development (13%), environment (11%), infrastructure (11%) and health (9%). While this year's themes are not really comparable with last year's ADS field of study categories, there would appear to be several notable increases over last year's ADS percentages, such as economic growth (19%), infrastructure (6%), health (5%) where some rudimentary comparisons can be made. There is not much difference between the two years' percentage figures for education and environment.

At the award approval stage there was a significant drop in economic growth from 25% at application to 18%, reflecting a decision by the JSC to decrease the percentage of awards in this theme from its preponderance in previous scholarship rounds. Another significant decrease was in education, falling from 16% to 12%. This reflected a similar JSC decision to reduce the large number of approvals for TESOL candidates from the major universities, so that the number approved matched the 10% target for TESOL studies (Profile 5) in the DD. At the award approval stage there were corresponding increases in high priority areas, such as environment (11 to 14%), rural development (13 to 16%) and governance (4 to 6%). The reasons for the decrease in infrastructure from 11 to 9% are not evident.

	Total Applications					Eligible Applications					Shortlisted for Interview Applications					Conditional Awardees				
Theme of Study	Profile 1	Profile 2	Profile 3	Sub-Total	Percentage	Profile 1	Profile 2	Profile 3	Sub-Total	Percentage	Profile 1	Profile 2	Profile 3	Sub-Total	Percentage	Profile 1	Profile 2	Profile 3	Sub-Total	Percentage
Disability	1			1		1			1		1			1	0.2%	1			1	0.4%
Disaster Risk Reduction	1			1		1			1											
Economic Growth	104	38	104	246	25%	44	33	77	154	24%	23	31	39	93	19.3%	8	24	15	47	17.7%
Education	38	4	111	153	16%	24	1	79	104	16%	15	1	59	75	15.6%	4	1	28	33	12.4%
Environment	55	5	46	106	11%	44	4	28	76	12%	38	4	19	61	12.7%	22	4	11	37	13.9%
Food Security	9	1	16	26	3%	8		11	19	3%	6		8	14	2.9%	2		3	5	1.9%
Gender Equality	1		3	4		1		3	4	1%	1		3	4	0.8%			3	3	1.1%
Governance	19	11	5	35	4%	13	8	3	24	4%	11	8	3	22	4.6%	7	7	2	16	6.0%
Health	37	2	51	90	9%	28		27	55	9%	26		21	47	9.8%	13		13	26	9.8%
Human Rights	25	21	15	61	6%	17	16	5	38	6%	15	15	3	33	6.8%	10	8		18	6.8%
Infrastructure	49	2	53	104	11%	29	2	28	59	9%	18	2	18	38	7.9%	14	1	8	23	8.6%
Regional Stability	4	7	6	17	2%	1	6	3	10	2%	1	6	2	9	1.9%		6	2	8	3.0%
Rural Development	65	2	57	124	13%	49	2	42	93	14%	39	2	37	78	16.2%	21	1	21	43	16.2%
Water & Sanit.	2	5	5	12	1%	2	3	2	7	1%	2	3	2	7	1.5%	1	3	2	6	2.3%
Not specified	4		1	5	1%															0.0%
Total	414	98	473	985	100%	262	75	308	645	100%	196	72	214	482	100.0%	103	55	108	266	100.0%

Table 6: Applications by Theme of Study

7.8 Applications by region and provinces

There was broad geographical representation across Vietnam with applications received from 58 of Vietnam's 63 provinces/cities, the same number of provinces as last year. After screening for eligibility 55 provinces remained. Conditional offers were awarded to applicants from 37 cities/provinces.

At the application stage there was a decrease in the percentage of applications from Hanoi this year compared to last year's ADS applications (44% to 41%), primarily to be explained by the drop in Profile 2 applications from CGAs. However Hanoi's share of total awards increased significantly to 51%, but this is still a lower percentage compared to last year's 56%. This continuing disproportionate number of awards to Hanoi applicants is not surprising, as all 55 CGA awards in Profile 2 were from Hanoi, and Hanoi remains the principal tertiary education centre of Vietnam and is the location of most NGO headquarters.

HCM City achieved better results this year with a substantial increase in the number of awards from a very low 5% last year to 11% this year, although the percentage of applications was very similar. This result is more commensurate with the large number of universities in that city (18 of the 29 recipients were from Profile 3).

There are some encouraging results from provinces/regions which have been the target of ASDiV visits and information sessions. The provinces which have received conditional awards in Profile 1 (other than Hanoi, HCM City, Danang, Haiphong, Can Tho) are listed below.

Central Coast – 6

Binh Dinh – 3, Khanh Hoa – 1, Quang Nam – 2

Central Highlands –

Dak Lak – 1, Kontum – 1, Dak Nong – 2, Gia Lai - 1

Mekong Delta - 11

An Giang – 2, Bac Lieu – 1, Ben Tre – 1, Ca Mau – 1 Kien Giang - 5, Vinh Long - 1

North Central - 8

Nghe An – 3, Quang Tri -2, Thua Thien-Hue – 3, Thanh Hoa - 1

Northeast - 4

Bac Kan – 1, Cao Bang – 2, Thai Nguyen - 1

Northwest - 10

Lao Cai – 5, Son La – 3, Dien Bien – 1, Yen Bai – 1

Southeast - 2

Binh Phuoc – 1, Binh Thuan - 1

Red River Delta- 2

Ha Nam – 1, Hai Duong – 1

It can be seen that two of the three regions targeted for Profile 1 by ASDiV - Mekong Delta and the Northwest respectively have received the most awards, 11 (excluding 2 from Can Tho) and 10 respectively. The number of awards in the third region targeted, the Central Highlands, is somewhat less with 5 awards but there was a significant increase this year in the number of Profile 1 equivalent applicants from the five Central Highlands provinces – from 12 to 22. It is noticeable that the small province of Dak Nong, included in this year's round of visits for the first time, received two awards and, despite the lack of cooperation from Gia Lai's People's Committee, 4 applications from Gia Lai were received under Profile 1, and one was successful in gaining an award (2 others from Profile 3 also gained awards). The overall problem in the Central Highlands appears to be relatively low academic and English language levels.

		Total Applications					Total Eligible Applications					Total Shortlisted for Interview Applications					Conditional Awardees				
Region	Province	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%
Central Coast	Binh Dinh	4		2	6	1%	4		1	5	1%	3		1	4	0.8%	3			3	1.1%
	Danang	16		29	45	5%	7		24	31	5%	5		13	18	3.7%	2		3	5	1.9%
	Khanh Hoa	3		10	13	1%	1		7	8	1%	1		6	7		1		5	6	2.3%
	Phu Yen	1			1	0%	1			1	0%										
	Quang Nam	5		3	8	1%	4		1	5	1%	3		1	4	0.8%	2		1	3	1.1%
	Quang Ngai	2		1	3	0%	1		1	2	0%										
	Sub-Total	31		45	76	8%	18		34	52	8%	12		21	33	6.8%	8		9	17	6.4%
Central Highlands	Dak Lak	8		3	11	1%	6		3	9	1%	6		3	9	1.9%	1		3	4	1.5%
	Dak Nong	3			3	0%	3			3	0%	3			3	0.6%	2			2	0.8%
	Gia Lai	4		3	7	1%	2		2	4	1%	1		2	3	0.6%	1		2	3	1.1%
	Kon Tum	2		1	3	0%	2		1	3	0%	1		1	2	0.4%	1		1	2	0.8%
	Lam Dong	5		4	9	1%	2		2	4	1%	1		2	3	0.6%			2	2	0.8%
	Sub-Total	22		11	33	3%	15		8	23	4%	12		8	20	4.1%	5		8	13	4.9%
Mekong Delta	An Giang	11		12	23	2%	9		10	19	3%	6		9	15	3.1%	2		6	8	3.0%
	Bac Lieu	7		3	10	1%	7		2	9	1%	7		1	8	1.7%	1			1	0.4%
	Ben Tre	5		1	6	1%	3		1	4	1%	1			1	0.2%	1			1	0.4%
	Ca Mau	5		1	6	1%	2		1	3	0%	2		1	3	0.6%	1		1	2	0.8%
	Can Tho	9	1	21	31	3%	4		13	17	3%	3		7	10	2.1%	2		5	7	2.6%
	Dong Thap	5		3	8	1%	4		3	7	1%	2		1	3	0.6%					
	Hau Giang	1		2	3	0%			2	2	0%			2	2	0.4%					
	Kien Giang	14		2	16	2%	8		1	9	1%	7		1	8	1.7%	5			5	1.9%
	Long An	3			3	0%	3			3	0%	2			2	0.4%					
	Soc Trang	6		6	12	1%	4		2	6	1%	2		2	4	0.8%					
	Tien Giang			1	1	0%					0%					0.0%					
	Tra Vinh	10		3	13	1%	5		2	7	1%	1		2	3	0.6%					
	Vinh Long	6		1	7	1%	4		1	5	1%	4		1	5	1.0%	1			1	0.4%
	Sub-Total	82	1	56	139	14%	53		38	91	14%	37		27	64	13.3%	13		12	25	9.4%
North Central	Ha Tinh			1	1	0%			1	1	0%			1	1	0.2%			1	1	0.4%
	Nghe An	6			6	1%	4			4	1%	4			4	0.8%	3			3	1.1%
	Quang Binh	6			6	1%	6			6	1%	5			5	1.0%					
	Quang Tri	9		1	10	1%	6		1	7	1%	5		1	6	1.2%	2			2	0.8%
	Thanh Hoa	3			3	0%	3			3	0%	2			2	0.4%	1			1	0.4%
	Thua Thien - Hue	18		37	55	6%	12		25	37	6%	8		15	23	4.8%	5		4	9	3.4%
	Sub-Total	42		39	81	8%	31		27	58	9%	24		17	41	8.5%	11		5	16	6.0%
Northeast	Bac Giang	2			2	0%	1			1	0%	1			1	0.2%					
	Bac Kan	2			2	0%	2			2	0%	2			2	0.4%	1			1	0.4%
	Cao Bang	10		1	11	1%	6			6	1%	6			6	1.2%	2			2	0.8%
	Ha Giang	2			2	0%	1			1	0%										
	Lang Son	1			1	0%					0%										
	Phu Tho	2			2	0%	1			1	0%										

		Total Applications					Total Eligible Applications					Total Shortlisted for Interview Applications					Conditional Awardees				
Region	Province	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%
	Quang Ninh	1			1	0%	1			1	0%	1			1	0.2%					
	Thai Nguyen	6		11	17	2%	5		7	12	2%	2		7	9	1.9%	1		6	7	2.6%
	Tuyen Quang	1			1	0%					0%										
	Sub-Total	27		12	39	4%	17		7	24	4%	12		7	19	3.9%	4		6	10	3.8%
Northwest	Dien Bien	4			4	0%	3			3	0%	1			1	0.2%	1			1	0.4%
	Hoa Binh	2			2	0%	1			1	0%										
	Lai Chau	1		1	2	0%	1		1	2	0%			1	1	0.2%			1	1	0.4%
	Lao Cai	13			13	1%	11			11	2%	9			9	1.9%	5			5	1.9%
	Son La	9		2	11	1%	8		1	9	1%	5		1	6	1.2%	3		1	4	1.5%
	Yen Bai	2		1	3	0%	1		1	2	0%	1		1	2	0.4%	1		1	2	0.8%
	Sub-Total	31		4	35	4%	25		3	28	4%	16		3	19	3.9%	10		3	13	4.9%
Red River Delta	Bac Ninh			5	5	1%			5	5	1%			2	2	0.4%			1	1	0.4%
	Ha Nam	1			1	0%	1			1	0%	1			1	0.2%	1			1	0.4%
	Hai Duong	2		3	5	1%	2		1	3	0%	1		1	2	0.4%	1		1	2	0.8%
	Hai Phong	2		2	4	0%	1			1	0%	1			1	0.2%	1			1	0.4%
	Hanoi	102	96	201	399	41%	68	74	134	276	43%	58	71	94	223	46.3%	36	55	44	135	50.8%
	Hung Yen	2			2	0%	1			1	0%										
	Nam Dinh	2		1	3	0%	2			2	0%	2			2	0.4%					
	Sub-Total	111	96	212	419	43%	75	74	140	289	45%	63	71	97	231	47.9%	39	55	46	140	52.6%
Southeast	Ba ria - Vung Tau	3		1	4	0%	3		1	4	1%	1			1	0.2%					
	Binh Duong	1		5	6	1%	1		3	4	1%			3	3	0.6%			1	1	0.4%
	Binh Phuoc	2			2	0%	1			1	0%	1			1	0.2%	1			1	0.4%
	Binh Thuan	1		1	2	0%	1			1	0%	1			1	0.2%	1			1	0.4%
	Dong Nai	2		2	4	0%			1	1	0%										
	HCMC	56	1	85	142	14%	22	1	46	68	11%	17	1	31	49	10.2%	11		18	29	10.9%
	Sub-Total	65	1	94	160	16%	28	1	51	80	12%	20	1	34	55	11.4%	13		19	32	12.0%
Australia		3			3	0%															
Total		414	98	473	985	100%	262	75	308	645	100%	196	72	214	482	100.0%	103	55	108	266	100.0%

Table 7: Total Applications by Region and Provinces

7.9 Disadvantaged applicants

There are three categories of disadvantaged applicants: (i) ethnic minorities (ii) disadvantaged rural (ethnic Kinh), who were born or went to high school AND work in designated poor provinces and districts (based on Program 135), and (iii) persons with disabilities. Disadvantaged applicants in Profile 1 enjoyed a lower GPA requirement (6.0) and did not have to fully meet the two year work experience requirement compared to other applicants in Profile 1, who were required to have 6.5 minimum GPA and 2 years work experience.

Table 8: Total Disadvantaged Applications and Conditional Awards

Disadvantaged Applications	Total Applications	Ineligible Applications	Eligible Applications	Shortlisted for Interview Applications	Conditional Awardees
Ethnic Minority	56	17	39	29	14
Profile 1	43	10	33	24	10
Profile 2	1	0	1	1	1
Profile 3	12	7	5	4	3
Disability	2		2	2	2
Profile 1	1		1	1	1
Profile 2					
Profile 3	1		1	1	1
Disadvantaged Rural Applications	115	29	86	67	35
Profile 1	88	20	68	51	24
Profile 2					
Profile 3	27	9	18	16	11
Total Disadvantaged	173	46	127	98	51

Ethnic minorities: There were 56 applications from ethnic minorities (one less than last year) of whom 39 were eligible (10 less than last year). However, there was a significant decrease in the number of awards offered to ethnic minorities, dropping from 24 last year to 14 this year. One reason for this decrease is the significant number of 17 ethnic minority applicants who were not eligible, compared to last year's 8 ineligible applicants. An analysis of the reasons for this ineligibility indicates no predominant reason or pattern.

Seven of the 17 ineligible ethnic minority applicants were in Profile 3 and four of these were lecturers/researchers who did not meet the English language requirements on application. Of the ten Profile 1 ineligible applicants, three had informal degrees; one applied for a PhD; and two applicants did not meet the minimum GPA for disadvantaged candidates.

Profile 1 contained 43 of these 56 ethnic minority applications. Of these 43 applicants, 24 were short-listed by JSC 2 for IELTS testing and then interviews. However there was a sharp drop from the 24 short-listed to the 10 approved for awards by JSC 3. This drop can be explained by the low level in the overall quality of many of the 24 ethnic minority candidates interviewed, in terms of their limited work experience, very low GPA, very low IELTS levels, lack of clarity over course choices and career goals and poor performance at the interviews. Many of these candidates were considered by the interview panels and the JSC to be too high risk.

Persons with disabilities: There were two applicants with disabilities and both received awards (one in Profile 3 and one in Profile 1). This compares with five applicants last year and one award.

Rural disadvantaged: There was a significant increase from last year in the number of rural disadvantaged (ethnic Kinh) applicants from 64 to 115. The reasons for this are not clear as the designated poor provinces and districts were virtually the same. One explanation could be the cumulative results of targeting by ASDiV of poor provinces over the past two scholarship rounds.

A total of 35 rural disadvantaged applicants were awarded conditional awards, a very large increase over the 11 awarded last year. One possible explanation for this increase in awards lies partly in the increase in the overall number of awards in Profile 1 this year (103) compared to the awards (80) equivalent awards in Profiles 1 and 2 last year, as the bulk (88) of rural disadvantaged applicants were in Profile 1. Of these 88 applications in Profile 1, 24 rural disadvantaged applicants received conditional awards.

Special English candidates: Special English candidates refer to those disadvantaged candidates who obtain overall IELTS scores of less than 4.5 and 3.0 or above. After the IELTS selection test results there were seven short-listed candidates remaining in this Special English category. However only two of these were among the short-listed Profile 1 candidates recommended to the JSC 3 after interviews. Both were rural disadvantaged ethnic Kinh and both had an overall IELTS of 3.5. In the end neither candidate was approved for an award by the JSC, partly because they also had very low GPAs of 5.98 and 6.30, and thus they were considered too high risk.

7.10 Applicants by ethnic group

Only 10 ethnic groups were represented among the applicants compared to 15 last year. Those groups with the largest representation out of 56 applicants were the Tay (18), Thai (10), Kh'mer (9), Nung (7), Muong (4) and Ede (3), similar to last year. There was one eligible Dao applicant but she was not recommended for short-listing. There is still no applicant from the large Hmong ethnic group.

After JSC approval of awards, only six ethnic minority groups were represented: Kh'mer, K'Ho, Muong, Nung, Tay and the Thai. It is noteworthy that none of the three Ede applicants made the final list of awards.

Table 9: Ethnic Minorities

	Total Applications				Eligible Applications				Shortlisted for Interview Applications				Conditional Awardees			
Ethnic Group	P. 1	P. 2	P. 3	Sub-Total	P. 1	P. 2	P. 3	Sub-Total	P. 1	P. 2	P. 3	Sub-Total	P. 1	P. 2	P. 3	Sub-Total
Dao	1			1	1			1								
Ede	3			3	2			2	2			2				
Ja rai	1			1	1			1								
Ka tu	1			1	1			1	1			1				
Kh'mer	6		3	9	3			3	3			3	1			1
K'Ho	2			2	2			2	2			2	1			1
Muong	3		1	4	3		1	4	1		1	2	1			1
Nung	6		1	7	5			5	4			4	2			2
Tay	11	1	6	18	9	1	3	13	6	1	2	9	2	1	2	5
Thai	9		1	10	6		1	7	5		1	6	3		1	4
Total	43	1	12	56	33	1	5	39	24	1	4	29	10	1	3	14

7.11 Applications by university/college

There was significantly wider representation of applications from universities/colleges across the country than last year's round (135 in 2011; 109 in 2010) including 41 provincial/regional universities and colleges (3 more than last year). Conditional awards were offered to applicants for 52 universities and colleges including 13 provincial/regional universities and colleges, the same as last year (Note: The above figures for provincial/regional universities exclude Thai Nguyen University and its colleges, although Thai Nguyen is a target university).

Other provinces	National/ Region University	University	Total Applications	Eligible	Shortlisted for Interview	Conditional Awardees
Others	Others	An Giang University	12	10	9	6
		Binh Duong University	1			
		Ba Ria - Vung Tau Teacher Training College	1	1		
		Bac Lieu University	3	2	1	
		Ben Tre College	1	1		
		Binh Thuan College of Transport And Communication	1			
		Cao Bang Teachers Training College	1			
		Cuu Long University	1	1	1	
		Danang University, Kon Tum Campus	2	2	2	1
		Dong Thap University	3	3	1	
		Dalat University	2	2	2	2
		Fisheries College	1	1		
		Ha Tinh University	1	1	1	1
		Haiduong Medical Technical University	1	1	1	1
		Hai Phong Private University	1			
		Hau Giang Community College	2	2	2	
		Nam Dinh University of Nursing	1			
		Nong Lam University, Gia Lai Campus	1	1	1	1
		Nha Trang University	8	6	5	4
		Lai Chau Community College	1	1	1	1
		Kien Giang Teacher Training College	1			
		Kien Giang Technology and Economics College	1	1	1	
		Phan Chau Trinh University	1			
		Quang Nam Medical College	1			
		Quang Nam University	1	1	1	1
		Quang Ngai Finance And Accountancy College	1	1		
		Quang Tri Teaching Training College	1	1	1	
		Quy Nhon University	2	1	1	
		Thu Dau Mot University	3	2	2	1
		Tay Bac University	1	1	1	1
		Tay Nguyen University	2	2	2	2
		Tien Giang University	1			
		Tra Vinh University	3	2	2	

Other provinces	National/ Region University	University	Total Applications	Eligible	Shortlisted for Interview	Conditional Awardees
		School of Business, Eastern International University	1	1	1	
		Soc Trang Community College	1	1	1	
		Soc Trang Teachers Training College	2	1	1	
		Soc Trang Vocational College	2			
		Son La College	1			
		Vietnam Forestry University, Dong Nai Branch	1	1		
		Yen Bai Teachers Training College	1	1	1	1
		Yersin University of Dalat	1			
		Total	74	52	42	23
Can Tho	Others	Can Tho College	1	1		
		Cantho Medical College	1			
		Sub-Total	2	1	0	
	Can Tho University	College of Agriculture And Applied Biology, Can Tho University	1	1	1	
		College of Environment And Natural Resources, Can Tho University	1	1	1	1
		College of Natural Sciences, Can Tho University	1	1	1	1
		School of Education, Can Tho University	1	1		
		Can Tho University	15	8	4	3
		Sub-Total	19	12	7	5
	Total		21	13	7	5
Danang	Others	Danang Architecture University	4	4	1	
		Danang College of Food Industry	1	1		
		Danang Commerce of College	1	1		
		Duy Tan University	1			
		National Technical College of Medicine No. 2	1	1	1	1
		Sub-Total	8	7	2	1
	Danang University	College of Economics, Danang University	9	9	3	
		College of Education, University of Danang	1	1	1	
		College Of Foreign Languages, Danang University	2	2	2	1
		College of Information Technology, Danang University	1			
		College of Technology, Danang University	6	4	4	1

Other provinces	National/Region University	University	Total Applications	Eligible	Shortlisted for Interview	Conditional Awardees
		Danang University	1			
		Sub-Total	20	16	10	2
		Total	28	23	12	3
Hanoi	Others	Academy of Banking	10	6	4	2
		Academy of Finance	1	1		
		Academy of Journalism And Communication	6	5	5	2
		Academy of Politics And Public Administration	4	2	2	1
		College of Urban Works Construction	1			
		Diplomatic Academy of Vietnam	3	2	2	2
		Foreign Trade University	12	12	7	4
		Ha Noi Medical College	1			
		Hanoi University of Science And Technology	6	5	2	1
		Hanoi Academy of Theatre and Cinema	1			
		Hanoi Medical College	1	1	1	
		Hanoi School of Public Health	7	5	3	1
		Hanoi University	7	5	4	3
		Hanoi University For Natural Resources And Environment	1			
		Hanoi University of Agriculture	18	14	11	4
		Hanoi University of Architecture	1	1	1	
		Hanoi University of Business And Technology	2	1	1	1
		Hanoi University of Industry	1	1		
		Hanoi University of Law	3	2	2	
		Hanoi University of Medicine	10	6	5	4
		National Economics University	3	3	2	1
		People Security Academy	1	1		
		Peoples Police Academy	1			
		Petrovietnam University	2	1		
		Post And Telecommunication Institute of Technology	1	1		
		Thanh Do University	1	1		
		The North Vietnam College of Agriculture And Rural Development	1	1		
		Trade Union University	1	1		
		University of Labor And Social Affairs	1	1	1	1
		University of Transport And Communications	3	1	1	1

Other provinces	National/ Region University	University	Total Applications	Eligible	Shortlisted for Interview	Conditional Awardees
		University of Water Resources	7	3	2	1
		Vietnam Forestry University	4	3	3	
		Sub-Total	122	86	59	29
	Hanoi National University	College of Education, Hanoi National University	9	6	4	2
		College of Foreign Languages And International Studies, Hanoi National University	13	10	10	6
		College of Science, Hanoi National University	1	1	1	1
		International School, Hanoi National University	1	1		
		Hanoi National University	3	2	2	
		Sub-Total	27	20	17	9
	Total		149	106	76	38
HCMC	Others	Academy of Politics And Public Administration, HCMC Branch	1			
		College of Management For Agriculture & Rural Development 2	1			
		HCMC Foreign Trade University	1	1	1	
		HCMC Industry and Trade College	1			
		HCMC Open University	4	2		
		HCMC University of Architecture	3	2	1	
		HCMC University of Banking	2	2	1	1
		HCMC University of Economics	10	8	5	3
		HCMC University of Education	3	3	2	2
		HCMC University of Foreign Languages And Information Technology	1			
		HCMC University of Industry	2	1		
		HCMC University of Medicine And Pharmacy	4	1	1	
		HCMC University of Technical Education	2	2	1	
		HCMC University of Transport	2	2	1	1
		HCMC University of Water Resources	2			
		Hoa Sen University	1	1	1	1
		Nong Lam University	1	1		
		Peoples Police Academy, HCMC Branch	1	1	1	
		Pham Ngoc Thach University of Medicine	1			
		Phu Lam Technical & Economics College	2			

Other provinces	National/ Region University	University	Total Applications	Eligible	Shortlisted for Interview	Conditional Awardees
		Ton Duc Thang University	1	1	1	
		Sub-Total	46	28	16	8
	HCMC National University	College of Economics And Law, HCMC National University	7	3	2	1
		College of Science, HCMC National University	2	1	1	
		College of Social Sciences & Humanities, HCMC National University	3	3	2	2
		College of Technology, HCMC National University	8	4	3	2
		HCMC National University	3	1	1	1
		Sub-Total	23	12	9	6
		Total	69	40	25	14
Thai Nguyen	Thai Nguyen University	College of Agriculture And Forestry, Thai Nguyen University	6	5	5	5
		College of Medicine and Pharmacy, Thai Nguyen University	1			
		College of Technology, Thai Nguyen University	1	1	1	1
		Thai Nguyen University	2	1	1	
		Total	10	7	7	6
Thua Thien Hue	Others	Hue College of Arts	2			
		Sub-Total	2	0	0	
	Hue University	College of Agricultural And Rural Development, Hue University	1	1	1	
		College of Agriculture And Forestry, Hue University	7	6	3	1
		College of Economics, Hue University	14	10	6	1
		College of Education, Hue University	1	1	1	
		College of Foreign Languages, Hue University	5	3	2	1
		College of Medicine And Pharmacy, Hue University	1			
		College of Sciences, Hue University	1	1	1	
		Hue University	5	3	1	1
		Sub-Total	35	25	15	4
	Total	37	25	15	4	
Total			388	266	184	93

Table 10: Applications by Universities/Colleges

Of the 388 applications from lecturers at universities and colleges, 93 lecturers received conditional awards. While there were high numbers of applications from the large, prestigious universities, these numbers were significantly reduced at the short-listing and approvals stages and they do not predominate in terms of awards offered.

Table 11: Selection Results at Major Universities

University	Applications	Short-listed by JSC 1	Approved Awards by JSC 2
Can Tho	19	7	5
Danang	20	10	2
Hanoi University of Agriculture	18	11	4
Hanoi University of Medicine	10	5	4
Hanoi National University	27	17	9
Foreign Trade University	12	7	4
Academy of Banking	10	4	2
HCM City University of Economics	10	5	3
HCM City National University.	23	9	6

Reflecting the decrease by almost a quarter in the equivalent number of applications for Profile 3 compared to the ADS applications last year, there was a decrease from 116 to 84 in the number of applications from provincial/regional universities and colleges located outside the major urban areas of Hanoi, HCM City, Danang, Hue, Haiphong and Can Tho. More importantly, however, there was an increase in the number awards for these universities/colleges from 22 to 29. The most significant increases were from 2 to 6 awards at Thai Nguyen University (where there is a majority of ethnic students and where ASDiV has held information sessions over the past two years), and at Nha Trang University, which went from no awards to four. This increase also reflects the priority given to lecturers from provincial/regional universities by the JSC over lecturers from major urban campuses. It should be noted that such lecturers are given several bonus points in application assessment scoring.

Applicants from the following provincial/regional universities and colleges received conditional awards:

University/College	Applications	Approved Awards	ASDiV target
An Giang	12	6	yes
Thai Nguyen	10	6	yes
Nha Trang	8	4	
Thu Dau Mot	3	1	
Dalat	2	2	
Tay Nguyen	2	2	yes
Kontum Campus Danang University	2	1	yes
Tay Bac	1	1	yes
Lai Chau Community College	1	1	Indirectly through PPC
Nong Lam University Gia Lai Campus	1	1	Indirectly through alumni
Yen Bai Teachers Training College	1	1	
Ha Tinh	1	1	
Hai Duong Medical Technical University	1	1	
Quang Nam	1	1	
Total	46	29	

Table 12: Provincial/Regional Universities

7.12 Applications in Profile 2 by CGAs

As reported in section 6.1 of this report there was a sharp drop in the number of applications in this year's round in Profile 2 (CGAs) in comparison to the PPI applications in the 2010 round – falling from a total of 160 to 98 despite the doubling of CGAs. The decrease is even greater if the applications received from 25 Non-PPI CGAs in Profile 3 are added to last year's total number of PPI applications.

Table 13: Results by CGAs

CGAs	Total Applications	%	Eligible Applications	%	Shortlisted for Interview	%	Conditional Awardees	%
MARD	4	4.1%	2	2.7%	2	2.8%	1	1.8%
MIC	4	4.1%	2	2.7%	2	2.8%	1	1.8%
MOCST	1	1.0%						
MOET	2	2.0%						
MOF	13	13.3%	13	17.3%	12	16.7%	9	16.4%
MOFA	10	10.2%	8	10.7%	8	11.1%	8	14.5%
MOH	1	1.0%						
MOIT	8	8.2%	7	9.3%	7	9.7%	6	10.9%
MOJ	3	3.1%	2	2.7%	2	2.8%		0.0%
MOLISA	2	2.0%	1	1.3%	1	1.4%	1	1.8%
MONRE	9	9.2%	6	8.0%	6	8.3%	6	10.9%
MOST	1	1.0%	1	1.3%	1	1.4%		0.0%
MPI	7	7.1%	6	8.0%	6	8.3%	5	9.1%
MPS	3	3.1%	3	4.0%	3	4.2%	3	5.5%
ONA	4	4.1%	3	4.0%	3	4.2%	3	5.5%
OOG	2	2.0%						
SA	1	1.0%						
SBV	9	9.2%	9	12.0%	9	12.5%	7	12.7%
SPC	2	2.0%	2	2.7%	2	2.8%	1	1.8%
SPP	5	5.1%	5	6.7%	3	4.2%	1	1.8%
VNA	1	1.0%	1	1.3%	1	1.4%	1	1.8%
VOV	2	2.0%	2	2.7%	2	2.8%		0.0%
VTV	3	3.1%	2	2.7%	2	2.8%	2	3.6%
VCB*	1	1.0%						
Total	98	100%	75	100%	72	100%	55	100%

* VCB is not CGA

In comparing the performance of the 14 old PPIs (excluding HCMNAPPA which, as a primarily teaching and research institution, was transferred to the new Profile 3) in this year's round to the 2010 round, the respective totals are 73 applications this year and 150 last year. Only three CGAs (MOFA, MOF and MONRE) retained the same or similar number of applications over the two years. There were very significant decreases in MARD (18-4), MOH (16-1), MOLISA (10-2), MPS (15-3), MOET (8-2) and MPI (21-5) and lesser decreases elsewhere, e.g. SBV (15-9) and MOIT (11-8). There were no applications from the Party Central Organization Committee (4 last year).

Among the CGA applications that received provisional awards the largest number were those agencies that performed strongly in the previous PPI program:

- MOF- 9
- MOFA – 8
- SBV – 7
- MOIT - 6
- MONRE – 6
- MPI – 5

The most dramatic change among the old PPI institutions was in MARD whose applications dropped from 18 to 4 this year, with only one conditional award. Last year MARD received 12 conditional awards. A similar drop took place in MOH. A major reason for this sharp decrease is that most of last year's applications came from research institutes affiliated with MARD and MOH. This year these institutes were shifted to Profile 3.

There appear to be a number of reasons for the fewer applications from the 14 former PPIs this year.

1. This year there was a requirement for an IELTS or equivalent certificate with an overall score of IELTS 4.5 to be submitted at the time of application.
2. Researchers in institutions under CGAs were transferred from the new Profile 2 to the revamped Profile 3 for lecturers and researchers (this transfer particularly affected MARD, MONRE and MOH).
3. Applications for PhD studies were no longer valid for CGAs in Profile 2. (In 2010 there were 34 PhD applications from the old PPIs excluding HCMNAPPA.)
4. Provincial Departments could no longer be counted as part of their respective CGAs but all fell under the revamped Profile 1.
5. As CGAs no longer had the task of nominating applicants and had no agency indicative target to meet, agencies did not have to play a pro-active role in sourcing or encouraging applications.
6. As the closing date for the scholarships was brought forward by 2 months from 31 July to 31 May a few younger applicants could not meet the 2 years work requirement.

Only 10 of the new 16 CGAs had applications – a total of 24 applications (excluding VietCombank not a CGA). The reasons for this generally disappointing response from the new CGAs include the reasons listed above. In particular, it does not seem that the new CGAs were very pro-active in promoting the scholarships within their organisations but merely played a passive role by endorsing applicants from their organisations when they were approached by applicants. In relation to this, it should be noted that the short lead-up time given to the new CGAs from the time they were introduced to the scholarship program up to the scholarship closure date was fairly short. With a longer lead-up time there would have been more opportunity for the HRD Advisers to work with the new agencies to increase their understanding of their role in the program, the importance of the HRD training plans and the need for active promotion. In addition, the new agencies are on the whole smaller and have a smaller pool of potential applicants than the old PPIs. English Language levels of the staff of some agencies is low.

Overall the percentage of ineligible applications also increased significantly this year. The respective ineligible percentages were 23% in this round compared to only 8% in last year's round (PPI figure).

The large difference cannot be explained by lack of follow-up by ASDiV with applicants who had submitted incomplete applications. Since the number of applications was relatively small, all Profile 2 applications were followed up for missing documents, sometimes several times. Some applicants clearly sought to get around the IELTS, GPA and length of work requirements, hoping they would still be accepted.

The much higher ineligibility rate can be explained by the changes in the way the CGA applications were processed this year: (i) as applicants could apply on-line, the CGAs did not filter out obviously ineligible applications before submitting the applications to ASDiV as last year, because of their limited role in merely endorsing candidates, and (ii) at the briefings on the Career Path Plans held with potential applicants by PPIs last year, there was an opportunity for the Local HRD Adviser to explain the application processes and criteria so that applicants had a better understanding of what was required.

8.13 English language training for ADS 2010 round

the English Language provider, ACET has indicated there have been some significant issues that warrant consideration for future ELT groups, although ACET considers that the final percentage of candidates who reach the target outcome will probably be similar to last year (96%).

- **Change in EL Policy**

During the training period this year, candidates were informed of a change in AusAID's English Language Policy related to the IELTS band score requirement and the provision of Pre-Course English (PCE) in Australia. Past policy dictated that candidates reach an IELTS OBS of 6.0 (with no sub band under 5.5) in order to be awarded a scholarship, with those candidates needing higher band scores for their preferred universities being provided with PCE in Australia. The new policy requires candidates to reach the IELTS band score requirement of their preferred university, many of which are 6.5 (with no sub-band under 6.0) with some courses as high as 7.0. Also, the access to PCE would be at AusAID's discretion, judged on a case by case scenario.

This differential between ACET's remit (in line with previous EL Policy) and the new English language requirement has been a cause of confusion and some stress for candidates. From ACET's perspective, candidates who achieve 6.0 (with no sub-band under 5.5) are adjudged successful; while the candidates' perceptions are that they have failed. These candidates are left in a state of uncertainty about their status on the scholarship program, while candidates who do not achieve 6.0 have a clear next step; they are eligible for a further 200 hours of training to lift their scores at a later test attempt.

In view of the new EL policy ASDiV has introduced the practice of advising candidates, where possible, to select a course at a second university that has a lower IELTS requirement of 6.0.

(For further discussion of the issues arising out of the changes in the English Language Policy please refer to the Placement and Mobilization Report – annex 3, especially sections 2.2 and 7.)

- **Candidate Motivation**

More so than any other ADS group, this year's group in general has exhibited a lethargy and lack of motivation that resulted in more than half of the candidates being identified as 'at risk' at one time or another during the training period. The factors at play do not appear to be any different to previous years, except for the possible inclusion of the de-motivating change to the EL Policy. This year's candidates were quick to realise the differences in the implications of this change, viewing the new circumstances as clearly disadvantageous to their cause. Many took a very negative view of their own

capacity to achieve the IELTS band score requirement of their preferred university (6.5 in the vast majority of cases).

Work related commitments, family and other personal reasons also sometimes impacted on motivation levels. For the first time since ACET began training ADS candidates, the ASDiV Team Leader was called upon to address the students on the importance of maintaining their motivation and managing outside commitments for the period of the training. However this was done late in the training, and it has been agreed that in future EL intakes the Team Leader will address the new students early soon after the training commences.

- **Special English Candidates**

The inclusion of disadvantaged candidates whose IELTS OBS fell below that of the requirement for the Selection test (4.5) has been an interesting exercise. While ACET agreed to accommodate these candidates in the normal track this year as they all had an IELTS of 4.0, and their assimilation has been relatively seamless in terms of their proficiency for the level, this may not always be the case in future (though there are no Special English candidates for EL training in the 2011 round).

This group of candidates could face unique challenges that may not always be easily recognisable or even identifiable. Some have not been able to completely overcome the obstacles associated with moving to a big city to study and live, nor to the level of commitment needed to achieve the required level of success. Within this year's normal training timeframe, while one of these candidates has reached the target outcome, the remaining ones may not, even with the addition of extra training. Another was withdrawn for continuing work-related absences.

There are specific provisions in the DD for Special English candidates to be offered an extended period of English study. If the Special English policy for disadvantaged candidates is to continue for future scholarship rounds, the option of a separate English Language program needs to be maintained especially for those with IELTS under 4.0. In the situation where one or more Special English candidates still fail to reach 6.0 at the end of this EL training options, consideration needs to be given to where these Special English candidates are to go. One option would be to automatically include them as conditional awardees in the following year's round and provide them with the requisite EL training by joining that year's regular ADS pre-departure courses. Another option is to provide them with PCE in Australia if their English Language is acceptable to an Australian university.

8.14 ALAS awards results

8.14.1 ALAS application and selection process

The following section contains the key statistics and analysis of the selection of ALAS awardees from the ADS/ALAS 2011 round. As noted previously, the ALAS application and selection process was consolidated with the ADS process, unlike previous years when these two processes were totally separate. Only at the final selection stage were the two processes separated when the final decision on awards was made in Canberra, since ALAS remains an international scheme where awards are chosen on a competitive basis. Nevertheless Vietnamese applicants did well receiving 18 ALAS awards, three more than the notional allocation of 15 for Vietnam. This was two less than the 20 ALAS awards received last year, but this year more countries joined the scheme so fewer scholarships were available for Vietnam. Five ALAS awardees withdrew after the announcement of results to take up Endeavour Awards (three persons), a Fulbright and a Prime Minister's Award and) and were replaced by candidates on the Vietnam reserve list.

Apart from the consolidation of application processes, there was one other significant difference for ALAS applicants this year compared to the past: ALAS applicants did not have to have an offer from an Australian university as a precondition for applying for ALAS.

8.14.2 ALAS applications received

Table 14: Total ALAS Applications

	Eligible				Ineligible				Total	Percentage
Gender	Profile 1	Profile 2	Profile 3	Sub-Total	Profile 1	Profile 2	Profile 3	Sub-Total		
Female	10	2	31	43	24	1	28	53	96	56%
Male	1	3	17	21	23	4	28	55	76	44%
Total	11	5	48	64	47	5	56	108	172	100%

As a brief summary, a total of 172 ALAS applications were received, of which 96 (56%) were from female applicants and the remaining 76 (44%) were male.

8.14.3 Short-listing of eligible applicants

Table 15 Eligible Applicants - shortlisted and not shortlisted for interview

	Profile 1	Profile 2	Profile 3	Sub-Total	Percentage
Shortlisted	8	5	36	49	77%
Not Shortlisted	3	0	12	15	23%
Total	11	5	48	64	100%

After the initial screening, 64 were eligible for assessment and 108 were deemed ineligible. A large number of applicants were ineligible due to their apparent lack of understanding what the Leadership Award section of the Application Form meant. Many clearly did not meet the 6.5 IELTS requirement.

8.14.4 Interview results

Table 16: Interview Results by Level of Study

Level Of Study	Interview Score < 85	%	Interview Score >85	%	Total	Percentage
Doctoral Degree	12	55%	18	67%	30	61%
Masters Degree (Coursework)	10	45%	9	33%	19	39%
Total	22	100%	27	100%	49	
Percentage	45%		55%		100%	100%

Of 64 eligible applications, 49 (77%) were shortlisted by JSC1 for interview.

An overall interview score of 85/100 and above was regarded by the interview panels as the score distinguishing between those deserving an ALAS and those not. After the interviews, 27 applicants out of 49 received the score of 85 or over and were recommended, constituting 55% of the total. Of these 27 recommended applicants, 18 (67%) applied for PhD scholarships and 9 (33%) for Masters. While not strictly comparable, this is in sharp contrast to the statistics for candidates recommended to Canberra last year where only 13 out of 30 (43%) were PhD applicants and 17 (57%) were Masters.

Table 17: Interview Results by Gender

Gender	Interview Score < 85	%	Interview Score >85	%	Total	Percentage
Female	13	59%	20	74%	33	67%
Male	9	41%	7	26%	16	33%
Total	22	100%	27	100%	49	
Percentage	45%		55%		100%	100%

There was a significantly higher number (33) of female applicants interviewed than male applicants (16) (i.e. 67% compared to 33%). The striking imbalance in the female/male ratio was further heightened in the interview results by gender, with a predominant number of 20 female candidates being recommended, accounting for 74% and only 7 (26%) male. This preponderance of female candidates is in striking contrast to last year when male candidates dominated the recommended list to Canberra - 17 (57%) men and 13 (43%) women. A spread sheet with interview results of these 49 candidates was sent to AusAID Post for consideration. As the score of 85/100 was the cut-off point for suitable ALAS candidates, 27 candidates who met this criterion were recommended.

8.14.5 Analysis of ALAS final awards

From the 27 candidates ASDiV recommended, AusAID Post finalised a list of 24 candidates to send to Canberra following endorsement by an Embassy Committee, chaired by the Deputy Head of Mission. Among these 24 candidates, 15 were highly recommended and 9 were recommended. Canberra awarded ALAS to 18 candidates from this list and placed the other 6 candidates on a reserve list. The following tables refer to the list of awardees as initially approved by Canberra.

Table 18: Awards Results by Level of Study and Theme of Study

Theme of Study	Awarded			
	Doctoral Degree	Masters	Sub-Total	Percentage
Economic Growth		1	1	6%
Education	4	1	5	28%
Environment	1	1	2	11%
Gender Equality	2		2	11%
Governance	1		1	6%
Health		1	1	6%
Human Rights		1	1	6%
Infrastructure	1		1	6%
Regional Stability		1	1	6%
Rural Development	1	2	3	17%

Total	10	8	18	100%
Percentage	56%	44%		

By level of study, PhD Degrees were predominant and accounted for 10 (56%) out of the total ALAS awards compared to 8 (44%) for Masters Degrees.

By development themes, Education came top in the award results with 5 applicants out of 18, accounting for 28%, followed by Rural Development with 3 awardees (17 %). Environment and Gender Equality gained 2 awards (11%), followed by Governance, Human Rights, Regional Stability, Economic Growth, Health and Infrastructure with one awardee each. There was thus a reasonable spread across all themes in the final list of awardees but somewhat unbalanced towards Education (mainly TESOL).

Table 19: Awards Results by Region and Gender

Region	Awarded			
	Female	Male	Sub-Total	Percentage
Central Highlands		1	1	6%
Mekong Delta		1	1	6%
Red River Delta	12	1	13	72%
Southeast	3		3	17%
Total	15	3	18	100%
Percentage	83%	17%		

Analysed by gender, the imbalance in the female/male ratio was further heightened by the award results with 15 (83%) female awardees and only 3 (17%) male awardees. By regions, a very large number of 13 (72%) ALAS successful applicants are from the Red River Delta (i.e. Hanoi) compared to other regions. The Southeast (i.e. HCM City) came second with 3 applicants awarded, which accounted for 17%. The other regions such as Mekong Delta and Central Highlands had one awardee each. Two regions, North Central and Central Coast, did not have any awardees.

9. Issues and recommendations

There were a number of issues faced by ASDiV during the consolidated ADS/ALAS application and selection process this year. A fundamental issue was that, despite the consolidation ADS and ALAS into a single process, the two types of scholarships were not fully integrated. Thus, it was not possible to select and recommend applicants with leadership qualities and potential from the pool of applicants. Other issues stemmed from the quite sudden introduction of OASIS on-line system and the response of both AusAID Post and ASDiV to this change. These issues can be divided broadly into two categories: i) issues that need to be addressed by AusAID Canberra, and ii) issues that relate to local decisions by AusAID Post and ASDiV and need to be addressed in Hanoi. The section of the Annual Report summarises the key issues and recommendations.

9.1 Issues for consideration by AusAID Canberra

9.1.1 Integration of ADS and ALAS

Although the application processes for the ADS and ALAS have been consolidated, at the point of application, ALAS applicants had to distinguish themselves from the normal ADS applicants. Firstly, they had to have an IELTS of 6.5 and no sub-band below 6.0 to apply, and secondly, they had to complete a separate section of the application form especially for ALAS applicants.

These two discriminating factors together limited the pool from which applicants with appropriate leadership potential could be selected. The IELTS requirements restricted both the number and the type of applicants that could apply. Many suitable applicants with less than 6.5 IELTS were automatically ineligible for consideration.

The type of ALAS applicants was limited by the high IELTS requirements which tend to favour (i) applicants who have specialised in EL studies at university (this year 15 out of 49 ALAS applicants interviewed were in Education, i.e. mostly TESOL), (ii) applicants who have obtained a degree overseas (14 of 24 recommended ALAS candidates to Canberra obtained their Masters overseas), (iii) PhD applicants (30 out of the 49 interviewed were PhD applicants), and iv) academic applicants (16 of 24 Recommended candidates to Canberra were lecturers). The high IELTS requirement probably also favours female applicants as more women applicants tend to do EL studies than men (this year only 5 of the 24 recommended ALAS candidates were men).

Thus somewhat paradoxically, the 6.5 IELTS requirement makes it difficult to fully meet the AusAID Guidelines on ALAS, (i) giving preference to those who have not studied overseas, and (ii) ensuring ALAS awardees are drawn from diverse sectors.

Furthermore, having a separate section of the application form to complete unwittingly formed a barrier for suitable ALAS applicants, even those with IELTS of 6.5. Some applicants, with obvious leadership qualities and potential as evidenced during the interviews, did not bother to fill in the Leadership Awards section of the application form for a variety of reasons (one reason given was they were not clear what extra benefits the Leadership Award brought). This meant that some very good potential ALAS candidates were not even considered.

In the interests of selecting the most deserving ALAS candidates from Vietnam with leadership attributes and potential, it is desirable that ALAS candidates be selected from the larger pool of applicants. To achieve this, two changes are required for the application process in the 2012 round. Fortunately AusAID has accepted the first change, announced at the Stakeholder Forum in October 2011: ADS and ALAS will be completely integrated in the application process and ALAS can now be selected from larger pool of applicants. ALAS applicants will no longer have to nominate themselves by completing the special leadership section of the application form. It is believed that this change of policy resulted from views expressed by several AusAID Posts including Hanoi.

In respect of the recommended second change, to make the IELTS requirements for ALAS the same as for ADS or at least less stringent, AusAID Canberra after consideration decided to maintain the 6.5 IELTS requirement at application. No change was made to the prohibition of PCE for ALAS candidates.

9.1.2 OASIS technical issues

A number of technical issues relating to the use of OASIS by applicants as well as by ASDiV staff and recommendations made to Canberra to resolve these issues are set out below.

- Difficulties faced by applicants in inputting on line: Applicants had technical difficulties to follow online application steps and often sought help from ASDiV. A guide on technical steps for application completion placed on the AusAID website would be very useful for applicants (this

guide could be supplemented by a guide clip in Vietnamese in the form of a PowerPoint presentation placed on the ASDiV website which can be downloaded and printed).

- Changing the status of applicants: ASDiV staff faced the difficulty in changing status of ALAS applicants who are awarded with an ADS but not ALAS. It would be useful and time-saving if the change of status of many applicants could be undertaken at the one time.
- Unnecessary effort to verify information: To change applications status from 'submitted' to 'eligible', ASDiV staff had to verify the online application time. This was unnecessary because OASIS automatically closed on June 1 2011 and applicants could no longer log on to create a new application after this time. This step therefore could have been dropped. Also the "identity" and "citizenship" designations could be combined as the same documents have to be checked for both.
- Character limits in the online application: The character limits did not allow applicants to provide sufficient information for assessment. An increase in the character/word limitation to 120-140 words or 650-700 should encourage applicants to present more informative answers for assessment.

9.1.3 Application Form content and format

There were a number of areas where the OASIS application form format and content could be improved. Because the on-line system was introduced quickly there was little scope for AusAID Post and ASDiV to provide feedback on the application form. The proposed changes would facilitate general screening of all applicants, but also assist with assessing whether applicants in Vietnam are disadvantaged. The proposed changes are summarised below.

- Section 1 – Personal Details: It would be useful to have fields for (i) "disability" and (ii) "district" in the "place of birth" field because these are two criteria for assessing whether applicants are disadvantaged in Vietnam. Note: AusAID Canberra has acknowledged that disability will be added.
- Section 8 – Order of Sections: Section 8 – "Proposed study" should be moved to follow question 14 "Previous relevant employment" and before section 15 "Supporting Statement" to allow a more logical progression of information and allow easier assessment. The "development theme" sub-section could more usefully come before the Proposed study.
- Section 8 – Research Proposal: The "Research proposal details" sub-section is brief and is missing a key feature of a research proposal, which is the "Research Question". It is also desirable to highlight the need for research applicants to find a supervisor as soon as possible and to provide the contact details of a confirmed or potential supervisor (for the whole of the research not just the field work).
- Section 13 – Current Employment: The application form is missing some useful information: (i) the function of the organisation; (ii) the organisational level at which the applicant is working, e.g. "faculty/department/division"; (iii) the work location; and (iv) date of work completion (in case an applicant is currently unemployed). All this information is very useful for assessment.
- Sections 13 and 15: Part 2 of Section 13 and Part 3 of Section 15 both dealing with the applicant's contributions after graduation drew very similar answers from a large number of applicants. Therefore, these two parts could be combined or placed in an adjacent order to highlight the difference between them.
- Section 15 – Supporting Statement: Part 1 question in Section 15 is not useful for assessment because most applicants provided very similar answers. This question therefore could be dropped from the Application Form and replaced by a question about the proposed study – for example, "Why did you choose the proposed study?"
- Note: Following full integration of ADS and ALAS in the application form, AusAID Canberra has revised the Supporting Statement questions and has dropped this question.

- **Section 15 – Development themes:** The list of development themes caused confusion to applicants – many academic applicants simply categorised their theme of study as “education” regardless of their specialised field of study, and many other applicants filled more than one box or the incorrect box. Therefore, a more comprehensive list of development themes more along the lines of 24 fields of study used in the ADS application form in 2010 would serve two purposes: (i) cause less confusion for the applicants in selecting the appropriate development themes; (ii) provide a more accurate basis for analysing and summarising the development themes for reporting purposes.
- **Section 19 – Checklist of Documentary Evidence: *Referee Report*.** There was confusion about “Referee Report” for all applicants and “Reports from two academic referees” for research applicants only. The content of the AusAID template Referee Report gives much emphasis to leadership qualities and not sufficient attention to the research capability of an applicant. There should be only one Academic Referee Report template and its content should be revised to become more comprehensive.
- ***Letter of Reference.*** Applicants were confused between Letter of Reference required in the Vietnam Additional Form and the Referee Report listed in the Application Form. Moreover, at placement, universities require a Letter of Reference from the applicant's employer. To avoid confusion and duplication of documentation for placement purposes, the Letter of Reference should be requested in the Application Form for all applicants. Guidance should be given in the Form so its content conforms to the requirements of the universities for placement.

To streamline application and placement processing and at the same time provide adequate information for assessing an application's capacity, suggested solutions to the above are summarised as follows.

- Reference letter should be a requirement for all applicants. This can be from current or previous employer (if the applicant is unemployed at the time of application).
- The content of the reference letter should be clarified in the application form so that it can serve university placement requirements.
- Master's Coursework Degree applicants should provide at least one additional academic referee report.
- PhD and Masters by Research applicants should provide at least two additional academic referee reports.
- There should be a single template for academic referee report that will cover all information required about an applicant's academic capability as well as leadership potential.

Note: AusAID Post has agreed that a reference letter from employers should be a requirement for all applicants and a template for the letter will be attached to the Vietnam Country Profile. The same letter can be used for placement purposes.

9.2 Issues relating to requirements determined by AusAID Post

9.2.1 Use of both on-line and hard copy applications

In this first year of a consolidated online application process, the following decisions were made by AusAID Post in relation to the submission of hard copies: (i) Profile 1 applicants were given the option of submitting hard copy or soft copy, but encouraged to submit a soft copy as to maximise access for rural-based applicants, and (ii) all online applicants were requested to submit a hard copy of their application to ASDiV. This was done so as to easily verify the authenticity of certified copies of supporting documents from the time of application, and to save time downloading online applications for screening.

However having a combination of both on-line and hard copy applications caused significant problems both for the applicants and for ASDiV staff. These are summarised below.

Applicants' confusion over on-line and hard copy submission

Requiring hard copy applications (either as an option for Profile 1 or as compulsory requirement for all online applicants) caused confusion for many applicants. Some applicants (25) registered their applications on OASIS but did not submit the online application, instead sent a hard copy. Some Profile 3 applicants (9) sent in hard copy applications but did not apply online as they were required to do. Many applicants (77) applied online but did not send in a hard copy. This had implications for assessing the eligibility of applications. Initially ASDiV screened all as ineligible those applicants who did not submit hard copies of their online applications or if they were Profile 3 applicants they did not apply on-line as required. Subsequently, these two types of applicants were given eligible status by AusAID. This resulted in a hurried scramble by ASDiV staff to screen and assess these applicants just prior to the JSC 1 meeting.

Increased administrative work for ASDiV staff

Apart from the confusion outlined above for both applicants and ASDiV staff, the reality was that having hard copy applications as well as online applications created far more manual work for ASDiV staff in processing these two types of applications than in last year's scholarship round when only a hard copy was used. This additional administrative work is the opposite result to the expected benefits from the introduction of the online system – a reduction in administrative work and a streamlining of processes. Some of the increased workload was caused by the following:

- Information on number of hard copies was inconsistent: There was a discrepancy over the number of hard copies required for Vietnamese applicants. The Vietnam Additional Form stated that only one hard copy was required, while the OASIS hard copy Application Form stated that three hard copies were required. A total of 78 emails/phone calls dealing only with the number of hard copies to be submitted were recorded during the time the hotline was available.
- Absence of OASIS ID on hard copies: The OASIS ID was automatically generated when an on-line application was made, but the IDs were not placed on the hard copies of Profile 2 and 3 applications and this resulted in considerable staff time in searching OASIS IDs and attaching them to the hard copies.
- Difference in content between online and hard copy versions: Very often hard copies and online copies contained inconsistent information, which in some instances was only discovered accidentally. CRICOS codes, for instance, on hard copies and online were sometimes not the same, neither were course names. Considerable time had to be spent on checking the information and making sure that the online content to be used by the universities was truly in agreement with the hard copy.
- Time and effort spent on uploading Profile 1 short-listed candidates: Regarding shortlisted applicants who did not submit an online application (mostly in Profile 1), ASDiV staff had to create a new OASIS application for them. Each such application took approximately one hour to create, input the content and upload supporting documents.
- Word/character limits: There were word/character limits in a number of application fields, such as section 13 (Current employment), section 14 (Previous Employment), section 15 (Supporting Statement), section 16 (Leadership Award). In many hard copy applications the number of words/characters exceeded these limits, especially Profile 3. In this situation where the content of these sections was entered into OASIS by ASDiV staff, the full content could not be entered and the text was automatically cut short.

It is questionable whether many rural-based applicants in Profile 1 will be deterred from submitting applications if the hard copy option is not provided. All applicants need to have knowledge of internet usage even if the hard copy option was retained, as all information about processes and criteria for application is located on the ASDiV website. Internet facilities are very widespread throughout Vietnam including at the district level and the vast majority of province-based applicants from Profile 1

are working in provincial cities and towns, and work with computers on a daily basis. A determined scholarship applicant can always seek assistance from a more knowledgeable colleague or friend.

Recommendation

That for future scholarship rounds a single on-line application system be used for all Profiles with no hard copy option for Profile 1 and no requirement for submission of hard copy applications for those who apply on line.

Note: This recommendation has been accepted by AusAID Post.

9.2.2 Limited usefulness of Vietnam Additional Form submission

The Vietnam Additional Form was designed to provide five important sources of information not in the Application Form but necessary for screening and marking applicants, especially disadvantaged applicants in Vietnam: applicants' Profile, district of birth, high school, work location and disability status. The Additional Form was thus required to be submitted with the Application Form. However, in reality this form did not fully serve the purposes for which it was designed. The fact that the Additional Form was a separate document to the Application Form also caused certain confusion to applicants and in many cases it was not submitted or left blank.

In the first instance, the Additional Form was not found to be necessary to find out an applicants' Profile as in fact ASDiV staff needed to check the Profile of all applicants from the information provided in the application forms to ensure correct designation.

However, the Form did add important information about whether Profile 1 applicants were disadvantaged, as this information was not provided in the OASIS Application Form. When the Additional Form was missing or left blank, the screening team had to check the information in the Application Form (and other sources of information) to ascertain whether the applicant could be classified as disadvantaged, but this was not always easy to find and was time consuming.

Recommendation

That, in order to avoid confusion among applicants by the requirement to submit the Vietnam Additional Form and to facilitate screening of disadvantaged applicants, it is desirable to do away with need to submit an Additional Form. The most effective way to provide the information required is to include the additional fields in the application form. If AusAID Canberra is unable to make the necessary changes in OASIS, then the next best method would be to ensure this information is included in the applicants' CV which should be made a compulsory supporting document.

Note: It has been decided by AusAID Post to do away with Additional Form. Canberra has been requested to include the additional information above in the application form if possible. Otherwise the information will be required as part of the applicant's CV to be added as a supporting document for Vietnamese applicants.

9.2.3 Validity of IELTS certificates

In the 2010 round applicants in Vietnam were requested to submit an IELTS certificate that should be valid until March 2012. This was to encourage them to have a valid certificate at the time of placement. However, this was not in line with the Guidelines for In-country Management which were received late from Canberra. According to the Guidelines, the test date should be within two years prior to the opening date of the application period, which meant for the 2011 round, an IELTS certificate would be valid with a test date from April 2009 up to March 2011. However, by the time AusAID Post received the Guidelines, promotion materials and website information specifying English requirements had been made available to the public and AusAID Post decided to retain the March 2012 validity date for this round. This decision was later questioned by Canberra after awards were offered, but finally accepted. The following issues arose in relation to the IELTS:

- Valid date for IELTS not sufficiently clear in the Vietnam Additional Form: While the validity date of the IELTS was stated in the text of the Vietnam Additional Form, it appeared that some applicants overlooked or missed this statement. It would have been clearer if the IELTS valid date was made prominent in the chart setting out document requirements including IELTS scores. It could also have been made more prominent on ASDiV website.
- Applicants' difficulties in sitting for IELTS test in time: The introduction of an IELTS minimum requirement for Profiles 2 and 3 at rather short notice was a factor in the reduction in the number of applicants received from these two Profiles. Many applicants especially from provinces distant from urban IELTS testing centres were unable to prepare or sit for the IELTS in time. Some concession was made by AusAID Post who agreed that 1 July would be the last date the certificate could be submitted, but still some applicants were not able to sit the IELTS by this date as the designated test days were fully booked.
- High calibre applicants given special leeway to submit valid IELTS: Special consideration was given during assessment to high calibre applicants who had valid certificates at the time of application but not valid until March 2012. They were permitted to do a later test and then submit the results. Several such applicants were offered conditional awards on the basis that they updated their IELTS certificates.

Recommendation

That, for the 2012 ALAS/ADS round, the IELTS be brought into line with the AusAID Guidelines and IELTS requirements will be made more prominent on the ASDiV website.

9.2.4 Supporting document requirements

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 as applicants had to rely on two separate documents for this information (the Application Form and the Vietnam Additional Form). There was lack of clarity in the Application Form itself, where there was a note for applicants to submit all the related evidence for what they had declared. This could have implied such documents as work evidence, ethnic minority status.

It is desirable that the documentary requirements for application should be brought into line with university placement requirements. In particular a letter of reference from a current or previous employer with prescribed content and a CV, both of which are required by universities for placement should be added to the supporting documents list. These two documents will provide useful information on applicants at both assessment and placement stages and save ASDiV staff time. To facilitate assessment of applications supporting documents at application should also include work contracts.

Recommendation

That a single list of required documents for Vietnamese applicants be included in the application form or, at least for Vietnamese applicants, be prominently placed on the ASDiV website. This should result in fewer missing supporting documents and save ASDiV staff time in following up and uploading missing documents.

The proposed list should be as follow.

1. Application (Online)
2. A certified copy of original formal degree
3. A certified translation copy of formal degree (if not in English)
4. A certified copy of original formal transcript
5. A certified translation copy of formal transcript (if not in English)
6. A certified copy of citizenship document (Passport or National ID)

7. A certified copy of original birth certificate
8. A certified translation copy of birth certificate
9. Two (2) passport photos
10. A certified copy of work contract(s) that prove the required work experience
11. A CV stamped by current or previous employer
12. A letter of reference with stamp from current or previous employer (1 template for all 3 Profiles)
13. One (1) academic referee report for all Masters by Coursework applicants
14. Two (2) academic referee reports for Masters Research and PhD applicants
15. A list of publications for Masters Research and PhD applicants
16. English proficiency Certificate (IETLS OR TOEFL IBT) valid until the application closing date (if a country requirement)
17. Evidence of supervisor contact for Masters Research and PhD applicants
18. Conditional/unconditional letter of offer from an Australian University (if available)
19. Certificates of awards/prizes (if available).

Note: For the 2012 round AusAID Post has agreed that a common letter of reference will be required for all Vietnamese applicants and a template for the letter has been developed with the required content for university placement. The template will be attached to the Vietnam Country Profile. A CV template has also been developed and this template will also be attached to the Country Profile. Vietnamese applicants will also be required to submit copies of work contracts. Consultations are continuing with AusAID Canberra on other supporting document requirements.

Annex 3

Placement and Mobilisation Report

1 Introduction

This report provides an analysis of statistical data relating to key aspects of the placement and mobilisation process for the ADS 2010 round and the ADS/ALAS 2011 round. In particular, the following elements are discussed:

- course selection
- IELTS placement testing
- university selection - University Information Event
- Pre-Course English
- visa preparation and processing
- health checks
- travel arrangements
- current issues.

2. Overview of key results

2.1 *ADS 2009 round update*

At the time of preparing the 2010 Annual Report in December 2010, AusAID approved ADS awards for six candidates from the ALAS reserve list. Of these 6 candidates, two did not take up the scholarship (one received an Endeavour Award and one had a family commitment). Mobilisation arrangements were made for the four awardees to commence their studies in second semester 2011 together with fast-track 2010 round.

2.2 *ADS 2010 round*

As at 31 December 2011, ASDiV has placed 245 ADS awardees from the 2010 round. Out of these 245, 201 awardees have met the requirements by Australian universities (including two awardees who are still waiting for the letters of offer from the university). This number comprises 75 fast track awardees placed in courses commencing in the second semester of 2011 and 126 in courses commencing in first and second semesters of 2012.

In September 2011, AusAID changed the English Language Policy. In applying this policy whereby all candidates must meet the English language entry requirement of their nominated course in order to be placed at an Australian university, consequent restrictions were placed on the availability of Pre-Course English (PCE). As of mid-December 2011, there were still 44 conditional awardees who had not yet met the English Language requirements of their two nominated courses. ASDiV proposed the following options to AusAID: (i) allow candidates sit another IELTS test funded by AusAID, (ii) accept their self-funded test up to 18 February 2012, (iii) require candidates to find a third university that can accept their current IELTS scores, (iv) allow candidates to study PCE in Australia or (v) withdraw their scholarships. AusAID subsequently agreed to option 2, that is, allow the awardees to re-take one more self-funded IELTS test by 18 February 2012. A further decision will be made by AusAID regarding the remaining awardees, who still have not met university English language entry requirements, after the IELTS results of the 18 February test are released on 2 March 2012.

2.3 *ADS/ALAS 2011 round*

Among the significant changes in the ADS/ALAS 2011 round, the five Profiles were consolidated into three Profiles. For this round, the period for the screening and assessment was also shorter than for the 2010 round. As a consequence, the screening and assessment process was divided into two

streams (stream 1: Profiles 2 and 3 and ALAS; stream 2: Profile 1). As stream 1 was completed on 29 July, ASDiV was able to place in first semester 2012 those awardees in Profiles 2 and 3 who met their university English Language requirements. Stream 2 selection was completed later on 6 October, as this group had to sit the IELTS selection test and wait for the IELTS results. Candidates in Profile 1 will be placed in second semester 2012 or first semester 2013.

Due to the significant changes in the timeline of the combined ADS/ALAS selection process in 2011, 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 2011. This was done to ensure all the requests for placement and subsequent notification to Australian universities were completed by the AusAID 25 August 2011 deadline, to allow sufficient time for 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.

Despite these pressures ASDiV met the 25 August 2011 deadline and sent the Requests for Placement (RFP) for 79 fast-track ADS awardees. ASDiV also ensured that all information for the 18 ALAS awardees was correct to enable AusAID Canberra to make placement requests to Australian universities for the ALA awardees.

Other difficulties have arisen with the placement process this year. One difficulty arose due to the one-month delay in finalising the one year contract extension for ACET, the English Language provider.

Out of 79 fast-track ADS 2011 round awardees, 26 achieved IELTS scores of 6.0 with no sub-band below 5.5 and hence were approved by AusAID to undertake an additional 100 hours training at ACET. However, because of the delay in finalising ACET's contract, the scheduled English Language timetable for this group had to be delayed by one month, which again delayed the subsequent IELTS placement test. This, coupled with this year's changes in AusAID's English Language Policy, added to the pressure on ASDiV to mobilise these awardees in time for first semester 2012.

The other difficulty relates to the change in English Language policy and the need for conditional awardees to meet the English language requirements of their nominated courses, but with the restrictions placed by AusAID on the availability of PCE for awardees who have not met these requirements after English Language training in Vietnam.

Not all awardees who seek placement for studies in 2012 are able to meet the English Language requirement of their nominated courses at the time ASDiV sends requests for placement (RFPs) to universities (the RFPs are sent before the IELTS placement results are known because of placement timing constraints). This can result in the following scenario for those awardees who have an overall IELTS of 6.0 or over and a sub-band 5.5: if these awardees cannot meet the English requirements of their first preferred course, ASDiV has to reject their first preference, but should they not meet the English language requirement for the second preference, ASDiV has to check the requirements for a third preferred course. These actions need to be taken to enable a timely start in semester 1, 2012.

Actions in respect of this issue have led to some unhappiness at Australian universities as they would have already processed awardees' documents, or placed a conditional offer with PCE on OASIS, or made an exceptional case by offering them free PCE. This in turn has required ASDiV to reject these awardees' offers on OASIS and try to place them in another university. As a result, there has been a doubling up of placement tasks and thus ASDiV administrative work for many awardees who do not meet the AusAID English requirements.

In terms of AusAID's financial costs, the change in the English Policy has reduced the cost of PCE in Australia dramatically from AUD408,360 in 2010 to AUD7,500 this year. The costs have been reduced even further as this does not take into account the additional cost saving to AusAID by not having to pay for the living allowances and other costs for students undertaking PCE in Australia. Due

to these English Language requirements and other personal reasons, only 45 out of 79 fast-track awardees from the 2011 round decided to start their studies in semester 1, 2012.

2.4 ALAS 2011 round

The mobilisation process for these 2011 ALA scholarship awardees was completed smoothly with 10 of the 18 awardees being mobilised in January 2012 and the other 8 awardees being mobilised in May/June 2012 for a second semester commencement.

3. ADS key statistics

3.1 ADS placement process

The following tables provide key data relating to the placement process for the awardees as of mid-December 2011.

Table 2a: ADS nomination summary for the 2010 round

	Female	Male	Masters	PhD	Total
Total candidates short-listed	160	103	213	50	263
Less candidates withdrawn	14	4	16	2	18
Less candidates not yet achieving IELTS requirements	22	22	40	4	44
Total Placed	124	77	157	44	201
Breakdown of total candidates placed					
Fast-track group Placement 2 nd Semester 2011	45	30	62	13	75
Normal group Placement 1 st and 2 nd Semester 2012	79	47	95	31	126

Table 2b: ADS nomination summary for the 2011 round

	Female	Male	Masters	PhD	Total
Total candidates short-listed	163	103	211	55	266
Candidates withdrawn	10	8	10	8	18
Total placed (Fast-track Group)	35	10	30	15	45
Normal group (placement in semester 2, 2012; 1 st and 2 nd semester 2013)	118	85	171	32	203

Table 2c: Reasons given by the candidates for withdrawal

Reasons	2009 round	2010 round	2011 round
Medical problem	3	0	0
Personal reasons	12	10	3
Work commitment	4	0	2
Awarded other scholarships	5	5	13
Pre-scholarship withdrawal by AusAID (fraud documentation, cannot defer beyond one semester, lack of commitment to ELT)	5	3*	0
Total	29	18	18

* The scholarship of one 2010 round awardee was withdrawn after fraudulent documentation was detected.

Table 3: ADS placement summary for 2010 and 2011 rounds

Stage of Placement Process	No. of Students 2009 round (normal group)	No. of Students 2010 round (normal group)	No. of Students 2011 round (fast-track group)
Students accepted directly into the course (unconditional offers)	111	154	25
Students offered a place with conditions (conditional offers)	40	42	18
Students offered a place but must complete a PCE course	86	3	0
Students waiting for offer letter	2	2	2
Total Placements	239	201	45

Table 3a: ADS placement summary for 2010 round (as at mid- December 2011)

Preference placement	1st preference placement	2nd preference placement	Total
Waiting for offer letter	1	1	2
Conditional offer	41	4	45
Unconditional offer	119	35	154
Rejected by awardee (go to 2nd preference)	33	0	
Rejected by university (go to 2nd preference)	7	0	
Total	201	40	201

As a result of the change in the English language policy, 33 awardees from 2010 round decided to withdraw their first preference and changed to their second or third preference where they could meet the English requirement to start in semester 1, 2012. This caused irritation to some university staff as they had already processed awardees' applications, found a supervisor for awardees, placed a conditional offer on OASIS. Some staff had already sought approval from their faculty to give free PCE for ADS awardees. This also put more pressure on ASDiV's administrative work to find, check and place awardees at other universities that would accept awardees' current IELTS scores within a very tight timeframe. (Note: The English Language policy is discussed in section 7 of this report).

Of the 7 awardees' applications from the 2010 round rejected by universities (3.5% of the total), 6 applications did not meet the admission requirements of the universities for the following reasons: i) the GPA was not sufficiently high for two awardees; ii) one awardee did not meet the English Language requirement; iii) the university was unable to locate a suitable supervisor for one student; iv) the Bachelor qualification of one awardee was not considered equivalent to an Australian qualification level; v) one awardee was rejected because the Bachelor degree marks in finance-related subjects were below the level required. The seventh application was rejected by the university as it did not approve her enrolment in the specialisation area where she already had a degree. The awardee then chose another area, but this area was irrelevant to the nominated field study and she was requested to choose another university.

Table 3b: ADS placement summary for 2011 round (as at mid-December 2011)

Preference placement	1st preference placement	2nd preference placement	Total
Conditional offer	17	1	18
Unconditional offer	24	3	27
Rejected by awardee (go to 2nd preference)	2	0	-
Rejected by university (go to 2nd preference)	2	0	-
Total	45	4	45

Only 2 awardees so far from 2011 round have decided to withdraw their first preference and change to the second preference to meet the timeline to commence their studies in semester 1, 2012. Two other awardees' applications were rejected by universities; in one case, the student's academic results did not meet the entry requirement into the program, and in the other case the university did not have a supervisor for the awardee.

Table 4a: ADS placement summary for 2010 round by gender, profile and level of study

Profile	Female			Male			Grand Total
	Master	PhD	Female Total	Master	PhD	Male Total	
Profile 1	9		9	7		7	16
Profile 2	28	1	29	17	1	18	47
Profile 3	41	3	44	20	5	25	69
Profile 4	10	17	27	6	10	16	43
Profile 5	11	4	15	8	3	11	26
Total	99	25	124	58	19	77	201

In the 2010 round, there are many more female awardees (62%) than male awardees (38%) placed, which reflects the dominance of women applying for and being selected for ADS.

Table 4b: ADS placement summary for 2011 round by gender, category and level of study

Profile	Female			Male			Grand Total
	Master	PhD	Female Total	Master	PhD	Male Total	
Profile 2	16		16	6		6	22
Profile 3	7	12	19	1	3	4	23
Total	23	12	35	7	3	10	45

3.2 Field of studies/development themes selected by candidates

Field of study selected by candidates for the 2010 round

Table 5a shows the placement by field of study for those who have met the English Language requirement by the university.

Table 5a: ADS 2010 round placement by field of study, province, gender and level of study

Field of Study	Master			PhD			Total
	Female	Male	Master Total	Female	Male	PhD Total	
Agriculture and Applied Sciences/Technology related to Rural Development	5	1	6	3	1	4	10
Animal Husbandry				1		1	1
Commerce	9	3	12	2	2	4	16
Communication Studies	2		2	1		1	3
Community Development and Social Welfare Studies (related to Rural Development)	7	2	9		1	1	10
Development Studies	2	1	3				3
Economics	14	9	23	1	2	3	26
Education	18	10	28	5	3	8	36
Environmental Studies	7	11	18	3	2	5	23
Forestry and Forest Science	1		1				1
Health Studies	7	4	11	3	2	5	16
Information Management		1	1				1
Infrastructure	5	5	10	2	1	3	13
International and Public Policy	5	5	10		1	1	11
Law	2	2	4	2	1	3	7
Management	4	1	5				5
Marine Science, Aquaculture and/or Fisheries	2	1	3		2	2	5
Monitoring and Evaluation for Development Results	6	1	7		1	1	8
Social Science	1	1	2	2		2	4
Transnational Crime Prevention and Security	2		2				2
Total	99	58	157	25	19	44	201

The most popular fields of study in the 2010 round were: education (36%), economics (26%), environmental studies (23%), commerce (16%), health studies (16%) and notably infrastructure (13%), which was introduced for the first time in 2010.

For the 2011 round, when the OASIS online system was introduced, different development themes were used instead of field of study used in previous rounds, and thus strict comparisons cannot be made with the previous year. However the predominance of education and economic studies in both years is evident.

Table 6b: ADS 2011 round placement by field of study, province, gender and level of study

Field of Study	Master			PhD			Total
	Female	Male	Master Total	Female	Male	PhD Total	
Economic Growth	7	3	10	1	1	2	12
Education	3		3	6	1	7	10
Environment	3	1	4				4
Gender Equality				2		2	2
Governance	2		2	1		1	3
Health	2		2	1	1	2	4
Human Rights	3	1	4				4
Infrastructure				1		1	1
Regional Stability	2	1	3				3
Rural Development	1		1				1
Water & Sanitation		1	1				1
Total	23	7	30	12	3	15	45

3.3 Universities selected by 2010 round awardees

The following trends are noted in the distribution of ADS awardees by university for the 2010 round:

- The 201 ADS awardees in the 2010 round were placed in 26 universities compared to 24 universities in the 2009 round.
- The universities deemed to be ranked in 'Group 8' remain the most popular universities, led by University of Queensland (UQ), Australian National University (ANU), University of Melbourne and Monash University. However, a number of awardees were also placed in some 'new' universities like Carnegie Mellon University and Central Queensland University, and some traditionally less popular universities such as New England, University of Wollongong, La Trobe, Macquarie, James Cook and Flinders universities.
- Although UQ has a big decrease in the number of students compared to last year (58%), it is still the dominant university. The decrease appears to have occurred as a result of UQ's changes in the English Language requirements. Last year, the English Language requirement at UQ was 6.5 with a writing score of 6.0 and other sub-bands being 5.5. This year UQ requires students to have IELTS 6.5 with no sub-band below 6.0.
- In the "Group 8" universities, several have experienced a significant drop in numbers while others have increased significantly. The University of Melbourne, University of Sydney and University of NSW all reduced significantly while ANU and the University of Adelaide have increased enrolments for the 2010 round by 14% and 42% respectively compared with the previous round. ANU received the second highest number of awardees with 29. This may be attributed to the following:
 - As UQ has increased its English Language requirements, ANU has become a more attractive option for prospective students, since it generally has programs that meet the ADS awardees'

needs. ANU has two year courses and, more importantly, ANU offers courses with lower English Language requirements such as Graduate Diplomas (where the IELTS requirement is 6.0 rather than 6.5 as at UQ). Moreover students do not need to sit the IELTS test again after studying PCE at ANU in contrast to UQ.

- The student contact officers at ANU understand the Vietnamese market very well and are very supportive.
- As a result of the change in English Language Policy, where candidates needed to meet the English language requirement of their nominated courses, ADS candidates were advised to select universities more carefully than the previous year, by making at least one of their choices at a university where the IELTS requirement was lower. As a result, there was an increase in the enrolments at all the universities that could offer the English entry of 6.0, such as the University of Adelaide, Flinders University, Murdoch University, Central Queensland University, Carnegie Mellon University, University of Wollongong and University of New England.

Table 7: ADS placement by university - 2010 round and 2011 round (fast-track)

Institutions	2011 Round (Fast-track group)			2010 Round			2009 round
	Masters	PhD	Total	Masters	PhD	Total	
Australian National University (ACT)	3	1	4	23	6	29	25
Bond University (QLD)							1
Carnegie Mellon University				2		2	
Central Queensland University				2		2	
Curtin University (WA)				2	2	4	4
Deakin University (VIC)							2
Flinders University (SA)	2		2	10	1	11	8
Griffith University (QLD)				1	1	2	1
James Cook University (NT)				7		7	7
La Trobe University (VIC)		1	1	9	2	11	12
Macquarie (NSW)				1	1	2	1
Monash University (VIC)	3	2	5	7	6	13	14
Murdoch University (WA)				3		3	1
Southern Cross University (QLD)				3		3	3
Swinburne University of Technology (VIC)				1		1	
Queensland University of Technology (QLD)	2	1	3	4	5	9	9
RMIT (VIC)		1	1		2	2	2
University of Adelaide (SA)	1	1	2	12		12	7
The University of Melbourne (VIC)	4	1	5	20		20	41
University of NSW (NSW)	5	1	6	4	3	7	15
University of New England (NSW)				5	1	6	
University of Queensland (QLD)	4	1	5	25	8	33	52
University of South Australia	1		1				
University of Sydney (NSW)	2	4	6	7	2	9	16
University of Tasmania							3
University of Technology Sydney (NSW)	2		2	2	1	3	7
University of Western Australia (WA)				1	1	2	1
University of Western Sydney (NSW)							
University of Wollongong (NSW)		1	1	4	2	6	2
University of Canberra (ACT)	1		1	1		1	
Victoria University (VIC)				1		1	5
Total	30	15	45	157	44	201	239

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

Of the 201 ADS awardees placed in universities for the 2010 round, only 3 were approved to study PCE prior to entry into their award courses, as they were fast-track group who delayed their studies to

semester 1, 2012. One of the 3 awardees received free PCE from a university and in this case AusAID agreed to pay cost of living for 5 weeks. Table 8 below illustrates the numbers and percentages of awardees requiring PCE from 2007-2010 rounds.

The total number of weeks of PCE included in offers for the 2010 round to date is 21 weeks, compared to 1,031 weeks for the 2009 round.

Table 8: Length of PCE required for 2007 - 2010 rounds

Year	Total No. of awardees	No. & % of awardees requiring PCE	Total No. of weeks of PCE	Average No. of weeks of PCE per student	Total PCE Costs AUD
2010 round	201	3 (1%)	21	7	7,500
2009 round	239	87 (36%)	1,031	11.85	408,360
2008 round	149	63 (42%)	726	11.52	260,868
2007 round	155	70 (45%)	856	12.22	316,734

Table 9: Summary of PCE course length by 'Placement' IELTS scores - 2010 round

IELTS Placement Score	6.5	7	Total
PCE Length (weeks)			
5 weeks	1		1
6 weeks		1	1
10 weeks	1		1
Total	2	1	3

3.5 ADS placement - IELTS testing

3.5.1 IELTS placement testing – 2010 Round

First placement test

There were 134 conditional awardees in the ELT group for the 2010 round. 124 of these awardees sat the IELTS test on 24 September. Eight others, who were recommended by ACET to defer their placement test due to pregnancy and poor performance, sat the IELTS test on 22 October 2011. Two other awardees requested to sit the IELTS test on 17 September and 3 December respectively because of pregnancy/childbirth. They both met their universities' English Language requirements after the first test.

Table 10a: Details of 1st Placement Test

1st Placement Test (134 awardees)					
17 Sep 2011 (1 awardee)	24 Sep 2011 (124 awardees)		22 Oct 2011 (8 awardees)		3 Dec 2011 (1 awardee)
Pass	Pass	Fail	Pass	Fail	Pass
1	57	67	4	4	1
Total Pass: 63 (47%)					
Total Fail: 71 (53%)					

Of the 124 awardees taking the test on 24 September, 57 reached the English level required by one or both of their chosen universities (including 5 who changed their second university preference in order to meet the English requirement) and the other 67 were unsuccessful. Of the 8 awardees who took the test on 22 October 2011, 4 reached the required level,

The total number of successful awardees after the first placement test was thus 63 (47%) while 71 (53%) were unsuccessful.

Second placement test

A total of 50 awardees of the 71, who were unsuccessful at the first placement test, sat the IELTS placement test a second time on 22 October 2011. Of these 50 awardees, 27 met the IELTS requirement by one of their preferred universities but 23 still failed to meet the English Language requirement of either of their preferred universities. It was agreed by AusAID that these 23 awardees could sit a final self-funded test by or on 18 February 2012 or change their university option in order to meet the English Language requirements with their current IELTS score. Their mobilisation will be delayed until Semester 2, 2012.

10b: Details of 2nd Placement Test

2nd Placement Test (71 awardees)			
22 October 2011	3 December 2011	7 January 2012	18 February 2012
50 awardees	8 awardees (after 100 hours training)	3 awardees (after 200 hours training in Hanoi)	10 awardees (after 200 hours training)
Pass: 27 (ADS funded:22; self funded: 5) Fail: 23			(4 awardees will sit an IELTS test in HCMC; 6 have dropped out of the course and will sit the self-funded test on 18 Feb 2012)

Additional English language training

After the first placement test, it was recommended by the ELT provider that the 21 of the 71 awardees, who failed the test, were eligible for additional EL training. Eight awardees were eligible for an additional 100 hours and 13 awardees for an additional 200 hours. The 8 awardees who undertook 100 hours of training sat for another placement test on 3 December 2011. The 13 who are undertaking 200 hours of training will take another placement test on 18 February 2012 (see details in table 10b).

After the 18 February IELTS test results are released on 2 March 2012, AusAID will then make a further decision on those who still fail to meet the English Language requirements for their selected courses: i) allow these awardees to study PCE in Australia, or ii) withdraw their scholarships.

3.5.2 IELTS placement testing – 2011 round

On 22 October 2011, 21 fast-track 2 conditional awardees (those who received 6.0 with no band under 5.5) from the 2011 round took the IELTS placement test. Twelve awardees met the requirements of one of their chosen universities while 9 did not. Of these 9, 3 chose to take an additional self-funded test on 29 October and all met the required English level. Therefore 6 awardees remain who still have not met the IELTS requirement of their university. They will take another self-funded test in January 2012 and if they pass will be mobilised for Semester 2, 2012.

Table 11: Fast Track Placement Test

Fast Track Placement Test			
22-Oct-11 (21 awardees)		Self-funded re-test 29 Oct 2011 (3 awardees)	
Pass	Fail	Pass	Fail
12	9	3	0
Total Pass: 15 (71%)			
Total Fail: 6 (29%)			

4. ADS/ALAS University Information Days

The annual ADS/ALAS University Information Days were held respectively on 13 and 15 April 2011 in Hanoi and Ho Chi Minh City. Due to the introduction of OASIS, on-line applications and the consolidation of the ADS/ALAS selection process requiring applicants to nominate their courses on application, this year the University Information Day was an open event, unlike previous years when it was only open to ADS conditional awardees, most of whom were undertaking pre-departure English Language training.

The purpose of the event was to give the ADS 2010 round conditional awardees the access to university representatives to discuss course options to complete the course selection (most were undertaking pre-departure ELT) and to give potential applicants of the ADS/ALAS 2011 round the opportunity to explore course options with university representatives and meet with ASDiV representatives to ask any questions they may have regarding the ADS/ALAS application process.

Duration of the event

As a result of the above, it was anticipated that the number of students/participants attending the information days in both Hanoi and Ho Chi Minh City would be much larger than previous years. Therefore, unlike previous years when the event was held for half a day or in the evening in each city, 2010, the event ran for one full day in each city.

In 2010, when the event ran for just 4 hours (5:00 pm to 9:00 pm) in the evening, several of the more popular universities at times experienced quite an overload of students. However, this year with a full

day, some universities commented that it allowed them time to talk with more students, especially potential applicants who had several questions.

Nevertheless, several universities commented that the full day was only appropriate for Hanoi, where there was both a larger number of conditional awardees and potential applicants, and a half-day event in Ho Chi Minh City was perhaps more suitable.

Evaluation of the organisation process

The vast majority of universities (25 out of 28) rated the event as well organised (rated 4 and 5 on a 5 point scale). The other three universities gave a 3 rating, with comments that it would be more cost-effective for university representatives if the event was not held on the day after a national holiday. One of these three universities wished to meet ASDiV staff before the event in Hanoi but was unable to as the office was closed. The other two requested earlier notice of the event as usually the event is held in June but this year it was brought forward to April and the universities were only informed six weeks prior to the event. This was due to the late information received regarding the consolidated ADS/ALAS 2011 round which gave ASDiV very little time to organise the event.

Participating universities

This year, the number of universities participating was 28, one more than 2010, and this also included three smaller universities who did not attend the university information events last year (Charles Darwin University, Central Queensland University and University of Wollongong). However, two other universities (RMIT and Swinburne University of Technology) which attended last year did not do so this year. There are two possible reasons for this: (i) the information event was held soon after a similar event held by IDP and (ii) these two universities both have campuses/representative offices in Vietnam.

Participants

Regarding the participants, it is noted that conditional awardees and potential applicants had quite separate concerns. Conditional awardees were more likely to ask about finding supervisors (for research awardees), English training support, living costs and conditions. Potential applications were very concerned with the suitability of the course with the scholarship, CRICOS codes, entry requirements and course information.

Consequently, some five universities commented that it would be more effective to separate conditional awardees and potential applicants (perhaps one group in the morning, one group in the afternoon) and universities would like to devote more time to the conditional awardees. This is a moot point, as for the 2012 round, it is unlikely that there will be any conditional awardees attending as they have already chosen their courses and universities as part of the new application process for the 2011 round.

Plans for 2012 round

The changed application process raised the issue of whether and when a similar event should be held for the next application round. The appeal of the annual event to the universities in the past has been due to the fact that the participants were conditional ADS awardees who will almost certainly be attending universities in Australia at some point. For the 2012 round, the anticipated participants at the event would only be potential ADS/ALAS applicants.

If the event was to be held for the next ADS/ALAS application round, it would have to take place in February/March 2012 to meet the new scholarship application closure deadline of 30 April 2012. This timing would also have to take into account the annual IDP exhibition in mid-March.

Taking into account the above considerations, two options regarding the event were considered: 1) not to hold the event at all, and 2) hold the event for half a day in conjunction with the IDP exhibition (mid-March).

Option 1

ASDiV is not contractually required to hold the university information event for ADS potential applicants or conditional awardees. If the event is no longer held, university representatives would have the option of attending the IDP event, which takes place in mid-March. ASDiV could hold scholarship information sessions in Hanoi and Ho Chi Minh City to give potential applicants a chance to meet directly with ASDiV staff to ask about the application process.

Option 2

This option would be cost effective for universities as they will already be in Vietnam at the same time for the IDP exhibition. On the other hand, the potential applicants or the universities may not see much difference between the two events and consider the IDP exhibition sufficient.

During the Stakeholders' Forum in October 2011, ASDiV staff sounded out the views of a number of university representatives on the holding the University Information Days. The universities indicated that they preferred to have a separate information session for ADS/ALAS potential applicants, as they saw value in spending more time with them. Furthermore, the ASDiV event could advantageously take place in conjunction with the IDP event to save time and money.

After discussion with AusAID, it was decided to hold the University Information Days around the same time as the IDP exhibition in mid-March on a half-day basis. It is also proposed to hold separate ASDiV information sessions prior to the Information Days partly to enable the potential applicants to follow up any issues and concerns with university representatives.

Table 12: Schedule of University Days

Date	Time	Location
Thursday 15 March	6pm - 9pm	Ho Chi Minh City
Sunday 18 March	2.30pm - 6pm	Hanoi

5. Mobilisation

Mobilisation 2010 and 2011 rounds

At the time of this report, except for 75 fast track awardees who have been mobilised for Australia, the remaining awardees will depart for Australia between 22 December 2011 and June 2012 for commencement of studies in Semester 2, 2012. Table 13 below shows mobilisation figures per intake year since the beginning of the ADS program for awardees commencing their studies in Australia. The figures show the very significant increase in the numbers of awardees mobilized in 2011 and 2012 intakes compared to previous intakes.

Table 13 - Number of ADS awardees mobilized 2004-2012 intakes

Intake Year	No. of Students
2012 intake: 2011 round (fast-track, semester 1, 2012)	45
2012 intake: 2010 round (semester 1, 2012)	201
2011	239
2010 **	149
2009	155
2008	133
2007	138
2006	143
2005	145
2004*	130

** ASDiV contract commenced in October 2009

* ADS Support contract commenced in 2003

Health checks

ASDiV maintained the medical services contract with Family Medical Practice (FMP) to December 2011. FMP clinics in Hanoi, Danang and Ho Chi Minh City have fulfilled their contractual responsibilities. ASDiV conducted surveys on health checking arrangements and services with the awardees in March and November/December 2011. In general, the feedback from the 2010- 2011 round ADS and ALAS groups was positive and there were no significant issues identified.

Visa processing

The visa processing for 75 awardees in 2011 ADS fast-track and ALAS groups went smoothly. All awardees had their visas on time before departure. This was achieved by ASDiV obtaining the universities' and AusAID's approval, and by quickly finalising other processes for their departure.

For the normal ADS group, at the time of preparing this report, there were no significant delays experienced in issuing the visas. Although there was a significant increase in the number of ADS awardees for this year, because of overlap of the 2010 and 2011 placement rounds, ASDiV and the Visa Office staff have worked closely to try to complete all appropriate procedures and issue visas on time.

Travel arrangements

It is noted that for those awardees who need to travel long distances on Australian domestic airlines, for example to Hobart, Townsville or Perth, differential baggage allowances from international and Australian domestic flights could be a problem for awardees. Vietnam Airlines allows 40kgs on their international flights but cannot guarantee this allowance for connecting Australian domestic flights because of their contractual relations with Qantas and Virgin airlines. AusAID has confirmed that students have to pay for any excess luggage costs out of their establishment allowance. This matter has been raised at the pre-departure briefings and ASDiV has advised relevant awardees to take only up to 20kg of luggage to avoid paying excess baggage costs for these routes.

Pre-departure briefings

In 2011, ASDiV continued to arrange and deliver the Pre-Departure Briefings (PDB) on behalf of AusAID for ADS and ALAS awardees. The PDBs aim to provide awardees with useful information to meet the challenges and responsibilities of life and study in Australia. PDBs were held as follows:

Table 14: Schedule of Pre-Departure Briefings for 2010 round

City Cohort	Hanoi	HCMC
Fast track	Date: 9 May 11 Venue: Australian Embassy	Date: 11 May 11 Venue: Liberty Central, HCMC
Normal	Dates: 01 December 11 Venue: Ocean Park Building, Hanoi	Date: 29 November 11 Venue: Liberty Central, HCMC

The format and content of the PDBs were similar to those conducted in previous years. Presentations were given on awardees' responsibilities and obligations while in Australia and when they return to Vietnam; living and studying in Australia including costs; basic legal information; accommodation options; and entitlements as ADS awardees. In addition, a brief presentation was given on the alumni program. There were sessions on safety and security, conducted by the Australian Federal Police, gender, and HIV/AIDS. An important part of the PDBs was the Q&A session featuring recently returned ADS alumni giving their perspectives on living and studying in Australia. To conclude the PDBs, certificates were presented to the awardees to mark their success in being awarded an ADS or an ALAS by the Ambassador or senior diplomatic officer.

Attendance at the PDB sessions in December 2011 was larger than normal due to the overlap in placements of the 2010 and 2011 rounds and in Hanoi had to be held outside of the Embassy for the first time. At the Hanoi PDB the large contingent of 117 awardees was individually presented with a certificate by the Ambassador. In addition, the Vice Minister of the Central Committee for Ethnic Minority Affairs gave an address and presented a gift to each of the nine ethnic minority awardees. Excerpts of the presentation ceremony were broadcast on VTV 1 and VTV 6 news.

The survey questionnaire of the participants at the two briefings clearly indicated participants' satisfaction with the content, especially the question and answer session with the alumni, and with the organization and locations of the two events. The Hanoi PDB was particularly successful compared to previous years. The well designed and spacious auditorium at the Ocean Park building added prestige to the occasion and provided a suitable back-drop for the television filming and broadcast. The speech and the special presentation of the CEMA Vice-Minister was well received by the awardees, especially the ethnic minority awardees, and added to the event's attraction for TV broadcasting. It is recommended that the same or a similar venue be used in Hanoi for future PDBs and that the CEMA Vice-Minister again be invited to attend, if there are ethnic minority awardees present.

6. ALAS key statistics

After completion of the ALAS selection process, 18 awards were offered to Vietnamese applicants. Of the 18 ALAS awardees, five did not take up the award (three applicants subsequently received Endeavour Awards, one received a Prime Minister's Award and one a Fulbright scholarship). As replacements, AusAID Canberra approved 5 awardees from the ALAS reserve list. Mobilisation arrangements have been made, or are in progress, for the 18 awardees to commence their studies in the first or second semester of 2011.

ALAS placement

The following tables summarise final outcomes after completion of ALAS acceptance of offers.

Table 15: ALA Scholarships awardees 2011 round by field of study

Field of Study	No. Female Awardees	No. Male Awardees	Total No. Awardees
Economic Growth	1		1
Education	5	1	6
Environment	1	1	2
Gender Equality	2		2
Governance	1		1
Health	1		1
Communication	1		1
Infrastructure	1		1
Regional Stability		1	1
Rural Development	2		2
Total	15	3	18

Table 16: ALA Scholarships awardees 2011 round by institution

Institutions	No. of Awardees						
	Masters			PhD			Total
	Female	Male	Master Total	Female	Male	PhD Total	
Australian National University	1		1	1	1	2	3
Curtin University of Technology	1		1				1
Monash University	1		1	3		3	4
University of Melbourne		1	1	2		2	3
University of Queensland	2		2	1		1	3
University of New South Wales				1		1	1
University of Sydney	1		1	1		1	2
University of Technology Sydney		1	1				1
Total	6	2	8	9	1	10	18

Table 17: Schedule of ALAS awardee departures for the 2011 round

Months	Number of Awardees
Jan - 2012	10
Jun - 2012	8
Total	18

7. Current issues

English Language Issues

The changes in the English Language Policy requiring awardees to meet the English requirements of the Australian universities placed stringent conditions on the availability of PCE in Australia and gave AusAID the option of deciding PCE on a case-by-case basis. Apart from 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) and for whom PCE is available, the new policy states: "PCE in Australia may be considered for other candidates who undertook ELT in Vietnam depending on the balance of the annual award limit and funding availability and AusAID will make decision on a case by case basis",

This change has had several consequences: i) caused uncertainty and some anxiety among conditional awardees not certain they will be able to meet the English requirements after their EL training without the option of PCE (see also section 6.13 in the Annual Selection Report Annex 2); 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 those conditional awardees, who do not meet the English Language entry requirements after the completion of EL training in Vietnam and IELTS testing options are exhausted, without the option of PCE.

As mentioned in section 2, due to the change in the English Language Policy, awardees after the placement tests, who do not meet the English requirement by their nominated university often change their preference to the university with a lower IELTS requirement, as they understand that PCE will not be available for them. As expected, this matter has caused some university staff irritation (and thus some strain on the relationship between ASDiV and partner universities), as most universities have made the conditional offer involving PCE for awardees at the time of the release of the IELTS. Some universities even try to get around this problem by seeking to waive the English Language requirement for awardees or to offer them free PCE in Australia. However, as AusAID has been reluctant to pay for the awardees' cost of living for PCE which accepting this latter option would entail, these awardees have had to find another university who will accept their current IELTS score.

As mid-December 2011, there were still 44 2010 round conditional awardees who had not met the English Language requirements of their nominated universities. This group consists of awardees with scores ranging from overall 5.0 IELTS (6), overall 5.5 (18), overall 6.0 with one band below 5.5 (6) and 14 with 6.0 and no sub-band below 5.5 (14). This group also includes 10 disadvantaged awardees who can be considered for Special English training and thus possibly PCE in Australia.

Based on previous years' results, ASDiV estimates that after further IELTS testing approximately 10-15 of these 44 awardees would still not be able to find any universities that will accept their applications without their undertaking PCE in Australia. Past experience shows that almost all awardees could satisfy university entrance requirements after undertaking 10-15 weeks of PCE in

Australia, if they have overall IELTS 6.0 and no sub-band below 5.5. ASDiV thus recommends that AusAID positively consider applying the PCE option for this IELTS 6.0 group, if they are still not able to meet the English Language requirements of universities after the final IELTS results are released on 2 March 2012. For the disadvantaged group, who have overall 5.5, they also might be considered for PCE in Australia, if they can be accepted by an Australian university with 10 to 15 weeks PCE.

Moreover, as mentioned above, some universities have indicated that they would be willing to offer free PCE for selected ADS awardees. ASDiV recommends that AusAID approve this option when it is offered by universities to give ADS awardees a better opportunity to meet the IELTS requirements of their preferred university.

Annex 4

Annual Academic Outputs Report

1. Introduction

Information on and analysis of scholars' progress and completed scholarships is constrained by the incomplete and inaccurate OASIS data. Thus the information provided in the first sections of this report is incomplete and does not provide a comprehensive picture of scholars' academic progress, achievements and failures. To provide much of the information required, ASDiV had to request the IT section of the AusAID Scholarship Section (SS) for additional data from OASIS. This OASIS data are incomplete. The variations section of this report is based on the variation requests received by ASDiV and is more accurate and provides a comprehensive picture of academic progress involving variations.

2. On scholarship progress

There are 441 students recorded in OASIS as on scholarship in 2011. As MCs cannot generate reports from OASIS, SS IT was requested to provide this data. The data received are for those students whose academic progress has been updated on OASIS by 5 December 2011. After careful analysis of the information provided, it is clear that some universities in Australia do not update students' progress on OASIS as often as is required to ensure accurate and up-to-date records.

The information in Table 1 below refers to 348 ADS and ALAS students whose academic progress has been uploaded on OASIS by the time this section of the report was prepared.

Table 1: Progress of ADS and ALAS students on awards by 5 December 2011

Academic progress	ADS			ALAS			Grand Total
	Masters	PhD	ADS Total	Masters	PhD	ALAS Total	
Satisfactory	262	34	296	10	32	42	338
Suspended	1		1				1
Terminated	1		1				1
Unsatisfactory	8		8				8
Total	272*	34	306	10	32	42	348

*This figure includes 6 Masters by research.

Overall, 96.7% of ADS students (296/306 students) are ranked satisfactory and 100% of ALAS students (42) have satisfactory progress.

Academic progress is reported for one semester for 306 students but only 96 students have their academic progress reported for two semesters. Among these 96 students, three students have shown significant academic progress from Semester 1 to Semester 2.

2.1 ADS students' progress

Table 2: ADS students' progress in Australia

Student progress in Australia	Number of students	Percentage
High achievers	64	20.92
Students at risk	8	2.61
Progress as expected	232	75.82
Suspended	1	0.33
Terminated	1	0.33
Total	306	100%

High achievers: High achievers, as categorised by universities, are students with “good academic standing, excellent progress, outstanding performance, and/or a high distinction average”. Based on the data obtained on the 306 ADS students, there were 64 high achievers accounting for 20.92% of the student cohort. Among them, were two PhD students approved by SS and the Ministry of Education and Training (MOET) to continue with doctoral studies on an externally funded scholarship. Those remaining are all Masters students.

Students at risk: Students at risk, as categorised by universities, are students with unsatisfactory academic results. They are students who fail one or more subjects. From the incomplete data provided for 2011, 8 ADS students were reported as having unsatisfactory progress, accounting for 2.61% of the 306 ADS scholars recorded in the sheet provided. These students have been variously given counselling, tutorial assistance and supplementary exams.

Progress as expected: The number of students ranked as “Progress as expected category” totalled 232, accounting for 75.8% of the students (306) with data available.

Suspended: One student was suspended (unable to continue due to pregnancy) but has already resumed her studies. This case is discussed in *Section 4.1.6 Suspensions*.

Terminated: One student failed all four courses and her scholarship was terminated. This case was discussed in the 2010 Annual Academic Outputs Report section 4.1.7.

2.2 ALAS students' progress

Table 3: ALAS students' progress in Australia

Student progress in Australia	Number of students	Percentage
High achievers	5	11.9
Progress as expected	37	88.1
Students at risk	0	0
Total	42	100%

All ALAS students are successful with their courses with 5 high achievers and 37 students achieving progress as expected. One ALAS PhD student was unable to complete her thesis by the award end date and will now submit this from Vietnam. Another student was one month behind schedule with slow progress but is now progressing well. Her thesis review is due on 22 December 2011.

3. Scholarship completion

3.1 OASIS data

This section reports on completed scholarships, including information on pass/failure rates and the reasons for failure and is based on the information provided by SS IT on 5 December 2011. Altogether, there are 200 ADS (187) and ALAS (13) students recorded as having completed their studies in 2011 in the file provided by SS IT team. Of the 200, 79 students have already completed their courses (including one student who *unsuccessfully* completed their scholarship which was terminated), and 121 students are scheduled to complete their course by the end of December 2011.

Out of 79 students who have already completed their courses, there are 73 ADS students (55 finalised, 17 finalised pending results and one terminated) and 6 ALAS students (4 finalised and 2 finalised pending results) who have completed their course. There are 76 Masters students and 3 PhD students among these 79 students.

It is noted that of 121 students scheduled to complete their course by 31 December 2011, 15 students should have been counted as having completed their course based on their course end dates of 1 December 2011, but they remain on the 'on-scholarship' list. These may be cases where the end dates have been revised (in cases of extension) but not updated, or the current scholarship status has not been updated on OASIS by the universities.

In the data provided by SS IT, there are two cases of Bachelor degrees. After checking on OASIS it was found that these were errors in data entry. They are actually Masters students starting their courses in early 2009 and completing their courses by mid-2011. These errors have been corrected on OASIS by ASDiV staff.

3.2 ADS

Table 4: Academic completion for ADS students as at 5 December 2011

Scholarship Status	ADS			
	Master	PhD	ADS Total	%
Finalised	55		55	75
Finalised Pending Results	16	1	17	23
Terminated	1		1	2
Total	72	1	73	100%
On scholarship (scheduled to complete by end December 2011)	112	2	114	
Grand Total	184	3	187	

Seventy five percent of the ADS students in the above data (55/73) have so far completed their studies without any problems noted.

Seventeen students, accounting for 23%, have results pending. One student was terminated; her case is noted above in 2.1.

There are still 114 ADS students who are scheduled to complete by the end of December 2011. When their completion status has been uploaded on OASIS, the number of ADS students completing their courses in the year of 2011 will be 187 students.

3.3 ALAS

Table 5: Academic completion for ALAS students as at 5 December 2011

Scholarship Status	ALAS		
	Master	PhD	ALAS Total
Finalised	3	1	4
Finalised Pending Results	1	1	2
Terminated			
Total	4	2	6
On scholarship (scheduled to complete by end December 2011)	5	2	7
Grand Total	9	4	13

Six ALAS students completed their courses in 2011, four at Masters-level and two at PhD-level. As per the SS IT data, one Masters student had his results pending and one PhD student submitted his thesis in September, his result is therefore showing as pending. Similarly with ADS students, there are 7 ALAS students who are scheduled to complete their courses by the end of December 2011 but, at the time of this report, they are still on the 'on scholarship' list.

3.4 Summary

In summary, since the OASIS data for this section are incomplete, ASDiV is unable to provide a comprehensive and accurate picture of academic progress of all ADS/ALAS students on scholarship, especially the pass/failure rates or analysis of the reasons for failure. ASDiV is also unable to provide accurate information at this stage on high achievers as this is ranked differently by universities and many universities do not update students' progress on OASIS as often as is required to ensure accurate and up to date records. A comprehensive analysis of academic progress involving variations can be obtained by the following section on award variations data recorded by ASDiV.

4. Award variations

There were a total of 295 course variation requests received by ASDiV for the period from 1 January 2011 to 31 December 2011. The most common types of variations were course detail changes/entitlement variations (214), extensions (27), deferrals (23) and transfers (16) including 9 institution transfers and 7 course transfers. There were four suspensions, one reduction and two terminations, and one terminated placement. Table 6 below outlines the reasons for variations over the years from 2009 to 2011. Of the 295 requests for award variations, 9 variations were rejected.

Table 6: Number of requests for variations over 3 years

Type of Request for Variation	No. of Variations 2011	No. of Variations 2010	No. of Variations 2009
Course and Institution Transfers	16	23	4
Course Extensions	27	12	8
Deferrals	23	9	0
Course Upgrades*	7	2	4
Reduction	1	4	1
Suspensions	4	3	2
Terminations/terminated placement	3 (*)	2	1
Course Details Changes/Entitlement Variations	214	52	97
Total	295	107	117

(*) This report excluded the case Nguyen Thi Mai Chi, 2012 intake, whose scholarship was terminated in 2011 as her second deferral request (to start in semester 1, 2013) was rejected by AusAID Canberra. However, Mai Chi later found a university that could offer a third semester intake so that she could start her studies in Australia in October, 2012. AusAID Post has now agreed to re-offer her a scholarship for 2012 intake.

4.1 Types of award variations in 2011

4.1.1 Course detail changes/entitlement variations

Table 7: Summary of course details changes/entitlement variations for 2011

Description	No. of variations
Academic failure	4
Funds for reunion airfare cost	13
Additional funds required for Supplementary Academic Support	2
Revision of offers	192
Fieldwork cost	3
Total	214

Over 70% of award variations (214) are course detail changes/entitlement variations, which are applied whenever there is a change in the value of the scholarship. This includes adding courses (Pre-course English or articulating courses), adding entitlements (fieldwork, reunion travel), deleting, reducing or increasing entitlement value, editing dates and value of entitlements including Overseas Student Health Cover (OSHC) variations. As such, these variations normally entail minor cost implications and generally an adjustment in the value of the scholarship. After AusAID approves the offers on OASIS, changes cannot be made on OASIS to the scholarship offers in cases where students are not satisfied with the course details. As a result, universities have to create an entitlement variation on OASIS to reflect the changes.

The various types of entitlement variations in Table 7 are discussed below.

- **Academic failure:** Universities made an entitlement variation requesting additional costs in 4 cases of academic failure. The request was to cover 4 students to repeat courses to make up for failed units. This helped in ensuring students completed their courses within the current scholarship award and without extension to their scholarship.
- **Funds for reunion airfare cost:** There were 13 cases of cost variation relating to reunion airfares. There were additional costs for reunion airfares where 7 students changed their status from “accompanied” to “unaccompanied” and they therefore applied for reunion airfare entitlement. Another 2 students wanted to waive their reunion fares to bring their families to Australia, leading to some reduction in costs. Three students claimed additional costs as there were a shortage in the reunion airfare cost. One request for a reunion airfare for a PhD student was rejected as the student was accompanied by her family in Australia but still claimed the reunion airfare.
- **Additional funds required for Supplementary Academic Support:** Additional funds were required twice for the same student. This student had already received tutorial assistance for those subjects with which she struggled and used up all her supplementary academic support for editing and writing her assignments. Her third request for tutorial assistance for AUD500 for the write-up of her last assignment and final chapter of her minor thesis was rejected as ASDiV believed that the student had already received sufficient support from AusAID and she should endeavour to complete the thesis herself. The university then instead requested AUD250, which was also rejected.
- **Revision of offers:** There were 192 cases of cost variation of this type including variations in tuition fees, in OSHC, and in return airfare costs. In most cases, the tuition fees had increased since the original offers were made. This type of variation was due to the annual increases in the tuition fee and OSHC by almost all universities in Australia and the increases exceeded the estimated costs of the scholarships during the offer stage.

There are several cases in which the original scholarship end date was entered incorrectly. The biggest difference (costing AUD51,074) refers to a case where the scholarship end date was transferred from SIMON to OASIS incorrectly. The student was expected to complete a Master of International Economics & Finance by 31 December 2011. However due to a data migration error, the tuition and CLE costs were not included for 2 semesters in 2011. Therefore, the extra costs were reflected in these entitlements.

- **Fieldwork cost:** Fieldwork costs were not included in the original offer for 3 students at the time of issuing the offer. As the fieldwork was considered necessary for the students to complete their studies, ASDiV approval on AusAID’s behalf for these students to undertake fieldtrips to Vietnam.

4.1.2 Course and institution transfers

There were 16 cases of course and institution transfer variations in this academic year comprising 7 cases of course transfer and 9 cases of institution transfer.

Course transfers

Among the 7 cases of course transfer, 4 cases related to students wishing to transfer to more suitable courses. Two of these cases were approved and two were rejected.

The first case was a student who wanted to transfer from the Master of Commerce to the Master of International Business (MIB). She was originally offered the MIB as the University did not want to offer duplicated subjects that the student had already completed through her Bachelor degree. The student insisted on undertaking the Master of Commerce and was offered this course. After one semester, she found that the current courses were too theoretical and a good pathway to a PhD. She then requested to transfer back to MIB as she found that the subjects offered in MIB were more practical and relevant to her future career in international business. The Graduate School of Business and Economics supported the course transfer and indicated that they would be happy to approve credit for

4 subjects already completed as part of the Master of Commerce. ASDiV approved this course transfer on behalf of AusAID because the course duration of MIB was one semester shorter than that of the original Master of Commerce, and the course was also relevant to her background and future career path.

The second case of course transfer was from the Master of Assessment and Evaluation by coursework to the Master of Assessment and Evaluation by coursework and research. The student wanted to do research on the policies of assessment and evaluation in Vietnam in order to enable him to apply his findings in making policies on assessment and evaluation through his work at the Ministry of Education and Training. As it was very relevant to his future tasks and there was no cost variation, ASDiV approved this course transfer on behalf of AusAID.

The third and fourth cases were rejected by AusAID as recommended by ASDiV. From ASDiV's perspective, these requests were primarily to fulfil the students' personal aspirations and the transfers were not appropriate. One case refers to a request by a student to transfer from a Master of Public Policy to a Master of International and Development Economics (MIDEC) soon after the completion of her English course and while she was doing her IAP. She had originally nominated a Master of Public Policy course, as she worked on administration reform projects and the course was supported by her employer to enable her to contribute to public administration reform upon return. Her wish to change to Master of International and Development Economics (MIDEC) reflected her own interests and was not specifically relevant to her working experience and the future human resource plans of her province.

The other case related to a student who commenced her studies in January 2011 and was expected to complete the Master of Environmental Management and Development by December 2012 at the Crawford School, ANU. Prior to admission to the Masters program, the student was required to undertake a Graduate Diploma in Environmental and Development. She achieved an average of 75% and based on this she requested a transfer to the Master in Climate Change as she thought this degree would be more beneficial for her future career. Her request was not approved by AusAID as the course was not considered to be suitable to her background and current teaching tasks and because she had chosen Climate Change as her specialisation in the course.

The fifth case relates to a course transfer where the application was re-assessed and the variation was updated to show that the student was waived off from a qualifying or preliminary course; i.e. he could enter directly into the Masters course.

The sixth case of course transfer relates to unsatisfactory academic progress. The student was undertaking a Graduate Diploma in Environmental and Resource Economics leading to a Master program at ANU. He was expected to complete his Masters program in July 2012. Unfortunately he failed three quantitative courses. As his quantitative expertise was very weak, the Program Director and he felt that he would be "at risk" of not achieving academic success if he remained in the Environmental and Resource Economics Program. Thus, he requested to transfer to Master of Graduate Studies at ANU and he was admitted. ASDiV agreed with the Program Director and approved this transfer on AusAID's behalf, because the student could continue focusing on environmental issues and environmental economic policy which involved less quantitative courses.

The seventh case of course transfer concerns a student who was originally offered the Master of Assessment and Evaluation which was a 1.5 year program. She accepted this offer with AusAID's approval. Unfortunately, this course was no longer available and she was offered a place in the Master of Evaluation (one year) instead. After discussion with the course adviser, the student found that the assessment subjects in which she was interested were not offered under the Master of Evaluation. In addition, some subjects were offered online in semester 2. She was concerned that she would not be given the opportunity to share the knowledge and experiences with her colleagues face-to-face. Moreover, this would reduce the benefits and knowledge that she would gain in comparison

with the Masters of Assessment and Evaluation offered to her in the first instance. The university academic adviser then advised her to transfer to a Masters of Development Studies as it offered many relevant subjects to meet her needs. As this case fell within the guidelines, ASDiV approved this transfer on AusAID's behalf.

Institution transfers

There were 9 institution transfer cases during 2011, of which 7 came from UQ and 2 came from the University of Melbourne. All cases related to students not meeting the English Language entry requirements after the PCE program of their first preference university and then being transferred to another university.

Of the 9 cases of institution transfer, one case was rejected by system admin because the transfer should not have been submitted until after the student returned from suspension. This student completed Pre-course English at UQ in first semester 2010 and, due to her pregnancy, suspended her scholarship. Due to the suspension, the student did not obtain the English entry requirements of UQ. She then applied and received an unconditional offer with her current English level of 6.0 at Central Queensland University (CQU). This case was then approved when the student returned from suspension to start at CQU on 4 June 2011.

4.1.3. Deferrals

There were 23 deferral cases, of which 9 cases were due to late visa issuance as a result of late offers on OASIS, 4 cases were due to family issues, 2 cases were due to medical problems leading to late visa issuance, 2 cases related to pregnancy and one case was due to the student not receiving the IELTS results in time to start in Semester 2. One student lost her passport and had to wait for the visa to be reissued. The remaining 4 cases were entered by system admin to enable institutions to process payment batch and allow invoicing to be completed.

Attention is drawn to one pregnancy case that initially was a deferral case but ended in termination of the scholarship. This awardee was expected to leave for her course in Semester 1, 2010; she requested a deferral to avoid giving birth while studying in Australia and this deferral request was accepted. She gave birth in July 2011, which was too late for her to start in semester 2 of 2011. Her request for a second deferral was initially accepted by AusAID Post as her request was considered a gender-sensitive issue and Post agreed for her to commence her studies in semester 1, 2012. However, as AusAID scholarship policy did not allow a student to defer commencement of studies for two semesters, her second deferral request was then rejected by AusAID Canberra leading to termination of the scholarship. This case is reported again in the section 4.1.7 on termination.

4.1.4 Extensions

There were 27 course extensions granted from January to 31 December 2011. Of the 27 extension requests, 9 cases were for research delays, 4 cases were for academic failure leading to extension, 4 cases were merely an amendment of the offers when the scholarship end dates were migrated from SIMON to OASIS incorrectly, 9 cases were to correct the scholarship end dates on OASIS based on the official results release date, and one case was a scholarship extension due to a suspension.

- **Research delays (9):** The common reasons for research delays include unavoidable and unforeseen delays with receiving experiment results (death of experimental animals or laboratory closure) and difficulties faced in obtaining sufficient data for analysis. One case of research delay stemmed from complications caused by Cyclone Yasi in February 2011.
- One case of research delay occurred when a student became ill. The student was originally scheduled to complete a Master of Community Planning and Development by 31 July 2011. Unfortunately in mid 2010, he became progressively affected by a chronic muscular problem in his lower back which seriously impacted on his capacity to undertake his studies and achieve the

progress needed to complete his course on schedule. His illness especially affected his progress on the minor thesis, which was due for completion by mid 2011. As a result, his supervisor agreed to extend his stay to mid-September 2011, without having to enrol into semester 2 and with no extra tuition fee. The stipend payment was also extended to this date.

- **Academic failure (4):** There were 4 cases of academic failure leading to extensions. One student of the Master of Intellectual Property Law at Melbourne University failed one subject in June 2010. She had completed 6 of 8 subjects. Due to the limitation of subject choices, she was only able to choose one relevant subject which was offered in November 2010 with the assignment due at the end of January 2012. This student then had to complete the eighth subject to complete her course. She explored the possibility of getting an approval from the Law School to enrol in one subject at Hanoi Law University. Unfortunately, there was no suitable subject available and the Law School would not give credit to any online subject. The only option left was to enrol in the subject, "Patent Practice" which was not available until July 2011. It was then agreed that the student return to Vietnam after the submission of the assessment of seventh subject in January 2011 and then return to Melbourne to undertake the eighth subject in July 2011. Although the extension entered in OASIS was 7 months, a suspension was entered later for which the extension was approximately 3 months.
- The second case of academic failure involved a student who failed one subject and took an intensive course offered from 15 - 20 January 2011. He then submitted the required paper on 29 January and departed Australia on 30 January 2011 without waiting for the results to be released.
- The third case involved a student who failed one subject in his last semester and was allowed to sit a supplementary exam in January as this was his only failure in two years of graduate studies. It came as a real shock to him and to university staff as he was quite confident of achieving academic success. Without this extension, the student would not be able to graduate. Therefore on behalf of AusAID, ASDiV approved an additional 1 month extension for the student to stay in Australia to sit the supplementary exam and graduate with a Master of International and Development Economics.
- The last case referred to a student who requested to stay for another 15 days to sit the supplementary exam. As she passed the exam, the request was subsequently withdrawn by the university and ASDiV rejected the request on OASIS on behalf of AusAID.
- **Amendment of offers (4):** 4 cases were not extensions but were merely course details changes (scholarship end date migrated from SIMON to OASIS incorrectly). Due to data migration errors, the tuition fees and CLE costs were not accounted for in the last two semesters. Therefore the extra costs were reflected in these entitlements.
- The first case was incorrectly transferred data which shortened the scholarship period by 7 months. The reason for the error was due to the student being eligible for 50 points advanced standing, therefore theoretically she would be able to complete her course in three semesters. However, as the student started in mid-year, it was not possible for her to complete the course in 3 semesters due to the course structure. This issue has been raised in the conditional letter and the explanation has been uploaded on OASIS.
- The second case involving large cost implications concerns a PhD student whose original offer was approximately one month short of the four year duration. By the time he finished IAP and actually commenced his PhD study, he was 2 months short.
- A third case was a student who was expected to complete a Master of International Economics & Finance by 31 December 2011. Due to data migration error, the tuition and CLE costs for 2 semesters in 2011 had not been accounted for. This extension request was rejected by system admin because this was an incorrect variation. This should have been an entitlement variation and this case has now been recorded under entitlement variation.

- The fourth case involved the correction of the original scholarship end date being entered incorrectly on OASIS.

4.1.5 Reductions

There was one case of course reduction which relates to the reduction in the length of the Masters course of TESOL to 12 months, as the 18 month course was no longer offered by the university.

4.1.6 Suspensions

In 2011, there were four suspension cases: a case of pregnancy, two cases relating to the medical problems and one case was related to a transfer. One case concerned a pregnant student at the University of Adelaide who was expected to deliver on 17 April 2011, very close to the examination period. The university recommended to ASDiV that she should suspend her study and return home to have the baby and then return to complete her studies. She returned in late July 2011 to recommence studies. Two other cases at the University of Queensland were suspended due to medical problems. The first student returned to study in July 2011 and the second student is expected to return in January 2012 after supplying a medical certificate/clearance.

In the fourth case, the student transferred to Flinders University from the University of Melbourne but had completed the IAP at the University of Melbourne. As she had a long break from 16 December (when her PCE finished) to mid-February 2012 (when she starts her Master course), she had to return home at her own expense and come back again to Australia by mid- February 2012 in order to enrol and prepare for her studies.

4.1.7 Terminations/ Terminated placement

There were two termination cases and one terminated placement for Masters level students.

The first case of termination related to a student who returned to Vietnam in December 2010 and failed to return to Australia to recommence his study in semester 1, 2011. This was a breach of his award conditions which required him to reside in Australia for the duration of the scholarship (apart from holidays, reunion visits or fieldwork visits). He did not return to Australia because of an accident. His Masters scholarship was terminated by ASS and downgraded to a Graduate Diploma (Environmental Management) because he “failed to make satisfactory academic progress and complete the scholarship within the period stipulated in his award conditions”. In the second case the scholarship was terminated by AusAID Post as the student’s second deferral request was rejected. Details of this case are reported earlier in section 4.1.3 Deferral.

The last case was a terminated placement where AusAID Post decided to withdraw the awardee’s scholarship due to falsified documentation. The awardee claimed she was currently employed by the College of Sciences of Hue University as indicated by all her application documents, including two supporting documents signed by the Rector of the College of Sciences of Hue University, but she had been employed with Save the Children in HCM City since June 2009.

4.1.8 Upgrades

Seven Masters level students received approval by AusAID Canberra and MOET for upgrades to Doctoral degrees with external funding from Australian universities and GOV funding under the 322 program. There was no cost variation in these cases.

5. Issues and recommendations

As noted previously in the 2010 Annual Report, the time taken to process requests for variations has been reduced due to better management by all parties. The delegation of authority for ASDiV to make decisions on award variations on behalf of AusAID, provided these fit within the ADS guidelines, has

accelerated the process. However, some delays are unavoidable where cases are complicated and require further documentation or clarification from the student or university.

It is noted that scholarships were terminated and withdrawn from two pregnant candidates due to the fact that AusAID policy does not allow deferrals for more than one semester. As this is a very sensitive gender issue, it would seem appropriate for these students to be encouraged to reapply and given favourable consideration. Awardees should be made aware of restrictions on deferrals and the implications of pregnancy at mobilisation and pre-departure briefings.

As also noted in last year's report, the universities have not been informing ASDiV from the onset of potential problems being encountered by at risk students. Early notice should assist in early support being given to at risk students, reducing the number of variation and generally improving the students' welfare.

Annex 5

Australia Development Awards Alumni Program Report

1. Alumni strategy objectives

The Australia (Development) Awards Alumni Strategy 2011-2012 sets out the following strategy objectives:

- i) to support alumni's professional development building on the knowledge and skills acquired in Australia
- ii) to strengthen alumni's professional links with Australian institutions both in Australia and Vietnam
- iii) to increase the public visibility of the alumni network in Vietnam and thus of Australia more generally
- iv) to mobilise alumni to strengthen the scholarship program through promotion and mentoring activities
- v) to promote the alumni's contribution to Vietnam's development and links with Australia through the evaluation of the impact of their contribution.

These strategy objectives build on the AusAID Concept Paper: AusAID Scholarship Alumni Network (February 2009), the Australia Awards initiative, and the lessons learnt and recommendations outlined in the 2010 ASDiV Annual Report. This Report examines the extent to which the alumni program during 2011 has been able to achieve these objectives, with the exception of objective v) which is variously discussed in the General Awareness and Promotions Annual Report and in the M&E Annual Report.

2. Supporting professional development

2.1 Professional development models

Professional development events have formed the backbone of the 2011 alumni program. These events have generally been organised in two different formats: i) two-day training workshops and ii) half-day seminars. During the year, five two-day training workshops, one-day long training workshop and one half day seminar were held. Details of these events are found in annex 1.

Both formats have been organisationally refined over the period and have proven successful in meeting the needs of many alumni. It could be said that both formats have now evolved into models which will be applied for future such events. The key features of these two models are as follows.

- The topics are generic and focus on soft skills/knowledge development so as to generate wide, cross-generational appeal and maximise alumni participation. The 2011 Tracer Study showed that soft-skills are particularly highly valued by alumni.
- Speakers/presented are carefully selected for their specialist knowledge and presentation skills.
- Topics and speakers are selected collaboratively by respective regional alumni core groups and ASDiV.
- Both models combine professional development with social networking activities (seminars are ideally combined with lunch; the two-day workshops are held at resorts outside the main cities and include a gala dinner).
- Successful two-day workshops (and in future seminars as appropriate) are replicated in other regions streamlining organisational approaches and reducing ASDiV staff work load. (The training workshop on Negotiation Skills was repeated in the south and in Hue after a successful event in

the north; the training workshop on Self-Managing Leadership was held both in the north and in the south).

A survey of alumni on the alumni database was undertaken in August 2011, which sought alumni views on the most convenient timing and location for the two day workshops and the seminars. The 355 responses essentially confirmed the two models set out above. For the two-day training workshops, three quarters were in favour of their being held on weekends and 62% preferred a location outside the major cities. For the half-day seminars a majority preferred Saturdays (42% were in favour of Saturday morning and 17% in the afternoon). Only 19% preferred a weekday and 10% after working hours. A summary of the survey results is attached in annex 2.

In the 2011 Tracer Study, 88.3% said they were interested in participating in Australian scholarship alumni events and 53.9% (of alumni in Vietnam) had been to an alumni event in the last 12 months (this is a high percentage but is probably explained by the fact that the respondents to the survey were more likely to be 'active' alumni). There was no difference in male and female respondents as a proportion of total respondents and there was generally good representation across provinces although Hanoi was by far the greatest proportion.

When asked in the Tracer Study what type of alumni activity they were most interested in, almost 80% were interested in professional development activities, 60% were interested in social activities and one third of all respondents were interested in at least one of the following types of activity: presentations from other alumni about their work, mentoring of other scholarship awardees, assisting in promoting ADS and ALAS and volunteering activities.

2.2 Professional Development Outcomes

Wider alumni participation

The challenge in organising these professional development events has been to attract wider participation of alumni especially older alumni, who because of work and/or family commitments, have had no or peripheral involvement in the alumni program: hence, the choice of relevant soft skills/knowledge as topics for these events. To a considerable extent this challenge has been met, as illustrated by the significant oversubscription to the two-day training workshops. For example, 117 registrations were received for the Self-Managing Leadership workshop in the north and 87 in the south to fill the approximate 50 places available.

Moreover in respect of these two workshops, preference in accepting registrations was given to those who had not attended the previous training workshops on Negotiation Skills. This resulted in a large number of attendees who had not participated in previous alumni events. It is also noteworthy that these workshops have seen increased participation of alumni outside the major cities. At the Negotiation Skills workshop in the south there were 7 participants from the provinces.

High level of alumni satisfaction

In each of the organised events there was a high level of participant satisfaction as evidenced in the post-event evaluations, which rated the relevance of the topic, the location and timing convenience. The fact that most of the events have been oversubscribed is also an indication of high level of satisfaction with the type of events being organised.

Enhanced networking

An important outcome of these events has been the enhanced networking that has taken place not only at the events themselves but also in subsequent social and charitable activities stimulated by the events. It is clear from interaction with alumni that most place a high value on networking for professional and/or social reasons.

The interaction and socialising that took place at the Negotiation Skills workshop in the south led to follow-up monthly “morning coffees” and an excursion combined with a charitable function on behalf of a poor Khmer school in Tra Vinh province, initiated by two alumni from the province who had attended the workshop. Somewhat similarly, the networking and camaraderie established at the Self Managing Leadership workshop in the north led to the formation of several sport and dance groups initiated by participating alumni.

Gender equity

As noted in the 2011 ASDiV Gender Equality and Social Inclusions report, women participate prominently in the alumni program. There has been strong representation of female alumni in the training workshops and the seminar held during 2011 with an overall ratio of 55:45 in favor of women. Women also play a key leadership role in the core alumni groups established in the three regions. In central Vietnam the coordinator is a woman, while in the south it is a man. In Hanoi where there is no formal position of coordinator, most members of the core group are women, with a prominent role being played by the female coordinator of the Hanoi business group.

2.3 Access to on-line academic databases

In response to needs articulated by a number of alumni, ASDiV has subscribed to a widely used, international scientific and academic set of databases provided by the iGroup. This facility can accommodate up to 1,500 subscribers and, as of the end of December 2011, 419 alumni had subscribed. This sharp increase from the 75 subscribers recorded in last year's Annual Report is some indication of the usefulness of these databases to alumni, which is confirmed by anecdotal evidence. It is planned to survey alumni subscribers to assess the extent to which the databases are being used, with the results to be included in the 2012 Annual Report.

3. Strengthening professional links with Australian institutions

The 2011 Tracer Study found that 51% of respondents said that their organisations had professional links with Australia. The question was well answered so is persuasive of a considerable amount of professional linkage activity. More importantly, in organisations where there is an Australian link, 62% of respondents said that they were personally involved in those links. Many examples of university-to-university links were given. There were also some examples of links between NGOs and many respondents mentioned involvement in Australian Centre for International Agricultural Research (ACIAR) projects and a smattering of commercial projects.

Examples of organisational links included:

- An Advanced Vet program, which is a collaboration between Nong Lam University and the School of Veterinary Sciences, Queensland University.
- Eye Care Foundation has been cooperating with ICEE - an Australian non-profit organisation - on blindness prevention activities in Vietnam. Together sponsorship is arranged for some Vietnamese staff to study abroad on eye care professionals.
- A partnership between Haiphong City and the University of Queensland in applying systems sciences in management of the Cat Ba Biosphere Reserve.
- A relationship between Vietnam Customs and the Centre for Customs and Excise Studies in University of Canberra.
- MOU signed between Monash University and the Securities Research and Training Centre (under the State Securities Commission) for education and information sharing.

- A study tour to ANU in 2010 for number of senior professors to maintain contact with staff of Government and economic development school in ANU.
- A relationship between CPA Australia and Vietnam Association of Certified Public Accountants.
- A close link between Queensland University of Technology and Hanoi Medical University in research, internship and exchange programs.
- Cooperation with Sydney University to run an advanced program for undergraduate training in agricultural economics and finance.
- Cooperation with University of Queensland experts to implement a survey program about Kien Giang coastal condition, carbon, coastal rehabilitation, Melaleuca and acid sulphate soil management, including a study tour for provincial leaders to Australia.

Nevertheless there are limitations to the extent that the alumni program can assist alumni strengthen professional links with Australian institutions, both in Australia and in Vietnam. The presence of links is very dependent on other facilitating factors such as partners in Australia being willing to engage and sources of funding. These links depend to a large degree on individual alumni initiatives and their experiences in Australia. What the alumni program can do is to maximise opportunities for these links to be strengthened or established. This is done in the following ways.

3.1 Small Grants scheme

This scheme has the combined objective of enhancing the professional knowledge of alumni and of strengthening their links with Australian organisations. The grants have a maximum value of AUD5,000 per alumni. Two rounds of submissions have been held and of the 21 applications received 12 were approved for a total funding of AUD 62,254. The successful grants were mostly for research projects, but also included grants for presentations at international conferences and conduct of workshops with alumni presenters. Some of these activities involved some form of interaction with Australian institutions and academics.

Following the second round of applications which was finalised in February 2011, further rounds were put on hold pending recommendations on the scheme emerging from the Mid-Term Review. The Review essentially endorsed the continuation of the current scheme with the following recommendation:

Continue to foster the use of small grants especially for projects that achieve multiplier effects arising from the scholars' learning and for reinforcing scholars' development e.g. training programs delivered by scholars; establishing research networks, continuing connections with Australian Universities.

After subsequent consultations with AusAID Post, which resulted in agreement that the approval processes for grants should be simplified and shortened, ASDiV has submitted revised guidelines to AusAID. However AusAID has requested more information on the results of the scheme. A report on the Small Grants scheme is attached as annex 3.

3.2 Links with AusAID and Australian Embassy

The alumni database provides a ready-made list of alumni with a wide-ranging pool of expertise, who can be identified to assist with AusAID projects and studies. This list has been used on a number of occasions to seek experts for various AusAID and Embassy initiatives, including most recently the development of a website for all Australian Government funded alumni in Vietnam.

3.3 Links with Australian institutions in Vietnam

AusCham

Alumni are encouraged to establish links with the significant Australian business community, especially in HCM City, through a substantially reduced membership fee, as a result of ASDiV membership of AusCham. However, as the number of alumni who had taken up this initiative was negligible, AusCham informed ASDiV in December 2011 that they had decided to discontinue this special alumni membership fee. After lobbying by ASDiV, AusCham agreed to reverse this decision and to continue with the reduced fee. All alumni on the ASDiV database were then informed by email about the AusCham reduced membership rate. Following the email AusCham reported an upsurge in enquiries/registrations from alumni.

Australian Volunteers

Promoting links between alumni and the 46 Australians working in a voluntary capacity in Vietnam as of November 2011 has not proven very fruitful. On several occasions a group of alumni was invited to meet with recently arrived volunteers. Consideration was given to inviting volunteers to alumni professional events but this has been discounted because of the capacity limitations of workshops and because the language of delivery is mainly Vietnamese. Further consultations will be held with the new manager of Austraining in Hanoi on other possible initiatives.

4. Increasing the visibility of the alumni network

The Alumni Strategy 2011-2012 noted that “in some degree, the ASDiV alumni strategy is in a transitional phase awaiting the outcome of the full development of the (international) Australia Awards alumni network and the evolution of the network in Vietnam into a more visible, nationally based organisation”.

4.1 International Australia Awards network

Further development of an international Australia Awards alumni network by the Australia Awards secretariat and/or by AusAID is awaited. It was noteworthy that the alumni network was not a special agenda item on the AusAID Stakeholders Forum in October 2011, although AusAID foreshadowed at the Forum that further work on the network was planned. However an initiative taken locally by AusAID and Australian Education International has been the development of an Australia Awards alumni community website in Vietnam, which at the time of writing was still in the development stage. The website is to be used “to develop networks and linkages, posting news, events, research, job opportunities and other discussion topics” and is open to all Australia Awards alumni from Vietnam.

4.2 Nationally based alumni organisation

The eventual establishment of a nationally-based alumni organisation is a key objective of ASDiV's alumni strategy. Its purpose is to strengthen the identity and public visibility of the alumni network and to provide a coherent vehicle for organising a nation-wide alumni program. While a nationally-based organisation has not yet been established, there has, however, been considerable progress during the year in consolidating the move away from the previous segmented, group-based alumni organisations inherited by ASDiV. The current organisational situation as evolved is as follows:

- Three regional alumni core groups have been formed from the leadership of the previous sectoral/interest-based alumni groups into an informal regional “chapter” structure.
- Two of these “chapter” core groups in HCM City and in Hue have coordinators selected by the core group members. In Hanoi the group leadership is more disparate and consists of a group of individual committed alumni drawn from the previous alumni sectoral/interest-based groups.

- All professional development events are now organised on a regional alumni chapter basis.
- This year no AusAID funds have been provided for any social activities initiated by alumni, as these are expected to be self-organised and funded.
- The only sectoral/interest-based group that remains somewhat active in Hanoi is the Business Group, but, for all AusAID-funded events, the leadership of this group participates as a member of the informal Hanoi leadership group.

The 2011-2012 Alumni Strategy noted that a longer term objective of establishing a nationally based alumni organisation was to form the foundation for shifting alumni activities towards a more autonomous basis in the future. A national organisation with a recognisable public image could make it easier to seek commercial sponsorship for future alumni events, such as a national conference and gala dinners.

As a next stage in moving to a more formal national organisation, the alumni strategy proposed that the alumni be engaged in a formal consultative process to i) exchange views on the optimal organisational structure for the alumni network, and to ii) reach consensus on key aspects of the alumni program and its modalities. The strategy proposed holding consultation meetings/workshops in the three regions with each consultation representing a broad spectrum of alumni. Detailed modalities for these consultations were subsequently agreed to by AusAID. The consultations were planned for the end of November 2011, but the resignation of the ASDiV Alumni Manager at the end of October 2011 led to a postponement of the consultations to the first half of 2012. A new Alumni Manager commenced duties at the end of November 2011.

4.3 A national alumni conference

One way to improve visibility for the alumni network in Vietnam is through a major event such as an alumni conference on a current theme of wide interest. An annual national conference alternating between Hanoi, HCM City and possibly Hue was thus proposed in the 2011-2012 Alumni Strategy, with the first conference to be held in June 2012. The conference would serve as a forum for alumni to present papers and, to attract wider participation and media attention, high quality Vietnamese speakers would be invited as well as possibly representatives from Australian institutions and regional alumni. The date for the proposed conference will need to be reconsidered in the 2012-13 Annual Plan.

4.4 Social networking events

Large social networking events, such as a Gala dinner at a first class hotel or a family barbecue at the Embassy, can contribute to higher visibility for the alumni network as well as involving a wider group of alumni. In 2011 there were no such large social events, although a family barbecue is scheduled for Hanoi in February 2012 to coincide with the opening of the 2012 round of scholarships. A number of alumni were invited by the Embassy to receptions for the Australian Governor-General in Hanoi and Hue during her recent visit. In addition an ad hoc small social function was organised in September 2011 on the initiative of a Vice Minister of Planning and Investment, who is an alumnus from the intensive English Language under the UNDP-managed program (1984-1991). Around half of the 52 MPI alumni attended the evening get-together.

5. Mobilising alumni to strengthen the scholarship program

5.1 Mobilising alumni for promotion

As alumni are among the most effective advocates for the scholarship program, ASDiV seeks to mobilise alumni at every opportunity to assist with the promotion of the scholarships throughout the year, not merely during the scholarship application period. This is done in various ways.

- At alumni events ASDiV staff provide briefings on the scholarships, application dates and any significant changes in processes and criteria
- At the opening of applications all alumni on the database are provided with information by email and requested to pass this on through their professional and social networks
- During visits to provinces, meetings are held where possible with locally resident alumni and individual alumni are invited to address public information sessions
- During visits to universities, meetings are held with alumni and/or they are invited to attend information sessions

It has not proven viable for alumni to be used separately to undertake briefing/information sessions in selected provinces, most importantly, because they lack official status and, secondly, because they do not have the detailed knowledge of the selection processes and criteria to be able to answer the detailed questions that are frequently posed.

5.2 Alumni success stories

Stories about alumni achievements have been increasingly used both in printed and video formats for promotion and general awareness purposes. 'Success stories' of 18 alumni were featured on the ASDiV website during the scholarship application period. Subsequently, 14 three-minute videos containing interviews with alumni, talking about the impact of their studies in Australia and their individual contributions to Vietnam's development, were produced and placed on YouTube, Facebook and the ASDiV website. The technical achievements of two other alumni since their return to Vietnam have also been featured separately on both sites.

In addition, the theme of the 23 minute video that has recently been produced for television has focused on alumni stories and the impact of their studies in Australia on their lives and work. The film is aimed at raising general awareness about the scholarship program through demonstrating the personal stories and achievements of individual Vietnamese. A 45 second and two minute version of the video with a similar theme has been produced for wider promotion use.

5.3 Briefings of awardees

It has been the practice over the past two years for recently returned alumni to brief and interact with new awardees at pre-departure briefings. Such has been the interest of awardees in these exchanges that the sessions have been expanded and rescheduled so the alumni can continue their interaction over lunch.

5.4 Mentoring program

In December 2010 a new mentoring program was launched to assist new awardees better adjust to the different study and living conditions in Australia. Mentors and mentees are linked through their common field of study, and where possible, attendance at the same university. Alumni PhD graduates

mentor awardees who are undertaking research degrees (PhD or Masters by research) and Masters degree alumni are assigned to Masters by coursework awardees.

Two rounds have been held targeting participants at the two pre-departure briefings in December 2010 and May 2011. After matching by ASDiV staff a total 189 awardees were assigned to 114 alumni mentors; thus some mentors had more than one mentee.

A survey of both mentors and mentees was undertaken in December 2011 to assess the effectiveness of the program to date and to identify any issues arising with a view to the program's continuous improvement.

Half (93) of the 193 mentees responded to the survey, of whom 85% were positive about the scheme, responding that the scheme was i.e. moderately useful (34%), useful (34%) and very useful (18%). Sixteen percent of respondents did not find the scheme useful. Forty-seven percent of mentees rated the quality of support provided by the mentor as good or excellent, 31% as fair and 22% as poor.

Forty-four of the 114 mentors responded to the survey and of these 88% were positive about the scheme, i.e. moderately useful (23%), useful (43%) and very useful (23%). Sixty-four percent of the mentors rated their mentees as being moderately active or active, while 36% responded that their mentees were not active.

In terms of the type of advice that was provided, mentees and mentors gave the highest scores to "Information about studying in Australia", with information about "Living in Australia" and "Preparing to go to Australia" also rated highly by mentees. Seventeen percent of mentees (14 mentees) responded that they were given assistance by mentors to design and conduct research.

The overall results of the survey show that the scheme has been positively received by most mentors and mentees who responded to the survey. However, the varying but significant percentages of negative responses to questions and individual comments in the survey show that there is scope for improvement in the scheme.

Two of the most evident lessons to make the scheme more effective are: i) the need to change the way the scheme is disseminated to prospective mentees so that the scheme targets only those mentees who genuinely feel the need for a mentor, and ii) more tightly linking mentors and mentees from the same or similar sectors. Both changes have already been implemented for the latest batch of awardees departing for Australia for first semester 2012.

Previously, registration forms for the mentoring program were distributed at pre-departure briefings which encouraged a mass registration without awardees considering whether they really needed a mentor. While awardees are still briefed on the scheme at the pre-departure briefings, the registration form is now sent out later by email to allow awardees more time for reflection. Greater attention is now given to matching more closely the mentees with mentors in the same sector/subject area, instead of trying to make sure that all mentees were matched with a mentor. This change does, however, mean that it may not be possible to find suitable mentors for all mentees, especially PhD candidates. Another survey on the mentoring program will be conducted at the end of 2012.

6. Maintaining the alumni database

The ASDiV alumni database is the cornerstone of all alumni-related activities and it is essential that it be accurate and constantly updated. The Annual Report 2010 detailed the considerable efforts made to fill the major gaps in the database from the previous scholarship periods: i) AIDAB-funded bilateral scholarships from 1974 to 1978, ii) UNDP-managed English language scholarships from 1984 to 1991, and iii) Winrock Foundation and ANU-managed post-graduate scholarships in economics 1991-1993. In addition, alumni from the AusAID-funded ACIAR and IMF scholarships were added to the database. The two separate databases for pre-ADS (1992-1998) and the ADS (1998-now) were

integrated into a single database. The database fields were also brought into line with the ASDiV M&E requirements so that the database can show longitudinal information about alumni's education and employment histories from pre-award to post-return phases.

The alumni database is now in a comparatively robust state. A staff member has been assigned to update the database on a continuous basis, using all possible information avenues. An email to all alumni contactable on the database was sent out in June 2011 requesting updating of contact details (523 responded). The tracer study has also provided updated details for many alumni as have the details of alumni participating in seminars and workshops. As at the end of October 2011 the number of active alumni records totalled 2,454 (of this figure 327 are currently overseas). This figure does not include the 487 on the separate database for ALAF or the 20 listed on the separate AusAID short course database, recently established. A further 499 alumni are classified as untraceable.

An analysis of what might be defined as 'active' alumni, indicates that over 1,000 alumni have been active in some way over the past two years in respect of the alumni network and program. For this purpose 'active' alumni are defined as participating in any of the following activities, but only counted once: registered/attended professional development events, took part in social activities, subscribed to the academic database; applied for Small Grants; registered to be mentor; and actively engaged in promotional activities.

Two technical innovations were carried out during 2011 to make database usage more effective and more convenient for alumni. An online contact details updating system has been introduced thus dispensing with the need for alumni to send in a separate updating form. An on-line event booking system has also been established allowing alumni to easily register and update their bookings for alumni events with easy monitoring by ASDiV staff.

7. Alumni budget

The budget plan for 2011-2012 was revised to a small extent in October 2011. The proposed Gala Dinner in HCM City in early 2012 was replaced by a workshop and lunch for recent returnees, and one of the four seminars removed. Funds totalling AUD 1,000 for core group meetings were eliminated in the interests of increasing alumni's financial self-reliance. Actual expenditure on alumni activities in 2011 totalled AUD 40,268, which was a little more than the AUD38,253 budgeted. Details are found in annex 1.

8. Conclusion

The year 2012 has seen a further consolidation of the alumni network and support program. While a nationally-based national alumni organisation has yet to be established, there has been considerable progress in moving away from the previous segmented, sector-based alumni organisations at the local level. Three regional alumni core groups, formed out of the sector-based organisations, have been established and are active in HCM City, Hanoi and Hue as informal regional "chapters". Unfortunately the resignation of the Alumni Manager at the end of October has forced the postponement of the planned consultations with alumni in November 2011 as the first step towards the establishment of the national structure.

The backbone of the alumni program in 2011 has been the professional development events, generally organised in two formats: two-day training workshops and half-day workshops. These two formats have proven popular and events have been well attended and highly evaluated. There has been some success in meeting the challenge of attracting older alumni to these events, which have focused on soft skills/knowledge development, as well as on attracting alumni outside the large cities.

Alumni have been increasingly mobilised to support the scholarship program. Alumni have played an enhanced role in assisting in promotion through disseminating information through their personal and professional networks, speaking at information sessions, and providing the personal examples and themes of successful contributions to Vietnam's development through 'success story' videos produced for the website and other social media and for a special television program. Many alumni are acting as mentors for new awardees to help them adjust to different study conditions and lifestyles in Australia.

Annex 1

Annex 1: List of Australia Development Awards Alumni activities in 2011

No	Date	Place	Activity type	Topic	Facilitator(s)/ Contracted agency	No. registered	No. attended
<i>Professional Development Events</i>							
1	19&20 February 2011	Hoa Binh province	Training workshop	Negotiation Skills	Three professional trainers from Centre for Community Empowerment (CECEM): <ul style="list-style-type: none"> • Ms. Phung Van Anh • Ms. Ngo Thi Thu Hang • Ms. Nguyen Thi Bich Tam 	126	47
2	05 March 2011	Ho Chi Minh City	Training workshop	Communication Skills	Mr. Nguyen Dang Duy Nhat from Vietnam Marketing and Management Institute (VMI)	40	32
3	11&12 June 2011	Ba Ria Vung Tau	Training workshop	Negotiation Skills	Two professional trainers from Centre for Community Empowerment (CECEM): <ul style="list-style-type: none"> • Ms. Phung Van Anh 	81	49

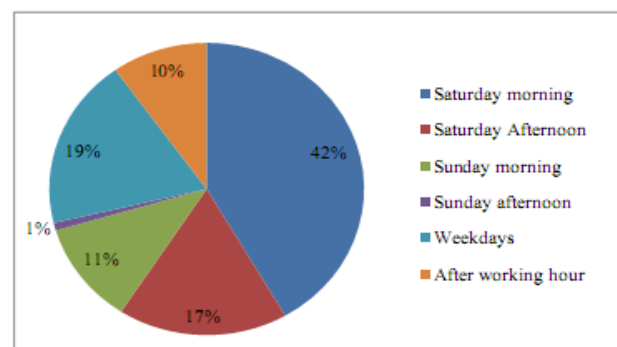
No	Date	Place	Activity type	Topic	Facilitator(s)/ Contracted agency	No. registered	No. attended
					<ul style="list-style-type: none"> Ms. Nguyen Thi Bich Tam 		
7	26&27 November 2011	Ho Chi Minh City	Training Workshop	Self-Managing Leadership	One trainer from UNESCO Centre for International Education: <ul style="list-style-type: none"> Mr. Frederic Labarthe 	85	50
Subtotal						565	329
<i>Social Networking Events</i>							
8	MPI Alumni network function	Hanoi	Drinks on 14 September 2011			31	31
9	Alumni core group meetings	Hanoi HCMC Hue	4 meetings in Jan, Feb, Mar and May 2011	For preparation of training workshop or seminars (Since May 2011, no more core meetings have been funded).			
Subtotal						31	31
<i>Online academic information resources</i>							
10	Online academic		Online access		iGROUP	418	418

No	Date	Place	Activity type	Topic	Facilitator(s)/ Contracted agency	No. registered	No. attended
	information resources						
	Subtotal					418	418
	Total					1014 778	778

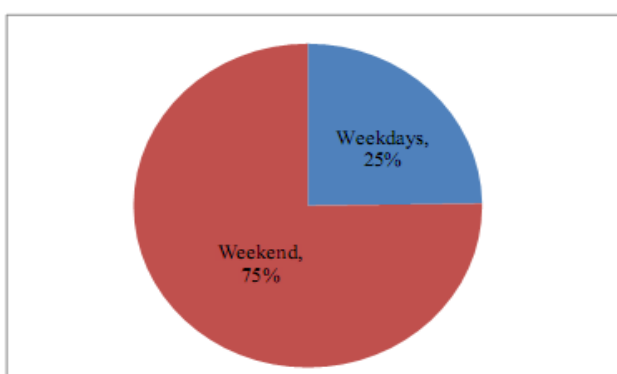
Annex 2

Survey responses on time and place for seminars/training workshops

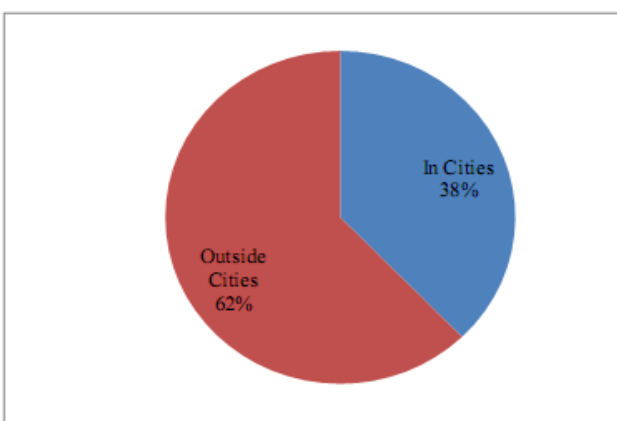
1. Which timing would you prefer for half-day seminars?		
Option	Total No. of responses	Percentage
Saturday morning	148	42%
Saturday Afternoon	62	17%
Sunday morning	40	11%
Sunday afternoon	3	1%
Weekdays	67	19%
After working hour	35	10%
Total	355	100%



2. Which timing would you prefer for 2-day training workshops?		
Options	Total No. of responses	Percentage
Weekdays	88	25%
Weekend	267	75%
Total	355	100%



3. Would you prefer a 2-day training workshop to be held in?		
Options	Total No. of responses	Percentage
In Cities	134	38%
Outside Cities	221	62%
Total	355	100%



**REPORT on
SMALL GRANTS**

Two rounds: August 2010 & February 2011

Hanoi, 29 February, 2012

Small Grants Scheme: Progress Report

1. Introduction

This report provides the summarized results up to 20 February 2012 of the two rounds of Small Grants, which were approved for funding in August 2010 and February 2011. No further rounds were held pending the MTR in June 2011 and a subsequent review of the Small Grant scheme guidelines by AusAID. Recommendations on each of the proposals were made by ASDiV to AusAID who made decisions on funding after seeking expert advice on the more technical proposals. MOET endorsed the AusAID decisions.

2. Application Details

Twenty-one (21) applications were submitted over the two rounds for total funding of AUD 125,814. Twelve (12) applications were approved for a total of AUD 62,254. The table below provides a financial summary of all applications submitted.

	No. of applications	Funds proposed AUD	Funds approved AUD	Funds disbursed AUD	Funds remaining AUD
ROUND 1: August 2010					
Number of applications	13	82,703			
Unsuccessful applications	5	29,901			
Successful applications	8	52,802	39,735	29,505	10,230
ROUND 2: February 2011					
Number of applications	8	43,111			
Unsuccessful applications	4	13,509			
Successful applications	4	29,602	22,519	13,984	8,535
TOTAL					
Number of applications	21	125,814			
Unsuccessful applications	9	43,410			
Successful applications	12	82,404			
			62,254	43,489	18,765

The lists of approved and not approved applications are contained in Annex 1 and Annex 2.

3. Application Types

Applications fell into four main categories i) research, ii) published articles in professional journals, iii) presentations at conferences and iv) workshops. The research activity applications were generally aligned with the three focal areas the Australia-Vietnam country strategy and included environmental sustainability (including climate change and adaptation and agriculture), economic integration and HRD.

A total of 28 alumni were involved in the 21 proposals submitted with several proposals involving two alumni and one proposal comprising a team of four alumni. Eighteen alumni were participants in the final 12 proposals approved including the team of four. There is a strong representation of women: with a ratio of F: 20; M: 8 in proposals submitted and F: 12; M: 6 in proposals approved. These ratios in favor of female alumni are even higher than the current ratios of applicants and awardees. The vast majority of alumni applying for and receiving grants were university lecturers.

Applications were assessed based on the criteria for assessment set out in the Small Grant scheme guidelines. Criteria included the value of proposed activity to Vietnam's social and economic development and its relationship to the Australia-Vietnam country strategy (DCS), potential to build on alumni's knowledge, skills and experience, strengthening of linkages between alumni and with Australian institutions/ or the Australian aid program and value for money in achieving clearly-defined outcomes.

Some successful applications were supported with partial funding only, as stipends for alumni while working on their project activities were not approved. Consultancy fees for external experts to support alumni in conducting their research projects were also not approved. In several cases, this seems to have caused some difficulties for alumni to undertake their research activity at the scope originally intended in their proposals. Consideration could be given in future to funding external expert assistance (only Vietnamese nationals) where the fees are reasonable and clearly contribute to the objectives of the research.

Applications were variously rejected as i) the impact, objectives and methodology of the activity were not clear, ii) the activity was not in line with Australian aid program objectives, iii) the activity did not demonstrate value for money, or a combination of these reasons. The first application received under the scheme was rejected as the bulk of the request was for fees to be paid to Australian supervisors to assist the publication of articles stemming from the applicant's doctoral thesis. One application was rejected because the requested budget consisted of a stipend for the alumnus applicant. Another application was rejected because the activity – a study on political advertising – was not in line with Australia's human rights objectives in Vietnam.

4. Activity Progress and Outcomes

Actual disbursement by 20 February 2012 was AUD 43,489 accounting for 70 % of the total approved funds of AUD 62,254. A 6-page summary of the results/progress of all 12 activities is attached as Annex 3.

Of the 12 activities, six have been completed with the total value of AUD 21,009 and final reports received. These activities include two workshops, three research projects and a presentation at an international conference. One small research project has been withdrawn by the alumnus as she has

received a GoV scholarship to study a PhD. The completed reports received to date are well written and demonstrate the alumni's professionalism.

Of the five remaining activities, four are research projects which are at different stages of implementation as it generally takes time for surveys and/or experiments to be completed. The commencement of one research project on strengthening financial management of farmers' cooperatives was delayed because of the alumnus' pregnancy and activities have only just begun. One activity involves the publication of an article in a US law journal on anti-dumping issues relating to catfish and shrimp and the WTO. The condition for funding this activity was that the article should be also translated and published in Vietnam. To date the article has been published in the US law journal and part of the article in a Vietnamese law newspaper with a second article to be published in March. At that point the approved funds will be transferred.

As a general assessment of the outcomes of the approved grants to date, the results have been positive and meet the objectives of the Small Grant scheme as set out in Design Document. In different ways the activities show the grants have "assisted them (alumni) capitalize on the skills and knowledge gained from their study programs" in Australia. Three research projects, in particular, have "consolidated the maintenance of professional links with Australian institutions" by explicit cooperation with supervisors/lecturers in Australia. In the biosphere project workshop held on Cat Ba island there was a further Australian linkage through a volunteer working on the project. Moreover, three grants involve networks of ADS alumni, e.g. two workshops where a number of alumni were presenters, and one research project (on solid waste disposal in Danang) involving a multi-agency team of four alumni.

In almost all grants there is a good correlation with the three pillars of the DCS with seven of the twelve grants dealing with issues relating to the Environmental Sustainability pillar, including two agricultural research projects. Two more activities relate to Economic Integration, anti-dumping and the WTO and, to a lesser extent, strengthening financial management of farmers' cooperatives. The other two grants have a broad HRD training theme relating to improvement of TESOL teacher training and improving research and teaching skills at Hanoi University of Agriculture. (The latter workshop doubled as an information session conducted by the ASDiV Team Leader for the 2011 scholarship round.)

An added but importation dimension to some of the grant activities is the fact that activity outcomes are being disseminated more broadly beyond the persons involved in the activities through workshops, classroom teaching and publication of findings in university and scientific journals.

5. Conclusion

The Small Grants scheme is still in its infancy. Only two rounds have been held and the approval processes for these rounds were quite slow. The fairly modest response in terms of applications for the first two rounds is probably due in part to its newness at the time. However it should be noted that emails informing them of the scheme were sent to all alumni on the database, information and the scheme's guidelines were placed on the ASDiV website, and briefings on the scheme were given at all alumni events by ASDiV staff. Two articles reporting on Small Grant scheme activities have been subsequently placed on the ASDiV website. As most of the applications were for research from academics, another reason for the modest number of applications can probably be found in the lack of a competitive research environment at Vietnamese universities.

Based on the experience of the first two rounds, when the approval process was prolonged, and the relatively small of money involved for each proposal, the need for external experts to review proposals should be reviewed. Such review could be limited to complex technical proposal and to proposals when the amount of funding is large, e.g. AUD 20,000 for a proposal involving a team of four alumni.

The types of eligible activities in the redrafted guidelines sent to AusAID have been broadened to include: i) organization of workshops and training courses conducted by alumni which are aligned with the DCS, and ii) seed grants for equipment and textbooks for alumni who are TESOL graduates opening English Language classes in provincial areas to fill English Language needs of potential applicants in the provinces. Moreover, the redrafted guidelines provide for an added priority consideration for “proposals that are linked to a conference/seminar sponsored by AusAID and/or the alumni program”. The redrafted guidelines also disallow payment of fees/stipends to alumni or to non-Vietnamese.

There is scope for more prominence to be given to the scheme, to successful applications and to activity results on the ASDiV website and through public announcements/presentations at alumni events. With more publicity a greater response to the opportunities offered by the scheme is anticipated. Even though the scheme guidelines have been removed from the website pending their revision, alumni interactions with ASDiV staff indicate that there is considerable alumni interest in the grant scheme.

In conclusion, the Small Grant scheme is a useful mechanism for alumni to access a small amount of funds to build on the professional expertise and knowledge gained in Australia, whether this is through research projects, presenting papers at international conferences or conducting workshops and training courses. The scheme is particularly attractive to university lecturers and researchers and provides them with the opportunity to consolidate their links with Australian academics and to strengthen research networks. The Small Grants scheme acts as an incentive for many alumni to participate the AusAID-supported alumni network and adds value and prestige to the alumni program.

ANNEX 1: LIST OF APPROVED APPLICANTS OF SMALL GRANTS SCHEME

SMALL GRANTS SCHEME – APPROVED APPLICATIONS

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Approved	Expensed	Remaining	Reports	Notes
1	Do Thanh Cong	Male	Lecturer	Ho Chi Minh University of Law	Master of Commercial Law	Dec. 07	Article Publication: Review, update and publish a paper on "Catfish shrimp and the WTO: Vietnam loses its innocence" with an U.S law journal	2,700	0	2,700	Project progress is updated via email	His English article has been published on US Law Journal. The first Vietnamese article was also published in Phap Luat newspaper . Another Vietnamese article will be published in March. Once the second article in Vietnamese is published funds will be transferred to applicant.
2	Cu Thi Phuong	Female	Lecturer	Water Resources University	Master of Engineering Science	Jul. 09	Research Project: Assessing the impacts of climate change on water resources system of Ca River Basin	4,430	4,430	0	Final report submitted	Completed in December 2011. An article on the project will be published on the ASDiV website at the appropriate time.
	Dang Thi Hong Thuy	Female	Lecturer	Hanoi University	M. Edu. Admins. Leadership & Management	Dec. 01						
3	Nguyen Huu Nhuan	Male	Lecturer	Hanoi University of Agriculture (HUA)	Master of Natural Resource Economics	Dec. 07	Workshop: Improving research and teaching skills at Hanoi University of Agriculture	2,300	2,300	0	Final report submitted	Completed in May 2011

SMALL GRANTS SCHEME – APPROVED APPLICATIONS

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Approved	Expensed	Remaining	Reports	Notes
4	Pham Thi Mai Duyen	Female	Lecturer	Cantho University	Master Degree of Education	Dec. 07	Conference Presentation: “Integrating Creative Writing into the Tesol Teacher-Training Programs in Vietnam” at 2011 Asia Creative Writing Conference in Politeknik Negeri Jember, Indonesia (31 Mar – 1 April 2011)	1,920	1,920	0	Final report submitted	Completed in April 2011
5	Phan Thi Thuy	Female	Lecturer	Faculty of Natural Resource and Environment, Hanoi University of Agriculture	PhD in Natural resources and rural system	Sep. 07	Research Project: Further research on assessing impact of resettlement on development and conservation	2,644	1,895	749	Final activity report submitted	Completed in 2011. Financial report will finished by early March 2012
6	Hoang Thi Thu Huong	Female	Deputy Head	Department of Environmental Engineering, Institute for Environmental Science and Technology, Hanoi	Master of Applied Science and Soil and Water	Aug. 10	Research Project: Application of ecological modelling in assessment of eutrophication	4,500	1,500	3,000	Brief progress report submitted	A trip to Adelaide will be conducted in June 2012

SMALL GRANTS SCHEME – APPROVED APPLICATIONS

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Approved	Expensed	Remaining	Reports	Notes
				University of Science and Technology			condition of lakes and ponds in Hanoi					
7	Luong Thi Thu Huong	Female	Researcher	International Centre for Advanced Research on Global Change Vietnam National University, Hanoi	Master of Applied Science	Feb. 09	Research Project: Assessing Impact of Socio-Economic Development Plan on Greenhouse Gas Emissions from Solid Waste	19,670	17,460	2,210	Report of tranche 2 submitted .	Completed phase 2. Their article will be published by the end of March 2012
	Nguyen Nguyet Nga	Female	Lecturer	Vietnamese Commercial University	Master of Environmental Management	Jul. 09						
	Vu Anh Tuyet	Female	Program Analyst	Clinton Climate Initiative, William J. Clinton Foundation (now on PhD scholarship in US)	Bachelor of Engineering, Environmental Engineering	Dec. 07						
	Dang Lan Huong	Female	Researcher	National Institute for Science and Technology Policy and Strategy Studies	Bachelor of Science in Natural Resource Management	Jul. 09						
8	Nguyen Thi Thuy Nga	Female	Researcher	Ho Chi Minh National Academy of Politics and Public Administration	Master of International Development and Economics	Aug. 09	Research Project: Research on effects of the World Economic Crisis: Theoretical	1,571	0	1,571		The confirmation of project cancellation was sent via email on Thursday 9 Feb 2012. She will go to Australia for a PhD course with

SMALL GRANTS SCHEME – APPROVED APPLICATIONS

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Approved	Expensed	Remaining	Reports	Notes
							and Practical issues					GoV funding
Sub-total First Round								39,735	29,505	10,230		
9	Chu Tuan Thinh	Male	Lecturer	Hanoi University of Agriculture	Bachelor of Agricultural Science	Jul. 09	Research Project: Overcome leucaena toxicity in Vietnam Rabbit	7,800	2,100	5,700	Progress report submitted	In progress. It will be finished in Sept 2012
	Dao Cong Duan	Male	Lecturer	Hanoi University of Agriculture	Master of Tropical Veterinary Science	Sep.09						
10	Ha Minh Tuan	Male	Lecturer	Thai Nguyen University of Agriculture and Forestry	Master of Agricultural Studies	Jul.10	Research Project: Production of safe vegetables in Thai Nguyen province	5,883	5,464	419	Final report submitted	Completed in Dec 2011. Report is available on website: asdiv.edu.vn. Actual costs for some project activities are lower than those in his estimated budget
	Nguyen Huu Tho	Male	Deputy Director	Thai Nguyen College of Agriculture and Forestry	Master of Science (Agronomy & Soil Science)	Dec.03						
11	Le Ngoc My Hang	Female	Lecturer	Hue College of economics, Master of Professional Accounting- Hue University	Master of Professional Accounting	Dec.09	Research Project: Solutions to enhance effectiveness of Accounting software implementations	3,836	1,420	2,416	Brief progress report submitted	Delay in commencing because of pregnancy. Some project activities were started in January 2012. The questionnaires are being developed. In April, Hang and her

SMALL GRANTS SCHEME – APPROVED APPLICATIONS

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Approved	Expensed	Remaining	Reports	Notes
							in Co-operatives in Huong Thuy district, Thua Thien Hue province					colleagues will conduct the interview for collecting data.
12	Le Thanh Tuyen	Female	Secretary	Cat Ba Biosphere Reserve Authority	Master of Agriculture and Rural Development	Dec.10	Workshop: Capacity building workshops for staff involved with conservation and sustainable development activities within Cat Ba Biosphere Reserve and Cat Ba National/ Marine Park.	5,000	5,000	0	Final report submitted	Completed in Oct 2011. Report is available on website: asdiv.edu.vn
Sub-total Second Round								22,519	13,984	8,535		
TOTAL								62,254	43,489	18,765		

ANNEX 2: LIST OF APPLICATIONS NOT APPROVED FOR SMALL GRANTS SCHEME

SMALL GRANTS SCHEME- APPLICATIONS NOT APPROVED

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Proposed funding	Reasons for rejection
1	Nguyen Thi Nhan Hoa	Female	Vice Dean	Foreign Language Department - International School	Ph D in Education/ Applied Linguistics/ Language Testing	Jul. 08	Conference Presentation: Presenting a paper at the Testing Conference at Melbourne University to follow up the research on the validity of IELTS and TOELF iBT (Internet-based Test) tests	4,922	A payment for her Australian supervisors proposed in her project is not eligible for funding.
2	Phan Le Thanh Long	Male	Deputy General Director	National Auditing Group	Master of Business (Accounting)	Dec. 08	Research Project: Research on Quality Control in Accounting and Auditing Services - An Experience from Australian professional bodies (CPA Australia, Institute of Chartered Accountants in Australia (ICAA))	4,988	Requested budget is the stipend for the applicant. Not eligible for funding
3	Hoang Quang Ha	Male	Technical Specialist,	Union of Quang Tri Provincial Technical Science Associations- Quang Tri Department of Agriculture & Rural Dev	PhD of Forestry	Mar.05	Research Project: Identification Keys for Main Plant Species in (Community) Village's Land – Use Planning; (B) Identification Keys for Main Plant Species in (Community) Village's Natural Resource Utilization	5,000	Illogical project activities with unclear benefits that study can bring. Not cost effective.

SMALL GRANTS SCHEME- APPLICATIONS NOT APPROVED

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Proposed funding	Reasons for rejection
4	Pham Bich Diep	Female	Lecturer	Department of Health Promotion and Education- Hanoi Medical University	Master of Public Health	Dec.07	Research Project: A qualitative study of drinking behaviour among a sample of Thai Nguyen Medical Students, Vietnam	4,991	Poor rationale of selecting medical students as the target group of this research. Unclear research methodology, objectives, and policy impacts.
5	Mach Le Thu	Female	Lecturer	Academy of Journalism and Communication – Ho Chi Minh National Academy of Politics and Public Administration	Master of Communication Management	Jul.09	Research Project: Study on Political Advertising Possibilities in Vietnamese Context	10,000	Not align with Australia's human rights objectives in Vietnam.
	Nguyen Thi Thu Huong	Female	Lecturer	Academy of Journalism and Communication – Ho Chi Minh National Academy of Politics and Public Administration	Master of Public Policy and Management	Dec.08			
Sub-total First Round								29,901	

SMALL GRANTS SCHEME- APPLICATIONS NOT APPROVED

No	Name of applicants	Gender	Position	Employing Institutions	Degree obtained in Australia	Date of return to Vietnam	Small Grant title	Proposed funding	Reasons for rejection
6	Mai Huong	Female	Researcher	Research Institute for Aquaculture No.1	Master of Science (Aquaculture)	Feb.09	Conference Presentation: National Aquaculture Workshop for Young Scientists in Nha trang, Vietnam (25-26th June, 2011)	615	Provide opportunities for applicants to exchange views with other researcher/policy makers but no linkages with Australian institutions and/or with Australia aid program.
7	Ngo Thi Thu Hang	Female	Lecturer	Hanoi University of Agriculture	Master of Professional Accounting	Jul.10	Research Project: Investigating the role of the accounting information system in eliminating fraud and errors in small and medium size companies.	3,300	Not the Australia aid program's priorities. Unable to achieve objectives given the proposed activities.
8	Tran Thi Hai	Female	Executive Director	Compass Vietnam Jsc	Master of Social Development,	Jan.08	Research Project: Showcase a model of promoting sustainable development through education through an innovative English training program	5,000	Unconvincing project rationale and approach. The objective "enhancing university student's professional and life skills for sustainable development" is too ambitious given the proposed activities.
9	Pham Thanh Mai	Female	Head of Department	Sumitomo Mitsui Banking Corporation	Master of Commerce (Finance)	Jul.07	Conference participation: Basel III Conference 2011	4,594	Proposed to attend the workshop only. Not present any paper. Not eligible for funding.
Sub-total Second Round								13,509	
TOTAL								43,410	

ANNEX 3: PROGRESS SUMMARY OF ALL APPROVED SMALL GRANTS AS END OF FEBRUARY 2012

- 1. Progress report of alumnus Do Thanh Cong's project on reviewing, updating and publishing an article entitled "Catfish shrimp and the WTO: Vietnam loses its innocence" in a U.S law journal and Vietnamese newspapers.**

The full version of the article "Catfish Shrimp and the WTO: Vietnam loses its innocence" was revised and updated to meet publication requirements by an international journal. It was published in the Vanderbilt Journal of Transnational Law in December 2010.

A condition for the Small Grant funding approval was that the Vietnamese version of this article has to be published in a Vietnamese law publication. After funding was approved, the article was translated into Vietnamese. Given the fact that the original article was too long to be published in a Vietnamese law publication, its contents were edited and divided into two parts. The first one which discussed lessons and experiences to protect Vietnamese exporters in antidumping disputes overseas was published in the Vietnamese Law Newspaper (Bao Phap Luat) on December 7, 2011. The second one, which addresses the challenges facing Vietnamese exporters in antidumping disputes overseas, is expected to be published by the end of February 2012.

- 2. Final report of alumnus Cu Thi Phuong' project on assessing the Impacts of Climate Change on Water Resources System of Ca River Basin.**

Ms. Cu Thi Phuong, an ADS alumnus, conducted research on the impact of climate change in a local situation. With the financial support from Small Grants scheme, her research focused specifically on the changes in the runoff across Ca river basin in Nghe An province as a result of climate change, and the simulation of flow reservoir system regulation under current and future climate conditions. This central province of Vietnam is now prone to frequent water scarcity and droughts due to changes in the precipitation throughout the year. The research aimed at providing the overall picture of water shortage and drought situation in Nghe An province.

After six months of desk study and field research, Ms. Phuong and her research team successfully simulated the impact of climate change on runoff of the Ca river basin under two emission scenarios provided by the Intergovernmental Panel on Climate Change (IPCC). Her research findings showed that climate change is worsening the drought problem and may lead to a significant reduction in water use in this region.

The research findings have been presented in different workshops to 3rd year students as well as other lecturers and researchers at the Faculty of Hydrology and Water Resources, Water Resources University and the Faculty of Natural Geography, Hanoi Education University. The research is also a valuable reference for other postgraduate students who major in related fields of study. Additionally, its methodology can be replicated in other water resource studies in provinces with similar topographic and climatic conditions as Nghe An.

- 3. Final report of alumnus Nguyen Huu Nhuan' project: "Improving Research and Teaching Skills Workshop" at Hanoi University of Agriculture (HUA)**

The one-day workshop on "Improving Research and Teaching Skills" was held in Hanoi University of Agriculture (HUA) in May 2011 for 58 researchers and lecturers from the university's faculties and research centers. Dr. Nguyen Xuan Trach, HUA Vice Rector and an ADS alumnus, and 7 ADS alumni were actively involved in this workshop as presenters and as the facilitators of group discussions to share their knowledge with other colleagues at the

university. Different research and lecturing skills such as research methods, qualitative research methods and scientific journal's article writing were presented and discussed.

Together with improving the research and lecturing skills of participants, in this workshop some ADS alumni also had chance to share their research and study experience in Australian universities with other participants. Being inspired by the alumni's experience, many participants expressed their special interest in applying for ADS and in taking part in the similar workshops in the near future.

The ASDiV Team leader also took this opportunity to brief the participants on the 2011 ADS/ALAS round.

The workshop closed with the establishment of HUA Australia Awards Alumni Club (HAAAC) with Dr. Nguyen Xuan Trach as its president.

4. Final report of alumnus Pham Thi Mai Duyen: Presentation on "Integrating Creative Writing into the Tesol Teacher-Training Programs in Vietnam" at 2011 Asia Creative Writing Conference in Politeknik Negeri Jember, Indonesia (31st March- 1st April 2011)

Ms. Duyen's paper discussed the essentials of improving TESOL students' creative writing skill. Creative writing (CW) has been proven to be beneficial to both teachers and learners in language teaching and learning process, especially because it can motivate learners to write. However, there is a lack of CW in the TESOL teacher-training programs (TTTPs) in Vietnam. Besides, it is often thought that writing creatively is extremely hard, and usually both teachers and learners do not know how to begin.

Her presentation provided some suggestions on ways to integrate creative writing in the current TESOL Teacher-training programs in Vietnam including the application of CW into language skills and grammar/pronunciation aspects and the integration of creative writing into literature, cultural and drama courses.

This paper also highlighted how teachers and learners with their different background and knowledge would deal with texts differently. Therefore, traditional evaluation approach with right and wrong principles should not be applied when performing creative tasks.

Her paper was presented in a workshop with the participation of more than 300 teachers, lecturers and professors in the field of EFL/ESL in the Asia Pacific region.

5. Final report of alumnus Phan Thi Thuy's project on "Further research on assessing impact of resettlement on development and conservation"

Under the Small Grants scheme, a research project on the impact of resettlement on development and conservation in Pu Mat National Park in Nghe An province was conducted by alumnus Phan Thi Thuy. Associate Professor Robert Beeton and Associate Professor Rob Cram, Ms. Thuy's former supervisors at University of Queensland, were consulted in the design of group and individual interviews and group discussions for collecting data. This research showed that current resettlement programs carried out for ethnic minority community in the Pu Mat National Park were able to ensure the achievement of both development and conservation objectives. In addition, the research can be useful as a baseline information source for development projects for disadvantaged communities in this area.

The research findings were presented in a seminar at Pu Mat National Park. They were also incorporated in two scientific reports called "Conservation issues in Pu Mat National Park and recommendations" and "Assessment impacts of resettlement on development and conservation in Pu Mat National Park case". They were presented to the Science Board of Hanoi University of Agriculture. In addition, the research results were adapted to become a chapter in the university's textbook on Human Ecology. This textbook is expected to be published by Hanoi University of Agriculture in March 2012.

6. Progress report of alumnus Hoang Thi Thu Huong's project on "Application of ecological modelling in assessment of eutrophication condition of lakes and ponds in Hanoi"

To improve the ecological condition of lakes in Hanoi, it is important to identify the origin of pollutants and the relationship between water quality and eutrophication conditions in the lakes. The research project of alumnus Hoang Thi Thu Huong focuses on the application of an ecological modeling to assess and identify causes of eutrophication in lakes and ponds in Hanoi.

To date, samples of water in 22 main lakes in Hanoi have been collected and analysed. Huong has also purchased the MATLAB tool-box software for ecological modeling and analyzed available data from previous studies to support her findings. An article on the status of eutrophication processes in the lakes in Hanoi is now being finalized. This article is expected to be published in the Journal of Science and Technology issued by Hanoi University of Science and Technology by the end of March 2012.

A remaining activity of her research is a trip to University of Adelaide to meet a research team led by Prof. Recknagel, her former supervisor, to discuss further their habitat suitability models which can be applied in studying the ecology of Hanoi's lakes. In her updated working plan, Huong will go to Adelaide in June 2012.

7. Status of alumnus Nguyen Thi Thuy Nga's project on "Researching on effects of the World Economic Crisis: Theoretical and Practical issues"

Due to her work commitment and family issues, she decided not to carry out her project. Her confirmation of project cancellation was sent to ASDiV via email on Thursday 9 February 2012. In addition, she has informed that she will pursue a PhD course in Australia with GoV funding in the next few months. The amount of approved for the project was AUD 1,571.

8. Progress of alumni Vu Anh Tuyet, Luong Thi Thu Huong, Nguyen Nguyet Nga, Duong Lan Huong's project on "Assessing Impact of Socio-Economic Development Plan on Greenhouse Gas Emissions from Solid Waste"

A research team made up of four ADS alumni including Vu Anh Tuyet, Luong Thi Thu Huong, Nguyen Nguyet Nga, Duong Lan Huong carried out a project to provide a broad picture about the existing and future solid waste management practice in Da Nang, based on the local social-economic development plan and other development strategies, including a solid waste management strategy. The team also estimated the potential GHG emission reduction when such a strategy and management directions are effectively implemented. Within the scope of this study, only the management of municipal solid waste is being investigated.

In the second funding period from May 2011 to Sept 2011, the project team continued conducting and revising the literature review, completed data collection and data analysis, and presented findings to local partners. By the end of this stage, two major activities, a progress seminar and a closing workshop were implemented in Da Nang in May and July respectively. In the closing workshop, the project team presented a potential solution to the future solid waste management practice in Da Nang by analyzing the cost and benefits of the proposed organic waste treatment for Khanh Son landfill. After the workshop, a preliminary version of the publication on 'Socio-economic drivers of solid waste management in Da Nang' was drafted.

A representative of the project team presented their research findings at an international conference "Climate Change and its impact on environmental management" from 24 to 25 January 2011 and collected further inputs. An article entitled "The assessment of the economic and environmental impacts of the potential GHG emission reduction in Khanh Son

landfill, Da Nang province" is expected to be published in a scientific magazine by the end March 2012.

9. Final report of alumni Ha Minh Tuan and Nguyen Huu Tho's project on the Production of Safe Vegetables in Thai Nguyen.

Under the Small Grants scheme, Ha Minh Tuan and his team conducted a research project on cultivation of vegetables using VietGAP guidelines with a view to promoting the broad-scale and sustainable production of "safe vegetables" in Thai Nguyen province. In this research, five main vegetable crops of the province, namely mustard greens, radish leaves, choy sim, cabbage and kohlrabi were grown with the application of VietGAP regulations. The same crops were also grown on different plots of land with the prevailing conventional methods by local growers as the control group. Research findings showed that all the five experimental crops with VietGAP method grew well, their end products were tested and all were found to meet national safety standards.

Through the research project, Ha Minh Tuan and his team gained valuable knowledge and experience through their in-depth literature studies and practical experimentation. These are assets for him as well as other researchers in the team in giving effective lectures with practical knowledge and experience to students of Thai Nguyen University of Agriculture & Forestry.

In addition, the research results are strong evidence for further investment in the production and promotion of safe vegetables in Thai Nguyen province accordance with the objectives of the National targeted program on building new countryside for period 2010-2020.

On 23rd December 2011, Thai Nguyen Provincial People's Committee launched an emulation movement in all districts to make their joint efforts in the implementation of this New Countryside Program (NCP). Because local authorities have autonomy in making their own decisions in consideration of their specific conditions for commercial crop production, there will be a good opportunity for vegetable producers to adopt the VietGAP protocol to sustain their business with the financial support of NCP.

10. Final report of alumnus Le Thanh Tuyen's project on Capacity building workshops for staff involved with conservation and sustainable development activities within Cat Ba Biosphere Reserve and Cat Ba National/ Marine Park.

The main activity of this project, a workshop on "The Cat Ba Archipelago Biosphere Reserve – Towards a Model for Sustainable Development," was held on Cat Ba Island, Hai Phong City on 18-19 October 2011. Objectives of this workshop were to review the first seven years of management for conservation and sustainable development in CBBR, to present the latest research results in relation to the Biosphere Reserve and to recommend adaptive management initiatives for the improvement of the UNESCO Man and Biosphere concept and models.

Participants were 52 officials of provincial and district governments, local-level managers, scientists, staff of social organizations and entrepreneurs, representatives of local communities and media agencies and ADS alumni. Out of 7 ADS alumni taking part in this workshop, 4 alumni presented their papers on climate change, biodiversity conservation, environmental monitoring and quality green economy at this workshop.

"The workshop is a great example of how Vietnamese graduates and their work places can benefit from the AusAID scholarships and its Alumni Program through ongoing interdisciplinary collaboration and networking", commented Mark Hawkes, an AusAID AVID volunteer who is now working at Cat Ba Biosphere Reserve management office.

11. Progress report of alumni Chu Tuan Thinh and Dao Cong Duan' project on solving "Leucaena Toxicity in Vietnamese rabbits"

In September 2011, a research team made up of two ADS alumni (Chu Tuan Thinh and Dao Cong Duan) started doing experiments on 42 rabbits (divided in to 6 groups) to access the levels of their leucaena toxicity based on the amounts of leucaena they are fed within the diets specific to each group. In addition to utilizing the knowledge gained from their study in Australian university, alumni Chu Tuan Thinh has frequently contacted with Assoc. Prof. Max Shelton, his former supervisor in University of Queensland, to seek his technical advice such as identifying DHP toxicity by urine collection or color test.

Leucaena is a tropical arboreal legume currently used as one of the important animal forages in Vietnam. Despite its widespread use, it contains mimosine, a toxic nonprotein amino acid which in ruminants is converted to a toxin. Ruminal microorganisms convert mimosine to a potent goitrogen called 3,4-DHP (3-hydroxy-4(1H)-pyridone). Typical signs of toxicity in ruminants include alopecia, anorexia, reduced weight gain or weight loss, excessive salivation, esophageal lesions, enlarged thyroid glands, and low circulating concentrations of thyroid hormones.

The experimented animals have so far been weighed weekly and detected for signs of leucaena toxicity. Urine samples have been collected at the beginning of the experiments and two months later and are now being quantified with colorimetric tests to access the concentration of DHP, or the impacts of leucaena-induced toxicity, among different groups of rabbits.

In the next phase of their research, due to start in late February 2012, the team will experiment the use of inoculums containing DHP-degrading bacteria from Australia on another 42 rabbits consuming leucaena to test its effectiveness in solving the leucaena toxicity in animals. Final experiment results are scheduled to be available by August 2012.

12. Progress report of alumnus Le Ngoc My Hang on Solutions to enhance effectiveness of Accounting software implementations in Co-operatives in Huong Thuy district, Thua Thien Hue province

Due to her pregnancy, the project by alumnus Le Ngoc My Hang has been modified in terms of its time frame. According to the updated schedule, her project would be carried out from January 2012 to November 2012. Since January 2012, she has started to develop questionnaires to collect cooperatives' data in Thua Thien Hue. Hang and her research team will implement their pilot studies in March and then interview their target population in April. After collecting data and interviewing, they will have one month for analyzing the collected data (May 2012).

Other project activities, including the introduction of new accounting software and a workshop for disseminating the research findings, are expected to be finished in November 2012.

Annex 6

Gender Equality and Social Inclusion Report

1. Strategy objective

The ASDiV Gender Equality and Social Inclusion (GESI) Strategy for 2011-2012 has the following objective:

“Women, men, people from ethnic minorities and people with disability i) have equitable access to scholarships and new skills and ii) use their new skills to contribute to gender equality and social inclusion in Vietnam (target of 50% participation by women) and to development in the priority areas.”

2. Progress in implementing strategy objective

2.1 Results

In terms of the first objective of equitable access to scholarships for the 2011 round it can be concluded that ASDiV has had varying degrees of success with gender and ethnic minorities, but somewhat limited achievement in respect of people with disability.

Gender equity

Unlike AusAID 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. An effective strategy to meet this challenge remains to be found.

This favourable female ratio of 60:40 is true of applications in all three Profiles, although slightly less for Profile 1 applications (56:44) but similar for Profile 1 award approvals (61:39). Even within the provincial government sub-sector of Profile 1, the ratio remains substantially in favour of women, if somewhat less (57:43) for approvals. It is also true for ethnic minorities' applications and approvals with ratios of 66:33 and 64:36 respectively in favour of women.

Ethnic minorities

In terms of ethnic minorities, in the 2011 round there were 56 applications (one less than the ADS figure last year). However there was a significant decrease in eligible ethnic minority applicants and only 39 were deemed eligible (10 less than last year). An analysis of the reasons for this ineligibility indicates no predominant reason or pattern. Following on from this decrease, fewer ethnic minority applications received conditional awards (14) than last year (24).

Disadvantaged rural applicants

In the GESI strategy social inclusion also includes ethnic Kinh applicants from disadvantaged rural areas designated under the GoV's 135 program. To qualify for this disadvantaged category applicants have to either be born in or attend high school in designated disadvantaged provinces/districts and be currently employed in that area.

There was a significant increase from last year in the number of rural disadvantaged applicants from 64 to 115. However the reasons for this increase are not evident as the designated poor provinces and districts were virtually the same this year. One explanation could be the cumulative results of targeting by ASDiV of poor provinces over the past two scholarship rounds. Total approved awards in this disadvantaged category were 35 compared to 11 last year.

Persons with disabilities

There were two applicants with disabilities and both received awards (one in Profile 3 and one in Profile 1). Probably the biggest challenge for ASDiV is to increase this number (see below).

Level of study

Female applicants come well out on top in applying for and receiving scholarships for PhD studies in the one Profile (Profile 3 for academics and researchers), where PhD studies were available. The ratio in favour of female applicants for PhD studies was 56:44 (122 female applications to 96 male) and 55:45 for recipients of PhD awards (31 women received PhD awards in contrast to 25 PhD awards for men).

2.2 Mainstreaming strategies

Promotion

In the context of an overwhelming ratio in favour of female applicants and awardees, which has been a feature of the scholarship program for several years, the emphasis in promotion material has been on the social inclusion component of the strategy rather than gender equality. All promotion materials approved by AusAID - website, brochure, poster, mail-out letter and Vietnam country profile - gave prominence to the priority given to disadvantaged applicants: ethnic minorities, disadvantaged rural and persons with disability. Only in the country profile was there specific reference to gender, but with the focus being more on encouraging applicants from rural areas of both genders viz. "men and women from provincial and rural areas are strongly encouraged to apply".

In view of the preponderance of women among applicants in previous years in all profiles or categories, it was not considered necessary to make a special effort to encourage female participation in public information sessions that were held in selected provinces, provincial/regional universities and in Hanoi (for NGOs) and in HCM City. In most of these sessions, if not all, women outnumbered male participants.

In briefing sessions held for a number of selected Provincial People's Committees (PPCs), efforts were made to encourage the participation of the Women's Union as well as the provincial Ethnic Minority Committee, and in most cases these agencies were represented in these sessions. At these PPC briefings ASDiV staff drew attention to the priority given to ethnic minorities in the ASDiV GESI strategy, especially women and persons with disability, and sought to link the scholarship program to the HRD training needs of the provinces. However given the political constraints of working with PPPs, it did not prove practical to implement another mainstreaming strategy which was to identify local influential women from ethnic minorities to assist in identifying suitable applicants.

In all visits to selected provinces and provincial universities contact was attempted, and in most cases made, with alumni, both men and women, working in these provinces and universities to brief them on the scholarship program and to encourage them to promote the scholarships through their networks.

In terms of promoting successful ethnic minority applicants and alumni, the widely viewed television program "Nguoi Xay To Am" (People building warm nests), featuring an ADS ethnic minority alumnus and two ethnic ADS awardees (all women) shown last year during the application period, still resonates in the wider community and is featured on the ASDiV website and Youtube. In addition, 8 out of the 18 alumni featured as Success Stories on the ASDiV website prior to the application period are women, including the ethnic minority alumnus mentioned above.

There have been two major promotion initiatives in video production this year, neither geared to the 2011 application round, which relate to the gender equality and social inclusion strategy. One initiative is the production of a 23 minute television video together with a 2-minute version promoting the scholarships through the stories of four alumni (one is an ethnic minority) and one awardee (a female

ethnic minority). Both videos will be very timely as promotion vehicles for next year's scholarship round.

The second initiative concerns the production of fifteen 3-minute videos of alumni success stories, which are being featured on the ASDiV website and YouTube. However, only five of the videos feature prominent women, reflecting the low proportion of senior female alumni arising from earlier scholarship intakes.

The mainstreaming strategy relating to awareness raising and capacity building of focal points in CGAs and influential people from selected provinces has proved to be too ambitious and unrealistic given the reduced engagement with the CGAs and the limitations on interactions at the provincial level. This strategy can be applied in the new HRD Support Program to selected agencies.

A more pro-active approach can and will be taken in targeting information at ethnic minorities and persons with disability. Contact was made with the Central Committee for Ethnic Affairs (CEMA) with a view to promoting the scholarships through their media channels both written and television and an interview with the TL was published in July 2011 in a CEMA news magazine website. There is scope for more promotion information and stories about successful ethnic minority alumni and awardees to be used in the CEMA media vehicles for the next intake. The Vice Minister of CEMA attended the Pre-departure briefing in Hanoi on 1 December and presented gifts to the nine ethnic minority awardees. The presentation was broadcast on two VTV channels. There is also an agreement with CEMA for a joint presentation of certificates to ethnic minority students, who have excelled at high school or at university and to the successful ADS ethnic minority awardees, by the CEMA Minister to be joined by the Ambassador in respect of the ADS ethnic minority awardees. This presentation should also attract media attention.

For the first time a mail-out publicising the scholarship round was undertaken this year directly to a number of local agencies working in the disabilities area (as distinct from the normal mail-outs to international NGOs who are active in the disabilities sector), after consultation with MOLISA . Efforts will be undertaken to engage more closely with MOLISA and with the network of local agencies dealing with persons with disabilities to encourage applications for the next and subsequent intakes. Nevertheless it must be acknowledged that the number of eligible applicants with disabilities is severely constricted by the requirement to have a regular Bachelor degree with a good GPA. Opening up applications to those with disability for a Bachelor degree would probably expand the pool of suitable applicants to some extent. Because of this, ASDiV will also 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.

Course selection

In this year's round two ALAS and one ADS applicants were awarded to three PhD applicants doing research on gender-related topics. One awardee working for Handicap International is doing a Masters of Disability Studies. One of the two awardees with disability, who is working for the Netherlands Medical Committee, is undertaking a Master of Development Economics with a view to assisting persons with disabilities becoming more economically dependent. It should also be noted that one ethnic minority applicant, who applied for a Master of Gender Studies, was not approved for a scholarship because her very poor background in and knowledge of gender issues combined with her low GPA.

While the Academic Advisers and ASDiV placement staff are aware of the universities with strong gender studies, their role in steering relevant applicants to studies in these universities is limited by the requirement under the consolidated on-line ADS/ALAS application process for applicants to nominate their courses and universities on application. Unless they are contacted during the application stage for advice, Academic Advisers' advice will be limited to short-listed candidates/

awardees who want or have to change their selected courses for whatever reasons. The GESI strategy will be modified to reflect this.

Pre-Departure program

It has been the practice for a number of years to have special sessions at Pre-departure briefings on gender issues and HIV/AIDS. Beginning last year the AFP has been invited to give a briefing on security issues which also touches on domestic violence.

Re-integration plan

With the limitations of the HRD engagement with CGAs following the ending of the PPI program, little could be undertaken in this year's round in respect of promoting career advancement for female or ethnic minority candidates in Central Government agencies. Future HRD involvement in re-integration will be focused on the agencies selected for intensive HRD engagement in the new HRD Support Program.

However a case involving apparent difficulties faced by one ethnic minority alumni when returning to his work place in Gia Lai province, illustrates the possible barriers that can be encountered by alumni in re-integration into the work place. This alumni, who had been featured on this year's scholarship brochure and poster as well as on the ASDiV website Success Stories and in the 23 minute TV video, left his post in the provincial Finance Department and took up a position with a multi-national company in HCM City. The reasons he gave for this move were the frustrations he experienced introducing new ways of doing things in his office after returning from Australia, despite the fact that he had been promoted. While this may not be the only reason for his departure, the lack of support given to ASDiV by the Gia Lai PPC for promoting the scholarships in the province seems to support the reasons given.

Alumni activities

Women participate prominently in the alumni program. There has been strong representation of female alumni in the seminars and five 2-day workshops held in 2011 with an overall ratio of 55:45 in favour of women. The lowest ratio in any event was the equal gender balance at a workshop in HCM City. This would suggest that the subject matter, the timing and location of events is generally acceptable to most female alumni. A survey recently conducted with all alumni indicated a clear (59%) preference for seminars to be held on Saturdays, and confirmed the current practice of holding workshops outside the three major urban centres on a weekend.

Women play a key role in the core alumni groups that have been established in the three cities – HCM City, Hue and Hanoi. In Hue the alumni coordinator is a woman, while in HCM City the coordinator position is filled by a man. In Hanoi where there is no formal position of coordinator, most of the members of the core group are women, with a prominent role played by the female coordinator of the Hanoi alumni business group. The topics of these professional development events have been on 'soft skills' development – negotiation skills, communication skills, self-managing leadership and social entrepreneurship, which appeal to both genders. There are too few ethnic minority alumni to consider topics which relate to ethnic minority issues.

3. Gender and social inclusion results

The ASDiV GESI strategy objective has a specific focus on ensuring that men and women are equally gaining new skills and that they are able to use them to contribute to gender equality and social inclusion in Vietnam and to development in the priority areas. Data from the recent tracer study shows that both men and women are employed have gained new skills and confidence as a result of their study in Australia and are using their new skills in their current roles. Fewer women report being in senior positions, however there are a number of women in management positions. There is some evidence that both men and women are contributing to gender equality and social inclusion in Vietnam, though further research is required to gain a better insight into the nature of these contributions.

3.1 Employment and Promotion of Men and Women

Data collected in the tracer study show that the majority of survey respondents (both men and women) who completed a scholarship in Australia are currently employed. Twenty-one (21) respondents are not currently employed. Of these, seven are retired, five are looking for work, five are studying domestically, two are engaged in family duties and one is dealing with illness. One person did not give a reason.

Although men and women are both employed only one third of respondents in senior positions were women and this was generally true across the types of organisation with the exception of foreign companies where 44% of people in senior positions were women. As with senior positions, women are also less well represented in management positions, relative to their proportion of the population, except in foreign companies (55%) and civil society organisations (67%).

A much larger percentage of women are in management positions than in senior positions. While this may be indicative of a 'glass ceiling' in operation across employment types, it is interesting to note that a greater percentage of women in management positions are mid-career than men. Conversely a greater proportion of male alumni in management positions are older alumni. The data also show that a greater proportion of women (62% compared to 58% of men) were promoted, within two years of completing their scholarship, although this difference is likely to be related to employment sector effects, with more women working in sectors where time served is less of a factor.

However, the fact that women are being promoted after completing their scholarships 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 them moving into more senior positions as well. ASDiV will continue to monitor this closely across the alumni cohort and could potentially explore this issue further as one of the special research topics scheduled for 2012.

Regardless of employment level, respondents (both men and women) remain overwhelmingly well disposed towards Australia and reflect positively on their study and living experiences in Australia. It is clear that both men and women have developed new skills and have developed personally as a consequence of their study in Australia. Development of English language abilities, research skills, teaching skills and critical thinking were particularly frequently cited. The importance of soft skills was repeatedly mentioned in focus groups as well. Women in particular reported having increased confidence.

There are many positive examples of women using their new skills and confidence. For example, To Thi Huong Giang is Managing Director of Étude Vietnam Cosmetics Co. Ltd. Her company has the sole distributorship for Etude cosmetics in Vietnam. She has established a network of chain stores with 5 in Hanoi and 10 in the southern provinces including Ho Chi Minh. Giang completed a Bachelor of Business at La Trobe University in 2001. Other successful women who have studied in Australia

include Ms Nga who completed her Master of Education Administration at the University of Queensland. Ms Nga is currently working for the KNCV Tuberculosis Foundation and notes that her study in Australia gave her the confidence to face challenges. Ms Nguyen Thi Hong Le, who is Deputy Director General of Labour, Cultural and Social Affairs Department, Ministry of Planning and Investment, thought that the scholarship changed her life. She says she changed her way of thinking and opinions, she is more independent and she has been able to apply a lot of knowledge about development practice that she studied at the University of Queensland in her work. She credits her scholarship for helping her be promoted to her current position.

3.2 Both women and men are using their skills to contribute to gender and development

In terms of contribution to gender equality, the ASDiV database does not show all awardees who have undertaken courses in gender as part of their studies in Australia, but it does indicate two female alumni who have undertaken specialist gender studies. One of these is an academic who finished her PhD thesis on “Gender equality in political leadership” in 2009. She is a teacher and researcher on gender and other social inclusion issues at the Institute of Sociology at the HCM National Academy of Politics and Public Administration. As a lecturer in the premier Party training institution for mid and senior level Government and Party officials, she is able to impart knowledge and understanding of gender issues to current and future Vietnamese leaders and to carry out research in the Vietnamese context.

The second alumna gained a Masters degree in Gender Studies in 2006 and she is currently a researcher at the Institute for Family and Gender Studies. The third alumna is the Deputy Director General of Labor, Cultural and Social Affairs Department mentioned above. She is reported to be playing a significant role in gender mainstreaming planning issues as part of her duties.

On a broader level the data from the tracer study shows that 15.7% of respondents felt that they had used the skills learned from their scholarship to contribute to gender and development upon their return to a great extent. The majority of these respondents are working in civil society, for international organisations and in the public sector. 33.3% felt that they had contributed to gender and development to a medium extent and 28.5% to a small extent and 22.6% felt that they had not contributed to gender and development at all. While this is positive, the tracer study did not collect specific examples of how respondents have contributed to gender and development and this may need to be explored further. It is also worth noting that there is no difference between men and women respondents on the *promotion of gender equality*.

3.3 Alumni with disabilities

The ASDiV database indicates that there are currently two male awardees with disability (both with leg movement difficulties) currently in Australia undertaking Masters degrees. Neither is working in the disability area nor undertaking studies in disability. Unfortunately The MC does not have records from the previous Managing Contractor of alumni from the past who have disabilities, but the current ASDiV alumni database now has such a designation.

4. Summary of Strategy Implementation

In summary, most of the mainstreaming strategies outlined in the GESI strategy have been useful, successfully applied and have achieved the results desired in the application and selection of awardees and in the activities of the alumni program. However, as discussed above, several of the mainstreaming strategies have proven to be too ambitious and unrealistic in the context of the constraints under which the scholarship program works with provincial and central governments. The GESI will be revised accordingly to reflect this.

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, the number of applicants and awardees with disabilities remains minuscule (one awardee in the 2010 round and two in the 2011 round). More focused targeting and closer engagement with relevant agencies as discussed above is necessary in order to maximise the access of persons with disabilities to the scholarship program. This will be a focus for ASDiV in the next scholarships cycle.

It is clear 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.

While there is the rather unusual problem of a substantial imbalance of male applicants and awardees, the preponderance of female applicants and awardees in the scholarship program shows that the Vietnamese Government has on the face of it been successful in implementing its laws and action plans on women's advancement at both the central and local government levels and among academics and researchers by building on the prominent role taken on by women during the recent wars and the equal legal status given to women in Vietnam's constitution and other laws. While there are still fewer women in senior positions, the 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 them moving into more senior positions as well. ASDiV will continue to monitor this issue as part of its strategy implementation.

Annex 7

Monitoring and Evaluation Report

Summary of M&E Analysis

The M&E Strategy and Plan defines a series of M&E questions, indicators and data sources to provide key information about implementation progress and program achievements. The following section summarises observed results against relevant indicators for M&E questions, outputs and outcomes in this reporting period. Further details are provided in the following sections. Results for these indicators are based on: application and selection data; placement data; data provided by AusAID Canberra from the OASIS database; promotion activities and expenditure; longitudinal case histories collected in 2010 and 2011, two studies of specific clusters of alumni; findings of the 2011 tracer study and findings of the AusAID Australian Scholarships Annual Surveys Ongoing Survey 2010 data.

Program changes in 2011 have made comparisons with previous results invalid. Where this is the case, it has been noted. The most significant change has been the discontinuation of Priority Public Institutions (PPI) agencies and the inclusion of Central Government Agencies (CGA). This has made a number of indicators moot. New indicators will need to be developed as the M&E Strategy and Plan is revised in 2012.

Output 1: Recruitment

M&E Question: Has ASDiV promotion been effective and efficient?

Indicators	Results Observed
Effectiveness of media utilised	Application numbers generated are 309 lower than for 2010 but this is probably most attributable to the shortened application and promotion period and new stringent IELTS requirements. Data from the OASIS application form is insufficient for analysis but shows that 30%, the largest single source of information is attributed to word of mouth. Promotional visits appear to have been effective in generating sufficient applications in Profiles 1 and 3. All provinces visited produced applications, while conversely none of the five provinces that did not have applications received were visited.
Ratio of eligible applications in each category to available awards	Overall there are 2.5 eligible applications for each available scholarship award compared to 3.9:1 eligible applications in 2010. In 2011 this was broken down as <i>Profile 1</i> 3.5:1, <i>Profile 2</i> 0.75:1, and <i>Profile 3</i> 4.1:1.
% of ineligible applications received (disaggregated by sex and ethnicity)	Men were less likely to submit eligible applications (60%) than women (69%). In 2010, it was a similar ratio, 70% of applications from ethnic minorities were eligible and 74% percent of rural disadvantaged rural applications were eligible. These rates are better than in the population as a whole.
Cost of promotion strategy per application produced	Given lower application numbers and similar promotional expenditure the unit cost for applications has increased to \$31 per application and \$48 per eligible application. In 2010 the figures were \$24 per application and \$33 per eligible application.
Cost of promotion strategy per profile	Pro-rata costs of promotion are Profile 1: \$12,938; Profile 2: \$6,581 and Profile 3: \$12,938, but these costs cannot be compared to 2010.
No. of ALAS applications received	172 ALAS applications were received compared with 88 in 2010, however, this is not an accurate comparison given consolidation of the ALAS selection process with ADS and the way in which applications were determined. 64 ALAS applications were considered eligible in 2011 and 24 were submitted to Canberra.

M&E Question: Are PPI managing nominations in an effective and transparent manner?

Indicators	Results Observed
Number of nominations considered by selection panels in each PPI	This indicator is no longer relevant for Central Government Agencies. Central Government Agencies did not vet applications as had been the case under PPIs. As a result the percentage of ineligible applications increased significantly. In 2011, 23% of applications for Profile 2 were ineligible while in 2010 only 13 PPI applications (8%) were ruled ineligible.
Number and % of nominations approved by selection panels in each PPI	This indicator is no longer relevant for Central Government Agencies.
Number and % of nominations considered ineligible by selection panels in each PPI	This indicator is no longer relevant for Central Government Agencies.
Number and % of nominations eligible but rejected by the selection panels for other reasons	This indicator is no longer relevant for Central Government Agencies.
Number and % of nominations submitted by selection panels considered ineligible by ASDiV	This indicator is no longer relevant for Central Government Agencies.

Output 2: Selection M&E Question: Has ASDiV selected the right people?

Indicators	Results Observed
% of candidates from rural and ethnic communities	Applications from disadvantaged applicants (ethnic minorities, disability, and disadvantaged rural applicants) constituted approximately 18% of total applications compared to 7% in 2010. After IELTS testing and allowing for special English provisions for some applicants, 98 disadvantaged applicants were shortlisted which means that 20% of qualified candidates were from disadvantaged backgrounds compared to 17% in 2010. In 2011 the selected awardees included 14 Ethnic minorities, 2 disability and 35 from disadvantaged rural backgrounds.
% of applicants selected from each profile	Profile 1: 25%, Profile 2: 56%, Profile 3 23%. Comparisons with 2010 are not relevant given changes to profile composition in 2011.
% of eligible nominations from each CGA	This indicator is no longer comparable. Across CGA 73% of applicants were shortlisted. Within agencies the range was 0% to 100% shortlisted but given small numbers in some CGA is somewhat misleading. The average conversion rate from application to award was 59%. In general, former PPIs did better on submitting eligible applications than did new CGAs.
Reasons for selecting any individuals who do not meet ASDiV criteria	All selected individuals met ASDiV criteria.

Indicators	Results Observed
% of awardees successfully completing an Australian qualification	<p>Beyond meeting selection criteria, academic success in Australia also reflects on whether the right people have been chosen. OASIS data and award variations show that failure rates for current awardees are very low. In 2011, two awardees were terminated.</p> <p>Four awardees were suspended from study (three for medical reasons and one involving a transfer to a different university involving a short break in study). There were 474 ADS awardees on study in this period. If all terminations and suspensions are treated as failures the success rate in 2011 was 98.8%, however, this figure is conservative since most of the suspended awardees are expected to recommence study in 2012.</p>
Reasons for Failure	One failed to recommence their Master's degree in 2011 but had completed and was awarded a Graduate Diploma. The second case involved a pregnant student whose second deferral request was denied.

Output 3: Placement

M&E Question: Have the awardees been placed in the right course?

Indicators	Results Observed
% of PPI awardees whose course is consistent with PPI priorities	This indicator is no longer relevant for Central Government Agencies.
Total numbers of awardees placed, withdrawn.	225 awards were available for the 263 awardees selected in 2010, 201 were successfully placed, 18 candidates withdrew and 44 awardees have not yet achieved satisfactory IELTS scores for university entry. They will either be placed into universities with lower entry requirements or undertake further IELTS testing.
% of awardees placed in a course consistent with awardees' academic background and work experience	<p>In the 2011 Tracer Study, 68% of respondents said that their course matched their backgrounds 'to a great extent' and 27% said that it did 'to a medium extent'.</p> <p>In the 2011 AusAID Australian Scholarships Annual Surveys Ongoing Survey (for awardees on-award in 2010), it was found that 95% of awardees thought they were both in the right course and at the right university.</p> <p>During placement the courses nominated by all awardees are double checked by relevant ASDiV staff against the awardees' academic background and work experience.</p>

Program Implementation

M&E Question: Is the program on track to achieve the objective?

Indicators	Results Observed
Selection on time	The selection process was streamlined and brought forward from 2010. The revised schedule was met with placement deadlines of 8 August for ALAS and 25 August for other applications in profiles 2 and 3 for semester 1 2012 commencement. Selection of Profile 1 applicants was completed on 6 October 2011.
Selection in accordance with agreed targeted profiles	Actual results were Profile 1 (39%), Profile 2, (21%) and Profile 3 (41%), compared to targets of Profile 1 (30%), Profile (40%) and Profile 3 (30%). Shortfalls in Profile 2 were made up through reallocations to Profiles 1 and 3.
% of awardees not meeting university entry requirements	At the mid-December 2011, 44 people from the 2010 round had not met the IELTS requirements for university entry into their chosen course. This represents 18% of awardees, however, based on previous experience most of the 44 are expected to be placed following additional private study and further IELTS tests.
Progress towards achieving program outcomes	The program is on schedule in accordance with key dates specified in the Annex 7 of the Annual Plan.
Changes to Risk Management Matrix (RMM) in previous 12 months	RMM was updated in December 2011. No risks were removed. One risk was modified to reflect changes to the PPI program; one risk was modified to reflect the gender equity concerns related to men; one risk treatment was modified to better reflect program practice and two risks were downgraded in light of data emerging from the 2011 Tracer Study.
List of risks encountered and treatment	No significant risks were encountered in this reporting period, however, several delays to program activities were noted related to approvals from AusAID in respect to the small grant program, alumni activities and the tracer study. All of these have been subsequently addressed.

Outcome 1: Australian scholarship and fellowship alumni in Vietnam make personal contributions to priority development areas.

Indicators	Results Observed
% of public sector alumni who return to their employers on return to Vietnam	83% of public sector alumni return to their original employers. They rarely change employers. More than 20% of public sector respondents have more than 20 years of service with their current employers.
% of PPI alumni working in positions related to the priority area they were selected against 1 year, 3 years and 5 years after return	From the 2011 Tracer Study data the following results in relation to PPI awardees were obtained based on matching field of study to current field of employment: 54% of 2005 Returnees (5 years of return) 63% of 2007 Returnees (3 years of return) 56% of 2010 Returnees (1 year of return)

Indicators	Results Observed
% of survey respondents in former profiles 1,2 and 3 who indicate they are able to use their skills and knowledge to contribute to Vietnamese development in priority areas	21% of alumni in former profiles 1,2 & 3 are engaged in public policy and administration. Other areas are business and commerce 17%, agriculture and rural development 13%, education 11%, health 7%, environment 6% and social services 6%.
Type of contribution reported by alumni in profiles 1,2 and 3	Public sector alumni were more likely than other alumni to report having introduced breakthroughs or changes to systems, these included: team management techniques, standardisation of financial models, a 'tax help' system for tax payers and tax officers, project management techniques, recruitment, performance and training policies and reviewing an M&E framework
% and type of contribution reported by alumni in profiles 1,2 and 3 during individual case histories	2011 Case Histories included recently selected alumni and those who have recently returned, but they also included five alumni who have made significant contributions to Vietnamese development in the private sector, public health, public affairs, early childhood education and the environment.
Number of PPI alumni awarded small grants	No PPIs were awarded small grants in 2011. There were 21 applications. Across other types of alumni 17 small grants were submitted by university based alumni, three from the private sector and one from the Cat Ba Biosphere reserve. Of these applications 12 were approved.

Outcome 2: Australian PhD qualified alumni improve the quality of teaching & research programs in Vietnamese universities & TESOL qualified alumni support the national program to expand skills in English.

Indicators	Results Observed
% of survey respondents in Profile 3 (formerly profiles 4 and 5) who indicate they are able to use their skills and knowledge to contribute to teaching, research and English language development	In the 2011 Tracer Study 79% of Profile 4 and 75% of Profile 5 report using their skills to contribute to research, while 78% of Profile 4 and 92% of Profile 5 alumni report contributing to teaching and learning in their workplace.
Type of contribution reported by alumni in former profiles	Lecturers were significantly more likely than researchers to indicate that they had introduced breakthroughs or changes to systems. Examples cited included: changes to teaching styles, encouraging independent study, introduction of new

Indicators	Results Observed
4&5.	subjects and topics, increased number of publications, establishing professional development training on environmental issues and research supervision.
% and type of contribution reported by alumni in Profile 3 (former profiles 4&5) during longitudinal case histories	<p>2011 Case Histories show four alumni who have made significant contributions to improving the quality of teaching & research programs but of these there were no examples of TESOL qualified alumni. One was included in 2010.</p> <p>In addition to Longitudinal Case Histories, two cluster studies of alumni were conducted, both of which involved strengthening of the higher education institutions and both of which found significant results from ADS alumni. In the first, a faculty of a public academy with five ADS alumni has implemented a progressive program which involves among other things: English language instruction in some subjects, active teaching, independent research, group work, internships and industry guest lecturers. Students of the program are highly employable with most receiving job offers before graduation.</p> <p>In the second, a core group of alumni recruited specifically to study Educational Testing and Assessment have worked together, across Vietnam, to help strengthen educational quality in the higher education sector. Supported by funding from the World Bank and the Netherlands Government they have: played a key role in training hundreds of university staff in quality issues, assisted the establishment of quality centres in 140 universities and 125 colleges and participated in university accreditation programs. Several other ADS alumni from diverse academic backgrounds have been trained by them and are now occupying key roles in their respective quality sections of their universities.</p>

Outcome 3: Women and men have equitable access to scholarships and new skills and use their new skills to contribute to gender equality in Vietnam.

M&E Question: Have awards promoted gender equality and social inclusion?

Indicators	Results Observed
% of female, ethnic minority and disabled applicants selected	19% of awardees were ethnic minority, disabled or from disadvantaged areas. 20% of short-listed candidates matched this criteria. 61% of awardees were female. 66% of shortlisted candidates were women.
Gender balance on selection committees	This indicator is no longer relevant for Central Government Agencies.
Gender and social inclusion training conducted for ASDiV staff	No training for ASDiV staff was conducted in 2011 as training was conducted on 25 - 26 March 2010.
Database of qualified women, people with a disability and from ethnic minorities established, maintained and used to target candidates	Women, ethnic minorities and people from disadvantaged areas are all clearly identified on the database. A field for alumni with disabilities has been included on the database but no alumni with disabilities have yet been identified. One awardee with a disability was selected in 2010 and two have been selected in 2011.
Promotion of Gender Equality	49% of 2011 Tracer Survey respondents said they had promoted gender equity in their workplace. There was no difference between women and men on this measure but alumni working in NGOs and International/Multilateral Agencies were significantly more likely to be

	involved compared to all other types of alumni.
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Outcome 4: Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship

% of alumni who regard their scholarship experience positively	90% of alumni in the 2011 Tracer Study reported feeling very positive about the experience of living in Australia and 93% said they felt very positive about studying in Australia. 92% were very positive about Australia in general although culture and people received a lower rating (88%).
% of alumni who say they feel positively disposed towards Australia 3,5 and 10 years after return	In the 2011 Tracer Study 100% of those who returned in years 3 and 5 say they feel very positive about Australia. 57% of those who returned ten years ago say they feel very positive about Australia.
% of alumni by profile who report maintaining links with someone in Australia by type of link	In the 2011 Tracer Study around 20% of alumni report maintaining a personal link with someone in Australia very frequently or frequently. 51% reported that their organisation had a link to Australia. This was more common amongst public sector alumni and in particular amongst university sector alumni. Amongst alumni whose organisations which have a professional link to Australia, 62% of alumni are involved.
% of alumni who report maintaining links with other Australian Scholarship Alumni 3,5 and 10 years after return	In the 2011 Tracer Study 57% percentage report maintainling links with other Vietnamese they met during study after 10 years. After 5 years and 3 years the figures are 70% and 61% respectively.

1. Introduction

This report is the second M&E report covering outputs and outcomes described in the ASDiV M&E Strategy and Plan. It provides an analysis of alumni characteristics drawn from the alumni database, an assessment of the effectiveness and efficiency of scholarship promotional activities and reporting against key program outcomes and outputs based on M&E questions and indicators in the M&E Plan.

The program has experienced significant change since the last report with changes to the promotion, recruitment and selection cycle, amalgamation of five awardee profiles into three, discontinuation of the PPI program and the opening up of the program to 30 Central Government Agencies (CGA), changes to IELTS requirements during the selection process and movement to online applications. All of these factors have in some way impinged on the monitoring and evaluation process and the results reported here. In some cases it has required a redefinition of program indicators. To the extent possible, congruity between previous indicators and current indicators has been maintained to allow some level of comparison between the two reports. Further changes to the M&E plan and strategy are envisaged to take account of program changes arising from the Mid Term Review (MTR) and this will be undertaken separately once AusAID's response to the MTR recommendations is known.

The report has drawn on a variety of data sources including application and selection data; placement data; data provided by AusAID Canberra from the OASIS database, promotion activities and expenditure, longitudinal case histories collected in 2010 and 2011, two studies of specific clusters of alumni, findings of the 2011 tracer study and findings of the AusAID Australian Scholarships Annual Surveys Ongoing Survey 2010 data.

2. Effectiveness of Promotion

The overall purpose of the ASDiV promotion activities is to:

1. raise awareness of the Australia Awards Scholarship programs in general; and
2. recruit sufficient quality ADS/ALAS applications for the 2011 ADS/ALAS selection round to reach the overall target of up to 250 scholarships and the individual profile targets.

With respect to the first objective, there has been considerable progress in the second year of ASDiV and activities have included media coverage, alumni events, video success profiles, television promotion, and social networking. In addition other targeted promotion also contains elements of generic promotion.

With regard to the second objective, a number of important observations can be made from the numbers of applications received this year. In particular:

- 985 applications were received in this intake compared to 1,206 ADS and 88 ALAS in 2010 constituting a 24% reduction in total applications. This is thought to be primarily because of a contracted promotional schedule compared to the previous year.
- The geographic spread of applications covered 58 of Vietnam's 63 provinces/cities and resulted in further diversity of applications away from Hanoi and Ho Chi Minh City, although these cities are still responsible for 55% of applications (a reduction of 2% compared to 2010). No applications were received from Ninh Binh, Ninh Thuan, Tay Ninh, Thai Binh and Vinh Phuc.
- There were applications from all provinces visited under the promotional strategy while conversely, none of the five which produced no applications were visited. Some of the provinces visited in successive years showed increased numbers of applications in Profile 1.
- There was a reduction in the numbers of applications for PhD level scholarships from 306 in 2010 selection round to 218 in 2011. Importantly, PhD applications were concentrated in Profile 3.

- Ineligible applications comprised 35% of all applications but interestingly only 23% of Central Government Agency applications were ineligible. In Profile 1, 37% were ineligible and in Profile 3, 35% were ineligible. Amongst Profile 3 only 25% of PhD applications were ineligible suggesting that the problem was primarily with Masters applicants. Reasons for ineligibility were: 22% did not meet work experience requirements, 20% did not meet English language requirements and 14% did not meet the profile criteria (down from 24% in 2010). Changes to requirements for inclusion of English language scores were a contributing factor to the increased ineligible level in this round.

2.1 Effectiveness of media utilised

Proving clear causal links between particular promotional strategies and the number of applications is problematic. The OASIS application form had a section for applicants to designate their source of information about the scholarships but unfortunately as the Promotion Report describes the categories included were not as specific or clear as they could have been causing potential confusion and limiting useful analysis. It is clear that the main source of information is word of mouth from friends, relatives and colleagues (37%). How these informants learnt about the program is unknown. Websites are also very important with 31% citing this source, although it is not clear which website is referred to since the ASDiV website was not included as an option and is probably not distinguishable for applicants from the AusAID website.

With regard to this, it was noted in the previous M&E report that the application form was available for download from the ASDiV website but no statistics were kept on the number of applications downloaded. It was recommended that these be tracked but unfortunately this was not done and in the future applications will be downloaded from the AusAID website which may make this potential source unavailable. Nevertheless, it was noted that there was a monthly average of 137,289 hits over the application period compared with 121,756 hits in the last month of the 1.5 months 2010 application period suggesting that the ASDiV website has become a much more important information source.

Only 35 applicants referred to publications, radio and TV as a source of information in the OASIS data which does not seem credible given that 13% cited this source in 2010. While this form of promotion is relatively expensive it has the advantage of contributing to general awareness-raising of the program and also directs potential applicants to other sources such as information sessions and the ASDiV website. In the absence of better quality information it is considered that the current mix of newspaper and website advertising should be continued for the next intake

2.2 Ratio of eligible applications in each category to available awards

Table 1 presents the number of applications per profile compared to the notional allocation of scholarships to each profile. Profile 2 did not reach a minimum basis for competitive selection with only 0.75 applications received for every potential scholarship award. The shortfall is primarily thought to be because of inclusion of new Central Government Agencies, limited HRD support for these agencies, and changes to English language requirements in the application process. In Profile 1 and Profile 3 there were at least three applications for every available scholarship which is considered an adequate basis for competitive selection and as noted in the 2010 report there may be limits to the numbers of applicants under Profile 1, particularly from ethnic minorities.

It appears that the most critical need is to increase promotion to Central Government Agencies and this has already begun with ASDiV visits to each CGA to discuss selection results and preparations for next year.

Table 1 - Total Applications Compared to Available Scholarships per Profile

Profile	Profile 1	Profile 2	Profile 3	Total
Notional allocation of scholarships available	75	100	75	250
Number of applications	414	98	473	985
Percentage of Total Applications	42%	10%	48%	100%
Ratio of applications to available scholarships	3.5:1	0.75: 1	4.1: 1	2.5:1

There is an overall limit of 20% for scholarships at the PhD level which equates to 50 scholarship awards. 199 applications for PhD scholarships were received in Profile 3 indicating that there is more than sufficient demand at this level and there is little need to increase marketing to universities. Despite this, continuing promotional visits to provincial universities is in the interests of further extending geographic diversity of university applications. It is noted that this was a particularly successful outcome of the 2011 application round and it would be good to build on these results.

2.3 Ineligible Applications

The proportion of ineligible applications is an important albeit imperfect indicator of the clarity of promotion. There are many reasons why applicants may submit ineligible applications, some of which are outside of the scope of ASDiV to influence, however, as a general guide, the more effective the promotion the lower the percentage of ineligible applications that should be received.

In 2011, 35% of applicants were ineligible (see *Table 2*). This is higher than in 2010 and similar to 2009 (36%), however, a major reason for there being a larger proportion of ineligible applicants in this round are changes to English language requirements as part of the application process. 14% of applicants did not meet ASDiV profiles which was a significant drop from 2010 where 24% did not meet profiles. 22% of applicants did not meet work experience requirements. PhD applications, an area of concern in 2010, showed a big improvement in 2011 with only 25% being ineligible compared to almost two thirds in the previous round. It is not entirely clear why the percentage of ineligible applicants in Profile 2 should be so much lower than the other two profiles, although the fact that eligible applications are higher in former PPIs suggests it may be a legacy of previous HRD activity.

Table 2 - Total Eligible/Ineligible Applications

Eligibility	Profile 1	Profile 2	Profile 3	Total
Ineligible	152	23	165	340
Eligible	262	75	308	645
Total	414	98	473	985
Percent Ineligible	37%	23%	35%	35%

When only eligible applications are considered, there are still sufficient eligible applications in Profiles 1 and 3 but in Profile 2, there were insufficient eligible applications for the available awards.

2.4 Sex and Disadvantaged Applicants

Sixty percent of applications are from women demonstrating once again that the program has no difficulty attracting applications from women and that no additional promotional effort directed at female applicants, beyond that currently undertaken, is required (see *Table 3*). This is true across all profiles and even within disadvantaged groups. There is no overall difference in the proportion of ineligible applications from women and men although more men in Central Government Agencies were ineligible compared to men in other categories.

Table 3 - Total Applications by Sex

Gender	P. 1	P. 2	P. 3	Total
Female	234	63	294	591
Male	180	35	179	394
Total	414	98	473	985
Percent Female	57%	64%	62%	60%

Applications from disadvantaged applicants (ethnic minorities, disability and disadvantaged rural applicants) constitute approximately 18% of total applications (see *Table 4*). Although there is some representation in all profiles, these applicants make up 27% of Profile 1 and 8% of Profile 3 applications. The higher representation in these profiles is consistent with their respective criteria and demonstrates that the promotional campaign been successful in encouraging applications from disadvantaged individuals generally. However, applications from disabled candidates and from those working for Disability Service Organisations (DSO) are still at a very low level.

Table 4 - Total Applications by Disadvantaged Applicants

Type	P1	P2	P3	Total
Ethnic Minority	43	1	12	56
Disability	1		1	2
Disadvantaged Rural Applications	88		27	115
Total Disadvantaged	132	1	40	173

Women represent 55% of all disadvantaged applicants. Ethnic minority women are 66% of all ethnic minority applicants.

2.5 Australian Leadership Award Scholarships

172 applications were received in this round (F=96, M=76) were male, compared to 88 in the previous year. 37% of ALAS applications were eligible compared with 65% of all applications. According to the selection report the main reasons for ineligibility were not meeting the 6.5 IELTS requirement and not correctly completing the Leadership Award section of the application form. There is no differentiated data on the source of information for ALAS applications compared to ADS from the OASIS data. Promotion for ALAS was conducted in conjunction with promotion of ADS.

2.6 Cost Efficiency

Total promotional costs for the targeted component of the promotional plan were \$30,989 compared to \$29,232 in 2010. Given lower application numbers this gives a unit cost of \$31 per application and \$48 per eligible application compared to \$24 and \$33 respectively in 2010.

Relative to planned expenditure there was a cost saving of 9% predominantly due to lower expenditure on provincial promotional visits and to a lesser extent savings on media and commercial website advertising. Given adequate numbers for both Profile 1 and Profile 3 there is no case for increasing expenditure from this level other than keeping pace with inflation.

Given the weaknesses of the OASIS data there is insufficient basis for calculating the unit costs of particular forms of promotion. In 2011, these website and newspaper promotion costs accounted for 49% of all targeted promotion. In 2010, website advertising unit costs were estimated at \$54 per application and newspapers were estimated to be \$58. These figures appear high relative to the overall costs but it needs to be recognised that this type of advertising also contributes to awareness-raising of the program generally and directs individuals to other promotional activities.

Approximately 44% of promotional expenditure was devoted to promotional visits covering 14 provinces compared to only 9 in 2010. However, most provinces had only one visit, instead of the two visits made last year, due to the contracted application period. New provinces covered were Lai Chau, Dak Nong, Bac Lieu, Ca Mau and Kien Giang. It is not possible to ascertain exactly how many applications this produced but, as noted above, there was greater geographic representation amongst applications generally, and all provinces visited submitted applications while the five provinces from which there were no applications were not visited. Not including applications from Hanoi and Ho Chi Minh City, which may also have been associated with the visits, the provinces visited yielded 184 applications (similar to 2010 figures [189]) which equates to an approximate cost of \$74 per application. This is considerably higher than newspaper and website advertising but must be weighed in the light of the objective of broadening regional representation and providing access to disadvantaged groups.

The promotional budget for general awareness raising was \$24,866; and was in fact over-expended by \$4,620 due to higher video production costs than estimated. Video profiles of 15 prominent alumni have been produced for use on the ASDiV website and other venues and a 23 minute documentary video and a 2 minute publicity video have been produced for use on television.

2.7 Recommendations for Promotional Strategy

Recommendation: The question on sources of information in the application form be revised on the application form to reflect the activities of the ASDiV promotional strategy. In particular newspapers, websites and promotional visits need to be listed separately so that some approximate unit costs can be calculated.

Recommendation: The current mix of newspaper and website advertising be continued for the next intake providing that costs remain comparable to this promotion round.

3. Program Implementation Progress

In the M&E Plan and Strategy, three key outputs have been identified in the program logic which represents the MC's main contributions to the achievement of ASDiV program results. It is critically important that the MC's processes result in the:

- Recruitment of a sufficient number of eligible applicants against each of the five criteria profiles to provide a viable selection pool
- Selection of appropriate candidates who will succeed in study in Australia, and who on return will contribute effectively to Vietnamese development
- Placement of these awardees in appropriate courses in Australian universities so that they can gain new skills and knowledge relevant to Vietnamese development

Recruitment is a discretely contained activity and relatively straightforward to report upon but selection is complicated by a number of different timelines. The period for screening and assessment was shorter than for last year's round and occurred earlier in the year. Profile 2 and 3 selection ended on 29 July 2011 and Profile 1 selection was concluded on 6 October 2011. Submission of placement requests for Profiles 2 and 3 for Semester 1 occurred by 25 August 2011 and for recommendations to Canberra for ALAS by 8 August 2011. Reporting on placement numbers is complicated by different selection rounds, varying lengths of ELT training and the fact that some individuals who initially fail to meet university entrance requirements subsequently do so but stretch over reporting periods.

3.1 Output 1: Recruitment

Sufficient applications were received in all profiles to ensure selection of 250 awardees but there was a shortfall of applications in Profile 2. The shortfall was reallocated to applicants in Profiles 1 and 3. Ultimately 266 awards were approved by the JSC allowing for some withdrawals and allowing for some candidates who may not meet university entry requirements.

418 ADS and 64 ALAS candidates representing 49% of applicants were shortlisted for interview. This was higher than in 2010 where only 333 ADS and 41 ALAS (29% of applicants) were shortlisted. 7 applicants were included in the Special English category for disadvantaged applicants. Table 5 gives the breakdown by profile.

Table 5 - Eligible Applications Compared to Available Scholarships per Profile

Profile	Profile 1	Profile 2	Profile 3	Total
Notional allocation of scholarships available	75	100	75	250
Number of applicants satisfying all criteria	196	72	214	482

Applications from disadvantaged candidates (ethnic minorities, disability, and disadvantaged rural applicants) constituted approximately 18% of total applications compared to 10% in 2010. After IELTS testing, and allowing for special English provisions for some applicants, 98 disadvantaged applicants were shortlisted which means that 20% of qualified candidates were from disadvantaged backgrounds compared to 14% in 2010.

A total of 98 applications were submitted from CGAs compared with 160 from 14 PPIs in 2010 and 25 from non PPI agencies (see Table 6). The shorter application timeframe, reduced HRD support, and additional IELTS requirements are thought to be primarily responsible for the reduced numbers. Women were 64% of CGA applicants in 2011 which is broadly in line with the proportion of women applicants in other profiles, compared to 55% of PPI and non-PPI applications (former Profile 3) in 2010. 23 applications constituting 23% of CGA applications were ineligible based on the ADS eligibility criteria (8% in 2010). 72 candidates representing 73% of all CGA applicants were shortlisted for interview which is considerably higher than in 2010 (57%).

Table 6 - Number of applications, eligibility and shortlisted from CGAs candidates

	Applications			Eligible Applications			Shortlisted for Interview		
CGAs	F	M	Total	F	M	Total	F	M	Total
MARD	1	3	4		2	2		2	2
MIC	2	2	4	2		2	2		2
MOCST	1		1			0			0
MOET		2	2			0			0
MOF	12	1	13	12	1	13	11	1	12
MOFA	6	4	10	6	2	8	6	2	8
MOH		1	1			0			0
MOIT	7	1	8	6	1	7	6	1	7
MOJ	3		3	2		2	2		2
MOLIS A	2		2	1		1	1		1
MONRE	4	5	9	4	2	6	4	2	6
MOST	1		1	1		1	1		1
MPI	5	2	7	4	2	6	4	2	6
MPS	1	2	3	1	2	3	1	2	3
ONA	2	2	4	2	1	3	2	1	3
OOG	1	1	2			0			0
SA	1		1			0			0
SBV	7	2	9	7	2	9	7	2	9
SPC	1	1	2	1	1	2	1	1	2
SPP	2	3	5	2	3	5	2	1	3
VNA	1		1	1		1	1		1
VOV	2		2	2		2	2		2
VTV	1	2	3		2	2		2	2
VCB*		1	1			0			0
Total	63	35	98	54	21	75	53	19	72
Female %			64.3			72.0			73.6
Male %			35.7			28.0			26.4

3.2 Output 2 - Selection of Appropriate Candidates

The final total of approved scholarships for 2011 selection round is 266, being 16 over the potential 250 targeted scholarships available (see table 7). The additional candidates provide a reserve buffer in the eventuality that some awardees do not meet IELTS requirements for entry into a university or withdraw for a variety of personal reasons (including receiving other scholarships).

39% of selected awardees were male and 61% were female, which is exactly the same percentage as in 2010 and broadly in line with the gender balance of applications. 14 ethnic minority awardees were selected representing 5% of all awardees (In 2010 24 ethnic minority awardees were selected, being 9% of all awardees). There were two awardees with a disability compared to one in 2010. There were 35 disadvantaged rural awardees compared to 11 in 2010. In total there were 51 disadvantaged awardees compared to 36 in 2010.

Table 7 – Selected awardees after JSC 3 by Profile

Profile	Profile 1	Profile 2	Profile 3	Total
Notional allocation of scholarships available	75	100	75	250
Number of applicants approved	103	55	108	266

The targeting of PPIs was discontinued for the 2011 round which renders comparisons with 2010 invalid. This development, combined with the introduction of on-line applications, led to a significant change in the way applicants from these central agencies applied for scholarships and in the promotion of the scholarships to CGA applicants. Applicants were no longer nominated by their agencies after vetting but could apply directly on-line. There was also less engagement with the two HRD Advisers.

There was a sharp drop in the number of applications from CGAs in this year's round in comparison to the PPI applications and non-PPI agencies in the 2010 round. This, and the reallocation of applications from Research Institutions to Profile 3, resulted in only 55 awards being made to CGAs compared to 97 in 2010.

As shown in Table 8, the most successful agencies were: MOF (9), MOFA (8), SBV (7), MOIT (6), MONRE (6) and MPI (6). MPS only nominated 3 candidates in this round but all were successful. Generally the agencies which had the highest level of success were the same ones who had performed strongly under the previous PPI program. In fact former PPIs represented 84% of all CGA awardees.

Table 8 – CGA Awardees as a Percentage of Applications

CGAs	Total Applications			Conditional Awardees			% of Successful Awardees
	Female	Male	Total	Female	Male	Total	
MARD	1	3	4		1	1	25
MIC	2	2	4		1	1	25
MOCST	1		1				0

MOET		2	2				0
MOF	1	12	13	8	1	9	69.2
MOFA	6	4	10	6	2	8	80
MOH		1	1				0
MOIT	7	1	8	5	1	6	75
MOJ	3		3				0
MOLISA	2		2	1		1	50
MONRE	4	5	9	4	2	6	66.7
MOST	1		1				0
MPI	5	2	7	3	2	5	71.4
MPS	1	2	3	1	2	3	100
ONA	2	2	4	2	1	3	75
OOG	1	1	2				0
SA	1		1				0
SBV	7	2	9	5	2	7	77.8
SPC	1	1	2		1	1	50
SPP	2	3	5		1	1	20
VNA	1		1	1		1	100
VOV	2		2				0
VTV	1	2	3		2	2	66.7
VCB*		1	1				0
Total	52	46	98	36	19	55	
%	53.1	46.9	100	65.5	34.5	100	

Beyond meeting selection criteria, academic success in Australia also reflects on whether the right people have been chosen. OASIS data and award variations show that failure rates for current awardees are very low. In 2011, two awardees were terminated; one failed to recommence their Master's degree in 2011 but had completed and was awarded a Graduate Diploma. The second case involved a pregnant student whose second deferral request was denied. Four awardees are currently suspended: three for medical reasons; and one because of a change of university occasioning a small break in study. All are expected to recommence in 2012.

Twenty seven course extensions were granted from January to 31 December 2011. Fourteen of these involved substantive academic progress issues including 9 cases for research delays, 4 cases were for academic failure leading to extension, one case was scholarship extension due to a

suspension. Other cases were related to the incorrect migration of data from SIMON to OASIS (4 cases), and 9 cases where incorrect scholarship end dates had been recorded.

3.3 Output 3 - Placement

As Table 9 shows a significant number of candidates withdrew from the program either prior to or during English Language Training. In the 2010 ADS Intake, this involved 18 people constituting 8% of all available awards. 44 candidates have not met IELTS entry requirements for entry to an Australian university at this stage. All of the remaining 201 candidates were successfully placed in Australian universities.

Table 9 - Summary of the placement for 2010 ADS Round

	Female	Male	Masters	PhD	Total
Total candidates short-listed	160	103	213	50	263
Less candidates withdrawn	14	4	16	2	18
Less candidates not yet achieving IELTS requirements	22	22	40	4	44
Total Placed	124	77	157	44	201
Breakdown of total candidates placed					
Fast-track group					
Placement 2nd Semester 2011	45	30	62	13	75
Normal group					
Placement 1st and 2nd Semester 2012	79	47	95	31	126

Data from the 2011 ASS survey suggest that 95% of Vietnamese awardees thought they had chosen the right course which put them on par with awardees from Indonesia and the Philippines. 95% also thought they had chosen the right university which was ahead of both Indonesia and the Philippines. 68% were highly satisfied with their university and 32% were moderately satisfied (medium).

3.4 Implementation Progress

The implementation schedule was significantly modified during the year with the application and selection process brought forward. This had the impact of compressing the promotional schedule and may have deterred some applications from people who anticipated a similar timing to previous years. Nevertheless, all of the revised key dates were met with JSC2 determining awards in Profiles 2 and 3 on 29 July 2011 and JSC3 determining Profile 1 awards on 6 October 2011.

All ASDiV staff participated in training on Gender and Social Inclusion conducted on 25 and 26 March 2010. No further training has occurred in 2011. Database records clearly identify women, ethnic minorities and alumni from disadvantaged areas. While a field for disability has been established on the database, no alumni with disabilities have yet been identified. The program has effectively encouraged participation of women and disadvantaged applicants (ethnic minorities, disabled, disadvantaged rural areas). 60% of applicants were women and 18% were disadvantaged. Applications from men have been consistently lower than for women in Vietnam. This is unusual among ADS programs globally and warrants further investigation to ascertain if there are particular barriers to male participation in the program in Vietnam.

Some further progress has been made in updating and enhancing the alumni database. Around 80 alumni have been added since February 2010 but more importantly the status of a number of overseas alumni and of untraceable alumni have been resolved and many duplicate records removed. Nevertheless, attention to data integrity and completeness is will be an ongoing requirement for the life of the program.

Following a competitive proposal process, involving 21 proposals, 12 small grant activities involving alumni were approved for funding. Some amendments to the small grant guidelines were identified during the year.

The Risk Management Matrix (RMM) was revised in December 2010 and has been reviewed again in this M&E reporting period to ensure that its review is formally established in the annual review cycle. This resulted in the modification of three and two other risks were downgraded. No risks were deleted from the RMM. Risks changed were:

- 'Weak HRD capacity and or lack of effective HRD policies in PPIs and other targeted agencies' was changed to become 'Weak HRD capacity and or lack of effective HRD policies in targeted agencies'.
- 'Cultural and institutional influences impede the achievement of ADS gender equity targets such that women do not benefit in an equitable manner from the program' was changed to 'Cultural and institutional influences impede the achievement of ASDiV gender equity goals such that women or men do not benefit in an equitable manner from the program'.
- 'ADS awardees are unable to progress to the required IELTS level due to issues outside the control of the ELT contractor'. The risk treatment, 'ADS training has an effective pastoral care' was deleted since the risk specifically refers to issues outside the contractor's control.
- Two risks were downgraded from Medium to Low in light of evidence in the 2011 Tracer Study. These were:
 1. Graduates return to unsupportive working environment and/or lack suitable positions for returnees.
 2. Graduates experience difficulty reintegrating into working and or home environment.

Significant changes are required to the M&E Strategy and Plan in the light of program changes throughout 2011 which have rendered a number of indicators invalid. In addition, other changes flow from AusAID's response to recommendations of the Mid-Term Review (MTR). One issue of particular significance to the M&E strategy relates to changes to the HRD Support Scheme which is under consideration by AusAID and are planned to be announced in March/April. Beyond that AusAID has also introduced new guidance for the conduct of tracer studies that will also impact the plan. The new tracer study will only encompass alumni who have returned three years ago and therefore will not provide a sufficient time perspective to provide evidence of achievement against some ASDiV outcomes. It is likely that additional methods will need to be introduced to complement the new tracer study. Some of these changes require further discussion and guidance from AusAID and will be progressively revised and reported in mid 2012.

4. Achievements against Outcomes

Four outcomes are specified in the M&E Plan and Strategy in response to objectives specified in the Program Design Document. The M&E Report tracks progress towards achievement of these outcomes cumulatively. Of significance to this report is data arising from the 2011 Tracer Study, Longitudinal Case Histories and two studies alumni clusters. Relevant findings are reported under their respective outcome.

4.1 Outcome 1

Australian scholarship and fellowship Alumni in Vietnam make personal contributions to priority development areas.

Tracer Study Results: The 2011 Tracer Study produced the following results in relation to Outcome 1. Excluding PhDs and University Lecturers whose results are described in Outcome 2, 21% of respondents to the 2011 Tracer Study were in senior roles and 54% were in management roles. 73% are in higher level positions than when they went on study to Australia but only 43% attributed their promotions to their overseas study. Being in a senior position is generally assumed to increase the alumni's sphere of influence and therefore potentially lead to bigger, more frequent, or more significant outcomes.

Table 10 - Non University/PhD Respondents by Type of Contribution

Area of Contribution	To a great extent	To a medium extent
Policy development	24.0	37.9
Research	40.4	39.2
Technical Skills	30.4	49.9
Teaching and Learning	36.0	42.3
Management and Administration	27.5	55.6
Business/Commercial	20.9	40.2
Promotion of Gender Equality	16.2	35.3

Respondents shown in Table 10 have indicated the areas where they felt they had exercised their skills and knowledge to make a contribution in their work. Despite only 10% of these respondents in Outcome 1 being researchers, this was one of the areas where respondents felt they had contributed most. Application of technical skills and teaching and learning were also nominated by a large percentage of respondents.

From 320 respondents who answered this question 144 (45%) said that they had introduced changes to systems or 'breakthroughs' in their work, however, if respondents who skipped the question are included, the figure is 28%. These two percentages provide an upper and lower range for how many alumni in Outcome 1 have made some sort of work related contribution. People in senior positions or managerial positions were no more likely to have reported introducing innovations than other alumni but public sector alumni were more likely to say yes to this question than were private sector alumni relative to their proportion of the population. A range of specific contributions are provided in the Tracer Study report including the following:

- I've made some incremental changes to the management of my team to make it more effective.
- I expanded my business to global presence and working with clients all over the world.
- I have contributed significantly to the standardisation of financial modelling work for investment proposals at Indochina Capital, my previous employer, and also throughout my work up to the present.
- I have implemented system of "tax help" to apply in my organisation. This program is very beneficial for taxpayers and tax officers, and it is appreciated by my directors and my colleagues.

- I have set up a company with around 100 employees within 5 years. A company itself is a system with some functional departments such as Human Resources Management, Accounting, Technical and Design and Retail development.
- I setup my own company to produce herbal product to control diseases in aquatic animals.
- I manage staff based on outputs/outcomes rather than on time.
- I have been a major contributor to FTP project and Profitability analysis project related to my course in Australia.
- Mainly in project management area where I coordinated fragmented departmental resources to deliver projects on time and within budget for internal and external customers.
- I contributed greatly to the making of the bank's first 100% home-made marketing plan and annual business plan.
- I reviewed the M&E framework for Vietnam Blended Learning Program, which is funded by Australian Trust Fund and executed by World Bank Vietnam, and made recommendations to improve this system for the coming phase of implementation.

Longitudinal Case History Examples: 2011 Case Histories included recently selected alumni and those who have recently returned but they also included five alumni who have made significant contributions to Vietnamese development in a range of areas.

The Private Sector: One is now the Executive Chairman of Sacombank Securities Joint Stock Company (SBS), a company he helped establish in 2006 that is now one of the leading securities company in Vietnam in terms of market share, investment banking services, corporate advisory, total assets and business results. He has been playing a significant role in contributing to the development and achievements of SBS in its 4 years in operation. He also runs another securities company with over 600 employees.

Public Health: One alumnus is now working as program unit manager for Plan International in Quang Ngai province. A medical doctor by profession he got an ADS scholarship in 2000 and studied a Master of Public Health. On return he has held a succession of senior positions in International NGOs dealing with poverty alleviation, health education, disability services, and public health. His current duties involve managing all the projects and programs in Quang Ngai province including: Health, Education, Clean Water and Environmental Sanitation, Children Protection and Natural Disaster Prevention and Response.

Public Affairs: One alumnus is an experienced communications specialist, trainer and journalist, with over 10 years work experience in Vietnam and various Asian countries. She has had successful consulting experiences with government agencies, international development organisations, UN agencies, local NGOs and media agencies. After returning from Australia in 1997 she worked in a series of public relations and management roles including three years as the Regional Communications and Knowledge Management Coordinator, Asia for the SNV Netherlands Development Organisation. In the last five years she has also been a writer and freelance journalist, who has contributed regular feature articles about arts, literature, travel and social issues for leading national newspapers of Vietnam. In 2007, she became the founder and Chair of the Advisory Committee of “*Making Dreams Come True*” a volunteer group that helps children with cancer. She has received many awards for her leadership, writing and films including the Poetry of the Year Award and the 2008 Australian Alumni Award for Sustainable Development. “Despite the success of my professional and writing career, I am most proud of the “*Making Dreams Come True*”. We now have more than 100 active volunteers, helping more than 3000 Vietnamese children suffering from cancer. The Australian Development Scholarship has opened the door of opportunities for me, and now it is my turn to do something for others”, she said.

Early Childhood Education: One alumnus completed a Master of Education Management in 2004. She had long had an ambition to establish her own kindergarten which she did in 2007. In Australia she did a lot of research on early childhood education, observed different kindergartens and preschools, and completed a directed study project with her supervisor on a business plan for an early childhood centre. She added to this after returning from Australia by spending more than two years researching early childhood education in Vietnam before establishing the first of a series of bilingual kindergartens. The curriculum is developed and taught in English with reference to different learning framework including Queensland Early Years Curriculum Guides and Victorian Essential Learning Standards which is also integrated into the Vietnamese curriculum. Areas of activity include English as Language Development, Introduction to Math, Introduction to Reading and Writing, Social Studies and Science, Music, Arts and Crafts, Physical Games and Exercises.

The Environment: One alumnus was a hydrology researcher before being awarded an ADS scholarship. In fact, he got successive ADS scholarships firstly for a Master degree in Marine Science and four years and later for a PhD in Environmental Science in 2001. After finishing his PhD returned to the Centre for Marine Hydrology but in 2009 made the decision to give up his job to become an environmental consultant, which he felt was more relevant to what he studied in Australia. As a consultant, he has worked in thermal power plant and hydropower development projects, seaport sustainable planning, and city rail transport. His strength is in environmental impact assessment and strategic environmental assessment. He has become an active member in establishing a network of environmental experts in Vietnam. He has also done some research about environmental law in Vietnam, which led him to write some articles and lobby members of the parliament to change the Law.

4.2 Outcome 2

Australian PhD qualified alumni improve the quality of teaching & research programs in Vietnamese universities & TESOL qualified alumni support the national program to expand skills in English.

2011 Tracer Study Results: PhD alumni and University based alumni were selected out of the tracer study population. 161 respondents matched this criterion including 11 who had obtained qualifications in TESOL or TEFL. 85% were lecturers and 6% were researchers and 9% were in other roles. Only 4% of respondents were in senior roles and 19% were in management roles. 48% are in higher level positions than when they went on study to Australia and as in Outcome 1 less than half (44%) attributed their promotions to their overseas study. There was a strong correlation between degree level and whether they were in a higher level position with 79% of PhD level alumni in higher positions and 37% of master's level alumni in higher positions. No PhD level alumni were in lower level positions but nearly 6% of masters level alumni were in lower level positions compared to when they went on study. It seems clear that having a Masters degree does not markedly help promotion prospects for alumni working in universities, on the other hand, having a PhD is a definite advantage.

As would be expected the greatest contributions are in the areas of Teaching and Learning and in Research (see Table 11). Application of technical skills is the third largest area and in this case can be understood for most respondents as using technical knowledge in their teaching and research.

Table 11 - University/PhD Respondents by Type of Contribution

Area of Contribution	To a great extent	To a medium extent
Policy development	8.7	24.8
Research	46.0	40.4
Technical Skills	26.7	32.9
Teaching and Learning	75.8	17.4
Management and Administration	11.8	35.4
Business/Commercial	5.0	18.0
Promotion of Gender Equality	9.9	17.4

From 107 respondents who answered this question 61 (57%) said that they had introduced changes to systems or 'breakthroughs' in their work, however, if respondents who skipped the question are included the figure is 38%. These two percentages provide an upper and lower range for how many alumni have made some sort of work related contribution and it is notable that this range is higher than for alumni in Outcome 1. Amongst PhD respondents (30) 73% said that they had made a contribution in the area of research. Any examples of specific contributions are provided in the Tracer Study report including the following contributions to improving their universities:

- As a teacher I encourage my students think critically and independently, be honest in exams, widen their knowledge from wide reading and so on.
- I applied the advanced teaching methodology that I learned in Australia in preparing and giving the lectures to my students.
- Yes, I have built lecture notes and curricula for some new subjects, which were previously unavailable.
- I have published some academic papers related to the field of human resource management which I learnt in Australia.
- I learned how to work and study in a multi-cultural environment. And I can use these experiences to widen and strengthen the research/study collaborations with foreign partners.
- The knowledge and skills in environmental health that I learnt from Australia helped me to develop training programs, training course in Environmental Health for undergraduate and post graduate students at my school.
- Yes. My major is Information Communication Technology (ICT) which is really valuable to my teaching career. I have applied it and made my lectures more interesting than before. I have written many articles about the application of ICT in education and caught my colleagues' full attention.
- Writing papers, up to now I have written 50 papers, one book since 2000; giving lectures, chairing conferences, and supervising postgraduate students.
- I have adopted the research skills acquired in my Australian university on doing research and supervising other researchers in Vietnam.
- Currently, my students are writing their thesis and one of my requirements is that their writing must have references. This is what I had learned in Australia when we conduct academic work.

- I am using some assessment methods (presentation, essay) to evaluate students. I think these will help my students develop writing, presenting and group-working skills.

Longitudinal Case History Examples: From the 2011 Case Histories, there are four alumni who have made significant contributions to improving the quality of teaching and research programs, but no examples of TESOL qualified alumni from this batch (one was included in 2010).

One is now working as a researcher and international officer at Western Highlands Agro-Forestry Scientific & Technical Institute (WASI). After finishing her Master of Science (Biotechnology) in 2005, she returned to her previous position as a researcher plant breeding and post-harvest technology. However, since 2009 she has been in charge of academic project management and international collaboration. Her position now is more related to international relations but she can still apply her knowledge gained in Australia in her work as she still participates in various projects related to agriculture and biotechnology, including being a part-time consultant on sustainable coffee development and other CSR (Corporate social responsibility) projects, and as a country coordinator for an impact assessment project on basic social, environmental and economic standards.

Another is now a lecturer at the Faculty of Economics and Rural Development (FERD) of Hanoi University of Agriculture. Before studying under ADS he was an agricultural economic specialist for an NGO. Besides lecturing in his new position he was in charge of international cooperation and works as a scientific assistant for the Faculty. He has recently left for Australia to do his PhD under ACIAR funding.

A third is a lecturer and researcher at Faculty of Scientific Socialism, which was the same job she held before studying a Master of Public Policy and Management. Besides teaching, she is also an interpreter and international assistant for the Director of the University Board and she is doing research on Social Policy and Human resource Development in Vietnam. Outside of the university she also worked as part time consultant for Customs Modernization Project Management Unit.

Finally, one is now the Vice President of National Economics University (NEU) in charge of research and international relations. His duties are to manage all the research and international relations activities of the university including research project assessment and administrative staff. Besides his management duties, he is also a lecturer for post graduate students including courses in macroeconomics and microeconomics, statistics, research methodology, and literature review. Originally studying a Master of Economics of Development he continued on to gain a PhD in Economics in 1998. On return he recommenced as a lecturer in microeconomics but six months later was assigned to be the Project Coordination Unit Manager for the World Bank First Higher Education Project. A year later he became the Vice Dean of the Department of Postgraduate Studies but since 2008 has been the Vice-President of the University. He said he was very proud to have had the chance to study in one of the best university universities in Australia and said that he had not only applied a lot in his teaching and research but also utilised a lot from his observations of how universities are managed in Australia.

Cluster Study Results: Two cluster studies were conducted in 2011 and both concerned groups of alumni that have made contributions to strengthening the higher education system in Vietnam.

Public Relations and Advertising Faculty Cluster: The first of these was a small study concerning alumni at the Faculty of Public Relations and Advertising, at the Academy of Journalism and Communication in Hanoi. The Faculty is the only public university in Vietnam teaching Public Relations and Advertising. It has nine staff, five of whom are ADS alumni including the Dean, who has been the driving force behind the establishment of the Faculty. Another two alumni were Australian graduates (non-ADS); however, both of these have recently left the Faculty. Most of the staff were originally graduates of the English language and Business programs at the Academy. English language skills were an important consideration in their selection and were no doubt important in their selection for ADS.

The Faculty has two intakes of students each year involving 40 students in each with one being in the Public Relations stream and one in Advertising. The teaching programs are modelled on curriculum from ten international programs including the University of Technology, Sydney and the University of Queensland. They have a number of features not common in Vietnamese universities including that some subjects are taught exclusively in English and that internships are provided for the students. Other features are active teaching techniques, the fact that students are taught to challenge and argue for their opinions, group work and independent research. The Faculty has established close relationships with some of Hanoi's biggest companies and frequently draws on people from these companies as guest lecturers. These features have made the students of the program highly employable and almost all are offered jobs before they complete their programs. A meeting with several graduates of the program confirmed that they thought the program was excellent and had been instrumental in them each gaining good jobs. One is now contemplating returning to become a lecturer at the Faculty. As interesting as the innovations of these ADS alumni are, there is no evidence of a spill-over of changes in other Faculties. On the contrary, several informants interviewed in the course of this study commented that the Public Relations and Advertising Faculty was viewed negatively by other Faculties because of its informal relationships with its students and the fact that students were taught to challenge lecturers and voice opinions.

Despite the strong representation of Australian alumni it was interesting that there was no formal cooperation or links with any Australian universities although on a personal level several people maintain contact with lecturers in Australia. The Faculty, like the rest of the Academy is poorly funded and struggles for resources. Because of high teaching loads, staff have little opportunity to conduct research but they have published five books of seminar proceedings.

A key conclusion of the study is that the leadership of the Dean was critical. It was her vision and energy that was decisive in establishing the Faculty and without her there would be no cluster because she was the one who recruited the staff and encouraged them to study overseas. A looming challenge for the Faculty is that the current Dean is approaching retirement age and none of the remaining staff yet have a PhD. While she is encouraging them to do higher level study overseas most are recent graduates with family commitments.

The Public Relations and Advertising cluster had a clear and demonstrable impact within their own very localised area. Together the five alumni have contributed to the strengthening of their Faculty with impressive results.

Education Quality: The second cluster involved alumni working to strengthen education quality in higher education. Unlike the Public Relations Faculty there was no deliberate attempt to form such a group but its genesis came from the vision of the former Director of Higher Education Department (1988-1998), who recognised through his contact with some Australian consultants¹ that Education Testing and Assessment was an area that Vietnam lacked expertise. According to the statements of several of the alumni involved, the former Higher Education Department Director negotiated a deal with AusAID for ten scholarships to be designated for this area. He then began his own search for possible candidates. Ultimately, he was only able to find eight suitable people and the first of these graduated in 1996 at the University of Melbourne. Others followed in 1997, 1998, and 2000. Two of these remained in Australia. One now lectures in assessment and testing at the University of Melbourne and the other is a senior researcher at the Australian Centre for Education Research.

For a few years not much happened with each of the alumni returning to their respective home organisations but around this time the World Bank's first Vietnam Higher Education Quality Project (HEP 1) had begun to seriously raise the issue of education quality. By 2001, a strategic plan had

¹ Including Professor Patrick Griffin from the University of Melbourne.

been produced that had as its goal the establishment of a national quality system in higher education by 2005. One of the original alumni was appointed to the HEP 1 team. In 2002, the General Department of Education Testing and Accreditation (GDETA) was established and the Head of its Division of Education Accreditation was another of the original eight (since 2007, he has been Deputy Director of GDETA). In 2004, MOET issued temporary regulations on education quality and in 2005 these were confirmed into law. Two quality centres were established led by ADS alumni - one at Vietnam National University in Hanoi and the other at Ho Chi Minh National University by an alumnus, who was not one of the original eight alumni. She had studied for a PhD in English language testing and says “she was affected by the idea”.

Soon other centres were established including one headed another of the eight at Danang. Supported by HEP1, a core team of trainers in education quality was established with five of the original eight alumni playing prominent roles. They began to train other university staff including other ADS alumni drawn from other areas. These are regarded as the second generation and included ADS alumni at Hue University, Thai Nguyen University, Hanoi University and Can Tho University all of whom came from non-related backgrounds including Physics, English and Australian History. These in turn trained others.

In 2006, with support from the Netherlands Government external reviews of the quality of 20 universities were conducted and again the Australian alumni were prominent in both training and in acting as reviewers. By 2010, 140 universities and 125 colleges had established quality centres or at least have staff with designated responsibility for quality and all of these have had at least some training by the ADS alumni. Meanwhile in Vietnam National University, a Masters program in Quality Assurance has been established that will soon begin graduating its first students. These will be the third generation, or the alumnus who heads the program described them, the grandchildren.

In an interesting postscript, the Great Grandfather, who started this, stepped down as Director of the Higher Education Department in 1998. A physicist by training, he took up a Fulbright award to study Education Testing and Assessment in the United States. On his return to Vietnam, he was instrumental in establishing a Masters Program in Educational Testing and Assessment at the University of Education in Hanoi and the program today is headed by another of the original eight alumni.

There are many threads and elements to the education quality cluster story. It began with the vision of the former Higher Education Department Director inspired by his contact with Australian consultants. However, this vision was limited to educational testing and he did not foresee where the field was headed. The existence of a core team of alumni across the country was a vital element but this probably would have floundered if not for external support from the World Bank and the Netherlands government, together with the fact that several of the alumni were in key positions, in MOET, in HEP1 and in universities so they were able to network and respond to the challenge. There was no master plan for alumni in the education quality but simply because the alumni were there, a major contribution has nevertheless ensued. During the course of this study, many people expressed criticism of education quality in Vietnam but as one of the alumni noted, “when you look back five or seven years you can see the change”.

Table 12 - The First Generation of ADS Alumni working in Education Quality

Alumni	Current Position	Role in Education Quality
Nguyen Phuong Nga <i>Master Education Testing and Assessment</i>	Director-General, Institute for Education Quality Assurance, Vietnam National University, Hanoi	Core Training team, established the Master of Quality Assurance at Vietnam National University
Le Tu Luc <i>Master Education Testing and Assessment</i>	Senior Research Fellow, Australian Council for Education Research	Principal statistician/psychometrian working on among other things the Programme for International Student Assessment (PISA)
Nguyen Thi Kim Cuc <i>Master Education Testing and Assessment</i>	Research Fellow, Assessment Research Centre, The University of Melbourne	Teaches and conducts research in educational testing and assessment. Has consulted in Vietnam as an international education consultant
Le Thi Kim Anh <i>Master Education Testing and Assessment</i>	Procurement Section, HEP 3	Occasional Trainer, Instrumental in linking alumni and foreign bidders
Pham Xuan Thanh <i>Master Education Testing and Assessment</i>	Deputy Director General, General Department of Education Testing and Accreditation, Ministry of Education and Training	Core Training Team, Instrumental in finding funds for training programs and keeping education quality on the policy agenda
Duong Mong Ha <i>Master Education Testing and Assessment</i>	Director of International Relations, Danang University	Core Training Team, has written and presented internationally on education quality in Vietnam
Nguyen Thi Bich Ngoc <i>Master Education Testing and Assessment</i>	Retired. Formerly Teacher's Training University, Hanoi	Not particularly active in education quality
Dinh Thi Kim Thoa <i>Master Education Testing and Assessment</i>	Vice Dean of Faculty, Faculty of Education Sciences, University of Education, Hanoi	Occasional Trainer, Teaches the Master of Education Assessment and Testing
Vu Thi Phuong Anh <i>PhD (IELTS & TOFEL Testing)</i>	Recently retired as Director of Centre, Center for Educational Testing and Quality Assessment HCMC National University. Now head of Quality at a private university	Core Training Team, Active in ASEAN University Network for Quality Assurance (AUNQA)
Nguyen Thi Kim Dung <i>PhD Education</i>	Senior Researcher, Center for Higher Education Research and Accreditation Institute of Educational Research, Ho Chi Minh Center University of Pedagogy	Core Training Team, has published internationally on university accreditation in Vietnam

Table 13 - The Second Generation of ADS alumni working in Education Quality

Alumni	Current Position	Role in Education Quality
Ngoc Con Cuong <i>Master of Education Administration</i>	Vice-Director, Centre for Testing and Quality Assurance, Thai Nguyen University	Responsible for Accreditation across the university, Has been a consultant on university self-accreditation programs
To Thi Thu Huong <i>PhD Education</i>	Head of Education Quality Assessment, Vietnam National University, Hanoi	Responsible for Accreditation across the university
Trinh Thi Dinh <i>Master of Australian History</i>	Vice Head, Education Testing and Quality Assurance Department, Hue University	Responsible for Accreditation across the university, has conducted training for other universities in quality assurance and self-accreditation programs
Le Dinh <i>Master of Physics</i>	Vice Manager International Department, College of Education, Hue University	Pursuing international accreditation of all programs in the College

4.3 Outcome 3

Women and men have equitable access to scholarships and new skills and use their new skills to contribute to gender equality in Vietnam obtaining new skills and using them to contribute to the development in the priority areas.

Application Data: As reported under Output 1 above, application data shows that around 60% of applications have come from women in recent years and that this is true across profiles and amongst disadvantaged groups. There is no problem attracting sufficient high quality female candidates to the program. With the exception of a small amount of promotion to representatives to women's union representatives in provincial meetings with government officials, none of the ASDiV promotion is targeted specifically towards women as has been necessary in ADS programs in other countries. Since the promotion is untargeted, the same information is equally available to men. Obviously there are reasons that men choose not to apply but these reasons are not well understood. Preliminary discussions on this topic suggest that the opportunity costs for men to take up a foreign scholarship may be high in terms of career and promotion and social pressures to be income providers, while at the same time there are a range of further education options open to men locally. It was also suggested that women are less able to access local education options because of social pressures regarding domestic responsibilities but that going overseas was one way of avoiding these pressures. These issues deserve further research and may be explored in more depth through a special study in future years.

2011 Tracer Study Results: 16% of respondents said they had made a contribution to promotion of gender equity to a great extent and 33% said to a medium extent. The majority of these respondents are working in civil society, for international organisations and in the public sector. 29% said they had only contributed in this area to a small extent and 22.6% felt that they had not contributed at all to promotion of gender equity. Importantly there was no difference between men and women respondents on the *promotion of gender equality*. While this is positive, the tracer study did not collect specific examples of how respondents have contributed and this needs to be explored further.

The 2011 Tracer Study also provided some interesting results in relation to the level of employment of women. It was found that only one third of respondents in senior positions were women and this was

generally true across the types of organisation with the exception of foreign companies where 44% of people in senior positions were women. 47% of alumni are in designated management positions and as with senior positions, women are less well represented, relative to their proportion of the population, except in foreign companies (55%) and civil society organisations (67%). However, a much larger percentage of women are in management positions than in senior positions and importantly a greater percentage of women (73%) in management positions are mid-career than men (64%). Conversely, a greater proportion of male alumni in management positions are older alumni. The Tracer Study concluded 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 them moving into more senior positions as well".

Gender and Social Inclusion Report: The Gender and Social inclusion report has noted that, "In terms of contribution to gender equality, the ASDiV database does not show all awardees who have undertaken courses in gender as part of their studies in Australia, but it does indicate two female alumni who have undertaken specialist gender studies. One of these is an academic who finished her PhD thesis on "Gender equality in political leadership" in 2009. She is a teacher and researcher on gender and other social inclusion issues at the Institute of Sociology at the HCM National Academy of Politics and Public Administration. As a lecturer in the premier Party training institution for mid and senior level Government and Party officials, she is able to impart knowledge and understanding of gender issues to current and future Vietnamese leaders and to carry out research in the Vietnamese context. The second alumna gained a Masters degree in Gender Studies in 2006 and she is currently a researcher at the Institute for Family and Gender Studies. A third alumna, actively involved in gender policy issues, is the Deputy Director General of Labor, Cultural and Social Affairs I Department mentioned above. She is reported to be playing a significant role in gender mainstreaming planning issues as part of her duties.

Objective 3 Statement: The Mid Term Review has recommended a revision to the Program's third objective from which Outcome 3 is derived. Once this is confirmed by AusAID it will necessitate a revision of Outcome 3 and associated indicators in the M&E Plan and in subsequent M&E Reports.

4.4 Outcome 4

Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam-Australia bilateral relationship.

2011 Tracer Study Results: 90% of alumni in the 2011 Tracer Study reported feeling very positive about the experience of living in Australia and 93% said they felt very positive about studying in Australia. 92% were very positive about Australia in general although culture and people received a lower rating (88%). 100% of those who returned in years 3 and 5 say they feel very positive about Australia while 57% of those who returned ten years ago say they feel very positive about Australia. It was noted in the 2011 AusAID Australian Scholarships Annual Surveys Ongoing Survey, that 27% of Vietnamese respondents reported experiencing racism in Australia although fortunately for most this was an infrequent experience.

Just over 20% of respondents said they were in contact with Australian friends frequently or very frequently. Interestingly, there was relatively little contact with other international students. Alumni have most contact with Vietnamese friends they met through their studies. 57% percentage report maintaining links with other Vietnamese met during study after 10 years. After 5 years and 3 years the figures are 70% and 61% respectively. Respondents who were themselves lecturers were the most likely to still be in touch with lecturers in Australia but this was not always the case. The Tracer Study noted that it was men rather than women who are most likely to remain in touch in all categories except other international students where there was no difference between male and female respondents which may indicate that men have more opportunities to socialise while in Australia.

51% of respondents said that their organisations had professional links with Australia. The question was well answered with 717 responses so is persuasive of a considerable amount of professional linkage activity. More importantly, in organisations where there is an Australian link, 62% of respondents said that they were personally involved in those links. Many examples of university-to-university links were given. There were also some examples of links between NGOs and many respondents mentioned involvement in Australian Centre for International Agricultural Research (ACIAR) projects and a smattering of commercial projects.

Longitudinal Case History Results: Alumni interviewed for longitudinal case histories have frequently commented on reasons why they did not make more Australian friends. These reasons have included language and cultural barriers but also because Australian classmates are mature or part-time students, or because the alumni themselves did not have much time away from study and family commitments to mix with Australians or because they mixed primarily with the Vietnamese community.

Asked about who they were still in contact with, most awardees mentioned one or two people in Australia, frequently lecturers but in some cases close friends, and in more than one case those friends had subsequently visited Vietnam.

Amongst Longitudinal Case History Alumni, there have been few examples of organisational links that alumni are involved in although two have mentioned research projects funded by ACIAR. One of these alumni has recently returned to Australia under an ACIAR funded PhD.

[Note: The full Case Histories are published separately to this report.]

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