

Attachment A - Investment Design: Australia Awards in Vanuatu	
Start date: January 2019	End Date: December 2021
Total proposed funding allocation: Approximately A\$6 million	
Investment Concept (IC) approved by: n/a	IC Endorsed by AIC: n/a
Quality Assurance (QA) Completed: Peer review	

CONTENTS

A: PROGRAM OVERVIEW	2
B: CONTEXT	3
C: RATIONALE FOR AUSTRALIAN INVESTMENT	4
D: INVESTMENT DESCRIPTION	5
E: IMPLEMENTATION ARRANGEMENTS	6
F: ANNEXES	10

A: Program Overview

Scholarships have long been a key component of Australia's development assistance to Vanuatu. Australia Awards provide prestigious international scholarships and fellowships that offer the next generation of global leaders an opportunity to undertake study, research and professional development in Australia and the Pacific region. They also contribute to the Vanuatu Aid Investment Plan objective of building an environment for economic opportunity.

Australia Awards are also an important public diplomacy tool. In addition to building critical skills and knowledge that can influence development, they foster an engaged and influential network of leaders, reformers and advocates, developing a cadre of key stakeholders to promote Australian economic diplomacy objectives. One of the key aims is that Vanuatu's leaders and decision-makers will be positively disposed to Australia following on from a positive experience in Australia while on award, or through the benefits their organisation and/or country is experiencing through the application of alumni skills. Australia Awards alumni open doors in-country, provide opportunities for engagement at senior levels and generate significant goodwill that can be leveraged by Heads of Mission in pursuit of Australia's foreign policy objectives.

Australia Awards in Vanuatu aligns with the Australia Awards Global Strategy: *Investing in the next generation of global leaders for development 2016-2018*. The goals of Australia Awards in Vanuatu are that female and male alumni contribute to the long-term development needs of Vanuatu and strong people-to-people and institutional links between Australia and Vanuatu that advance mutual interests. The long-term outcomes of the program (aligned with the Global Strategy and Australia Awards Global Monitoring and Evaluation Framework) are that:

1. female and male alumni are gainfully employed (or self-employed) in their fields of expertise and applying their new knowledge and skills and using their networks; and
2. female and male alumni maintain links with Australia (and hold positive views of Australia, Australians and Australian expertise).

The program is guided by a number of policies and handbooks,¹ and encompasses Australia Awards Scholarships (AAS), Australia Awards Pacific Scholarships (AAPS) and Australia Awards Fellowships. At this stage, short courses are not offered in Vanuatu due to resourcing constraints. Given the potential to increase access for women, short courses will be considered in future phases of the program.²

Australia Awards are complemented by the New Colombo Plan (NCP), which aims to increase knowledge of the Indo-Pacific in Australia by supporting Australian undergraduates to study and undertake internships in the region.³ Together, the Australia Awards and NCP create a genuine two-way flow of educational exchange in our region. While the NCP objectives align with Australia Awards objectives, the NCP is not a part of this design.

This design focuses predominantly on AAS and AAPS, with Fellowships (and NCP) led by Scholarships and Alumni Branch (SCB). Key activities of the program include selection and mobilisation of high calibre awardees and alumni engagement to support ongoing professional development and career progression.

Five principles apply to Australia Awards investment approach decisions:

1. alignment with Australia's development, economic and public diplomacy priorities;
2. equity of access;
3. merit-based selection;
4. value for money and evidence-based decision making; and
5. promotion of Australia Awards to ensure visibility and recognition of the Australian Government's investment.

The program was managed in-house by DFAT for many years. The administrative functions of the program was outsourced for a trial 18 month period to determine whether Australia Awards should be consolidated and outsourced with the basic education program (Vanuatu Education Support Program) for a longer period. The pilot

¹ Australia Awards Global Strategy (2016-18); Australia Awards Scholarships Policy Handbook; Australia Awards Pacific Scholarships Policy Handbooks; Australia Awards Global Alumni Engagement Strategy; Australia Awards Global Monitoring and Evaluation Framework; Australia Awards Fellowships Guidelines; Gender Equality and Women's Empowerment Strategy; Development for All 2015-2020

² Any shift will carefully consider the evaluation by the Office for Development Effectiveness, *Building Women's Leadership: the Contribution of Australia Awards Scholarships*, December 2015, which found that increasing short course awards may be detrimental to women's leadership opportunities (as long-term scholarships more likely to achieve better outcomes for women's leadership, most short courses are not designed or delivered with a gender equality objective and most participants have been men). The evaluation notes that short courses could be used to: build coalitions of female and male leaders across and between government agencies, civil society and the private sector; support and engage female alumni, particularly those in senior leadership roles, at critical junctures in their careers.

³ Note, while the NCP also forms part of Australia's engagement in Vanuatu, it does not fall under the global Australia Awards.

outsourcing of the administrative functions has been deemed successful and the continued management of administrative functions will therefore be included under the VESP Phase II contract.

The Australian Government has provided scholarships (Australia Awards and preceding programs) since the 1990s and will continue to do so for many years to come. Monitoring and evaluation activities will need to be suitable for the long-standing nature of this investment and include indicative results to be achieved over a longer timeframe.

The program value is approximately AUD\$6m (or AUS\$2 million per annum), which is almost five per cent of the bilateral aid program. Priority fields of study complement the bilateral and regional aid program, which provides opportunities for Australian High Commission staff to provide input into the targeting and selection process, as well as opportunities to build people-to-people links with a range of stakeholders (including candidates, alumni, program staff, Vanuatu Government stakeholders, civil society and the private sector).

B: Context

Formal employment opportunities in Vanuatu are limited. The number of school and university leavers entering the job market far outstrips the average number of jobs created in the formal economy.

The public sector faces severe capacity constraints (including weak leadership, poor human resource and financial management and substandard facilities) and a lack of appropriate incentives and disincentives to improve motivation and work ethic. There are some employment opportunities in the private sector, predominantly in hospitality and tourism, financial services and infrastructure.⁴ For those with formal employment, family and community pressures can be immense and can disrupt an individual's ability to perform their job effectively.

Targeting skills gaps in Vanuatu is difficult. There is a significant lack of capacity and adequately qualified professionals in all sectors, public and private. While priority fields of study for the program complement the Vanuatu National Sustainable Development Plan's goals and policy objectives: *to ensure a stable economy base on equitable, sustainable growth that creates jobs and income earning opportunities accessible to all people*, the Vanuatu Government does not yet have a Human Resources Development Plan to guide selection of awardees. However, a Memorandum of Understanding (MOU) for the development of a National Human Resource Development Plan (NHDP) was signed in February 2018. The NHDP will be developed by the Department of Strategic Policy, Planning and Aid Coordination (DSPPAC), in partnership with the Vanuatu Skills Partnership to address issues related to skills shortage, including labour and skill needs for sustainable economic growth.

Currently, Australia Awards priority fields of study align broadly with the sectors covered in the Aid Investment Plan, as well as Pacific regional programs. Where line ministries have sectoral human resources development plans, selection of awardees also aims to align with these plans as much as possible. Priority fields of study (to be reviewed annually prior to promotion) may include:

- economics, commerce, business studies, business administration and accounting;
- public administration, management, human resources, planning and project management;
- engineering and information technology;
- tourism and marketing;
- health and education;
- policing and justice;
- community services (including disability studies and community development);
- agriculture, fisheries, forestry, biosecurity, environment, climate change and disaster risk reduction; and
- communications and journalism.

A recognised qualification and experience abroad gives alumni a competitive edge in the job market. The most recent tracer study for ni-Vanuatu scholarships scholarship recipients⁵ found that most graduates were employed in appropriate positions and were moving to management roles. Very few felt under-utilised or unhappy about their employment prospects. However, a qualification is not enough to support individuals to achieve good development outcomes for Vanuatu. Ongoing, practical support to build networks with intelligent, motivated people and professional development opportunities is needed to support alumni in the workplace.

⁴ Sustaining Growth Report: ADB Private Sector Assessment

⁵ Tracer Study for the Training and Scholarships Coordination Unit, January 2010

Gender inequality

Violence against women and disparities in employment, education, political participation and access to justice severely constrain women in their ability to contribute to, and benefit from, Vanuatu's economic growth. More men (29 per cent) are employed than women (23 per cent).⁶ There is gender parity in primary schools, but there are fewer girls in secondary school. Literacy and numeracy outcomes at all levels are poor, but girls perform better than boys.⁷ Social norms and perceptions of *kastom* obstruct the socio-economic development of women. There are currently no women in Parliament, although there has been some progress on women's political participation at the municipal level (with indications that this will influence women's participation at the provincial and national level).

There is evidence that Australia Awards Scholarships make a clear contribution to women's professional advancement and leadership.⁸ Female alumni achieve high rates of employment, promotion and increased responsibility, particularly for women working in the private sector and civil society (compared to women working in the public sector).⁹ Studying overseas is particularly transformational for early-career women, or women from settings where women are under-represented in leadership, have very limited opportunities for tertiary education, and experience restrictive social and cultural norms.¹⁰

Barriers to women's leadership include family and sociocultural expectations of women (for example, that women should focus on child bearing and caring for their families) and unfair workplace structures and practices (including biased judgments about merit and for promotions).¹¹

There is some evidence that Australia Awards Scholarships can change men's attitudes and behaviours about women's leadership and workplace roles, but it is unlikely that small numbers of male alumni will change prevailing social norms about women.¹²

A specific category of study to promote women's leadership may be included (as a priority field of study) to improve accessibility of scholarships for women (and men) in progressive civil society, the private sector, the media, academia and gender-equality focused organisations.¹³

Other donors

The Vanuatu Government and a number of other donors offer scholarships for Ni-Vanuatu people each year (numbers vary significantly from year to year), most of which are managed through the Tertiary and Scholarships Coordination Unit (TSCU) in the Ministry of Education and Training (MoET). The New Zealand Government and Australian Government do not work through Vanuatu Government systems to provide scholarships, due to weaknesses in the system. A significant number of other donors offer scholarships that are managed by the Vanuatu Government. It is important that Australia gets adequate recognition for our investment from the Vanuatu Government, despite working outside the government's system.

C: Rationale for Australian Investment

Promoting economic growth and poverty reduction requires a foundation of strong human development. Improving education, health, gender equality and women's empowerment are essential to both building a skilled and competitive workforce and lifting living standards.

Australia has a direct interest in a prosperous and stable Vanuatu. Australian aid promotes Australia's national interests by supporting economic growth, stability and poverty reduction in Vanuatu. Higher education is fundamental to meeting the needs of the economy and providing sufficient skills for economic growth. The networks established can influence the emergence of development coalitions, and also help to inform attitudes and behaviours of students.

⁶ UN Women website: <http://asiapacific.unwomen.org/en/countries/fiji/co/vanuatu>

⁷ Vanuatu Standardised Test, VANSTA 2017, Vanuatu Early Grade Reading Assessment 2010

⁸ Office of Development Effectiveness, *Building Women's Leadership: the Contribution of Australia Awards Scholarships*, December 2015

⁹ Ibid.

¹⁰ Ibid. Note, in this context in Vanuatu, the evaluation recommends a stronger focus on scholarships compared to other types of awards and supplementary activities and a more explicit focus on women's leadership.

¹¹ Ibid.

¹² Ibid. The evaluation also noted that men faced difficulties maintaining more progressive attitudes and behaviours to support women after they return home.

¹³ As per evaluation recommendation (Note 7).

Educated populations are powerful drivers of change and are necessary for countries' efforts to effectively reduce poverty and overcome barriers to economic growth. Development challenges invariably have regional and international dimensions and Australia Awards are an important part of linking ideas, skills, collaboration and new solutions for sustainable development outcomes.

Australia has a comparative advantage in tertiary education. Australian universities operate at high international standards – as evidenced by the proportion of Australian universities consistently ranking in the top 100 universities of the Times Higher Education World University Rankings. By studying at an Australian institution, students can adopt Australian values and practices that they apply in Vanuatu.

However, study in the Pacific region may at times be more relevant and better value for money. In some fields of study (e.g. medicine and nursing), alumni who train in Australia may return home to workplaces that don't have access to the same resources and research structures they experienced in Australia. The program can address this challenge by providing opportunities to study in the Pacific region. Scholarships to study in the Pacific region also support Australia's broader objective of promoting education and training quality in the region and are significantly cheaper than scholarships to study in Australia. Deciding on the balance of AAS and AAPS each year is based on the standard of candidates and their chosen field of study, their preferred course and institute of study, and the budget available.

Australia Awards build meaningful connections with future leaders who may contribute to the bilateral relationship as they progress through their career. By investing in people-to-people and institutional links, we are better placed to pursue our mutual interests based on a deeper understanding of the cultural, social and economic drivers underpinning our domestic and international interests.

The program complements other aid investments in Vanuatu to a significant degree, including by identifying skills gaps and potential leaders in sectors where the aid program is working. In particular, the program will contribute to providing equal opportunities for women and men to ensure women have more opportunities to become leaders in their field in Vanuatu.

D: Investment Description

The program includes¹⁴:

- Australia Awards Scholarships (AAS) and Australia Awards Pacific Scholarships (AAPS)
- Australia Awards Fellowships (short-term opportunities for study, research and professional attachment in Australia or Vanuatu, delivered by Australian organisations)
- Alumni Engagement

The program logic is outlined below at [Figure 1](#).

Each year, Australia Awards in Vanuatu will provide up to 20 school graduates and mid-level professionals with the opportunity to complete undergraduate studies in Australia (AAS) and the Pacific region (AAPS) and up to 20 mid to senior level professionals to complete postgraduate qualifications in Australia (AAS). Australia Awards Fellowships provide ni-Vanuatu professionals an opportunity to gain experience in Australia. At least 50 per cent of awardees (AAS and AAPS) each year will be women, and there will be a strong focus on ensuring people with disability (and people working in support of people with disability) have access to awards.

In line with the Global Alumni Engagement Strategy¹⁵, Australia Awards will build on and expand the new alumni network, providing alumni with professional development and networking opportunities. Women's leadership and inclusive development will be a focus to strengthen the sustainability and development outcomes of the program.

The new phase of investment in Australia Awards will explore the potential for offering short-courses in Vanuatu or regionally to support the Government of Vanuatu's Human Resource Development (HRD) Policy which will be developed within the next year. The availability of short courses provided in-country or regionally would provide a cost-effective way to upgrade and develop skills across priority sectors, including the education sector. The potential for the delivery of short courses through a partnership between University of South Pacific (USP) and

¹⁴ While NCP is not a part of Australia Awards, and therefore not a part of the program logic outlined here, the managing contractor will be required to provide minimal administrative support for NCP operations in Vanuatu.

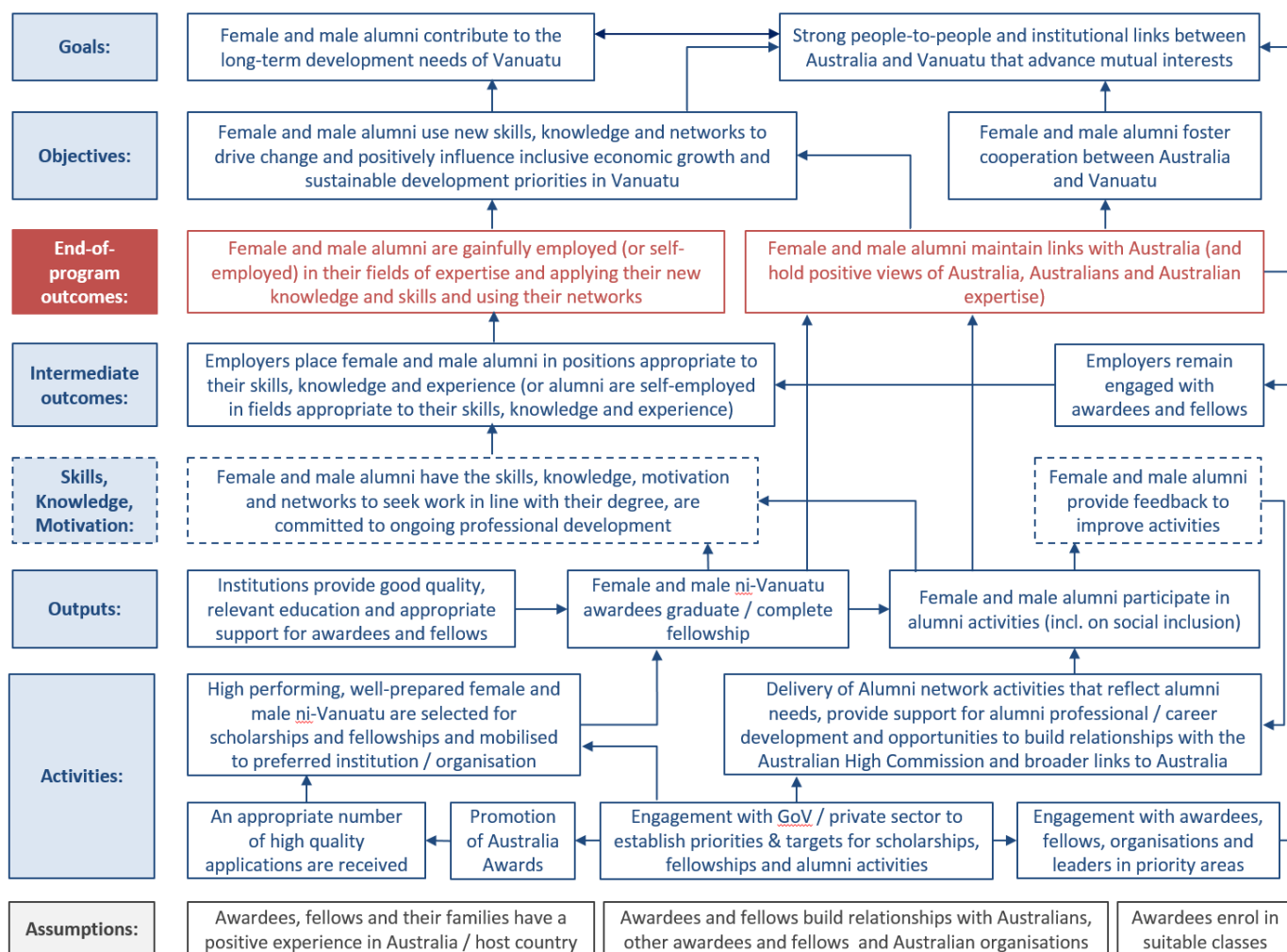
¹⁵ As per the Global Alumni Engagement Strategy, all Australian alumni (scholarship and fee-paying) should be included in alumni databases and engagement activities. <http://dfat.gov.au/about-us/publications/Pages/australia-global-alumni-engagement-strategy-2016-2020.aspx> (Accessed March 2018)

Australian Universities will be explored as well as opportunities to deliver online courses. A pilot of distance learning is currently being undertaken (one student) and should be monitored closely to assess whether more flexible modes of study could be offered by the program in the future.

The program budget is split between in-Australia costs (covering most expenses related to long-term study in Australia, such as tuition fees and stipends) and in-Vanuatu costs related to the management of the program (including promotion, selection and logistics). DFAT will meet the direct costs of long-term awards in-Australia, while the Managing Contractor (MC) will manage the latter.

Activities will be planned and implemented in a way that will best achieve the outputs, outcomes, objectives and goals. The program will be implemented in accordance with the requirements of the Australia Awards Scholarships Policy Handbook and the Australia Awards Pacific Scholarships Policy Handbook.

Figure 1: Program Logic



Annual activities include: planning, promotion, selection, placements, mobilisation, management of students on award, alumni engagement, stakeholder engagement and monitoring and evaluation. Further details of annual activities is at [Annex A](#).

E: Implementation Arrangements

Australia Awards are managed differently across the Australian Aid program, including in-house management, outsourced management to a MC, or a combination of the two, or through partner government systems. In-house management was administratively burdensome for Port Vila Post (2.0 FTE at the LE5-6 level plus 0.3 FTE at the EL1 level) and precluded more strategic engagement with stakeholders and meaningful engagement with alumni. As described above, working through partner government systems is not feasible in Vanuatu. Based on experience of the Papua New Guinea, Fiji and Tuvalu programs, the preferred modality is to outsource administrative aspects of the program, with staff at the Australian High Commission remaining engaged at the strategic level (with 0.3-4 FTE at the LE5-6 level plus 0.2 FTE at the Senior Program Manager/EL1 level dedicated to this work).

The annual budget for the program is approximately A\$2 million, with the majority of funds (approx. 85 per cent) paid directly to institutions for course fees and support costs for students on award. Remaining funds to be channelled through the MC are for promotion, selection, mobilisation, alumni engagement, monitoring, evaluation and reporting.

Governance arrangements

The Australian High Commission will have overall responsibility for strategic aspects of the program, including contract management, liaison with the MC, approvals, and engagement with partner government (predominantly the Public Service Commission and the Ministry of Education and Training) and other key stakeholders. Australian High Commission staff (including A-based and Senior Program Managers) will also participate in promotions, interviews and alumni activities.

SCB will play a role in providing guidance on matters that affect the Australia Awards globally, on award matters, relationships with Australian institutions and management of processes as per the Australia Awards Policy Handbook. Australian and Pacific tertiary institutions contracted by DFAT are responsible for on-award management of awardees.

Specified tasks will be outsourced to the MC. This approach has been effectively implemented for Australia Awards for many years in other countries. The services required from the MC will be limited to administrative, procedural and logistical tasks required to manage the annual cycle of promotion, selection, mobilisation, liaison with tertiary institutions and alumni events as well as M&E. The MC will provide information for talking points and briefing as requested by DFAT.

Respective roles and responsibilities are outlined at [Annex B](#). Close engagement between DFAT and the MC is crucial to manage risk and identify opportunities. The Australian High Commission and MC will meet at least quarterly to review progress, discuss operational issues, emerging issues and to ensure good communication and coordination.

Monitoring and Evaluation

A Monitoring and Evaluation (M&E) Plan that aligns with the Australia Awards Global M&E Framework is at [Annex C](#).

Reporting

The MC will prepare the following reports (with summary data disaggregated by sex, disability and award type):

Report	Content	Format	Timing
Annual plans	<ul style="list-style-type: none"> Annual work plan and budget, outlining staffing, supervision, quality assurance arrangements, risk management and annual review / lessons learned processes 	Word doc via email Max. 10 pages	31 Jul
Promotions plans	<ul style="list-style-type: none"> Outline promotions activities, demonstrating how this responds to analysis of application from the previous year. Provide all draft promotional materials 	Word doc(s) via email	15 Dec
Selection plans	<ul style="list-style-type: none"> Provision of longlist Indicative interview schedule + arrangements Assessment panel materials (scoresheets, etc.) 	Word or Excel doc(s) via email	20 Apr
Alumni plans	<ul style="list-style-type: none"> Indicative plan for alumni events (topic, facilitators, arrangements) 	Word doc via email	15 Dec & 15 Jun
6 monthly reports	<ul style="list-style-type: none"> Summary of activities and progress against the annual plan. Summary of unplanned implementation issues addressed, and adjustments made to the program as a consequence. Progress against the M&E Plan, including any desired adjustments. Statistics and analysis of activities (including selection, variations, completions and alumni events and case studies). Summary of expenditure. Updates to the risk register as required. 	Word doc via email Max. 10 pages	15 Jul & 15 Jan
Program completion report	<ul style="list-style-type: none"> As per 6 monthly report, but for the entire 3-year program period. Handover arrangements should also be detailed in an Annex. 	Word doc via email Max. 20 pages	31 Dec 2021

Exception reports	<ul style="list-style-type: none"> • Advise DFAT of any major, unforeseen, occurring or emerging issues or publicity likely to have an impact (positive or negative) on the operation of the program. • Proposed solutions / management strategies to resolve outstanding issues identified. • Expenditure over a particular period, if requested by DFAT 	Email	Upon identification of unforeseen issues
-------------------	--	-------	--

Sustainability

Sustainability for the investment will be assessed in terms of the capacity of the alumni to use and transfer their new skills and knowledge, and to be used effectively by their employing organisations. The program will address sustainability on two levels:

- targeting and selection of candidates, and engagement with key stakeholders (including employers) to maximise the likelihood of awardees contributing to Vanuatu's development for the long term; and
- aligning priority fields of study to the Australian aid program to maximise the future benefits of alumni engagement.

Efforts to maximise sustainability will be through stakeholder engagement (including with employers to help alumni get appropriate jobs) and alumni engagement activities.

The Vanuatu Government will not be able to offer a merit based, quality scholarship program in the foreseeable future and we anticipate that Australia Awards will continue to operate outside the Vanuatu Government system.

Gender equality

Gender equality is a significant objective of the program, particularly women's leadership. This is because:

- women and men should have equal opportunities in social, political and professional life;
- the economy as a whole benefits when women are able to develop their full potential (this is a virtuous cycle, with women more likely to allocate earnings to the education of children, particularly girls, and women in leadership positions influence the aspirations of subsequent generations); and
- women are more likely to consider and prioritise a broader range of needs and interests (including of other women, children, families and marginalised groups) to address Vanuatu's development challenges.

The program will actively provide opportunities for women and men to study, and ongoing professional development support through alumni engagement activities. Stakeholder engagement will also focus on appropriate employment opportunities for women. Through engagement with awardees and alumni, the program will also encourage men to be gender equality champions.

Gender equality will be considered at all stages of the program, including:

- Promotion: ensure materials encourage women to apply, and highlight female alumni achievements.
- Selection: Ensure interview panels include male and female members; ensure at least 50 per cent of successful candidates are female.
- Mobilisation: Pre-departure training (for awardees and spouses) will include sessions on violence against women (in partnership with the Vanuatu Women's Centre) and women's rights – targeting both male and female awardees.
- On award support: Seek flexibility and alternative arrangements (including flexible study options) to support specific needs of women (particularly mothers and care-givers) and consider additional support that can be provided to support women on award.
- Alumni engagement: Advocate with prospective employers for job placements for female and male alumni on their return; ensure alumni events have at least 50 per cent female participation; deliver a dedicated program to support female alumni leadership and career progression.
- Stakeholder engagement: advocate for women's participation and leadership.
- M&E: ensure all surveys, case studies, tracer studies and reviews consider gender equality; data analysis of applications will be sex disaggregated and inform future selection processes.

Disability inclusion

The disability prevalence (people who identify themselves as having a severe or extreme difficulty) estimates among working age individuals in Vanuatu is 2.4 per cent.¹⁶ Disability prevalence is similar for women and men.¹⁷

¹⁶ Population and Housing Census 2009, Vanuatu National Statistics Office <https://vnso.gov.vu>

¹⁷ Vanuatu Hardship and Poverty Report 2010, Vanuatu National Statistics Office, <https://vnso.gov.vu>

People with a disability face barriers to equal participation in educational and professional development. These barriers may be created by numerous factors including: physical, information, communication, technology, attitudinal, social and institutional. Such barriers limit the proportion of academically-able students with disability graduating from secondary school and university.

The investment should actively support and promote opportunities for people with a disability. Disability should not be a factor that influences selection or the participation of awardees in Australia Awards. Assessment for selection will be merit based and the same criteria used for all applicants. Academic institutions must have a dedicated welfare officer who is responsible for the on-award support of participants, including to meet the needs of scholars with a disability.

The program will align with DFAT's Disability Inclusive Development Strategy by:

- encouraging people with a disability to apply for scholarships and ensuring promotional materials and applications are accessible for people with a disability;
- including the Washington Group questions in scholarship application forms;
- proactively providing information on the scholarship application process to disabled people's organisations in Vanuatu and seeking feedback from disabled people's organisations on ways to improve access for people with a disability;
- ensuring shortlisted applicants with a disability are afforded assistance to attend an interview and complete a written test;
- ensuring successful candidates receive suitable support while on award;
- ensuring alumni events are accessible to people with a disability and providing workshops on disability inclusion for alumni; and
- collecting, analysing and using M&E data on disability inclusion.

Climate Change

Climate change poses extreme risks to Vanuatu and compounds a wide range of other development challenges. Currently, skills and knowledge needed to manage the risks of climate change and extreme weather events are predominantly imported, with international specialists designing, managing and implementing donor climate change programs. A long-term skills building program is needed to fill this skills gap.

The program includes climate change and disaster risk reduction as priority fields of study that will build Vanuatu's capacity to respond to climate change and natural disasters. This will help the Vanuatu Government to reduce the dependence on foreign skills and expertise to manage the risks of climate change (including extreme cyclones), build community and societal resilience to the worsening impacts of climate change, and deliver low carbon growth. The Pacific climate change interim support unit will provide advice to help identify critical climate change skills gaps and priorities.

Private sector

Australia Awards aim to target skills gaps in the public and private sector. The MC, with the Australian High Commission as appropriate, will engage with the Vanuatu Chamber of Commerce and Industry, Industry Associations and businesses to discuss and consider options to make the program more suitable for the private sector. This may include:

- more flexible study options, including distance education and short-courses;
- internships with businesses for students on award during semester break, and/or on graduation;
- alumni professional development opportunities such as facilitating links to professional associations in the region and workshops on particular skills needed in the private sector; and
- collecting and analysing M&E data on private sector involvement / engagement.

Communications

The Australian High Commission, with support from the MC, will pursue public diplomacy opportunities to promote both Australia's investment and the achievements of alumni. This will include:

- ongoing engagement with partner government and key stakeholders;
- alumni events, publications about alumni and sponsoring alumni participation at regional conferences;
- inviting key alumni to Australian High Commission functions;
- drafting articles and broadcasts for the media (newspapers, radio, social media); and
- inviting media to functions and events.

Risk Management, Fraud and Safeguards

Australia Awards are well-established with a track record for effectiveness globally. Overall, the investment represents an effective, efficient, relevant, sustainable and inclusive use of Australian funds and is low risk.

Program risks relate mainly to selecting the most appropriate awardees, their reintegration into the workplace, and organisational barriers to using their new skills. Key risks and mitigation measures are identified in a risk register at Annex D that will be discussed and updated at least quarterly at aid team meetings. The MC will also update the risk register every 6 months, or more frequently if required.

F: Annexes

- A. Detail on annual activities
- B. Respective roles and responsibilities
- C. M&E Plan
- D. Risk register (incl. safeguard risk assessments)
- E. Indicative program for pre-departure briefing

ANNEX A: Detail on Annual Activities

Annual activities include: planning, promotion, selection, placements, mobilisation, management of students on award, alumni engagement, stakeholder engagement and monitoring and evaluation.

Promotion

Australia Awards are prestigious due to the high quality of education at institutions (particularly in Australia) and suitable allowances to give students the best possible chance of success. Communications that promote the Australia Awards as prestigious aim to attract the highest calibre candidates that show the most promise to contribute to the desired outcomes and goals of Australia Awards in Vanuatu. Coherent, strategic, targeted promotion (taking into account lessons from previous years) will ensure that high-quality eligible candidates across all provinces are informed about the program and given sufficient information to apply.

Promotion activities include participation in careers fairs, engagement with Provincial Education Officers and Principals of the largest secondary school in each province and advertising (newspaper, radio broadcasts, through the Vanuatu Government network). Key times for promotion are before applications open each year, and prior to the application closing date.

Australian High Commission staff will promote Australia Awards across their networks, particularly when applications are about to or are open. While all applicants must go through a merit based selection process (see below), promising individuals known to the Australian High Commission and program staff will be encouraged to apply.

The MC will prepare all promotional materials, including the online application, which must be consistent with Australia Awards branding and in line with the principle of equitable access. The Australia High Commission will approve all promotional materials prior to publication.

Selection

A robust, merit-based selection process that ensures equitable access is critical to ensure the best candidates are awarded a scholarship, and to ensure the program is widely regarded as fair and transparent. The process should select candidates with strong academic records, relevant work experience and who demonstrate a desire, maturity and an aptitude to apply their skills and knowledge to positively influence Vanuatu's development. A robust selection process will ensure the focus is not on benefits for individual scholarship recipients, but on broader development outcomes for Vanuatu.

DFAT's online system for scholarship management, OASIS, is accessible for institutions and managing contractors. However, the online OASIS application form is very detailed and not required at the application stage. A shorter, more targeted online application form is preferable at the early stage of selection. It should be designed in a way to make the shortlisting process as efficient and fair as possible. Candidates who are selected for a scholarship will need to provide details required in OASIS.

The MC will allocate sufficient resources to ensure applications are managed efficiently and the selection process is accurate and fair. With reasonably good internet coverage across Vanuatu (including via smart phones), applications will be limited to online only to minimise the administrative burden. Only in special circumstances will hard copy applications be accepted. Applications will collect information to determine eligibility, academic merit, relevant work experience, professional and personal leadership attributes, and potential to make a contribution to development outcomes in Vanuatu. The application form will also identify candidates that require special assistance.

Only complete applications will be considered, and data will be collected on applications (e.g. sex, province of residence, etc.). Applications will be initially screened by the MC on the basis of eligibility, alignment with priority fields of study, recent academic merit, relevant work experience and the likelihood / scale of the potential benefit for Vanuatu. The MC will provide a longlist of approximately 120 candidates, from which DFAT will select a shortlist of candidates to be invited for interview.

All shortlisted candidates (up to 100, at least 50 per cent should be female) must be interviewed to identify candidates who: demonstrate the most likely chance of success on scholarship; have a vision for how they would like to apply their skills and knowledge in Vanuatu to contribute to Vanuatu's development; and demonstrate the

greatest likelihood to become influential leaders. Attributes to be assessed through interviews are communication skills, leadership potential (confidence, initiative, motivation), teamwork, problem solving skills and maturity.¹⁸

The interview process must involve Australian High Commission staff, Australia Awards alumni and Vanuatu Government representatives. Interviews are a key opportunity to strengthen Vanuatu Government engagement and understanding of the program, and to demonstrate and discuss good practice, transparent selection processes. The selection panel must be chaired by a DFAT staff member (EL1 or above) and the panel will receive a detailed briefing and close advisory support from the MC to ensure efficient and consistent approaches to assessment.

Selection will be by group interview for candidates residing on Efate. Two group interviews will be held – one for undergraduate candidates and another for postgraduate candidates. Sector, gender, age and any other relevant factors will be considered when determining groups, with the aim of making candidates comfortable contributing to group discussions. The interviews will allow adequate time to make participants comfortable, and involve a number of exercises to assess the attributes of all candidates. A brief individual semi-structured interview will also be conducted for each candidate, involving Australian High Commission staff. This will provide an opportunity to test assessments made at group interviews.

Candidates residing outside Efate will have a phone interview, with interview questions designed to assess the same attributes assessed during group interviews. Trusted interlocutors will be used to verify identity of interviewees.

All candidates will also complete a short written response to a question to assess English writing skills and verify assessments made during group or phone interviews.

The selection process should aim to select up to 30 candidates across all priority sectors (at least 50 per cent should be female). Suitable arrangements should be made to ensure the needs of applicants with a disability are met¹⁹.

The MC will offer career and course advice to suitable candidates. The effectiveness of the program depends on awardees being placed in the right course of study that matches their training needs. Where appropriate, applicants will be provided with advice about the most appropriate institutions and courses to match their career goals. Flexible study options will also be considered and discussed with awardees, particularly women at mid and senior levels.²⁰

Placements

Once the merit list is approved by the Australian High Commission, interviewed candidates will be notified about whether they will progress to the next stage or not (or whether they are on a reserve list). This notification must clearly state that it is not a letter of offer at this stage.

All successful and reserve candidates applying to study in Australia will be required to sit an English language proficiency test (IELTS). This test is delivered at the University of the South Pacific Emalus campus in August each year (this service is procured annually by the MC).

Successful and reserve candidates must provide details required in OASIS so that placement with institutions through the system can occur. The MC will request placement at the preferred institution for priority and reserve candidates by entering the placement details and IELTS score into OASIS before the global cut-off date for award placements (typically mid-September). Once a university placement is confirmed, DFAT will generate in OASIS a letter of offer, to be signed by the First Secretary at the Australian High Commission, and a student contract for the applicant.

Where candidates are not accepted by their preferred institution because their IELTS score falls short, pre-course English language training (for up to six months) may be considered as part of their offer of award, where there is a good value for money justification.

Mobilisation

All successful awardees must attend a pre-departure briefing. Spouses will also be encouraged to attend, given the significant impact of a scholarship on the lives of spouses and dependents. This will be led by the Australian High

¹⁸ Assessment criteria will align with the Australia Awards Assessment and Selection Guide

¹⁹ in accordance with the Principles and Procedures for Disability Support – Australia Awards Scholarships

²⁰ As per evaluation recommendation (Note 7).

Commission, with administrative support from the MC. An indicative program is at [Annex E](#). Reasonable costs for travel will be met for candidates (and spouses) not residing in Port Vila.

The MC will arrange for the awardees to complete Australian student visa application forms, including the medical test, for submission to the Department of Immigration and Border Protection. The MC will book flights for candidates to ensure they arrive in time for the mandatory Introductory Academic Program (for those studying in Australia) and classes. Institutions will be notified of awardees travel details and confirm reception at the destination.

On award support

Once awardees arrive at their institution, their academic support and pastoral care is the responsibility of the host institution. The MC will liaise with institutions regarding award variations, support reintegration and facilitate reporting of welfare incidents. Where there appears to be a good justification for a variation to an award, the MC will seek approval from the Australian High Commission.

Monitoring students' academic performance each semester is required and students who do not perform should be terminated (in line with the Policy Handbook).

The MC will also facilitate internships for undergraduate awardees with appropriate organisations in Vanuatu (and/or in Australia) during university holidays. The MC will also work with alumni and relevant employers to support their re-entry to Vanuatu, through encouraging early communication before return, as well as reviewing and updating Reintegration Plans as appropriate.

Alumni engagement

One of the aims of Australia Awards globally is to build people-to-people links at the individual, institutional and country levels. Ideally, alumni will bring not only new technical skills, knowledge and networks to their workplace on their return, they will also bring an appreciation for good governance, accountability, equality and inclusiveness.

Alumni are also a vital diplomatic asset. Many alumni are in important positions in the Vanuatu Government, including at the Ministerial level. This opens doors for DFAT to pursue Australia's interests with people who have a better understanding of Australian culture and who have been exposed to issues of concern to Australia and Australians. Alumni activities will seek to strengthen these key relationships to maximise the benefits of Australia's investment in these individuals.

An alumni network in Vanuatu was launched in February 2016. This network is an important mechanism to maintain and strengthen people-to-people links. The network aims to provide ongoing, practical professional development support for alumni, in recognition that a formal qualification is not enough to excel in the workplace. Strengthening the alumni network is a high priority for the program.

The program will deliver annual alumni activities designed to build relationships with the Australian High Commission, provide links to Australia and across the region, and support alumni career development. Alumni will be encouraged through these activities to continue to apply their skills, knowledge, and experiences, maintain links with each other and their institutions of study.

Activities will be designed to enhance 'soft skills' such as leadership (with a focus on how male and female alumni can strengthen women's leadership outcomes), project management, public speaking, change management and networking as well as cross-cutting issues such as gender equality, disability inclusion and climate change. There will also be dedicated 'Women in Leadership' alumni activities (this may include specific discussions for female alumni to discuss how they might try to overcome barriers they are likely to face).

The Australian High Commission will also pursue stronger relationships with key alumni working in areas that have potential to support mutual interests of Australia and Vanuatu.²¹

The MC will work closely with the Australian High Commission and the Alumni Committee to deliver activities.

The MC will also work with each awardee to develop a Reintegration Plan prior to their departure (which links to the overall priorities identified in the Aid Investment Plan). All awardees (male and female) will be encouraged to consider how they can integrate actions to promote gender equality and disability inclusion in their Reintegration Plan. Where possible, these plans will be endorsed by the awardee's supervisor and integrated into the workplan of their organisation. The MC will also work with awardees to update their plan within one month of completion of their award. These plans will be useful tools to apply and monitor the application of new knowledge and skills. The

²¹ The Australian High Commission will develop an Alumni Engagement Strategy to inform future phases of Australia Awards in Vanuatu

plan will focus on a relevant area of change that an individual can undertake on return to their organisation or on employment strategies for candidates that had to resign from their position to take up an award, or for those without prior work experience.²²

All recent graduates should participate in a career goal setting, CV writing and interview skills workshop soon after their return to Vanuatu. This workshop will also include an opportunity for high-level engagement with the Australian High Commission. This event may include family members and employers. Media promotion should be arranged for the function.

Alumni engagement should encourage links with DFAT's Direct Aid Program to provide small grants for the purchase of equipment to support alumni in the workplace. Supporting alumni leadership and networking may also include sponsorship to present at professional conferences in the region.

SCB has developed the Australia Global Alumni website for Alumni (and Alumni practitioners)²³ to promote discussion about alumni engagement, research and policy in an informal and easily accessible format. Where possible, the program will promote alumni engagement in this forum and keep alumni information up-to-date. The MC will also regularly seek and update alumni personal profiles and identify high-profile alumni, media opportunities and data for statistical reporting. The MC will liaise directly with the Global Alumni Communications team in DFAT to promote alumni achievements.

Stakeholder engagement

The Australian High Commission will continue to share lessons with other Pacific posts through a Pacific Scholarships Community of Practice, which will convene monthly. Where requested, the MC will participate.

The Australian High Commission will also lead strategic engagement with the Vanuatu Government and other donors, particularly the New Zealand High Commission. This will include pursuing opportunities to strengthen policy dialogue with key stakeholders to:

- promote Australia Award opportunities to organisations that have influence in shaping development in Vanuatu and the Pacific region;
- identify the skills and knowledge that can best contribute to strengthening development outcomes; and
- promote mutual accountability for results, including by requiring employers to support reintegration of alumni to apply their new skills, knowledge and networks.

Monitoring and Evaluation (M&E)

An M&E Plan that aligns with the Australia Awards Global M&E Framework is at [Annex C](#). MC will review this plan and prepare a revised plan by February 2019 to be used for implementation of the program. The MC will ensure that adequate resources are allocated and that reporting meets DFAT's M&E Standards.

MC reports will be informed by the following M&E activities:

- Selection panel feedback (to inform selection process in future years).
- Global Australia Award surveys managed by SCB (which assess the quality of selection, placement, mobilisation, etc.).
- Graduation / reintegration survey (for alumni within 3 months of graduation to better understand issues on award and on return to Vanuatu, and after 12 months to assess the achievement of the reintegration plan).
- Feedback surveys on alumni activities.
- Annual reflection workshop to consider the efficiency and effectiveness of activities, relevance of priority sectors, and the degree to which gender equality and disability inclusion have been integrated into activities.
- Case studies and/or a review of alumni contributions to systems level changes driven by alumni in Vanuatu.
- Global tracer studies (managed by SCB).

²² Note, Reintegration Plans will need to prioritise employer engagement and building women's leadership, as per evaluation recommendation (Note 7).

²³ <https://globalalumni.gov.au/>

ANNEX B: Respective Responsibilities

ACTIVITIES	DFAT	MANAGING CONTRACTOR
Promotion	<ul style="list-style-type: none"> • Approve all promotional material 	<ul style="list-style-type: none"> • Develop promotional material (in line with Australia Awards branding guidelines) • Disseminate promotional material as required (including to ensure equitable access across all Provinces)
Selection	<ul style="list-style-type: none"> • Confirm priority fields of study and eligibility / selection criteria • Approve online application form • Approve process for shortlisting • Assess aspects of merit (Senior Program Managers) • Spot-check shortlist against raw data for accuracy and fairness • Approve shortlist for interview • Approve interview process • Chair and participate in group and individual interviews • Confirm budget and endorse merit list 	<ul style="list-style-type: none"> • Develop online application form and process (to ensure equitable access) • Administer online application process and provide all applications to DFAT • Provide a longlist of applicants based on eligibility and merit • Logistics and administration for group and individual interviews and written tests (involving DFAT staff and alumni) • Draft merit list for approval • Communication with shortlisted candidates
Placements	<ul style="list-style-type: none"> • Update website on progress of selection process • Sign letters of offer for each awardee 	<ul style="list-style-type: none"> • Arrange English language proficiency test (IELTS) and practice sessions • Complete information for each successful candidate in OASIS • Provide advice to candidates on course preferences • Liaise with institutions to seek placement of candidates • Communications with candidates
Mobilisation	<ul style="list-style-type: none"> • Participate in pre-departure briefing 	<ul style="list-style-type: none"> • Deliver pre-departure briefing • Support awardees to obtain student visa (including medical checks) • Book flights and other transport required • Administrative support for pre-departure briefing • Communications with candidates • Develop a reintegration plan for awardees (with employers where possible)
Management of students on award	<ul style="list-style-type: none"> • Consider / approve variation requests 	<ul style="list-style-type: none"> • Monitor student progress • Facilitate internships for undergraduate awardees during university holidays • Liaise with institutions • Submit variation requests to DFAT, with clear reference to Policy Handbook
Alumni engagement	<ul style="list-style-type: none"> • Develop an Alumni Engagement Strategy • Participate in alumni events • Approve public diplomacy material 	<ul style="list-style-type: none"> • Liaise with alumni to develop six monthly plan of alumni events • Event management support (predominantly administrative support and logistics) • Deliver (or procure services to deliver) at least ten professional development workshops per year • Work with newly graduated alumni to develop a reintegration plan for each • Communication with alumni as required to update alumni database (Global Alumni website) • Develop and disseminate public diplomacy material

Stakeholder engagement	<ul style="list-style-type: none"> • Liaise with other DFAT staff (at Pacific Posts and in Canberra, including through a Pacific Scholarships Community of Practice) • Liaise with GoV and industry groups 	<ul style="list-style-type: none"> • Liaise with Vanuatu Chamber of Commerce and Industry and relevant Industry Associations or businesses to identify options to increase private sector engagement at all stages. • Liaise with the Training and Scholarships Coordination Unit (TSCU) at the Ministry of Education and Training and the Public Service Commission on scholarship and alumni matters • Support businesses to develop reintegration plans for alumni. • Invite alumni, MoET and PSC participation at interviews (as directed by DFAT) and alumni events.
M&E	<ul style="list-style-type: none"> • Participate in annual lessons learned exercise with the MC • Tracer Studies • Manage independent reviews as required • Approve case studies and other material for publication • Share knowledge with SCB and other Posts 	<ul style="list-style-type: none"> • Data analysis of applications to inform future application process (eg. proportion of male and female applications, place of residence, disability, etc.) • Draw on information from Global Australia Award surveys for reporting • Develop and administer a survey for alumni within 3 months of graduating (seeking feedback on their experiences while on award, and early reintegration) • Participate in annual lessons learned exercise (with DFAT) • Maintain Global Alumni database for ni-Vanuatu Australian alumni • Work through the Global Tracer Facility to develop case studies for new awardees and alumni (ensuring consent is provided) • Update M&E plan as required (with DFAT's endorsement)

ANNEX C: M&E Plan (indicative only – to be updated and agreed between DFAT and MC)

DATA COLLECTION LEVEL	DATA TO BE COLLECTED	ANALYSIS TO BE UNDERTAKEN	DATA SOURCE
Activities			
Promotion: Promotion of Australia Awards An appropriate number of high quality applications are received	1. Number of applications received 2. Proportion of applications received: <ul style="list-style-type: none"> - Eligible: ineligible - Male: female: X (indeterminate / intersex / unspecified) - People with a disability - Various age groups - People living in regional / remote areas (results per province) - People with / without professional experience - Undergraduate: postgraduate; AAS: AAPS - Priority sectors and public : private : community sectors 	<ul style="list-style-type: none"> • Did promotion methods result in the desired number and quality of applicants? • Do different groups listed appear to have equal access to apply? Do there appear to be barriers to apply? If so, what are those barriers and how could they be overcome? 	<ul style="list-style-type: none"> • Promotional materials • Application form • Applications
Selection, Placement & Mobilisation: High performing, well-prepared female and male ni-Vanuatu are selected for scholarship and mobilised to preferred institution	1. Proportion of shortlisted / suitable candidates: <ul style="list-style-type: none"> - male: female: X (indeterminate / intersex / unspecified) - with a disability (as per Washington Group questions) - age groups - living in urban: regional : remote areas (results per province) - with professional experience : without professional experience - undergraduate: postgraduate; AAS: AAPS - priority sectors; public : private : community sectors 2. Assessments of shortlisted candidates 3. Information on shortlisted candidates under 18 years of age 4. Proportion of suitable candidates who attain adequate IELTS score 5. Proportion of suitable candidates who are accepted by their preferred institution for their preferred course 6. Perceptions of awardees on pre-departure process 7. Proportion of suitable candidates who respond and provide required information on time 8. Proportion of suitable candidates mobilised on time	<ul style="list-style-type: none"> • How does data on shortlisted / suitable candidates compare to data on applications received? • What proportion of shortlisted candidates were found suitable? • Is the proportion of undergraduate and postgraduate candidates selected appropriate? • Was the shortlisting and interview process appropriate? • To what extent are interviewees able to present themselves in the most positive manner? How could the interview process be improved (without compromising efficiency)? • Have child protection measures been implemented effectively to ensure candidates under 18 are not put at risk? If not, why not and what measures can be put in place to address this risk as a priority? • To what extent is English language ability a barrier for ni-Vanuatu people seeking tertiary education? • Is the quality of candidates found suitable at interview considered suitable by institutions? • Did awardees feel well-prepared for study and life abroad? Was this the case for all groups, or were some (ie. men / women; undergrad / postgrad) better prepared? • How could the pre-departure briefing be improved? Is there a need to provide more pre-departure support for particular groups? • Do awardees value and use information on gender equality? • To what extent does pre-departure briefing establish an enduring relationship between the High Commission and awardees? 	<ul style="list-style-type: none"> • Shortlisting process • Selection interview activities / questions • Selection scoresheets • Merit list • Selection panel feedback • IELTS test scores • OASIS data • On award surveys • Mobilisation data

On award support: Institutions provide good quality, relevant education and appropriate support for awardees	<ol style="list-style-type: none"> 1. Number and proportion of students attaining good grades on award 2. Number and proportion of variations (particularly terminations and extensions) and reasons for variations 3. Timeliness and validity of justifications provided by institutions for variations 4. Adequacy of student support from institutions (including to avoid the need for variations) 5. Number of awardees who graduate with a qualification from an Australian or regional institution 	<ul style="list-style-type: none"> • What were the key factors that made awardees' experiences valuable / not valuable? • Are awardees performing well? Does this reflect a robust, competitive selection process? • Are awardees adequately supported by institutions? • Are institutions conforming with requirements of the program? Are variations managed efficiently and with regard to individual needs and program goals? • Are issues unique to female awardees adequately addressed? 	<ul style="list-style-type: none"> • Awardee academic results • OASIS data on variations • On award surveys
Alumni Engagement: Delivery of Alumni Network activities that reflect alumni needs, provide support for alumni professional / career development and opportunities to build relationships with the Australia High Commission and broader links to Australia	<ol style="list-style-type: none"> 1. Number and proportion of awardees who did not return to Vanuatu 2. Number and proportion of awardees who returned to their previous job / organisation 3. Number and proportion of Reintegration Plans reviewed within 2 months of return 4. Number and proportion of returnees making satisfactory progress against their Reintegration Plan within six months, one year and three years 5. Number and proportion of alumni who report using their skills gained on award in their current employment 6. Information on how alumni are using their skills gained while on scholarship in their workplace / community 7. Detail on key projects, reforms, policies and/or practices supported by alumni within five years after completing their award 8. Number of alumni participating in alumni events 9. Feedback from alumni on alumni events 10. Feedback from spouses of awardees 	<ul style="list-style-type: none"> • Are there any problems of awardees overstaying in Australia or in another Pacific country? • Are alumni competitive in finding employment / gaining promotions soon after returning from studies? Do men and women have different experiences? • What proportion of alumni attain employment appropriate to their level of qualification (undergraduate vs postgraduate)? • Are there any common return to employment / resettlement issues (professional and/or personal)? • How have families of awardees been affected? • Are alumni maintaining links with Australia and networking with other awardees? • Do alumni value alumni events? How could alumni events be improved and/or better targeted? • Are there equal numbers of male and female participants at alumni events? • Are there female-specific alumni events? 	<ul style="list-style-type: none"> • Reintegration Plans • Meetings / correspondence with returnees • Interviews with employers • Returnee survey • Employer survey • Spouse survey • Case studies • Alumni event feedback forms
Stakeholder engagement: Engagement with GoV and private sector to establish priorities and targets for scholarships and alumni activities Engagement with awardees, fellows, organisations and leaders in priority areas	<ol style="list-style-type: none"> 1. Feedback from Vanuatu Government counterparts on selection process; reintegration of alumni 2. Feedback from private sector stakeholders on selection process; appropriateness of Australia Awards to industry needs; reintegration of alumni 	<ul style="list-style-type: none"> • To what extent did Government counterparts learn more about merit-based selection processes? • To what extent did stakeholders think Australia Awards meets their needs / skills gaps? • To what extent did employers contribute / meet their responsibilities in reintegration plans? • Have there been any unintended negative outcomes of the alumni's participation in the award or alumni activities from the perspective of the employer? 	<ul style="list-style-type: none"> • Surveys / feedback from stakeholders • Reintegration plans

Outputs			
Female and male ni-Vanuatu awardees graduate	1. Number and proportion of awardees who graduated each year compared to those expected to graduate	<ul style="list-style-type: none"> Did all the awardees expected to graduate each year graduate? Are awardees performing well? Are female awardees performing as well as male awardees? 	<ul style="list-style-type: none"> Awardee academic results
Female and male graduates participate in alumni activities (incl. on social inclusion)	1. Number of alumni events held each year (incl. number of events that incorporated social inclusion issues) 2. Number of alumni participants at each event – male, female and X (indeterminate / intersex / unspecified) 3. Feedback from alumni on alumni engagement events	<ul style="list-style-type: none"> Was there a suitable number and focus of alumni events held each year? Are there equal numbers of male and female participants? Are events held in accessible locations? Was there high demand, and does there continue to be high demand, for alumni events? Are alumni satisfied with alumni events? Could they be improved to better meet the needs of alumni? 	<ul style="list-style-type: none"> Alumni event plan Alumni participant feedback forms
Intermediate outcomes			
Employers place female and male alumni in positions appropriate to their skills, knowledge and experience (or alumni are self-employed in fields appropriate to their skills, knowledge and experience)	1. Number and proportion of alumni in employment that relates to the sector of their studies while on scholarship (within 3, 6 and 12 months of graduating) 2. Number and proportion of alumni who have transferred to jobs which make greater use of their award skills 3. Feedback from alumni on how they have used their skills / knowledge in the workplace (and on any barriers faced to do so)	<ul style="list-style-type: none"> To what extent are Reintegration Plans and alumni engagement activities helping alumni achieve their career goals / contribute to development outcomes for Vanuatu? Do employers or alumni perceive any constraints to the alumni's application of skills in the workplace? Do employers or alumni identify / associate the benefits of participation in Australia Awards to their achievements? Are there differences between the perceptions of employers and alumni in increased level and application of skills and knowledge of the alumni? If so, what could account for these differences? Are there differences in experiences for male and female alumni? Do alumni engagement activities address this? What are the factors in the workplace that enable or limit alumni ability to apply their skills and knowledge in the workplace? 	<ul style="list-style-type: none"> Interviews, surveys or focus groups with employers (including manager and other employees) Review of alumni contributions Case studies
Employers remain engaged with awardees	1. Number of awardees who are on leave from their job who report ongoing communication with their employer while on award	<ul style="list-style-type: none"> To what extent are employers engaged with, and supporting, awardees? 	<ul style="list-style-type: none"> On award surveys
End-of-program outcomes			
Female and male alumni are gainfully employed (or self-employed) in their field of expertise and applying their new knowledge and skills and using their networks	1. Feedback from employers on the contribution alumni make in the workplace 2. Number and proportion of alumni demonstrating their use of skills, knowledge and networks to contribute to sustainable development outcomes for Vanuatu	<ul style="list-style-type: none"> Have alumni helped to strengthen capacity of their organisations from employers' perspectives? What are the demonstrated tangible outcomes / benefits? How are alumni contributing to the development of Vanuatu? Have alumni helped to strengthen capacity of their organisations to contribute to the development of Vanuatu? To what extent do the acquired skills and knowledge contribute directly to Vanuatu's development priorities? Do male and female alumni (and their employers) report similar levels of achievement and career progression? Have male and female alumni developed their perceived or actual leadership behaviours or roles? 	<ul style="list-style-type: none"> Alumni Surveys Employer surveys Tracer Studies Review of alumni contributions Program Evaluations

Female and male alumni maintain links with Australia (and hold positive views of Australia, Australians and Australian expertise)	<ol style="list-style-type: none"> Information regarding alumni perceptions of the extent to which they are positive about the award and the professional and personal benefits they have gained from studying in Australia (and their reasons for this) including: <ul style="list-style-type: none"> level of satisfaction of different components of the award personal and professional benefits of their participation any unintended negative impacts from their participation level of increase in their skill / knowledge relevance of the new skills / knowledge acquired ability to apply their skills effectively and identified contribution to their workplace relevance of their skills to their workplace quality of process (including alumni engagement) Alumni views of Australia, Australians and Australian expertise Information about the extent to which awardees have shared their experiences and promoted Australia Awards, the Australian aid program to others (to whom; why; key reasons they recommend the program) Number and types of relationships formed between ni-Vanuatu scholars and Australian individuals and institutions 	<ul style="list-style-type: none"> What has been the personal and professional impact of being away from work to study? Could negative impacts be minimised and other options introduced? Are their contextual factors that have positively or negatively affected awardees' experience and their ability to apply their skills and knowledge? Why have alumni promoted / not promoted Australia Awards / the Australian aid program? Are there trends in the relationships formed – are they typically with other awardees, with Australian and / or with particular institutions? Are alumni maintaining links with Australia and networking with other awardees? Do alumni hold positive views of Australia, Australians and Australian expertise? If not, why not? Are the alumni confident these relationships will endure? What are the reasons they provide as to why they will / will use the links in the future? 	<ul style="list-style-type: none"> Surveys of awardees Reintegration plans Tracer Studies Review of alumni contributions Case studies Feedback forms from alumni events
---	---	---	---

M&E Responsibilities:

Contractor	<ul style="list-style-type: none"> Update and implement M&E Plan; use M&E data in program reporting Keep OASIS up to date Facilitate participation of stakeholders in M&E activities Recommend options to improve program administration and provide suggestions for survey questions Support awardees / employers to develop Reintegration Plans and collect / analyse information to report against these plans Participate in an annual reflection workshop to consider the efficiency and effectiveness of activities, relevance of priority sectors, and the degree to which gender equality and disability inclusion have been integrated into activities 	Australian High Commission	<ul style="list-style-type: none"> Participate in an annual reflection workshop to consider the efficiency and effectiveness of activities, relevance of priority sectors, and the degree to which gender equality and disability inclusion have been integrated into activities
		Scholarships and Alumni Branch	<ul style="list-style-type: none"> Global Australia Award surveys (which assess the quality of selection, placement, mobilisation, etc.) Management of Global Tracey Facility
Institutions	<ul style="list-style-type: none"> Monitor and report on each awardee's study performance in a timely manner through OASIS Recommend strategies and academic support for awardees to manage studies and living abroad, based on data from surveys Provide an appropriate level of follow-up contact and support to alumni 	Selection Panels	<ul style="list-style-type: none"> Reflect on selection process and give feedback to MC Make recommendations to improve interview process and selection criteria
		Awardees	<ul style="list-style-type: none"> Participate in arrival and ongoing surveys
Employers	<ul style="list-style-type: none"> Participate in development, implementation and review of Reintegration Plans Provide appropriate level of support to maximise benefits for awardees Participate in interviews for case studies 	Alumni	<ul style="list-style-type: none"> Participate in alumni workshops and complete feedback forms Participate in interviews for case studies

ANNEX D: Risk Register

Risk	Consequence	Likelihood	Risk rating	Mitigation Measures
Low number and/or lack of quality applications received	Moderate	Unlikely	Moderate	<ul style="list-style-type: none"> Promotional activities to encourage high calibre candidates to apply Applications to be well advertised, clear instructions, and open for an appropriate period of time.
Poor engagement with / targeting of private sector candidates	Minor	Possible	Moderate	<ul style="list-style-type: none"> Liaise with Vanuatu Chamber of Commerce and Industry and key private sector employers to identify ways to make the program more suitable for the private sector.
Absences of key staff who are offered an award results is detrimental to other Australian aid programs	Moderate	Possible	Moderate	<ul style="list-style-type: none"> Liaise with Australian High Commission staff on selection, merit list. Where critical gaps may result, work closely with employers to manage carefully (including looking at more flexible options)
Inappropriate awardees are selected, resulting in high failure rates and/or negative publicity for the program and reduced support by the Australian public	Minor	Unlikely	Low	<ul style="list-style-type: none"> Robust selection process to deliver high calibre candidates who have strong academic and/or professional experience. Build / maintain productive relationships with tertiary institutions in Australia and the Pacific to enable a strong support network for awardees. Alumni to meet new awardees at pre-departure briefing and informal support/mentoring will be explored.
Alumni don't have necessary employer support to maximise the use of their skills / knowledge upon return to their workplace (due to institutional / cultural barriers)	Moderate	Possible	Moderate	<ul style="list-style-type: none"> Work with key agencies and targeted sectors to ensure employers are better positioned to reintegrate and utilise alumni skills. Use alumni activities to engage employers where appropriate Australian High Commission to engage directly with employers where appropriate (may be in respect of individual alumni members) <p><i>NB: Improving human resource capacity takes time and sustained outcomes often require changes in the enabling environment in which many alumni work.</i></p>
Scholarship recipients overstay their visa in Australia or the Pacific region	Minor	Unlikely	Low	<ul style="list-style-type: none"> Pre-departure briefings are an important means to stress the legal obligation to return home and legal and monetary consequences of remaining in Australia. The program will implement on-award follow-up strategies to maintain contact with awardees while in Australia
Awardees do not develop a positive attitude towards Australia and Australians and/or awardees do not develop positive linkages with Australian individuals / organisations	Moderate	Unlikely	Moderate	<ul style="list-style-type: none"> Clearly articulate the goals of the program at pre-departure briefing and ensure all awardees are aware of their responsibilities and expectations of them. Monitor performance of MC and institutions to ensure students on award are provided with adequate support. Promote links between Australia and Vanuatu through alumni engagement activities.
Poor engagement with stakeholders (incl. alumni) results in outcomes unable to be achieved.	Moderate	Unlikely	Moderate	<ul style="list-style-type: none"> Engage with the Public Service Commission on graduates and promote alumni members. Use alumni activities to engage employers where appropriate Australian High Commission to engage directly with employers where appropriate (may be in respect of individual alumni members)

Child protection is a relevant safeguard risk for the program, as applicants may be under 18 years of age at the time of application, interview and mobilisation.	Major	Unlikely	Moderate	<ul style="list-style-type: none"> • Compliance with DFAT's Child Protection Policy (incl. guidelines for managing and reducing risks of child abuse by people involved in the delivery of aid programs or activities) • Ensure interview panels have at least two panel members • Advise candidates that they may invite a parent or guardian to accompany them • Personal details kept securely and not used for any purpose other than administration of the scholarships program. • MC will be required to meet DFAT's Child Protection Policy, ensure staff undergo training, and sign a Child Protection declaration • MC will consistently monitor compliance with DFAT's child protection standards through strategies including performance assessments and reviews, and spot audits of program resources, materials and information technology.
Processes can be open to corruption and fraud in a variety of ways (e.g. false academic transcripts, false information provided in application forms; not disclosing relevant information or a conflict of interest; nepotism in shortlisting) that could damage the integrity and reputation of the program.	Moderate	Unlikely	Moderate	<ul style="list-style-type: none"> • MC and institutions will immediately inform DFAT of any attempts to influence the selection process in favour of a particular person. • DFAT personnel will spot-check shortlist against raw data to ensure accuracy and fairness • DFAT personnel will chair selection panels to ensure fair selection process. • MC and institutions will be required to report suspected fraud immediately to DFAT. • MC will undertake a fraud risk assessment, establish financial management and control systems and produce and maintain a Fraud Risk Assessment and Management Plan. • MC will engage an independent auditor to audit the program accounts annually to internationally recognised standards. • MC will prepare a strategy containing appropriate fraud prevention, detection, investigation and reporting procedures that comply with Commonwealth Fraud Control Framework 2014, or subsequently issued guidance. • MC's responsibilities extend to the activities of their sub-contractors.
Safety of on award students compromised due to natural disaster, civil unrest or otherwise (eg. recent riots at universities in PNG)	Major	Possible	High	<ul style="list-style-type: none"> • Students will only be able to study in PNG in exceptional cases (ie. where there is no alternative). • MC in PNG will prepare detailed security plans for awardees.
Australia's investment in scholarships is not sufficiently recognised by Vanuatu Government as it is run parallel to government systems	Minor	Unlikely	Low	<ul style="list-style-type: none"> • Clear messages conveyed on the investment's contribution to Vanuatu's development challenges. • Proactive responses will address any negative incidents, such as inappropriate awardees being selected, inappropriate behaviour by awardees, awardees overstaying their visa, or race-based incidents against overseas students in Australia.

ANNEX E: Indicative Program for Pre-Departure Briefing

DAY 1

Time	Item	Description
08:30 – 09:00	Arrival	All awardees arrive and sign-in Provide house-keeping instructions
09:00 – 09:30	Welcome	Introduction and outline of Australian Scholarships Program and how it assists with Vanuatu's development
09:30 – 10:30	Meet with High Commission Staff	Break into sector groups to meet with relevant staff from the Australian High Commission
10:30 – 10:45	BREAK	Light refreshments
10:45 – 12:00	Goal Setting	Activity for the students to set goals for themselves to act on during their time abroad and upon their return
12:00 – 13:00	LUNCH BREAK	Lunch provided
13:00 – 14:00	Gender Equality	Discussion about domestic and gender violence in Vanuatu and in Australia, women's leadership and economic empowerment. Discussion about how gender equality is good for men and women and how men can be champions for change
14:00 – 14:15	Afternoon Tea	Light Refreshments
14:15 – 16:00	Overview of Policy Guidelines	Split into groups AAS and AAPS: overview of policy guidelines (provide link to document and emphasise use of policy handbook, and awardee obligations)

DAY 2

Time	Item	Description
08:30 – 09:00	Arrival	All awardees arrive and settled
09:00 – 09:30	Motivational Speaker (alumnus)	20 minutes speech 10 minutes for questions and answers
09:30 – 10:15	Time Management / Problem Solving	Break into teams and ask to work through a scenario – discuss as a group
10:15 – 10:30	Morning Tea	Morning tea while getting into the next session
10:30 – 11:45	Budget Planning Exercise	Brief session on effective budgeting
11:45 – 12:30	Pre-Departure Guidebook Q&A	Split into groups for informal discussions on pre-departure guidebooks AAPS Alumni to share experiences AAS Alumni to share experiences
12:30 – 13:30	LUNCH BREAK	Lunch provided
13:30 – 14:00	Alumni Network	Introduction to the alumni network Brief presentation on alumni network activities What the network means for awardees
14:00 – 14:30	Goal Setting	Refresh memories on goals set and plans to achieve goals
14:30 – 15:30	Adjusting to life in a foreign country	Tips for settling into a new place and overcoming homesickness Understanding cultural differences Abiding by different laws (covering key issues / differences, such as not leaving children unsupervised at home).
15:30 – 16:30	Farewell to Candidates	Farewell Speech (High Commissioner) Afternoon tea and mingle