



Australia Awards

# Australia Awards

## Vietnam

### Annual Plan 2014-2015

May 2014 v3 (updated 15 July 2014)



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## Abbreviations

AAAN	Australia Awards Alumni Network
AAO	Australia Awards Office (Canberra)
AAS	Australia Awards Scholarships
AAV	Australia Awards Office in Vietnam
ADS	Australian Development Scholarships
AEI	Australian Education International
AEU	Alumni Engagement Unit
ALAF	Australia Leadership Awards Fellowships
ALAS	Australian Leadership Awards Scholarships
ASAVN	Australian Government Scholarships Alumni in Vietnam
ASDiV	Australian Scholarships for Development in Vietnam
CEMA	Central Committee for Ethnic Minority Affairs
CA	Central Agency
DD	Design Document
DFAT	Australian Department of Foreign Affairs and Trade
DOHA	Department of Home Affairs
DOET	Department of Education and Training (Vietnam)
GDSI	Gender, Disability and Social Inclusion
HCMC	Ho Chi Minh City
HRD	Human Resource Development
IELTS	International English Language Testing System
JSC	Joint Selection Committee
LCH	Longitudinal Case Histories
M&E	Monitoring and Evaluation
MEF	Monitoring and Evaluation Framework
MESP	Monitoring and Evaluation Strategy and Plan
MARD	Ministry of Agriculture and Rural Development
MC	Managing Contractor (Coffey International Development)
MCST	Ministry of Culture, Sports and Tourism (Vietnam)
MHD	My Health Declarations
MOET	Ministry of Education and Training (Vietnam)
MOHA	Ministry of Home Affairs (Vietnam)
MOLISA	Ministry of Labour, Invalids and Social Affairs (Vietnam)
MOST	Ministry of Science & Technology (Vietnam)
MPI	Ministry of Planning and Investment
NCP	New Colombo Plan
NGO	Non-Government Organisation
OASIS	Online Australian Scholarship Information System
OSHC	Overseas Student Health Cover
PCE	Pre-Course English
PDB	Pre-Departure Briefing
PCC	Program Coordinating Committee
PPC	Provincial People's Committee
PPI	Priority Public Institution
ReAP	Reintegration Action Plan
RMIT	Royal Melbourne Institute of Technology
SEG	Scholarships Effectiveness Group (of Coffey International Development)
VNAC	Vietnam National Alumni Conference
VNU	Vietnam National University

## Executive summary

Through the Australia Awards program in Vietnam, “Australia seeks to support Vietnam’s continuing economic development by assisting in the creation of a greater pool of specialists with the highest level of education, and to link the acquisition and use of new knowledge to making contributions to areas of economic and social development that are identified in the Joint Australian-Vietnam Development Cooperation Strategy”.

The program runs from October 2009 to January 2016. This Annual Plan covers the period July 2014 to June 2015 and describes how the program’s five implementing strategies will be delivered in this period. It also reflects on-going developments, including: enhanced assessment of awareness and promotion activities; increased emphasis on reintegration of graduates into the workplace and their subsequent development contribution and impact; increased focus on people with disability; and the establishment of the Australia Awards Alumni Network. The Plan also reflects the experiences and lessons learnt from the 2013 selection round to ensure higher implementation efficiency and effectiveness.

- (i) **Promotions:** Implementation of the General Awareness and Promotion Strategy and Plan involving both general awareness (applications and perennial publicity) and targeted promotion, will build on last year, with specific attention paid to assessing the effectiveness of the pilot advertising on Google and Facebook, and to visits to targeted disadvantaged provinces, with an emphasis on cost efficiency.
- (ii) **Reintegration and alumni:** In line with the Reintegration and Alumni Strategy and Plan, reintegration workshops will continue to be conducted in Australia and Vietnam. The process will be strengthened through: (i) greater involvement of employers in the formulation and implementation of Reintegration Action Plans (ReAPs); (ii) more emphasis on tangible processes of transferring knowledge and skills into the workplace in the workshops; and (iii) making better use of the in-Vietnam workshops to develop the ReAPs. The Small Grants Scheme will be implemented and the Australia Awards Office Vietnam will provide support to the Alumni Working Group to progress a formal, national Australia Awards Alumni Network organisation in Vietnam.
- (iii) **Gender, disability and social inclusion:** Specific and integrated strategies in the revised Gender, Disability and Social Inclusion Strategy, will be implemented to address gender equality, disability and other social exclusion issues through all aspects of the awards cycle. A key strategy will be to use the Equity of Access Fund to support the disadvantaged, especially people with disability, at the pre- and post-award stages. The extent that rural disadvantaged applicants make use of the Fund during the 2014 round application and selection period will be assessed and emergent risks identified. Another strategy proposed is the use of the ELT budget to fund special English training for disadvantaged awardees.
- (iv) **Monitoring and evaluation:** Implementation of the updated M&E Strategy and Plan will involve both continuous improvement and program impact activities. Continuous improvement activities will include an evaluation of the effectiveness of the promotional campaign; and an assessment of the ReAP implementation. Program impact activities include a tracer study surveying all alumni who returned to Vietnam between 1998 and 2012; a study on organisational practices to facilitate the application by alumni of skills and knowledge; and longitudinal case histories which will involve interviewing 45 alumni to provide an insight into the quality of the alumni experience.

Although not yet budgeted in this Annual Plan, a new activity being planned this FY is the proposed short course for 50 Vietnamese TVET rectors and managers. This will be reflected in a revised Annual Plan budget as soon as arrangements are agreed with DFAT. The budget will also be updated upon finalisation and approval of the third head contract amendment establishing the Equity of Access Fund and increasing the M&E adviser inputs.

## 1. Introduction

### 1.1 Australia Awards in Vietnam

The Australian Scholarships for Development in Vietnam (ASDiV) program, now renamed Australia Awards Office Vietnam (AAV), commenced on 1 October 2009 and will end on 31 January 2016. The program encompasses Australia Awards Scholarships (formerly Australian Development Scholarships - ADS) and Australia Awards Fellowships (formerly Australia Leadership Awards Fellowships - ALAF) administered by DFAT.

### 1.2 Implementing Agencies

Coordinating agencies for AAV are the Ministry of Education and Training (MOET) representing the Government of Vietnam and DFAT Hanoi Post representing the Government of Australia, who comprise the membership of the Program Coordinating Committee (PCC). The Managing Contractor (MC) and the English Language provider attend the PCC meetings in an advisory capacity. The two key stakeholders, MOET and Hanoi Post, cooperate in the selection process and are the final decision-makers on awarding AAS through their membership of the Joint Selection Committee (JSC).

The PCC provides policy direction, strategic planning and guidance to the program, agrees on or adjusts 'applicant profiles' to determine on-going relevance to development priorities and undertakes regular review of on-going operations. PCC meetings are held annually after the completion of each selection round. MOET is regularly kept informed of important developments and consulted on key decisions, including through its participation in the JSC. Contractor coordination between the MC and the ELT provider is undertaken through informal communication and formal meetings as required.

### 1.3 Preparation of the Annual Plan

This Annual Plan for the period July 2014 to June 2015 has been prepared in consultation with Post, taking into account the lessons learnt and experience in implementing previous scholarships rounds, Post's feedback on the 2013 Annual Report, the AAS Policy Handbook February 2014, the DFAT Guide to Reintegration Support for Long-term Development Awards, the DFAT Alumni Networks Implementation Plan 2012-2014, Australia Awards Alumni Network Strategy February 2013 and Australia Awards Scholarships Principles & Procedures for Disability Support.

To improve program efficiency and effectiveness in 2014, specific consideration has been given to areas identified for continuous improvement in the 2013 Annual Report. Improvement activities include: assessing the effectiveness of the pilot advertising on Google and Facebook; further analysis of the effectiveness of the provincial visits, including cost effectiveness; consultations with gender organisations to obtain more applications for gender studies and with organisations dealing with ethnic minority issues; development of a strategy for providing English language support for disadvantaged candidates; on-going exploration of strategies to increase the rate of attendance by scholars/returnees at reintegration workshops in Australia and Vietnam, and strategies to engage employers in the development of Reintegration Action Plans; implementation of the 2013 M&E Report recommendations, including the Small Grants Scheme as determined by Post; and appropriate alumni professional development activities to support the transfer of knowledge and skills.

At the PCC meeting on 14 April 2011, it was agreed that the Annual Plan would be circulated to MOET members of the PCC for comment after submission to Post.

## 2. Activity Description

### 2.1 Program Design

Through the AAV program “Australia seeks to support Vietnam’s continuing economic development by assisting in the creation of a greater pool of specialists with the highest level of education, and to link the acquisition and use of new knowledge to making contributions to areas of economic and social development that are identified in the Joint Australian-Vietnam Development Cooperation Strategy” (DD p.13). The program is directly relevant to the Vietnamese Government’s HRD plans by contributing to the following two Government of Vietnam strategies that are intended to accelerate Vietnam’s development:

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

### 2.2 Program Goal

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

### 2.3 Objectives (2009-2016)

1. Vietnam has additional higher learning and leadership capability from Australian scholarships and learning placements that is being used by graduates to make personal contributions to the priority development areas in the Country Strategy.
2. Vietnam has additional PhD qualified university teachers and researchers using new qualifications to improve the quality of teaching and research programs in Vietnamese universities that in turn train students and researchers in fields and disciplines that support development work in priority development areas; and has additional post-graduates with qualifications in TESOL who use the skills to improve quality in TESOL teacher-training to support the national program to expand skills in English language.
3. Women and men have equal opportunity of obtaining Masters and PhD scholarships in order to develop and utilise new skills and contribute to development in the priority development areas and to gender equality in Vietnam.
4. Alumni return with and maintain linkages and positive perceptions of Australia that contribute to strengthening the Vietnam – Australia bilateral relationship and are supported to enhance their contribution to development objectives by applying what they have learnt and through diffusion of learning to others.<sup>1</sup>

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<sup>1</sup> This objective was recommended by the MTR (2011) and added to the updated SoS for the extended MC contract with DFAT.

## 2.4 Program Components

As detailed in the DD, the AAV program has three distinct components:

1. *Selection and support for scholars* – including promoting the scholarships, selecting and mobilising the awardees to Australia for their study, monitoring progress during their study and supporting their re-integration into the workplace after they return following graduation.
2. *The provision of English Language training* – to those who need additional assistance to gain the required IELTS score to be admitted to their chosen course of study. This component is implemented in a separate DFAT contract for an English Language provider for pre-departure training in Vietnam (currently RMIT Vietnam). Additional English Language training is also available for disadvantaged conditional awardees to gain entry to an Australian university for their selected course of study.
3. *Monitoring and evaluation* – to assess the relevance, efficiency and effectiveness of the program in contributing to Vietnam's development in the DCS priority areas.

## 2.5 Program Targets

For the 2014 round, the number of AAS awards is up to 185 including an allocation of up to 10 AAS for the Leadership Program. To be eligible for a scholarship, applicants must belong to one of the three Applicant Profiles (noted below). The percentages allocated to each Profile were modified by the PCC meeting on 20 August 2013 with a reduction in Profile 2 from 40% to a more realistic 30% and reallocating the 10% equally to Profiles 1 (now 35%) and 3 (now 35%).

For the 2014 round, changes have also been made in defining the eligible groups targeted in Profiles 1 and 2. Employees of international NGOs and agencies are no longer eligible for the awards in Profile 1. In Profile 2, four mass organisations have been added to the 30 eligible Central Government Agencies. The Profile categories and their percentage allocations in the 2014 round are as follows.

- Profile 1 – Local government officials and staff from local NGOs and provincial enterprises (35%)
- Profile 2 – Central agency officials (30%)
- Profile 3 –Tertiary lecturers (including TESOL) and researchers (35%)

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

### 3. Review of Progress and Implementation

#### 3.1 Progress to Date and Issues

##### 3.1.1 Selection processes and results.

There was a small increase of 19 applications to 1,250 (F: 764; M: 486) in the 2013 round from the 1,231 applications (F: 743; M: 488) in 2012, creating a competitive pool with sufficient quality candidates to be selected to meet the target of 235 awards.

**Selection issues.** The only significant selection issue to arise was the compressed time of six weeks scheduled for the screening and assessment of such a large number of applications (this time has been extended for the 2014 round). The fully online OASIS application process generally went smoothly, although there is still room for improvement in the OASIS application form and supporting templates.<sup>2</sup>

The 235 conditional awards offered included Profile 1: 73 (F: 38; M: 35); Profile 2: 67 (F 43; M: 24); Profile 3: 95 (F: 51; M: 44) and another 15 (F: 8; M: 7) Profile 3 candidates were placed on a reserve list (seven of these were subsequently given formal offers). The 235 total included 9 awardees, who were approved by Canberra, on an internationally competitive basis, to attend the Leadership Program.

Overall, the 2013 results represented a substantial improvement over the results obtained in the 2012 round. This improvement was marked, in particular, by the doubling of disadvantaged rural applicants and awards, a sharp increase in applications from and awards for persons with disability, and the significant increase in applications and awards in high priority areas of study, such as disability and gender. The continuation of the decline in the number of ineligible applications also underlined this improvement and suggests increasing program efficiency in promotions and screening. These improvements covered the result areas that the 2013-2014 Annual Plan sought to address, and for which remedial action was outlined (section 3.1 of the Plan).

**Profile 2 Shortfall.** The one result area that the 2013 results could not significantly remedy was the continuing shortfall in meeting the 40% target for Profile 2. As this shortfall has stemmed largely from the structural changes<sup>3</sup> that occurred in 2011 round, which affected Profile 2 in particular, the PCC decided on two courses of action to address this situation for the 2014 round: the Profile 2 target was reduced to 30% and the requirement for Profile 2 applicants to submit IELTS certificates on application was removed.

The results of the 2014 round when the number of Profile 2 applications doubled from 113 last round to 221 demonstrates that the removal of the IELTS requirement on

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<sup>2</sup> As outlined in the 2013-2014 Annual Plan (section 3.1) and in 2013 Annual Report (Section 13), there is some scope to improve the structure and content of the OASIS application form and supporting document templates to facilitate more efficient and systematic screening of applications and more accurate reporting on development themes and sources of information on the scholarships. This is a matter for DFAT's consideration.

<sup>3</sup> Apart from the changes associated with the introduction of the online system, two other structural changes were: (i) the transfer of research institutes associated with Ministries to Profile 3, and (ii) PhD studies were removed as an eligible level of study for Profile 2 applicants. Both these changes substantially reduced the potential pool of Profile 2 applicants.

application was an appropriate response to the problem and 106 Profile 2 candidates were short-listed for further processing.

### **3.1.2 Placement and mobilization**

In 2013, a total of 263 (M: 122; F: 141) awardees were placed from three selection rounds (2011: 8; 2012: 159; 2013: 96) in 33 Australia universities. Overall, the placement and mobilisation processes were much smoother in 2013 than in previous years. Problems last round in respect to visa procedures and English language training scheduling and testing have been largely resolved.

**English Language for Disadvantaged Applicants.** Disadvantaged awardees face difficulties during English language training because of low IELTS entry levels and, sometimes, family issues. The 2013 Annual Report proposed that discussions be held involving RMIT Vietnam, the Embassy, AAV and the Local Academic Adviser (an IELTS expert) with a view to developing a strategy for providing English language support for disadvantaged candidates, who have low IELTS scores on entry to English language training, and/or who are having difficulty achieving their university IELTS entry scores during their language training. This strategy will be developed for implementation during 2014-2015.

The AAV Design Document has provision for special English language training for disadvantaged candidates. This was used for four disadvantaged awardees who had difficulties achieving the required IELTS levels for entry to their selected courses in Australia. They took additional courses in IELTS preparation with other specialist providers<sup>4</sup>. MC proposes the use of the ELT budget to fund special English language training for disadvantaged candidates.

### **3.1.3 On-award.**

An overwhelming majority (95%) of awardees on scholarship performed satisfactorily during 2013 and variation requests decreased significantly by 20% over the 2012 figures.

### **3.1.4 Reintegration and alumni support.**

A new reintegration strategy component was added to the alumni strategy in the 2012-2013 Annual Plan (revised January 2013) reflecting DFAT's increased focus on maximising the successful integration into the workplace by graduates and their contribution to Vietnam's development. An integral part of the strategy was a pilot phase involving a series of workshops in Australia and Vietnam which began in November 2012.

**Adjustments to Reintegration Strategy.** An assessment of the pilot phase was undertaken by the AAV M&E Adviser and the subsequent recommendations have resulted in adjustments to the 2014-2015 reintegration strategy and plan (see Section 4.3.3 for further details.)

**Establishment of a National Australia Awards Alumni organisation.** In respect of the alumni strategy and plan, a break-through development has been the recent moves to bring the DFAT awards alumni and the Endeavour alumni under a single Australia Awards Alumni Network (AAAN) umbrella in Vietnam. The Annual Plan allows for support to the Alumni Working Group, which has begun work on establishing a national AAAN organisation in Vietnam to replace the present informal alumni structure. At its first meeting in April 2014 the Group decided to establish an organisation affiliated with the Vietnam-Australia Friendship Society and to remain separate from the Vietnam

<sup>4</sup> Three of the four obtained higher IELTS scores and were accepted by universities; the fourth still had difficulties in meeting IELTS requirements and was approved to do PCE in Australia.

Graduates from Australia Club (VGAC). How AAV might work with a national AA Alumni organisation once it is established is discussed in Section 4.3.1 of the this document.

**Outcomes of the National Alumni Conference.** Outcomes from the successful Vietnam National Alumni Conference held in Hanoi in December 2013 have contributed to shaping the alumni support program for the next financial year. One outcome is the planned replication in four cities of the workshop on Journal Article Writing, which was conducted by the AAV International Academic Adviser at the conference. Another outcome is a planned seminar in Hanoi on Vietnam's Green Growth Strategy, which follows-up a recommendation from the conference session on environmental sustainability.

**Implementation of Small Grants Scheme review recommendations.** Sixteen grants were approved under the Small Grants Scheme in the submission round which closed on 31 December 2012. No rounds took place during 2013 pending a review of the Scheme requested by Post. The first stage of the review undertaken by the AAV M&E Adviser has recommended significant changes in the Scheme's operations in the next financial year, which should lead to increased efficiency, in particular a reduction in staffing resource time at AAV and Post to implement the Scheme. The second stage of the assessment will require substantial revision of Scheme documentation taking into account the recommendations approved by Post. The time required for the completion on stage 2 and Post approval should enable a closing date of 1 September 2014 for the next round (see Section 4.3.3 for more details).

## 4. 2014 – 2015 Implementation Strategy and Plan

The 2014-2015 implementation strategy and plan is based on five interconnected and mutually reinforcing strategies, which ensure the program's relevance and support its effective and efficient implementation. Four of the strategies have been updated for this Annual Plan and are attached as annexes. The fifth strategy, Monitoring and Evaluation Strategy, which has been substantially revised, is a separate annex document. Key points in the 2014-2015 M&E Strategy and Plan are found in Section 4.5.

### 4.1 General Awareness and Promotion (GAP) Strategy and Plan

Implementation of the GAP Strategy and Plan will follow a similar pattern for the 2015 selection round, with further adjustments made to particular activities in light of the experience in implementing the 2013-2014 Plan. AAV will assess the effectiveness of the pilot advertising on Google and Facebook and the effectiveness and cost efficiency of the visits to targeted disadvantaged provinces.

The GAP strategy involves both (i) General Awareness and (ii) Targeted Promotion. Key components and activities are summarised in the tables below with more details to be found in *Annex 1 General Awareness and Promotion (GAP) Strategy and Plan*.

#### 4.1.1 General awareness components/activities

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

**Phase 1. Applications publicity**

Components	Activities	Timing
<b>Application package</b>	Inform DFAT of recommended amendments to the generic OASIS application form, and related DFAT documents	Sept 2014
<b>AAV website</b>	Review the effectiveness of search engines and online visibility of the website	Sept 2014
<b>Printed publicity material</b>	Update the website content in both English and Vietnamese languages Update and print the brochure, poster and Country Profile using AA branding and templates	Nov 2014 Nov 2014
<b>Commercial website advertising</b>	Select most effective commercial websites based on 2014 campaign results; determine placement and schedule	Oct 2014
<b>Print media advertising</b>	Select the most effective print media based on the 2014 advertising campaign and determine schedule	Oct 2014
<b>Google and Facebook advertising</b>	Assess the effectiveness of the advertising on Google and Facebook and if effective negotiate program with provider for 2015 round	Oct 2014
<b>Non-commercial websites</b>	Facilitate/encourage placement of information on non-commercial websites, in particular websites of Central Agencies (CAs), Provincial People's Committees (PPCs), universities, education and scholarship websites	Jan 2015
<b>Media stories</b>	Encourage alumni/awardees working in the media to publicise the AAS 2015 selection round Explore with printed and electronic media the possibility of relevant articles/stories being placed/written in the media around the 2015 selection round	Nov 2014 – Jan 2015

**Phase 2. Perennial publicity**

Components	Activities	Timing
Whole-of-Govt. approach	Embassy staff to promote scholarships with counterparts and on field trips	All year round
Use of alumni and awardees in media	Collaborate with alumni/awardees working in the media sector to explore opportunities for media coverage	All year round
TV programs	Liaise with VTV and other channels to feature relevant scholarship information/persons in existing TV programs	All year round
Alumni stories	Place alumni success stories/videos, including	All year round

Components	Activities	Timing
	Small Grants outcomes on the AAV, DFAT and ASAVN websites, AAV's and Embassy Facebook pages and on YouTube	
Media releases	Work with the Embassy Public Affairs Office on developing and distributing media releases for significant events	When appropriate
Media coverage of key events	Invite media to cover key events such as large alumni social events.	When appropriate

#### 4.1.2 Targeted promotion components/activities

The targeted promotion approach focuses on the three Profiles and specific targeted groups – the rural disadvantaged, especially ethnic minorities, people with disability and persons working on gender and disability issues. The targeted approach also covers organisations potentially interested in the AAF, such as Ministries, other central agencies, PPCs, universities and other organisations.

Implementation generally starts prior to and coincides with the applications publicity phase above, but the activities for target groups such as people with disability and persons working on disability and gender issues are not limited to this timeframe, and liaison activities will be carried out, as appropriate, throughout the year.

**Common elements** (across the targeted Profiles and groups)

Components	Activities	Timing
<b>Mobilising alumni and current awardees</b>	Inform alumni and current awardees by email, at alumni events and through personal contact about the scholarship application period	Nov 2014 – Mar 2015
<b>Mail-outs</b>	Send promotion packages to key stakeholders representing the three Profiles and targeted groups and emails to relevant mailing lists, such as Australian Volunteers and Ford Foundation alumni	Jan 2015

**Targeted approach for specific Profiles and targeted groups**

Profile / Components	Activities	Timing
<b>Profile 1</b> Work with Post to select priority targeted provinces for PPC meetings and information sessions	Send letters to PPCs reporting on 2014 round results relating to their employees after JSC 2 Contact individual Provincial government employees who were not selected in 2014 round but have potential to apply for 2015 round Arrange for provincial visits to meet with PPCs emphasizing the need to work with key local agencies in charge of provincial HRD plans Liaise with local alumni and awardees to seek promotion assistance and to speak at information sessions Hold public information sessions in targeted provinces and promote local media coverage	Aug 2014 Sept 2014 Nov 2014 – Jan 2015 Nov 2014 – Feb 2015 Nov 2014 – Feb 2015
<b>Profile 2</b> Work closely with selected CAs to update HRD training plans and actively promote appropriate agency applicants. More attention is given to those CAs who are active in program	Inform individual CAs by email their employees' application results in the 2014 round after JSC 2 Contact individual Profile 2 applicants not selected in the 2014 round but with potential to apply in 2015 round Request individual meetings with all CAs on the 2014 selection results and discuss any constraints for future rounds Brief CA coordinators on updating HRD training plans, implementing internal promotion activities, and application modalities AAV HRD Manager facilitates internal CA workshops for applicants, where the CAs agree to hold workshops	Aug 2014 Oct 2014 Nov-Dec 2014 Jan 2015 Feb-Mar 2015
<b>Profile 3</b> Work closely with regional/provincial universities and selected technical universities and alumni	Report by email to targeted regional/provincial universities their staff's results of the 2014 round after JSC 2 Visit selected regional/provincial universities to meet with the university leadership and hold information sessions Identify and meet alumni working at regional/provincial universities and colleges to seek their support in scholarship promotion. Hold information session at selected technical universities dealing with infrastructure with a view to increasing male applicants	Sep 2014 Nov 2014 – Feb 2015 Oct 2014 – Feb 2015 Jan - Feb 2015

Profile / Components	Activities	Timing
<p><b>Disability</b></p> <p>Work closely with MOLISA, Disabled Persons Organizations (DPOs), local NGOs, agencies and institutes working on disability</p>	<p>Report to DPOs and other organisations dealing with disability on applications and conditional awards offered to people with disability after JSC 2</p> <p>Contact individual applicants with disability who were not selected in the 2014 round but have 2015 round potential</p> <p>Review AA disability priorities and policies and the Equity of Access Fund in promotion material and the AAV website</p> <p>Update list of DPOs and disability organizations and include specific disability information in the mail-out</p> <p>Follow-up established links with DPOs and key disability organizations and encourage publication of information on the Equity of Access Fund and AA disability priorities</p> <p>Undertake promotional visits to relevant disability organisations in conjunction with the opening of the 2015 selection round</p> <p>Hold information sessions, as required, for potential applicants with disability arranged by their DPOs</p> <p>Target potential applicants, who do not have a disability themselves working on disability issues</p> <p>[Note: Detailed promotion activities are in Annex 4: Gender, Disability and Social Inclusion Strategy and Plan]</p>	<p>Sep 2014</p> <p>Sept 2014</p> <p>Oct 2014</p> <p>Nov 2014 – Jan 2015</p> <p>Jul 2014 – Feb 2015</p> <p>Feb - Mar 2015</p> <p>Dec 2014 – Jan 2015</p> <p>Dec 2014 – Jan 2015</p>
<p><b>Gender Studies</b></p> <p>Promote gender studies among professionals working on gender issues</p>	<p>Report to gender specialist organisations on applications and awards for gender studies after JSC 2</p> <p>Undertake promotional visits to relevant organisations dealing with gender issues in conjunction with the opening of the 2015 selection round</p> <p>Mail the scholarships promotion package to the updated list of organizations working on or teaching gender issues</p> <p>Maintain an updated list of alumni working on gender issues accessible to Post to use as an expert group and target to promote applicants for gender studies</p>	<p>Sep 2014</p> <p>Dec 2014 - Jan 2015</p> <p>Jan – 2015</p> <p>Throughout the year</p>

Profile / Components	Activities	Timing
<b>AAF</b>	Follow up specific CAs universities and other organisations who have expressed interest in AAF and facilitate contacts with sponsoring organizations	Throughout the year
Promote AAF among CGAs, PPCs, regional and provincial universities and other relevant agencies	Conduct AAF briefing sessions at AAV office, as appropriate, focussing on CAs closely aligned with DFAT's priorities	May 2015
	Promote AAF in all meetings with PPCs and university leaderships and follow-up	Oct 2014 - Jan 2015
	Promote AAF in discussions with visiting Australian university representatives	Throughout the year

#### 4.1.3 Provincial visits

In the 2014 selection round, the number of provinces visited was fewer than in previous rounds largely because of the short notice about the future of the scholarship program provided in mid-December 2013 due to the change in the Australian Government as well as the coincidence of the Tet holiday period with the opening of the round. Another factor was the Post's request to consider other means of promoting the program with PPCs to maximise resources and effectiveness.

The provincial visits schedule for the 2015 round will be determined after the 2014 round results are finalised, to take into account the cost effectiveness of the visits undertaken and any correlation that can be made from the 2014 round results. Where particular provinces continue to have positive results in terms of applications and awards, they could be excluded from the visit schedule and other communication vehicles used.

Nevertheless, experience over the past four rounds show that it is imperative to meet with the PPC leadership to gain their support for the program, especially in recruiting local government applicants in line with provincial HRD plans. Thus, for the 2015 round, some priority will be given to provinces where meetings have not recently taken place with PPCs as well as to provinces which request information sessions. Those provinces where Australia has particular interests (e.g. aid programs) could also be given priority.

However, there are some risks associated in not maintaining annual visits to targeted provinces, with the highest risk relating to changes of personnel at the PPCs. This affects the level of interest and motivation in promoting the scholarships. This risk can be mitigated to some extent by keeping in touch by telephone/email with key contacts made during visits, and by reporting promptly to PPCs the 2014 round selection results of their employee applicants and encouraging their preparations for the next round.

It is proposed to schedule provincial visits commencing in November 2014 after criteria for selecting provinces have been agreed with Post.

## 4.2 Academic Advising Strategy and Plan

Academic advising contributes to the program's overall efficiency and effectiveness, specifically through helping to ensure that awardees choose courses consistent with their academic background, work experience and university entry requirements. The 2014-2015 Plan for academic advising reflects activities currently being undertaken. Key activities to be undertaken by the two Academic Advisers in the Plan period are set out in the following table with more details to be found in *Annex 2 Academic Advising Strategy and Plan*.

Components	Key Activities	Timing
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Components	Key Activities	Timing
<b>Information for applicants</b>	Provide advice and guidance to applicants on course selection when approached by applicants	Jan-Mar 2015
	For PhD and Masters by Research applicants and candidates, review documentation on the AAV website on how to search for research supervisors; how to prepare a research proposal (International Adviser)	Sep 2014
<b>Course selection</b>	Provide counselling to individual short-listed candidates and conditional awardees, especially disadvantaged candidates, in their selection of preferred courses taking into account the academic and English language requirements and, for awardees, the JSC decision on their selected course	Jul-Aug 2014
<b>Interviews of shortlisted candidates</b>	Assess research proposals and research capacity of short-listed PhD/Masters by Research candidates for Interview Panels (International Academic Adviser)	May 2015
	Provide advice to Masters short-listed candidates, if requested by interview panels (Local Academic Adviser)	Jun 2015
<b>Placement</b>	At placement stage, provide advice as required to awardees whether their final choice of course is in line with the JSC decision and meets the IELTS and academic requirements for course entry (Local Academic Adviser)  Give particular attention to counselling Profile 1 applicants undertaking English Language training and who may have to change the preferred course and university if they do not meet the universities' English entry requirements	Jul-Aug 2014 and Mar 2015
<b>Pre-departure preparation</b>	Conduct a workshop for PhD and Masters by Research awardees focusing on preparing for research degrees in Australia and developing research proposals (International Adviser)	30 Jul – 5 Aug 2014

## 4.3 Reintegration and Alumni Strategy and Plan

The *Reintegration and Alumni Strategy and Plan* (Annex 3) seeks to address the issues and modalities associated with maximising the opportunities for scholarship graduates to successfully re-integrate into the workplace and apply the knowledge and skills they have acquired during their studies to contribute to development objectives and to build linkages between Vietnam and Australia. The strategy and the plan set out various reintegration stages and processes in the scholarship cycle, including a program of support for alumni and indicates future directions of AAAN in Vietnam.

### 4.3.1 Australia Awards Alumni Network in Vietnam

In January 2014, there was agreement between DFAT at AEI at Post that there should be a single AAAN in Vietnam. AEI subsequently encouraged two Endeavour alumni to join the DFAT Alumni Working Group, which has been established to pursue the objective of establishing a national AAAN organisation in Vietnam.

After the initial consultations in April 2013 by the Alumni Working Group, the Group agreed that a national AAAN organisation should be established under the sponsorship of the Vietnam-Australia Friendship Association (VAFA) and be separate from VGAC. The Group is drafting a comprehensive document setting out the national organisation's vision, objectives, key activities, structure, election modalities, relations with Vietnam Graduates of Australia Club (VGAC) etc.

Should the organisation receive approval from the alumni and VAFA (a Vietnam Communist Party organ) which would give the organisation legal status, the relationship between the AAV Office and the new AAAN organisation will need to be clarified. It should be expected that some time will be needed for the election of the office holders at the national and chapter levels and for the organisation to become operational.

One of the expected first tasks of the national level executive body will be to draft an action plan to indicate national and local level activities including those activities that would require support from the AAV office.

During this process of establishing the new AAAN organisation the AAV office will continue to provide advice and organisational support. Some funding provision is made in the budget to cater for financial support for this process if such a need arises. (For further discussion of the future relationship between AAV and the new AAAN organisation see Section 8 Annex 3 Reintegration and Alumni Strategy and Plan.)

### 4.3.2 Reintegration

The reintegration strategy is linked to each stage of the scholarship cycle; initially at the selection stage, where applicants outline their expected future development contributions; at pre-departure, following placement, when they are briefed on the reintegration strategy; on-award, when awardees are invited to attend a half-day workshop before their return to Vietnam, and on return to Vietnam when they are invited to a follow-up workshop.

A key feature of the workshops is the introduction and application of ReAPs as a practical tool to assist newly returned alumni apply in the workplace skills and knowledge they have gained in Australia. The ReAPs are also a means to engage employers in the process by facilitating as much as possible a smooth and productive re-entry into the workplace for the alumni.

An integral part of the strategy was a pilot phase, which began in November 2012 and covered two cohorts of alumni who returned to Vietnam after completion of their studies.

In his assessment report of the pilot phase, the AAV M&E Adviser made several key recommendations in relation to the workshops and ReAPs. These recommendations include: i) greater involvement of employers in the formulation and implementation of ReAPs; ii) more emphasis for alumni on tangible processes of transferring knowledge and skills into the workplace and less focus on organizational change in the workshops, and iii) making better use of the in-Vietnam workshops to develop the ReAPs. The reintegration strategy for 2014-2015 has been modified to take into account these recommendations and other lessons learnt in the strategy's implementation.

The following are the major changes in the strategy implementation:

- A closer link between the workshops in Australia and in Vietnam
- The workshops in Australia will focus more on participants reflecting on the technical and soft skills and knowledge they have gained and what skills might be realistically applied in the context of the ReAP, when they return to work in Vietnam
- The role of the employers in the reintegration process will be emphasized more, with alumni expected to discuss the skills and knowledge they can apply in the workplace in the context of the ReAP before and after the in-Vietnam workshops
- There will be more emphasis on follow-up with individual CA alumni because of the links already established by AAV with CAs
- The ReAPs will be introduced earlier in the Vietnam workshops and more time spent on how to complete them and to apply the activities in the ReAPs
- The time spent on the change management component in the Vietnam workshop will be reduced, with the content more practically oriented to the ReAPs.

There are risks associated with the reintegration strategy. The most significant is the low attendance rate at the workshops. The first two series of workshops in Australia averaged about 50% attendance, despite experimenting with time and location. An expansion to smaller cities and the afterhours and weekend timings in the third and fourth workshop series in Australia increased the attendance rate to 62% and 75.5% respectively.

There was also a small improvement in attendance at the Vietnam workshops in March 2014 by the most recent returnee cohort from 48% to 51.5 % over the October 2013 workshops. The increase in the attendance rate in Hanoi was higher (from 42.3% to 49.5%). This may have been partly due to more time options (Friday afternoon, Saturday morning and afternoon), and partly to the fact that for the first time the reintegration workshops were combined with a Welcome Back Ceremony, when Australia Awards certificates were presented to participants. Future workshops will continue to show this flexibility in workshop location and timing in an effort to increase the attendance rate.

As can be expected, not all targeted awardees/alumni will be able to attend the workshops (due to business trips, work or study commitments, illness, family obligations, pregnancy). In this case, they will be sent briefing packages, and, if they have missed the in-Vietnam workshop, they will be invited to the workshop series six months later. Some awardees/alumni will simply not be interested in attending workshops. Nevertheless, AAV will continue encouraging all returning alumni to participate.

Another high risk is the lack of support/commitment by employers to the reintegration process in general and the ReAPs in particular. The reception that newly returned alumni receive from their employers can differ widely and this situation is further complicated by the varying ability or willingness of alumni to deal with these differences. The situation is further complicated in that supervisors often change.

The issue is that the AAV program design and the online application system do not provide much leverage for AAV to influence employers and gain their support for the reintegration process. This, combined with the varying attitudes of alumni towards approaching supervisors and towards the reintegration process, means that despite all AAV efforts to encourage dialogue between employers/supervisors, it cannot be assumed that this dialogue will occur and, if it does, that it will be fruitful. Evidence from the Hanoi workshops in March 2014 showed that less than half of the participants had actually had such a dialogue with their employer/supervisor, despite being requested by AAV to do so.

Moreover, what practical actions AAV can take to ensure a dialogue between alumni and supervisors is limited in that the program design does not provide for the resources necessary to engage with alumni and supervisors across all Profiles in the reintegration strategy, which was introduced later into the program. Only with the CAs in Profile 2 is there some scope for leverage, as a result of the established relationships, but even this leverage is limited. The biggest challenges are how to motivate more CA alumni to attend the workshops and how to engage employers/supervisors in the reintegration process.

To meet these challenges, the following actions have been initiated or are planned:

1. Employers/supervisors are sent emails seeking their support in the reintegration process – an email after the Australian workshop, an email before the Vietnam workshop encouraging them to meet with their employee before the workshop and an email after the workshop requesting their support for the ReAP implementation.
2. AAV briefs CA coordinators on the ReAP program at all meetings.
3. AAV pilots a briefing with CA alumni supervisors before the October 2014 Vietnam workshop.
4. All recently returned CA alumni are contacted by telephone prior to the Vietnam workshop.
5. During provincial visits, AAV briefs PPCs and university leadership on reintegration process and ReAPs.

A matrix detailing the reintegration activities at various stages in the scholarship cycle and a risk matrix are respectively set out in sections 4.3 and 4.4 in *Annex 3 Reintegration and Alumni Strategy and Plan*.

#### **Tentative Schedule for Reintegration Workshops**

Location	Participants	Date
<b>Australia</b>	Semester 2, 2014 returnees	October 2014
<b>Vietnam</b>	Semester 1, 2014 returnees	October 2014
<b>Australia</b>	Semester 1, 2015 returnees	May 2015
<b>Vietnam</b>	Semester 2, 2014 returnees	March 2015

#### **4.3.3 Alumni support program**

The global AAAN Strategy provides a framework for the AAAN in Vietnam to receive appropriate support for mandated and high priority activities set out in the Strategy. Many of the 'good practice' activities set out in the Strategy are a feature of the alumni program in Vietnam, including (i) alumni involvement in promotion, selection panels, pre-departure briefings and on-award mentoring, (ii) the organization of professional development activities, networking events, online journal access and the small grants scheme to

benefit alumni, and (iii) online networking opportunities through Facebook and the AAV website link to the forum on the Australian Government Scholarships Alumni in Vietnam website ([www.asavn.com](http://www.asavn.com)). These activities will be maintained in FY 2014-2015. An additional 'good practice' activity outlined in the Strategy - alumni mentoring new returnees – has been introduced following consultations with alumni at the Hanoi March 2014 workshops (with an initial cohort of 19 new returnees as mentees).

An important alumni program activity will be to provide support to the Alumni Working Group established to progress the idea of a formal, national AAAN organisation in Vietnam. This support will primarily be in the form of advice. It is not clear at this stage whether financial support will be necessary after the Group's first meeting in Hanoi in April 2014 but some provision will be made in the budget as a contingency for further financial support (see also Section 4.3.1).

As foreshadowed in last year's Annual Plan, from the beginning of 2014 the dinners/lunches associated with the reintegration workshops in Vietnam for recently returned alumni also serve the purpose of a welcome home ceremony for both DFAT alumni and Endeavour awards alumni. Endeavour alumni are also now invited to all other events supported by the DFAT alumni program. It is not expected that the inclusion of Endeavour alumni will add significantly to Annual Plan support program costs as Endeavour alumni numbers are comparatively small.

Alumni support activities to be undertaken in the Plan period include professional development activities, such as training workshops and seminars, large social networking events, access to academic database, the Small Grants Scheme and alumni mentoring of new awardees and recently returned alumni.

**Professional development training workshops and seminars.** The 2013 M&E Report recommended that more support be given to alumni in the transfer of knowledge and skills in the workplace by improving alumni skills in 'mentoring, supervision, presentations, communications and teamwork'. This support is provided by training workshops, from half-day to two days, depending on the topic and the speaker. Training in visual presentation skills has recently been undertaken in three regions of Vietnam and at the National Alumni Conference. A successful outcome of the training workshop in HCM City in June 2014 on communication skills could be a basis for replicating this training in other locations.

Another type of soft skills training well received at the Conference was journal article writing. It is planned that this workshop be replicated in Can Tho, HCM City, Hue and Hanoi by the International Academic Adviser, targeting Profile 3 lecturers and researchers, thus contributing to AAV program Outcome 2.

Professional development seminars will be organised on a case-by-case basis in consultation with local alumni, taking into account the relevance of the topic to development priorities, the degree of alumni interest in the topic and the availability of suitable speakers.

An outcome from the Alumni Conference will be the proposed half-day seminar on Vietnam's Green Growth Strategy planned in Hanoi in October 2014. A second seminar is tentatively proposed for Danang in December 2014 with the topic still to be determined.

Additional seminars may be considered, such as one on gender issues (following up the successful seminar in April 2013), a proposal from an alumni core group, or the visit to Vietnam of a suitable expert. A minimum of two seminars are proposed in FY 2014-2015 with a budget for a third seminar included.

**Large social networking events.** Social networking activities funded by the alumni program focus on large events with the aim of involving a wider group of alumni, strengthening networks and increasing the alumni network's public visibility. Social and professional events are also combined where appropriate to optimise the use of resources and increase impact.

Building on the two successful Family BBQs held in Hanoi in HCM City, a family-based event in Hanoi is proposed to coincide with the 2015 AAS application round or with another important event, such as a ministerial visit at another date. Consultations will be held with VGAC on possible collaboration and to avoid duplication.

**Self-funded local activities.** Locally-initiated social activities such as sporting events, excursions, lunch/dinner discussions, network drinks and charitable activities will normally be self-funded and self-organised. Requests for financial support for professional development activities outside the approved alumni support program can be made to Post through the AAV program. Post approved a request for funding support from the Hanoi core group for a seminar on strategic branding in May 2014.

Until the new national organisation is operational, AAV support for such self-funded activities is most likely to follow the pattern of support provided to the Hanoi Group seminar. This support will be limited to the venue rental, including banner and refreshments. (For further details see Section 7, Table 4, Local Activities in Annex 3 Reintegration and Alumni Strategy and Plan.)

**Small Grants Scheme.** At Post's request, an assessment was undertaken in February 2014 by the AAV M&E Adviser on the Small Grant Scheme's efficiency and effectiveness. The assessment concluded that the Scheme has performed effectively with regard to its purpose and objectives; most grants were good value for money; and grant recipients were satisfied with the Scheme. However, the Scheme's management was labour intensive and transactions costs were high relative to the amounts being managed, and the Scheme could meet higher standards for objectivity, consistency and transparency in appraisal process and decision-making.

Detailed recommendations were made over two stages. For the next round, these recommendations include: i) expanding the range of eligible activities, ii) reducing inefficiencies, redundancies and overhead, iii) improving documentation and timeliness of appraisal processes, and iv) maintaining two rounds of grants annually. Other recommendations aimed at subsequent rounds cover i) improved performance accountability mechanisms, ii) a payment-by-deliverable pilot scheme, and iii) the development of a how-to-guide.

Stage 2 of the assessment will involve drafting and revising the Scheme's documentation and operational procedures to include recommendations approved by Post. Given the time for such processes to be finalised and approved, the next round is planned to close on 1 September 2014. In line with the assessment recommendations certificates will be awarded to grantees who complete their grant activity and presented at relevant alumni events.

One recommendation related to expanding the scope of support provided by the program aimed at building capacity among grantees in preparing grant applications and managing grant activities. Thus the Annual Plan includes half-day workshops conducted by AAV staff following the announcement of the future rounds' submission dates. These workshops will be held in Hanoi and HCM City. In addition, briefing sessions will be held in Hanoi and HCM City on financial reporting to successful awardees. Where possible the workshops and briefing sessions will join on other alumni activities to reduce costs and staff time.

**Access to academic databases.** To meet alumni stated needs, AAV will continue to subscribe to a set of academic databases with the ITGroup, which can accommodate up to 1,500 alumni (1170 alumni had subscribed at mid-April 2014). As a result of a survey of alumni subscribers in February 2014, one of the two databases was changed.

The following summary matrix outlines the proposed components and activities of the strategy and plan for alumni support for 2014-2015, with a more detailed matrix and budget plan in Annex 3.

#### Matrix of Alumni Strategy and Plan Components and Activities

Components	Activities	Timing
Alumni Working Group <sup>5</sup>	Draft proposal for national organization completed Working Group seeks alumni proposal endorsement New AAAN organisation is approved by the Vietnam Union of Friendship Associations Election of Office Bearers and central and chapter level Action Plan drafted by central executive committee	Aug 2014 Oct 2014 Dec 2014 Mar 2015 May 2015
Professional development events	Half-day workshops on Journal Article Writing to be conducted by the AAV Academic Adviser in Hanoi, Hue, HCM City and Can Tho Half-day seminar on Vietnam's Growth Strategy for northern alumni to be held in Hanoi Half-day seminar in Danang for alumni in central Vietnam on topic to be determined in consultation with core groups in Danang and Hue Two-day training workshop for alumni in the south at a location outside of HCM City. Topic and trainers to be determined after consultation with HCM City core group An ad hoc half-day seminar on topic and at a location to be determined	Jul, Aug 2014 Oct 2014 Dec 2014 Jun 2015
Social networking	A Family BBQ to be organised in Hanoi, preferably at the Embassy, in conjunction with the opening of the 2015 selection round or another high profile occasion	Mar 2015 (or another date)
Small Grant Scheme	The fifth and sixth rounds for the Small Grants Scheme pending Post approval of the review recommendations. To be preceded by workshops on grant preparation and management in Hanoi and HCM City	Round 5 – 1 Sep 2014 Round 6 - 1 Mar 2015
Access to online academic databases	Annual subscription to IT Group for two academic databases	Apr 2015

<sup>5</sup> Timetable for this component is subject to the decisions of the Alumni Working Group, the Union of Vietnam Friendship Associations and the new AAAN leadership

Components	Activities	Timing
Alumni provide support to awardees and newly returning alumni	<p>Alumni take part in a Q&amp;A session at pre-departure briefings for new awardees on study/living conditions in Australia.</p> <p>Alumni assist new awardees by acting as mentors in the alumni mentoring program. A survey of mentors and mentees will be conducted towards the end of 2014</p> <p>Alumni acts as mentors for newly returning alumni</p>	Dec 2014; May 2015  Dec 2014; May 2015  Nov 2014; April 2015
Alumni support for promotion	<p>Alumni are excellent advocates for the AAS program and AAV will keep them regularly informed through emails, website and at alumni functions</p> <p>Alumni are identified to support particular promotion activities for targeted groups</p>	Throughout FY  Oct 2014-Feb 2015
Supporting the New Colombo Plan (NCP)	<p>Selected active alumni will be invited to participate in a workshop to bring New Colombo Plan (a new flagship Australian Government initiative) stakeholders together in preparation of the NCP implementation in Vietnam in 2015. AA alumni will play an important role in the NCP through mentoring and the relationships they have with Australian institutions.</p>	November 2014 (tent)
Linkages with Australia	<p>AAV and AusCham cooperate in seeking ways to encourage alumni to join AusCham and pursue AusCham's proposal for their 'alumni' to be mentors for new awardees in Australia.</p> <p>AAV and the Post continue to explore ways to strengthen links between alumni and Australian volunteers</p>	Throughout FY
Database updating	<p>As the Alumni Online Network database in Canberra does not meet AAV's operational needs, a separate AAV database has to be maintained resulting in duplication</p>	Throughout FY

**M&E.** The effectiveness of the Reintegration and Alumni Strategy and Plan will be measured by a number of performance indicators, which vary according to the nature of the activity. Performance indicators have been updated in the M&E Strategy and Plan for FY 2014-2015.

#### 4.4 Gender, Disability and Social Inclusion Strategy and Plan

The *Gender Equality and Social Inclusion Strategy* was reviewed by the MC's Gender and Social Inclusion Advisor in March 2014 to take account of progress, emerging challenges and lessons learned and to better position the program to build on relevant results from key studies. In order to accurately reflect the substantial revisions, the original title of the strategy has been changed to the current *AAV Gender, Disability and Social Inclusion Strategy*, thus addressing gender equality, disability and other issues of social exclusion through all aspects of the scholarship cycle.

**Gender equality.** The program has a strong balance of applications favouring women at around 60:40 across all three Profiles and groups, including in the 2014 round (although more equal at the award stage in the past two rounds, around 56:44). Although the ratio is less favourable to men, more female applicants and awardees at the program level

should also be viewed as a gender equality indicator that contributes to the GoV's strategic objective of increasing the ratio of women obtaining post-graduate qualifications.

One practical way to increase male applicant numbers is targeting technical universities with courses in civil engineering and construction management. This would also encourage more applicants in the priority infrastructure field of study.

However, gender balance in awardees' numbers is not a sufficient gender equality indicator on its own. It is necessary to also measure and analyse gender differences at the post-award stage, covering career development, promotion, remuneration and benefits as part of the strategy. Both the 2011 Tracer Study and the two 2013 impact studies did just that. AAV will continue to analyse these areas as part of the strategy implementation, especially in the 2014 Tracer Study.

**Alumni gender expert group.** In undertaking the special study on the scholarship's impact on gender in 2012, a group of alumni gender experts was identified and this group was instrumental in the success of the seminar on gender issues in April 2012. However the group remains inchoate and attempts to seek their views on a follow-up to the gender seminar and possible needs-based support for the group elicited little response. MC's Gender and Social Disability Adviser will meet with the group on her next visit to explore ways forward for the group.

**Ethnic minorities and rural disadvantaged.** Visits to disadvantaged provinces, particularly those with large concentrations of ethnic minorities have been the main strategy for attracting rural disadvantaged applicants (both ethnic Kinh and ethnic minority). Provincial Ethnic Minority Committees are normally present at briefings with PPCs at AAV's request.

The selection results in the 2013 round showed a doubling in rural disadvantaged applicants and awardees over the previous round. There was a further increase in the number of disadvantaged applicants in the 2014 round from 99 last round to 124.

However in 2013 round, while there was also an increase in the number of ethnic minority applicants, this was not mirrored in the number of ethnic minority awardees which dropped marginally from 11 to 10. Particularly noticeable was the large drop between the number of applications and awards. English language competence was not the reason for this drop. Only 3 of the 49 applicants were ineligible because of failure to meet English language requirements, and all 10 short-listed ethnic minority candidates passed the IELTS Selection Test. Over half the applicants were eliminated at short-listing, indicating poorly written applications.

**Ethnic minority women.** The high elimination rate during the 2013 selection process was particularly evident in respect of ethnic minority women, when 8 female short-listed candidates were eliminated at the interview stage (in contrast to no male candidates being eliminated). The 2014 selection results, however, should indicate whether this is a new pattern or a one-off event of ethnic minority women doing poorly at interviews. In response, guidelines on how to prepare for interviews have been prominently placed on the AAV website. This issue will be reported in the next Annual Report together with recommendations in adjusting the Annual Plan if this remains an issue.

**People with disability.** Since 2012, there has been an increased DFAT focus on providing more systematic support for people with disability in scholarships. The guiding principle of DFAT's Development for All Strategy and detailed in the Principles and Procedures for Disability Support is that reasonable adjustments should be provided to allow awardees with disability to participate in the Australia Awards at all stages of the scholarship process on an equal basis with all other awardees.

To assist AAV implement the new policies on disability, additional expert support has been provided by the MC's Gender and Social Inclusion Adviser. The sharp increase to 16 applicants with disability and 8 awardees with disability in the 2013 round (and 19 applicants in the 2014 round) from the two applicants and two awards in 2012, was largely an outcome of intensive consultations undertaken by the Adviser at the beginning of the round with the Ministry of Labour, Invalids and Social Affairs (MOLISA) and organisations working with disability. These consultations were broadened for the 2014 round to include institutions working on gender issues and the consultations will be expanded further for the 2015 round to cover organisations dealing with ethnic minority issues and are included in the Annual Plan.

**Equity of Access Fund.** In response to the enhanced focus on disability, an Equity of Access Fund has been developed to support disadvantaged persons, especially people with disability, in the Vietnam Australia Awards program. When finally established through a contract amendment scheduled early in FY2014-2015, the Fund will be accessible at the pre-award and post-award stages for both people with disability and the rural disadvantaged in Vietnam, but will not be available for disadvantaged rural applicants while on-award in Australia. Scholars with disability on award, on the other hand, will receive non-academic support through additional scholarship funds being allocated by DFAT through OASIS. Accessing the Fund will be facilitated by email.

**Rural disadvantaged use of the Fund.** It is not clear to what extent, if at all, the Fund will be used by disadvantaged rural applicants. In the 2014 round, no request was received for financial support during application. One possible risk is that the Fund could give rise to some dissatisfaction from applicants/candidates in the provinces from similar economic and employment circumstances to the rural disadvantaged, but who are not defined as disadvantaged. The extent to which this proves to be a risk will be assessed after the 2014 round. More broadly, an assessment will also be made whether the Fund is in fact needed by the rural disadvantaged. This issue will be covered in the next Annual Report with recommendations, if appropriate, for modifying the Equity of Access Fund.

#### Schedule of key activities in the Gender, Disability and Social Inclusion Plan

Scholarship Stage	Activities / Strategies	Timing
<b>Promotion of Scholarships</b>	See Section 4.1.2 Targeted approach for specific Profiles and targeted groups in this document for key activities to promote scholarships for PWDs, disability and gender equity studies. More details can be found in Section 2.2 Annex 4 Gender, Disability and Social Inclusion Strategy and Plan  The round of visits prior to the 2014 round undertaken by the MC's Gender and Social Inclusion Adviser will be expanded to include organisations dealing with ethnic minority issues	Dec 2014-Jan 2015
<b>Screening and Selection</b>	Assess to what extent the rural disadvantaged make use of the Equity of Access Fund during the application and selection process in the 2014 round, any risks that may have emerged, and whether or not the rural disadvantaged in Vietnam need such a Fund.  Ensure that interview panel members are adequately briefed on inclusive interview processes for disadvantaged candidates, especially persons with disability and female ethnics	Oct 2014  June 2015

Scholarship Stage	Activities / Strategies	Timing
	<p>During screening processing place all PWD applications in a separate list and follow-up missing documents; as required bring to Post's and JSC's notice any issues arising with PWD applicants</p> <p>Apply Equity of Access Fund as appropriate to enable equal access to selection processes for disadvantaged applicants</p> <p>Academic Advisers review the course selection of all PWD conditional awardees and pay attention to course selection of rural disadvantaged awardees</p> <p>Review the 2015 round IELTS selection test results of disadvantaged candidates to assess whether candidates with less than 4.5 minimum should be interviewed and, if offered an award, be given Special English Language support, and make recommendations to Post</p>	<p>Apr, May 2015</p> <p>Feb – Jun 2015</p> <p>Jul, Aug 2014 Feb, Mar 2015</p> <p>Jun 2015</p>
<b>Mobilisation and Placement</b>	<p>Ensure that Disability Assessments and Disability Support Agreements are completed before awardees are mobilized</p> <p>At pre-departure briefings provide information about laws, policies, services and culture in Australia with regards to gender equality, anti-discrimination, sexual harassment, domestic violence, HIV/AIDS and disability policies</p>	<p>Nov 2014 May 2015</p> <p>Nov 2014 May 2015</p>
<b>On-award</b>	<p>Contact awardees with disability and the relevant Desk Officer one month after the awardees' arrival to find out whether support being provided is appropriate and any problems that may have arisen</p> <p>Closely monitor Disability Support Agreements to support people with disability on-award and make any necessary adjustments</p>	<p>Aug 2014 Feb 2015 Throughout FY</p>
<b>Reintegration and alumni support</b>	<p>Facilitate attendance of people with disability and other disadvantaged awardees/returnees to reintegration workshops</p> <p>Pay particular attention to ReAPs by returnees with disability to ensure effective workplace integration</p> <p>Encourage ethnic minority and alumni with disability to actively participate in alumni activities and take leading positions and utilise the Equity of Access Fund as required</p> <p>Ensure that organisation of alumni activities is gender and disability sensitive in terms of timing, location, accessibility so that women with children and alumni with disability can attend</p>	<p>See workshop schedule</p> <p>Throughout FY</p> <p>Throughout FY</p>

A detailed matrix setting out the components and the activities is set in *Annex 4 Gender, Disability and Social Inclusion Strategy and Plan*.

## 4.5 Monitoring and Evaluation Strategy and Plan

### 4.5.1 Updated Monitoring and Evaluation Strategy

The M&E Strategy and Plan (MESP) outlines the approach to M&E in the scholarships program. It is updated annually based on guidance from DFAT. The updated MESP for FY 2014-2015 is also based on recommendations made in the 2013 M&E Report. The updated MESP contains:

- A revised M&E Framework of performance indicators for the expected outcomes and outputs of the program
- A modified theory of change model to better reflect the M&E Framework
- A revised Risk Management Matrix and the introduction of a tool for risk identification
- An introduction of principles for evidence-based decision-making using M&E data and program findings
- Elaboration of data collection approaches for use in the 2014 Tracer survey and the 2014 longitudinal case histories.

**Modified theory of change.** In the AAV program, the theory of change identifies the outcomes and impact of providing effective pre-award and post-award support to awardees/alumni. The updated MESP contains a slightly modified theory of change for the program. The only substantive modifications in the theory of change are (1) recognizing that the new skills acquired are an outcome of the program, not an output; and (2) adding the fifth output: 'AAV assist male and female alumni with reintegration, professional development, small grant activities, and networking opportunities'. This output has been added as it is important to recognize that the program helps awardees/alumni build their skills while in Australia and after their return; hence, the box containing the fifth output stretches to cover all of the outcomes (see modified AAV Theory of Change in Figure 1, MESP).

**Revised performance indicators.** The updated MESP contains a revised M&E Framework (MEF) with some changes to the performance indicators for measuring the achievement of the goal, outcomes and outputs. These changes align the MEF and the theory of change. The MEF reinforces the two purposes of the M&E Strategy and Plan, namely, evaluating program impact and supporting continuous improvement. The former means assessing the extent to which scholarships and fellowships have contributed to the achievement of program outcomes; the latter means assessing the efficiency and effectiveness of the delivery of outputs. (The revised Performance Indicators are in *Annex 1 M&E Framework MESP*).

**Evidence-based decision making.** The updated MESP contains a section on progress to improve the quality of evidence for decision making in the program. Building on important steps already taken, the program will take additional steps in 2014 to improve the quality of evidence. One key step is identifying when expected changes occur. The planned tracer study and longitudinal case histories will help in understanding the impact trajectory in the scholarships program. Another step is identifying attribution in the program. Proponents of evidence-based decision making often propose Randomised Control Trials (RCTs) for this purpose. The proposed impact evaluation will provide an opportunity for this approach. A third step is understanding how conditions in the target population interact with the intervention to facilitate or constrain the impact of the program. DFAT is also considering M&E activities to explore this reality. (See Section 5.3 MESP for further details.)

#### 4.5.2 Continuous improvement

**Evaluation of effectiveness and efficiency of the promotional campaign.** The promotion strategy will be assessed annually in terms of numbers of eligible applicants matching the respective Profiles and cost effectiveness in generating each application. The assessment will assess the factors limiting the size of the applicant pool and review the effectiveness of the strategy in meeting the program's equity and social inclusion objectives.

**Small Grant Scheme.** In early 2014, the M&E Adviser conducted an internal review of the Small Grant Scheme. Following the review and approval by Post, it is likely that a number of recommendations will be implemented before the fifth round of grants, possibly by September 2014. The assessment recommends that two rounds a year be maintained. A follow-up assessment on the effectiveness of the changes in the scheme will be included in the 2015 M&E Report.

**Reintegration strategy.** The pilot phase of the reintegration strategy introduced in 2012 was assessed in late 2013 by the M&E Adviser, who identified barriers, significant achievements and supporting factors for reintegration. Various modifications were recommended to the strategy, workshops and to the development of ReAPs. The assessment was reported in the 2013 M&E Report. It is proposed that future assessments be made of the effective implementation of ReAPs of each alumni cohort six months and twelve months after the respective in-Vietnam workshops. The assessment report would be a part of the annual M&E Report.

#### 4.5.3 Program Impact

**Analysis of alumni database.** The alumni database is expected to reach around 4,000 alumni in 2016 and includes alumni from the AAS program and alumni from other programs funded by DFAT, such as ACIAR. There is a separate database for AAF alumni. The AAV program has improved data quality in the database, but it is still missing (and unlikely to find) information for about 15% of alumni, as these are mostly older alumni. An analysis of the database is a standing item in each annual M&E report.

**Tracer studies.** A tracer study was conducted by AAV in 2011 and considered the total pool of alumni and provided quantitative information on the post-award experience of Australia Awards Scholarship alumni. In November 2011, AusAID issued guidance concerning the conduct of tracer studies across all scholarship programs. Tracer studies should be conducted every three years and include a minimum pool of 300 alumni for each cohort. Tracer studies should utilise a matrix of standardised questions, although countries can tailor questions to suit individual contexts with approval from DFAT.

AAV will conduct its next tracer study in June/July 2014. AAV will need to sample more alumni from more than one returning year, since fewer than 300 alumni returned to Vietnam each year. To focus on cohorts who returned in 1999, 2002, 2005, 2008 and 2011, the program will survey all alumni who returned to Vietnam between 1998 and 2012. About 2,716 alumni returned during these nine years. The program will aim for a response rate of 35% to meet the minimum required 200 responses for each cohort. (See Annex 2 in the MESP for the proposed methodology, Annex 3 for the proposed survey questions.)

**Longitudinal case histories (LCH).** LCH of individual alumni provide an insight into the quality of the alumni experience. AAV's approach will draw on all data held on the individual to provide a complete case history from return to current employment. This will enable a longitudinal perspective on individuals and the program as case histories. Selected individual alumni will be interviewed 3 years after returning, after 6 years and after 9 years.

Individuals will be drawn from within the total alumni population and match major characteristics of the population including, sex, time since return, and degree level. It is planned to conduct interviews with 45 alumni in June/July 2014.

This proposal to follow the same 3-year cycle for the LCH interviews as the tracer study is a departure from Post's request in 2011 to focus the LCH interviews on three groups, namely, awardees in pre-departure training, alumni who have recently returned and alumni who have returned for more than 5 years. (See Annex 2 of the MESP for details on the updated methodology for the 2014 LCHs.)

**Cluster/thematic studies.** There are significant concentrations of alumni in some government organisations and in other contexts there are clusters of alumni collaborating on issues, such as education quality, which are of special significance to the development of Vietnam. These have the potential for a wider development impact beyond that of individual alumni and may include such things as changes to policies, legislation, and standards. A variety of techniques is used including interviews with individual alumni, group interviews and focus groups, supplemented by external data. Normally two or three cluster/thematic studies are conducted in each year. Following discussions with Post, in the 2014-2015 FY it is proposed to do a study on the organisational conditions and practices that facilitate the use of alumni skills and knowledge in the work place. The M&E Adviser has been requested to draft a tasking note.

**Gender, Disability and Social Inclusion.** Overarching issues for the AAV program are gender equality, disability and the rural disadvantaged, in particular ethnic minorities. Key elements of these strategies are reflected in AAV's Gender, Disability and Social Inclusion Strategy. The MEF includes indicators to measure the implementation of the Strategy. All M&E activities will collect data that are disaggregated by sex and ethnicity. AAV will flag records of any candidates selected who have a disability or who work for disability service organisations. Monitoring of gender equality, disability and social inclusion will focus on the differential impacts of the program on men, women and ethnic minorities and will timely inform and adjust the program implementation and delivery of support activities. The tracer study will look at how women, persons with disability and ethnic minorities are able to use their new skills and move into leadership positions, and how they impact upon gender policies. It will look at how alumni have promoted gender equality and disability inclusion in the workplace.

**Risk management.** DFAT guidance on M&E systems development suggests that risk management should be incorporated within performance monitoring. The PDD contained a comprehensive Risk Management Matrix (RMM) which the M&E Adviser was to update annually. This update of the MESP (See Annex 5) contains a modified and simplified RMM which makes three improvements over previous versions:

- The RMM identifies four types of risk: operational, financial, development and reputation risk. The number of risks was significantly reduced to focus attention on 'the big picture' and not the details.
- The RMM now rates residual risk not just initial risk, which is more relevant to the risk managers.
- The RMM identifies the parts of the theory of change affected by the risk and the risk owner.

## 5. Work Program

The AAV Work Program for FY 2014-2015 is attached in Annex 6.

# Annex 1. General Awareness and Promotion (GAP) Strategy and Plan

## 1. Context

The AAV GAP Strategy for 2014-2015 is informed by (i) the strategic direction of the Australia Awards in Vietnam, as originally articulated in the Design Document (DD) and the updated Scope of Services up to January 2016, (ii) the removal of the former Australian Leadership Awards Scholarships (ALAS) from the selection process in Vietnam, (iii) outcomes and lessons learnt from promotional activities undertaken in the recent rounds, and (iv) the new Australia Awards branding strategy and guidelines, including the change of name of the scholarship from Australian Development Scholarship (ADS) to Australia Awards Scholarship (AAS) .

Analysis of the information sources on scholarships for applicants obtained from both the OASIS and AAV surveys over the last five rounds has shown that secondary sources (i.e. friends and relatives, and employer/work colleagues) remain the most prevalent source of information for a majority of AAS applicants. Where these secondary sources get their information on the scholarships, however, is still unclear.

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

The use of the new website with expanded content and will be maximised to promote the impact of the scholarship program.

## 2. Rationale and Objectives

The GAP strategy has three interrelated objectives:

- (i) raising awareness of the Australia Awards among the general Vietnamese and Australian public, especially through communicating the scholarship program impacts
- (ii) recruiting sufficient quality targeted applicants for each AAS round to reach the target for the overall number of scholarships available and to obtain the targeted number for each Profile/category
- (iii) promoting the Australia Awards Fellowships (AAF) among Central Agencies (CAs), Provincial People's Committees (PPCs), universities and other organizations who have a potential interest in AAF and facilitating their links with Australian sponsoring organizations as required.

To meet these objectives, the GAP strategy has a two-level strategic approach:

### i. General Awareness Approach

The general awareness approach focuses on the first objective of raising awareness about the Australia Awards program in Vietnam. The approach has two phases, an intense phase during the AAS application period and a more extensive phase throughout the year:

*Phase 1 – AAS Applications Publicity.* This takes place after the approval of all publicity materials by DFAT/Post, and, for the 2015 AAS round, is expected to last from December 2014 until the end of March 2015, the likely closing date for applications.

*Phase 2 – Perennial Publicity.* This occurs whenever there is an appropriate significant event, in close cooperation with the Embassy Public Affairs office, although in some respects the two phases overlap.

## ii. Targeted Promotion Approach

The targeted promotion approach centres on the current three AAS Profiles and other priority groups, with each Profile and group having a specific promotion approach, where appropriate. The implementation of this approach starts prior to and coincides with the Applications Publicity Phase above, but it can also take place throughout the year at a less intensive level. This approach also covers ministries, other CAs, PPCs, universities and other organizations potentially interested in AAF, but it is not restricted to the above timeframe, as AAF promotion is frequently carried out in conjunction with targeted AAS promotion activities.

## 3. General Awareness Approach Components and Activities

### Phase 1: AAS Applications Publicity

Components	Activities
<b>OASIS Application Package</b>	<ul style="list-style-type: none"> <li>• Update OASIS application documentation as appropriate.</li> <li>• Inform Post/DFAT of preferred amendments to the generic OASIS Application Form and related application documentation, including the OASIS survey on scholarship information sources.</li> <li>• Amend and translate the Vietnam Country Profile to meet any changed application requirements and clear with Post before printing.</li> </ul>
<b>AAV website</b>	<ul style="list-style-type: none"> <li>• Determine the online visibility of the AAV website and its effectiveness on search engines.</li> <li>• Update AAV website content in both English and Vietnamese to take into account changes in scholarship criteria, requirements and processes and lessons learnt from previous year's implementation.</li> </ul>
<b>Printed publicity material</b>	<ul style="list-style-type: none"> <li>• Update and print the brochure using the AA templates and guidelines</li> <li>• Prepare and print a poster in Vietnamese using the AA poster template inserting Vietnam-specific content.</li> <li>• Upload the brochure onto the AAV website to allow both potential applicants and random visitors to download for sharing.</li> <li>• Explore new printing companies to allow for more competitive and higher quality printing.</li> </ul>
<b>Commercial website advertising</b>	<ul style="list-style-type: none"> <li>• Select the most effective commercial websites based on the previous round's campaign results and other factors and determine schedule.</li> <li>• Obtain available information on commercial websites' readership to be better informed of the effectiveness of website</li> </ul>

Components	Activities
	advertisement.
<b>Google and Facebook advertising</b>	<ul style="list-style-type: none"> <li>Review the results of the pilot ad campaign on Google and Facebook for 2014 round, and if cost effective undertake a similar campaign for 2015 round.</li> </ul>
<b>Print media advertising</b>	<ul style="list-style-type: none"> <li>Select the most effective print media based on the previous year's advertising campaign, costs, likely readership and other factors and determine the schedule.</li> </ul>
<b>Non-commercial websites</b>	<ul style="list-style-type: none"> <li>Facilitate/encourage placement of information on non-commercial websites, in particular websites of CAs), PPCs, universities and the NGO network, scholarship and other educational websites.</li> </ul>
<b>Media stories</b>	<ul style="list-style-type: none"> <li>Contact alumni/awardees working in the media to publicise the scholarships as appropriate</li> <li>Explore with printed and electronic media the possibility of relevant articles being placed/ written in the media prior to and during the application period.</li> </ul>
<b>Social networking sites</b>	<ul style="list-style-type: none"> <li>Use the "Australian Scholarships for Vietnam" Facebook page as a Question &amp; Answer (Q&amp;A) platform for scholarship applications'</li> <li>Use the "Australian Scholarships for Vietnam" Facebook page, the ASA VN (Australian Government Scholarships Alumni in Vietnam) website and Embassy Facebook for announcements of scholarship round.</li> </ul>
<b>TV programs</b>	<ul style="list-style-type: none"> <li>Liaise with Vietnam Television (VTV) to feature relevant scholarship information and personages in existing TV programs prior to and during the application round period.</li> <li>Explore other television channels for opportunities for featuring stories related to the scholarship.</li> </ul>

### Phase 2: Perennial Publicity

Components	Activities
<b>Whole of Government approach</b>	<ul style="list-style-type: none"> <li>Embassy staff to promote the scholarships with counterparts, when visiting projects in the field and in meetings with GoV counterparts, as the opportunity arises.</li> </ul>
<b>TV programs</b>	<ul style="list-style-type: none"> <li>Liaise with VTV and other television channels to feature relevant scholarship information/personages in existing TV programs.</li> </ul>
<b>Media stories</b>	<ul style="list-style-type: none"> <li>Take advantage of alumni/awardees working in the media sector to explore opportunities for media coverage of scholarship-related, especially alumni stories.</li> </ul>

Components	Activities
<b>Alumni stories</b>	<ul style="list-style-type: none"> <li>Alumni success stories, including articles on Small Grant activities, be placed on the AAV, Embassy websites and Facebook pages and AVAVN websites and published in Australia Awards News.</li> </ul>
<b>Social media networks</b>	<ul style="list-style-type: none"> <li>On 'Australian Scholarships for Vietnam' Facebook place news items relating to the scholarship program, photographs of alumni and other key events and links to articles on AAV website and links to YouTube videos.</li> <li>Place relevant videos on YouTube to publicise the scholarships.</li> <li>Contribute content to DFAT's social media platforms including the "Hot Topics" column.</li> </ul>
<b>Media releases</b>	<ul style="list-style-type: none"> <li>Work with the Embassy Public Affairs Office on developing and distributing media releases for significant events.</li> </ul>
<b>Media coverage of key events</b>	<ul style="list-style-type: none"> <li>Invite media to cover key events such as large alumni social events and pre-departure briefings.</li> </ul>
<b>Profiles of Success Stories</b>	<ul style="list-style-type: none"> <li>Write-up additional Success Story profiles for use on the AAV and Embassy websites and for DFAT Canberra.</li> </ul>

### 3.1 Targeted Promotion Approach

The targeted promotion approach focuses on the three Applicant Profiles and specific targeted priority groups, such as ethnic minorities, persons with disability (PWDs) and persons working on gender and disability issues. A specific approach is developed, where appropriate, for each Profile and each targeted group. Implementation of the Targeted Promotion phase generally starts prior to and coincides with the Applications Publicity phase above, but the activities of target groups such as PWDs and persons working on disability and gender issues are not limited to this timeframe. There are also a number of common elements in the approach across the targeted Profiles and groups.

#### 3.1.1 Common elements in targeted promotion approach

Components	Activities
<b>Whole of Government approach</b>	<ul style="list-style-type: none"> <li>Embassy staff to encourage suitable counterpart or project staff to apply for AAS under relevant Profiles.</li> </ul>
<b>Mobilising alumni and current awardees</b>	<ul style="list-style-type: none"> <li>Inform alumni and current awardees by email, at alumni and placement events and by personal contact about the scholarship application period and seek their support to spread the information through personal and professional networks, particularly in relation to their Profile.</li> </ul>
<b>Local media</b>	<ul style="list-style-type: none"> <li>Seek provincial media coverage of the information sessions</li> </ul>

Components	Activities
<b>coverage</b>	during the promotion visits to the selected provinces.
<b>General information sessions</b>	<ul style="list-style-type: none"> <li>Organise general information sessions in Danang and Ho Chi Minh City for potential applicants, if appropriate, in conjunction with other scholarship activities.</li> </ul>
<b>Liaison with Australian volunteers</b>	<ul style="list-style-type: none"> <li>Email Australian volunteers and encourage them to promote the scholarships among counterparts</li> </ul>
<b>Mail-outs</b>	<ul style="list-style-type: none"> <li>Send promotion packages to key stakeholders representing the targeted groups in the three Profiles and request dissemination of information within their institutions. <ul style="list-style-type: none"> <li><i>Profile 1:</i> PPCs and local NGOs.</li> <li><i>Profile 2:</i> CAs</li> <li><i>Profile 3:</i> Universities/colleges, TESOL departments in universities, research institutions.</li> </ul> </li> </ul>
<b>Relevant email lists</b>	<ul style="list-style-type: none"> <li>Arrange for the media release on the opening of applications to go to the following, including but not limited to, such groups, if available as: <ul style="list-style-type: none"> <li>Graduates of the SSRC-VASS (Social Sciences Research Council – Vietnam Academy of Social Sciences) courses in social sciences</li> <li>Graduates of previous Ford Foundation scholarship program</li> </ul> </li> </ul>

### 3.1.2 Targeted approach for specific Profiles and targeted groups

The following table summarises the specific targeting approach for each of the three Profiles and target groups. The activities for target groups, such as people with disability and persons working with disability and gender issues, are not limited to the application phase timeframe and contacts should be maintained as appropriate throughout the year. The promotion of AAF is generally undertaken in conjunction with other targeted promotion activities, but is also carried out as opportunity arises throughout the year. (Information about the Australian volunteer program should also be provided as appropriate in information sessions).

Profile / Components	Activities
<b>Profile 1</b> <b>Work with Post to select priority targeted provinces and undertake visits and information sessions in</b>	<ul style="list-style-type: none"> <li>Send letters after JSC 2 to PPCs reporting on awarding conditional scholarships to their employees in the 2014 round.</li> <li>Contact individual provincial government employees who were not selected in 2014 round but have potential for the 2015 round.</li> <li>Identify key agencies, people and alumni, who may be able to assist with the promotion and selection process in targeted priority provinces.</li> <li>Liaise with PPCs to arrange for visits by senior Post/AAV staff to</li> </ul>

Profile / Components	Activities
<b>selected provinces</b>	<p>meet with PPC and representatives of key government agencies, e.g. Home Affairs, Education &amp; Training, Ethnic Affairs Committee, Labour Invalids and Social Affairs, and Women's Union, emphasizing the need to work with key local agencies in charge of coordinating and implementing provincial HRD plans.</p> <ul style="list-style-type: none"> <li>• Meet with alumni and awardees in targeted provinces seeking their support to promote the scholarships through their networks and to speak, where available, at information sessions</li> <li>• Hold public information sessions in selected provinces.</li> <li>• Seek the cooperation of the PPCs in placing ads on local TV/radio stations and PPCs websites before and/or after the information sessions and arranging media coverage of the visits.</li> <li>• Publicise the information sessions on the AAV website and Facebook.</li> <li>• Seek assistance from Central Ethnic Affairs Committee (CEMA) and Central Women's Union in obtaining support from provincial branches.</li> </ul>
<b>Profile 2</b> <b>Work closely with selected CAs to update HRD training plans and to actively promote appropriate agency applicants</b>  <b>More attention is given to those CAs active in the program</b>	<ul style="list-style-type: none"> <li>• Inform CAs by email after JSC 2 the results of their employees' applications in the 2014 round.</li> <li>• Contact individual Profile 2 applicants who were not selected in the 2014 round but who have scholarship potential to encourage them to better prepare and apply in the 2015 round.</li> <li>• Hold meetings with individual CAs to brief them on previous scholarship results, discussing constraints in their employees' accessing the scholarship program and updating HRD training plans.</li> <li>• Brief CA coordinators collectively on the criteria and requirements of the 2015 round, the modalities for supporting agency applicants, promoting the use of HRD training plans to encourage employees to apply and encouraging effective internal promotion.</li> <li>• Encourage CAs to conduct an internal workshop for prospective applicants with the participation of the HRD Manager.</li> <li>• Send promotion material to CA Coordinators and follow-up on their use, including on websites.</li> </ul>
<b>Profile 3</b> <b>Work closely with regional/provincial universities and university alumni to promote the program</b>	<ul style="list-style-type: none"> <li>• Report after JSC 2 to targeted regional/provincial universities the results of their lecturers' applications in the 2014 round.</li> <li>• Visits by senior Post/AAV staff to selected regional/provincial universities to meet with the university leadership and undertake information sessions.</li> <li>• Identify and meet alumni at regional/provincial universities to seek their support in scholarship promotion among work and personal networks.</li> <li>• Visits to universities with engineering and infrastructure related studies and hold information sessions for lecturers in priority technical fields of study.</li> </ul>

Profile / Components	Activities
<b>Disability</b> <b>Work closely with Disabled Persons Organizations (DPOs), local NGOs and agencies and institutes working on disability</b>	<ul style="list-style-type: none"> <li>Report to DPOs and other organisations dealing with disability after JSC 2 on the applications from and conditional awards offered to people with disability.</li> <li>Contact individual applicants with disability who were not selected in 2014 round but who have potential for the 2015 round</li> <li>Make prominent in promotion material and on the website information on scholarship disability priorities and the Equity of Access Fund.</li> <li>Prepare, as required, niche information for distribution to target people with disability.</li> <li>Update the mapping of all DPOs and agencies dealing with disability and update mailing list accordingly for the mail-out of the promotion package and include specific disability information.</li> <li>Hold information sessions as requested for potential applicants with disability arranged by their DPOs.</li> <li>Follow-up the links already established with key disability-related organisations to promote applications from people with disability and to encourage publication of information in their magazines/websites on the Equity of Access Fund and on DFAT policies on special assistance to people with disability.</li> <li>Continue to undertake consultation and promotional visits to disability organisations prior to the announcement of each round.</li> <li>Target potential applicants working in organizations/agencies dealing with disability issues to apply for scholarships.</li> </ul>
<b>Gender Studies</b> <b>Promote gender studies among professionals working on gender equality issues in universities, research institutes government and local NGOs</b>	<ul style="list-style-type: none"> <li>Report after JSC2 to Gender specialist organizations on applications received and conditional awards offered relating to gender studies.</li> <li>Mail the scholarship promotion package to the updated list of organizations working on gender equality issues.</li> <li>Update the list of alumni working on gender issues to be accessed by the Embassy as gender expert group and for promoting the scholarships through their networks.</li> <li>Personally liaise, where possible, with the leadership of key institutions working on gender equality issues.</li> <li>Continue to undertake consultation and promotional visits to disability organisations prior to the announcement of each round.</li> </ul>
<b>AAF</b> <b>Promote AAF among CAs, PPCs, regional and provincial universities and other relevant agencies</b>	<ul style="list-style-type: none"> <li>Follow up with CAs who have expressed interest in AAF and facilitate contacts with Australian sponsoring organizations if necessary.</li> <li>Conduct AAF briefing at AAV office as required focussing on CAs and other agencies closely aligned with DFAT's priorities</li> <li>Promote AAF in all meetings with PPCs and university leadership and follow-up.</li> <li>Include AAF information in all promotion material.</li> </ul>

Note: For more detailed analysis on targeting both disability and gender studies please refer to Annex 4: AAV Gender, Disability and Social Inclusion Strategy and Plan.

### **3.2 Selection of Targeted Provinces for Profile 1 and Universities for Profile 3**

To enable an intensive promotion effort to mobilise suitable scholarship applicants from disadvantaged areas and ethnic minorities under Profile 1, priority attention in previous rounds was given to visiting targeted disadvantaged provinces. Visits were made at the same time to regional/provincial universities located in these provinces to promote Profile 3 applicants.

This round the provincial visits schedule was complicated by the short notice about the future of the scholarships program provided in mid-December as a result of the change in the Australian Government, as well as the Tet holiday period coinciding with the opening of the round. Another factor was the Post's request to consider other means of promoting the program with PPCs to maximise resources and effectiveness. Hence the number of provinces visited for this round was limited to selected provinces in the north-east, north-west and north central coast. Unlike in previous rounds, visits did not take place to provinces in the Mekong Delta and the Central Highlands.

The schedule of provincial visits for the 2015 round will be determined after the 2014 round results are finalised, taking into account costs, and any correlation that can be made between the number of applications received from and awards offered to applicants in targeted provinces, both those visited and those not visited, for the 2014 round. It is worth noting that in the 2013 round there was a correlation between the provinces visited and not visited in terms of the respective increases and decreases in applications received (see page 5 Provincial Visits 2013 Annual Report for more details).

Moreover, where particular provinces continue to have positive results in terms of applications and awards, they could be excluded from the visit schedule and other communication vehicles used

Experience of the visits to targeted provinces over the past five rounds has shown that it is imperative to meet with PPC leadership so as to gain their support for the program, especially in recruiting local government applicants in line with provincial HRD plans. Thus for the 2015 round some priority in scheduling visits should be given to provinces where meetings have not taken place with PPCs in recent rounds as well provinces which request information sessions. The schedule of visits should also take into account provinces where the Australian Embassy has particular interests building on any good relationships established with PPCs.

There are risks involved in not maintaining visits to targeted provinces. These risks are associated with the possible lack of momentum and loss of relationships that have been generated by the previous personal contacts and visits. Changes in provincial leadership or changes in staff assigned to the scholarship program are a particular high risk that could affect the provincial authorities' interest and pro-activity in promoting the scholarships. This risk can be mitigated to some extent by keeping in touch by telephone/email with key contacts made during visits, including by reporting promptly to PPCs the 2014 round selection results of local government applicants and encouraging their preparations for the next round.

It is proposed to schedule provincial visits commencing in November 2014 once agreement has been obtained from Post. In recommending which provinces should be visited to Post provinces will be prioritised against criteria.

The following is a list of targeted provinces and local universities that the program has visited at least once over the last five rounds (except Gia Lai branch of the HCM City Nong Lam University which has not been visited). An initial meeting was held with the Gia Lai PCC in the Central Highlands in 2010, but as the PCC did not give support no information

sessions have been held there. Given the very large ethnic minority population in the province, consideration should be given to visiting Gia Lai next round.

Area	Provinces	Universities
<b>Northeast</b>	Cao Bang, Bac Kan, Ha Giang, Tuyen Quang	Thai Nguyen University in Thai Nguyen province
<b>North Central</b>	Thanh Hoa, Nghe An, Ha Tinh, Quang Binh, Quang Tri	Vinh University in Nghe An, Hong Duc University in Thanh Hoa, Ha Tinh University and Quang Binh University
<b>Northwest</b>	Hoa Binh, Son La, Dien Bien, Lai Chau, Lao Cai	Tay Bac University in Son La
<b>Mekong Delta</b>	Hau Giang, Ben Tre, Tra Vinh, Soc Trang, Bac Lieu, Ca Mau, Kien Giang, An Giang	Tra Vinh University, An Giang and Can Tho University (many Mekong 1000 scholarship candidates are studying English at Can Tho).
<b>Central Highlands</b>	Kontum, Dak Lak, Dak Nong	Tay Nguyen University, Kontum Branch of Danang University, Gia Lai branch of the HCM City Nong Lam University

#### 4. General Awareness Approach Components and Activities

The program will collect data about the effectiveness and efficiency of the GAP strategy. It will collect data from the AAS application rounds relating to applicants' requests for information, sources of information, applications received and costs. It will assess the effectiveness of the promotion strategy at the end of each application period. It will use these indicators from the M&E Framework in measuring effectiveness:

- 10.1 No. of applications for scholarships
- 10.2 No. of applications from priority groups, including women, ethnic minorities, rural disadvantaged candidates, and PWDs and from priority cross-cutting issues such as disability and gender studies.
- 10.3 % of applications by profile that are eligible
- 10.4 Ratio of eligible applications to available scholarships in profiles

The program will use the following indicators in measuring efficiency in the implementation of the GAP strategy:

- 10.5 Cost of promotion strategy per eligible application produced
- 10.6 Efficiency of promotion activities that have largest share of promotion budget
- 10.7 No. of applicant requests for information, and sources of information

In the strategy, the two items that receive the largest share of the promotion budget are provincial visits and commercial website ads. An assessment will also be made of the pilot advertising on Google and Facebook. The results of the assessment of the GAP strategy

will be included in the Annual Report with reference in the M&E report. See further details in the M&E Strategy.

## Annex 2. Academic Advising Strategy and Plan

### 1. Context

Academic advising contributes to the program's efficiency and effectiveness through ensuring that awardees choose courses consistent with their academic background and work experience/career plans and which meet university entry requirements and contribute to the program's high awardee completion rate.

As a result of the introduction of the online application system in 2011, whereby applicants have to nominate their courses at the time of application, the role of the two Academic Advisers (International and Local) changed. Instead of undertaking individual consultations with candidates after their short-listing to advise them on the appropriate course selection, advice on course selection is now given to (i) applicants on the latter's initiative, and (ii) to those shortlisted or approved candidates, who want or need to change their courses they had originally nominated in their application form.

The roles of the two Advisers were adjusted in other ways to maximise the effectiveness of their inputs. The International Adviser designed an information package to help PhD (by research) applicants find research supervisors and develop research proposals. This package is accessible on the AAV website.

The International Adviser also undertook written assessments of the research proposals of each PhD and Masters by Research candidate. This assisted the interview panels in assessing research candidates' suitability for research scholarships. As a result of the Adviser's recommendation, a research proposal summary was added from the 2013 round as a compulsory supplementary document for PhD and Masters by research applicants. This enables the Adviser to assess an applicant's research proposal and capacity with more comprehensive information.

For the past four years, the International Academic Adviser has been conducting two-day workshops for PhD and Masters by Research conditional awardees on research methodology to prepare them for the research environment and requirements in Australia. In addition, the Adviser has designed an online short course on research methodology for research degree candidates (accessible on the AAV website). Both the information package and the online course are believed to be the first of their kind for a DFAT scholarships program.

### 2. AAV Academic Advising Strategy

#### 2.1 Strategy Objective

*To assist applicants/candidates with the selection of appropriate courses and to provide advice on the academic suitability of candidates; for research candidates, assist them in finding appropriate supervisors at Australian universities and provide advice on research proposal design.*

#### 2.2 Strategy Components

The following strategy components and activities have been identified for inclusion in the 2014-2015 program and are similar to the activities undertaken in 2013-2014. These are fully integrated into the Annual Plan and monitored through the program's M&E framework.

### Strategy components/activities for provision of academic advice

Components	Activities
<b>Information for applicants</b>	<p><u>Both Academic Advisers</u>: Provide advice and guidance to applicants on course selection when approached by applicants.</p> <p><u>International Adviser</u>: for PhD and Masters by Research applicants and candidates, provide advice on how to assist in the search for research supervisors; how to prepare a research proposal for submission to potential supervisors and for submission with the AAS application form.</p>
<b>Course selection</b>	<p><u>Both Academic Advisers</u>: provide counselling to individual short-listed candidates/conditional awardees in the final selection of his/her preferred courses for enrolment taking into account their selected course, their career needs and the academic and English language requirements of the preferred courses and, for awardees, the JSC decision on their selected course.</p>
<b>Interviews of shortlisted candidates</b>	<p><u>International Adviser</u>: participate in the staged written assessment of short-listed PhD/Masters by Research proposals (provided as input to the Interview Panel interviews prior to JSC 2) and provide an assessment score out of 10. Adviser assessment to cover issues such as:</p> <ul style="list-style-type: none"> <li>- Is there a link between the candidate's academic background, work experience, and chosen research topic?</li> <li>- Does the candidate's research proposal show evidence that he/she understands how to undertake research?</li> <li>- Does the candidate have an existing research background?</li> <li>- Is the candidate likely to meet the minimum requirements for English language proficiency for their chosen field of study?</li> <li>- How likely is the candidate to gain admission to PhD/Masters by Research study?</li> </ul> <p><u>International Adviser</u>: submit a summary report to AAV on the quality of the research proposals and the research capacity of candidates.</p> <p><u>Both Academic Advisers</u>: inform interview panels and the JSC of cases where they have doubts or queries about the suitability of applicants/candidates to meet the course entrance requirements.</p> <p><u>Local Academic Adviser</u>: provide advice to Masters short-listed candidates, as requested by interview panels, on the academic and English language requirements for their preferred courses.</p>
<b>Placement</b>	<p><u>Local Academic Adviser</u>: provides advice to conditional awardees at Placement stage as required whether awardees' final choice of course is in line with the JSC decision on their course and whether they meet the university academic and English language entry requirements of the preferred course.</p> <p>Gives priority to counselling Profile 1 applicants, especially disadvantaged awardees, who are undertaking pre-departure English</p>

Components	Activities
	<p>Language training and who may have to change the preferred course and university if they do not meet the universities' English Language entry requirements.</p> <p><u>Local Academic Adviser</u>: submits a report to AAV on placement issues arising from the review of the course selections of all conditional awardees at both placement phases.</p>
<b>Pre-departure preparation</b>	<p><u>International Adviser</u>: conducts group workshops and individual sessions post-JSC 2 for PhD and Masters by Research conditional awardees focusing on:</p> <ul style="list-style-type: none"> <li>- preparing for PhD and Masters by Research study</li> <li>- what to expect from Australian PhD and Masters by Research study</li> <li>- understanding research degree culture</li> <li>- content vs. process</li> <li>- 'setting up' the research</li> <li>- writing and time management</li> <li>- motivation</li> <li>- supervisor relationships</li> <li>- completing the research</li> </ul> <p>Individual sessions to focus on:</p> <ul style="list-style-type: none"> <li>- checking research proposals, as appropriate</li> <li>- counselling on supervisor arrangements if supervisors are not confirmed.</li> </ul> <p>A report on the workshops to be submitted to AAV.</p>
<b>Research methods online material</b>	<p><u>International Adviser</u>: reviews online 'research methodology' course material (for use by successful PhD and Masters by Research awardees, post-JSC 2).</p>
<b>Re-integration</b>	<p><u>International Adviser</u>: takes advantage of visits to Vietnam to meet as appropriate with recent PhD graduates to discuss their research experience in Australia with a view to incorporating any salient points in the pre-departure research workshop.</p>

## 2.4 Workshops on Academic Article Writing

At the Vietnam National Alumni Conference held in Hanoi in mid-December 2013, the International Academic Adviser conducted a half-day workshop on academic article writing. As a result of the success of this workshop, it is proposed that he conduct four similar workshops for alumni in north, central and southern Vietnam during the FY 2014-2015 (for further information see Section 7, Table 3, Annex 3 Reintegration and Alumni Strategy and Plan). This Adviser's costs in this activity are included under the alumni support budget (instead of the Academic Adviser line item).

## 2.5 Monitoring and Evaluation

The Academic Advising strategy is an important element of the program. Its effectiveness will be seen in the degree of success in placing candidates, while recognising that other variables affect course selection and placement. The priority for placement will be Profile

1 awardees undertaking pre-departure EL training and research awardees. The M&E Framework identifies the following indicators for use in measuring the effectiveness of the Academic Advising strategy:

- % of awardees placed
- % of awardees placed in a course consistent with their academic background and work experience
- % of awardees meeting entry requirements
- No. of university rejections for the first and second preferred courses
- No. of awardees who changed their course or university in the previous 12-month period
- % of awardees who said they were in the right university
- % of awardees who said they were in the right course

As indicated in the M&E Framework, the methods and sources for collecting data for these indicators include: DFAT student survey, Mobilisation and Placement Annex Annual Report 2013 – Table 2b, Table 2c and Section 7.2, and reports by the Local Academic Adviser.

In addition, the International Academic Adviser will assess the quality of research proposals and submit a summary report assessing the quality of the research proposals. The program will also measure the satisfaction of PhD and Masters by Research awardees with advice provided at the research workshops preparing for degree study.

For FY 2014-2015, the International Academic Adviser and the Local Academic Adviser will be allocated 40 days and 20 days respectively,

## Annex 3. Reintegration and Alumni Strategy and Plan

### 1. Summary of proposed changes in the implementation of the reintegration strategy in the 2014-2015 Annual Plan

- There will be a closer link between the workshops in Australia and in Vietnam.
- The workshops in Australia will focus more on participants reflecting on the technical and soft skills and knowledge they have gained in Australia and what skills might be realistically applied in the context of the Reintegration Action Plan (ReAP), and the strategies and challenges when they return to work in Vietnam.
- The role of the employers in the reintegration process will be given more emphasis, as it was assessed that that two important factors in successful implementation of the ReAPs were support from supervisors and the relevance of the ReAP to the work of the organisation.
- After returning, as preparation for developing their ReAPs at the Vietnam workshop, alumni will be encouraged to discuss with their employers skills and knowledge they have gained as well as their experience of living and studying in Australia and how they might usefully apply these in the organisation. Emails will be sent to the alumni and employers outlining AAV's expectations on these discussions.
- More emphasis on personal follow-up (rather than just emails) with CA alumni anchored on AAV's strong links with CAs. Follow-ups will take place before and after the in-Vietnam workshops.
- The ReAP will be introduced earlier in the Vietnam workshop and more time spent on how to complete it and apply the activities documented in it.
- The time spent on the change management component of the Vietnam workshop will be reduced and the content will be more practically oriented to the ReAPs,
- Alumni will be expected to discuss their ReAPs with their supervisors and get their written endorsement before submission to AAV. (See Section 5.8 Monitoring and Evaluation on assessment of the ReAPs).
- The use of Facebook will be explored as an additional means of contacting awardees/alumni and be explored as a way to facilitate the sharing of alumni experiences with common activities in implementing ReAPs.

### 2. Introduction

The AAV Reintegration and Alumni Strategy seeks to address issues and modalities associated with maximising the opportunities for Australia Awards alumni to successfully reintegrate into the work place, apply the knowledge and skills they acquired to contribute to development objectives and build linkages between Vietnam and Australia. The strategy outlines various reintegration stages and processes in the scholarship cycle, including a program of support activities for alumni and indicates the future directions of the Australia Awards Alumni Network in Vietnam.

## 2.1 Reintegration context

The Guide to Reintegration Support for Long-Term Development Awards considers successfully reintegrated Australia Awards Scholarship graduates as those who meet the following indicators:

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

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

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

## 2.2 Australia Awards Alumni Network

Two developments have affected the development of the Australia Awards alumni network in Vietnam over the past few years. The first development was the gradual consolidation of Australia's international scholarship programs under the Australia Awards brand and the resulting establishment of the global Australia Awards Alumni Network (AAAN).

A key feature of the global AAAN is that it is to operate collaboratively with existing local Australian alumni networks and does not seek to replace them. The Alumni Networks Implementation Plan gave some discretion to Posts on how Australia Awards and the Endeavour Awards alumni networks were to be consolidated as per the intent of the Australia Awards.

Following some initial steps to improve links between the two alumni networks, in January 2014, discussions between DFAT at Post and AEI concluded that the two networks should cooperate more closely and form a single Australia Awards Alumni Network in Vietnam. As a consequence, two Endeavour alumni joined the DFAT Alumni Working Group, which had been formed to establish a national AAAN organisation in Vietnam.

The second factor affecting the development of DFAT's alumni network in Vietnam was the organisational change that took place within the network. The previously segmented, interest group-based structure was transformed into an informal, region-based 'chapter' structure. The process of electing representatives to the Alumni Working Group (mentioned above) saw further evolution of the chapter structure with the election of more formal core groups in Danang and Hanoi in addition to the existing core groups in HCM City and Hue.

At the initial consultations in Hanoi in April 2014 by the Alumni Working Group), the Group agreed that a national AAAN organisation should be established under the sponsorship of the Vietnam-Australia Friendship Association (See Section 8. Establishment of a national AAAN organisation for further analysis).

### **3. Strategy Rationale**

The rationale for an effective reintegration and alumni strategy in Vietnam is the need for a set of processes and activities during the scholarship cycle that maximises the possibilities of achieving the two overriding objectives of the Australia Awards program:

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

### **4. Strategy Purpose**

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

### **5. Reintegration Component**

#### **5.1 Links to the Scholarship Cycle**

The reintegration strategy for Vietnamese awardees is linked to each stage of the scholarship cycle. At the selection stage, applications outline their expected future development contributions after the awardees complete their Australian studies. At pre-departure, awardees are briefed on the reintegration process and the support it will provide to them after completion of their studies.

In Australia, awardees are invited to attend a half-day workshop two to three months before their return to Vietnam. This is followed by the workshop in Vietnam two or three months after they resume employment. The two workshops emphasise that reintegration is a process which commences with the in-Australia workshop and goes through and beyond the in-Vietnam workshop. The workshops cover areas relating to the psychological adjustments from being a student to an employee, the tools and strategies to facilitate their re-entry into the work place, the technical skills and knowledge as well as the soft skills gained in Australia, which could be applied in Vietnam, and the challenges they face in the differing work contexts on their return and in the future.

A key feature of these two workshops is the introduction and application of ReAPs as a practical tool to assist newly returned alumni apply skills and knowledge gained in Australia in the workplace. The ReAPs are also a means of engaging the employers in the process by facilitating smooth and productive re-entry into the workplace for the alumni. As a further step towards reintegration, the newly returned alumni are also encouraged to participate in the Australia Awards Alumni network in Vietnam, where they can take part in professional development and social networking activities, and maintain their links with other alumni and with Australia.

#### **5.2 Strategy adjustments after the Pilot Phase**

An integral part of the strategy was a pilot phase covering two cohorts of alumni, one comprising 122 alumni who returned to Vietnam at the end of Semester 2 in 2012, and the other covering 111 alumni who returned at the end of Semester 1 in 2013. An assessment of the pilot phase was undertaken by the AAV M&E Adviser. The assessment report made several key recommendations in relation to the workshops and ReAPs:

- Place more emphasis on the relevance of the ReAP to the organisation and to beneficiaries of ReAP activities and look for ways of engaging the organisations in the process of developing ReAPs.

- Place more emphasis for alumni on tangible processes of transferring knowledge and skills into the workshops. Organisational change is beyond alumni capacity and mandate and beyond the reasonable scope of ReAPs.
- Make better use of the in-Vietnam workshop to advance the development of ReAPs.

As a result of these recommendations and further discussions within the AAV team, a number of changes are proposed in the implementation of the reintegration strategy.

- There will be a closer link between the workshops in Australia and in Vietnam.
- The workshops in Australia will focus more on participants reflecting on the technical and soft skills and knowledge they have gained in Australia and what skills might be realistically applied in the context of the ReAP, and the strategies and challenges when they return to work in Vietnam.
- The role of the employers in the reintegration process will be given more emphasis, as it was assessed that two important factors in successful implementation of the ReAPs were support from supervisors and the relevance of the ReAP to the work of the organisation.
- After returning, as preparation for developing their ReAP at the Vietnam workshop, alumni will be encouraged to discuss with their employers what skills and knowledge they have gained from their study programs as well as their experience of living and studying in Australia and how they might usefully apply these in the organization. Emails will be sent to the alumni and employers outlining AAV's expectations of these discussions.
- There will be more emphasis on personal follow-up with CGA alumni because of the links already established by AAV with CGAs. This follow-up will take place both before and after the in-Vietnam workshops.
- The ReAP will be introduced earlier in the Vietnam workshop and more time spent on how to complete it and apply the activities documented in it.
- The time spent on the change management component of the Vietnam workshop will be reduced and the content will be more practically oriented to the ReAPs.
- Alumni will be expected to discuss their ReAPs with their supervisors and get their written endorsement before submission to AAV. (See Section 5.8 Monitoring and Evaluation on assessment of the ReAPs).
- The use of Facebook will be used as an additional means of contacting awardees/alumni and be explored as a way to facilitate the sharing of alumni experiences with common activities in implementing ReAPs.

The development of ReAPs by alumni in this two stage process should provide scope for the plans to be relevant to the workplace circumstances and work requirements and for the ReAPs to be discussed with and endorsed by supervisors. The ReAPs should meet SMART (specific, measurable, achievable, relevant and time bound) criteria, in particular be achievable and measurable. Alumni will be encouraged to propose at least two specific activities that they can undertake in their workplace over a period of up to 12 months.

An assumption in applying ReAPs is that the alumni return to their place of work or quickly find another employer. By the time the Vietnam workshops are conducted, some will still not be employed. However, the workshop addresses a number of issues relevant to not only those employed but also those seeking employment. While those without jobs will not have the opportunity to immediately implement their ReAPs, the opportunity to reflect on the key skills/knowledge they have learnt and how these skills might be applied will assist them as they review their CVs and prepare applications for jobs. Moreover, the opportunity to

participate in a workshop with their peers from their cohort can act as a positive encouragement to attend and participate in future alumni activities. Thus, commencing in 2014, alumni without employment have been invited to the Vietnam workshops.

For those who do not attend the workshops either in Australia or Vietnam, separate module-based packages covering the content of the workshops are sent out. The packages are also sent to those who did attend as a reference document. The packages enable wider coverage of alumni in the reintegration process, even if at a less intensive level.

### 5.3 Matrix of reintegration components and activities

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

**Table1: Scholarship Cycle: Matrix of Reintegration Components and Activities**

Scholarship Cycle	Components	Activities	Outcomes
Application	Application Form contains sections on applicant's expected contributions to his/her employer's HRD needs and to development	Applicants complete the Application Form online and select two courses in line with their field of study, work experience, career objectives and their potential development contributions	Completed applications set out intended contributions to the employing agency and to development outcomes on return
Selection	Candidates are selected partly against criteria assessing their potential development outcomes	<ul style="list-style-type: none"> <li>Screening of applications</li> <li>Interviews with all short-listed candidates</li> <li>JSC decision on conditional awards</li> </ul>	Awardees who show potential to contribute to Vietnam's development are selected
Placement	Awardees select courses appropriate to their career objectives and previous study	Awardees are placed in appropriate courses in universities	Awardees are successfully placed in their preferred courses
Pre-departure	Pre-departure Briefing program contains segment on reintegration and alumni support strategy	All awardees attend one-day Pre-departure Briefing	Awardees have some understanding of the reintegration and alumni support strategy

Scholarship Cycle	Components	Activities	Outcomes
On-award	Facilitation of the integration process involving awardees and their employers	<p>A half-day workshop is held at various locations in Australia for awardees returning at the end of each semester; awardees: i) are briefed on the reintegration process and the ReAP; ii) reflect on the knowledge and skills they have learnt; iii) are encouraged to engage with their employers</p> <p>AAV pilots a reintegration and ReAP briefing with the supervisors of CA alumni prior to the Vietnam workshops (if successful can be broadened to other Profiles)</p>	Awardees and employers are informed by separated emails about the reintegration process, their expected roles; preparations begin for awardees' re-entry into the workplace
Post-award	Preparation and implementation of ReAPs	<p>Recently returned alumni discuss with employers skills and knowledge they might usefully apply in the work place in the context of ReAPs</p> <p>Alumni attend a half-day workshop in Vietnam after their return. Alumni are guided in completing ReAPs and how to implement them</p> <p>Alumni discuss ReAPs with their employer and submit completed ReAPs to AAV with employers' endorsement</p>	<p>Alumni and employers reach a consensus on what skills and knowledge can usefully be transferred in the work place</p> <p>Alumni understand the ReAP process and how to apply ReAPs in the work place</p> <p>AAV writes to supervisors after workshop requesting support for ReAP implementation</p> <p>ReAPs are agreed with employers and submitted to AAV</p>

Scholarship Cycle	Components	Activities	Outcomes
Post-award reintegration into workplace	Assessment of success of ReAP implementation reintegration	<p>Around 12 and 6 months after the respective workshops in Vietnam there is an assessment of the degree of success in implementing the ReAPs</p> <p>A follow-up survey may be conducted 12 months later on the impact of the ReAPs</p>	Number of alumni who have successfully implemented their ReAPs
Post-award AAAN and support	AAAN in Vietnam supported to enhance professional expertise and links with Australia	Support is provided through the alumni program for professional development activities, social networking, access to online academic resources and the Small Grants scheme. [Note: See Section 5 table 4 Alumni Program for further details]	Alumni integration is effectively supported over the longer term and alumni development contributions and links with Australia are strengthened

#### 5.4 Risks

There are a number of risks associated with the implementation of the AAV reintegration strategy. The most significant risk is the low attendance rate at the workshops. The first two series of workshops in Australia and Vietnam saw an overall 50% attendance rate, despite experimenting with different timings and locations for the workshops. An expansion of locations to smaller cities and the inclusion of afterhours and weekend timings in the third and fourth workshop series in Australia increased the attendance rate to 62% and 75.5% respectively.

There was also some improvement in attendance (48% to 51.5 %) from the most recent returnees at the Vietnam workshops in March 2014 over the October 2013 workshops. The increase in the attendance rate in Hanoi was greater (from 42.3% to 49.5%). This may have been partly due to the fact that alumni in Hanoi were given the opportunity to attend the workshops at three different times (Friday afternoon, Saturday morning and afternoon) and partly to the fact that for the first time the reintegration workshops were combined with a Welcome Back Ceremony officiated by the Deputy Head of Mission (on Friday) and the Ambassador (on Saturday) who presented Australia Awards Scholarship certificates to participants. Future workshops will continue to show this flexibility in location and timing in an effort to increase the attendance rate, at the same time taking into account costs.

It must be assumed that some awardees/alumni will not be able to attend the workshops for various reasons (e.g. business trips, work or study commitments, illness, family obligations, pregnancy). Those not attending are sent briefing packages, and if they have missed the in-Vietnam workshop, they are invited to the next workshop series six months later. Some alumni will simply not be interested in attending either the workshop in Australia or Vietnam.

Another high risk is the lack of support/commitment by employers/supervisors to the reintegration process in general and the ReAPs in particular. For example, do employers place the alumni in a position related to their studies; to what degree is the employer

motivated to use the new skills and knowledge of alumni; is the employing organisation change-oriented? A further complicating factor is that often the supervisor has changed. The reception newly returned alumni get from their employers/supervisors can differ widely and this is further complicated by the varying ability or willingness of alumni to deal with these differences. Because reintegration is a process, the timeline for the reintegration for an individual alumnus varies and depends on a number of different factors, especially their work environment.

The issue is that the AAV program design and the online application system do not provide much leverage for AAV to influence employers and gain their support for the reintegration process. This, combined with the varying attitudes of alumni towards approaching supervisors and the importance they place on effective reintegration, means that despite all AAV efforts to encourage dialogue between employers/supervisor it cannot be assumed that this dialogue will occur and, if it does, it will be fruitful. Moreover, what practical actions AAV can take to ensure a dialogue between alumni and supervisors is limited by the fact that the program design does not provide for the resources necessary to engage with alumni and supervisors in all Profiles in the reintegration strategy, which was subsequently introduced.

Evidence from the Hanoi workshops in March 2014 showed that less than half of the participants had actually had such a dialogue with their employer/supervisor. On the other hand, some alumni indicated that their supervisors had assumed without much discussion they had new knowledge/skills and gave them higher level tasks anyway. Only with the CAs in Profile 2 is there some scope for leverage with employers, as a result of the relationships established under the former PPI program, but even this leverage is limited, as the key relationship in the reintegration context is the one between alumni and supervisors not with the employer as such.

The biggest challenges are how to motivate more CA alumni to attend the workshops and to engage employers/supervisors in the reintegration process. (See Table 2 below for the proposed actions to be taken particularly in respect of CA alumni.)

The risks and mitigating measures can be summarised as follows.

**Table 2: Risk Matrix**

Nature of Risk	Description of Risk	Degree and Impact of Risk	Mitigation Actions
<b>Non-attendance of awardees at in-Australia workshops</b>	Not all awardees can be contacted so some do not attend the workshop	Degree low Impact moderate	Both university and personal emails are used. Student contact officers requested to confirm email addresses. Information about the workshop is also placed on AAV Facebook page. Follow-up emails sent.
	Small numbers of awardees in a number of distant cities not able to attend the workshops	Degree low Impact moderate	Workshops expanded to regional cities with minimum 6 awardees
	Awardees do not respond to invitation or cannot come because of study commitments, inconvenient	Degree high Impact high	Reintegration briefing packages sent to those unable to attend. Afterhours workshops where feasible and at central city venues in Sydney and Melbourne

Nature of Risk	Description of Risk	Degree and Impact of Risk	Mitigation Actions
	workshop location, illness		Awardees' telephone numbers obtained with follow-up calls or SMS messages
<b>Non-attendance of alumni at in-Vietnam workshops</b>	<p>Alumni, especially from the provinces, not able to attend the in-Vietnam workshops, for a variety of work-related or personal reasons</p> <p>Alumni not attending because of lack of interest or non-support from employer</p>	Degree high Impact high	<p>Awardees and employers sent emails encouraging them to meet before the workshop</p> <p>Workshop locations expanded to include regional centres if alumni numbers sufficient</p> <p>CA Coordinators briefed on reintegration process and CA alumni's engagement with employers encouraged through telephone calls by AAV</p> <p>Follow-up emails and telephone calls to alumni not responding.</p> <p>Module package providing workshop briefing sent to those not attending with encouragement to complete the ReAPs</p> <p>Returnees not able to attend are invited to attend next workshop series 6 months later</p>
<b>Lack of support/commitment by employers</b>	<p>Employers do not show interest in alumni employee reintegration</p> <p>Employers do not allow alumni employees time off to attend workshops</p> <p>Employers do not support the ReAP process</p>	Degree high Impact high	<p>Employers/supervisors sent emails before and after the workshops seeking their support for the reintegration process and the ReAPs</p> <p>AAV briefs CA coordinators on reintegration processes</p> <p>AAV pilots a briefing with CA alumni supervisors before Hanoi workshops</p> <p>During provincial visits AAV briefs PPCs and university leadership on reintegration process and ReAPs</p>
<b>Unsatisfactory completion of ReAPs</b>	<p>Returnees do not submit ReAPs</p> <p>Some returnees return unsatisfactory ReAPs or are not</p>	Degree high Impact high	<p>Follow up by email/telephone to maximize the number of ReAPs submitted</p> <p>Provide advice by email/telephone on how to complete the ReAPs</p> <p>Selected follow-up visits to CA</p>

Nature of Risk	Description of Risk	Degree and Impact of Risk	Mitigation Actions
	discussed with employers	moderate	alumni and supervisors
<b>Non implementation of ReAPs</b>	Some graduates do not implement ReAPs	Degree moderate Impact high	Emails/telephone calls about ReAPs' progress to alumni half way during the implementation period. If supervisor's support is needed to implement the ReAP, AAV follows up with supervisor  An assessment is made of degree of implementing ReAPs 6 and 12 months after each respective Vietnam workshop.

## 5.5 Schedule of Activities

**Table 3: Workshop and assessment schedule**

Semester 1, 2014 returnees	Schedule
In-Vietnam workshops	October/November 2014
Semester 2, 2014 returnees	
In-Australia workshops	October 2014
In-Vietnam workshops	March 2015
Assessment	October 2015
Follow-up assessment	October 2016
Semester 1, 2015 returnees	
In-Australia workshops	May 2015
In-Vietnam workshops	October 2015
Assessment	October 2016

## 5.6 Alumni Ownership of the Reintegration Process

An aspect of the strategy's long term goal was to pursue more alumni ownership of AAV's reintegration processes in Vietnam by training appropriate alumni to conduct the workshops in Vietnam. However, this has proven to be more difficult than expected. The closer linkage of the workshops in Australia with the workshops in Vietnam makes it imperative that the two workshops be conducted by the same facilitator. Furthermore, the content of the workshop requires an experienced facilitator with broad, cross-cultural experience and knowledge of change management practice. The AAV HRD Adviser satisfies both requirements.

In addition, the expansion in the number of workshops to regional cities undermines the feasibility of having alumni effectively taking over the training role in an increased number of locations. On a more limited scale, older alumni can be used at workshops to share

their reintegration experiences with their newer colleagues. This was appreciated by the participants in the October 2013 Hanoi workshops<sup>6</sup>.

Another role is for older alumni to act as mentors for the newly returned alumni. This idea was welcomed by participants at the Hanoi March 2014 workshops and action has been taken to introduce such a scheme with initially 19 alumni mentees. The role of alumni acting as mentors for newly returned alumni could be a possible activity promoted and managed by the foreshadowed new national alumni organisation.

### 5.7 Reintegration strategy for PhD awardees

Because of the PhD study length in Australia and the somewhat isolated nature of a research degree, there are ways to keep in touch with PhD scholars during their studies in Australia. These steps include:

- New PhD awardees can request to be mentees in the AAV mentoring program
- PhD awardees undertaking field trips or making annual reunion visits (at least for those passing through Hanoi) will be encouraged to make contact with the AAV office. There could be opportunities to involve them in alumni events or Embassy activities when appropriate.
- The International Academic Adviser takes the opportunity of his visits to Vietnam to meet recently returned PhD alumni to discuss issues relating to their PhD studies. This could provide useful input for the research design workshops he conducts for PhD awardees.

### 5.8 Monitoring and evaluation of the reintegration strategy

An assessment has been made by the M&E Adviser of the Pilot Phase of the reintegration strategy and the assessment findings are contained in Annex 4 of the 2013 M&E Report. It is proposed that assessments be made of the effective implementation of ReAPs of each alumni cohort 6 months and 12 months after the respective in-Vietnam workshops. The assessment report would be a part of the annual M&E Report submitted each October. Thus the 2014 M&E Report would contain an assessment of the ReAPs of the alumni cohort who attended the October 2013 in-Vietnam workshop and the March 2014 workshop. This assessment would be primarily done through a survey. Consideration could be given to a follow-up survey a year later and assessing the impact of earlier ReAPs.

## 6. Alumni Network Outcomes

To meet the strategy objective outlined in Section 3, a number of outcomes for the AAAN in Vietnam can be identified based on the five outcomes in the DFAT Alumni Networks Implementation Plan 2012-2014:

1. *Increased (individual and institutional) contributions made by alumni to development.*  
This outcome is facilitated by alumni professional development activities, alumni access to academic databases and the Small Grants Scheme.
2. *Increased access to individual alumni to improve M&E and reporting on scholarship outcomes.* This is facilitated by an up-to-date alumni database and an M&E program

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<sup>6</sup> This was not done in the March 2014 Hanoi workshops as a revised structure of the workshops was introduced and sufficient time was needed to pilot this structure. Older alumni were invited to the subsequent workshops in HCM City and Can Tho.

using the database for M&E activities, such as tracer studies, longitudinal case histories and impact/cluster studies.

3. *Increased development of the local and regional alumni networks.* This is facilitated by the implementation of the AAAN Strategy and joining with the Endeavour Awards alumni to establish a national AAAN organisation in Vietnam.
4. *Increased opportunities for the Australian Government and other Australian organisations to maintain links with alumni.* Opportunities are promoted through Australian Embassy accessing the alumni database for diplomatic contacts and experts/advisers; through research linkages with Australian universities via the Small Grants scheme; through special alumni membership of AusCham; through links with Australian volunteers and through periodic alumni conferences.
5. *Alumni network members contribute productively to the delivery of Australia Awards scholarships and broader country objectives.* This is facilitated by alumni assisting with the scholarship promotion activities, participating as mentors of awardees and recently returned awardees, participating in pre-departure briefings and by alumni providing expertise for Vietnam country programs, such as by the alumni gender experts.

## 7. Alumni Support Program

The AAAN Strategy provides a framework for the AAAN in Vietnam to receive appropriate support for mandated and high priority activities set out in the Strategy. Most of the 'good practice' activities set out in the strategy are already a feature of the alumni program in Vietnam, such as (i) alumni involvement in promotion, selection panels, pre-departure briefings, on-award mentoring and mentoring of newly returned alumni, (ii) the organisation of professional development activities, networking events, online journal access and the Small Grants Scheme, and (iii) online networking opportunities through Facebook and the AAV website link to the forum on the Australian Government Scholarships Alumni in Vietnam website ([www.asavn.com](http://www.asavn.com)). These activities will be maintained in FY 2014-2015.

From 2014 the dinners/lunches associated with the reintegration workshops in Vietnam for recently returned alumni also serve the purpose of a Welcome Home Ceremony for both DFAT and Endeavour awards alumni. Australia Awards certificates are presented at these ceremonies. (Pre-departure briefings could also have the double function of Official Farewell Events, as the Heads of Mission in Hanoi and HCM City already attend the pre-departure briefings and hand out certificates, accompanied by photo opportunities. The agreement to include Endeavour awardees in these briefings strengthens this case). The following matrix outlines the proposed components and activities of the strategy and plan for alumni support for 2014-2015.

**Table 4: Matrix of Alumni Strategy and Plan Components and Activities**

Components	Activities
Professional development	<p><b>1. Training workshops</b></p> <p>A key recommendation of the 2013 M&amp;E Report following the conduct of two impact studies of alumni on the environment and educational management was that the alumni program give more support to alumni in the transfer of new knowledge and skills in the workplace by improving alumni skills in 'mentoring, supervision, presentations, communications and teamwork'.</p> <p>This soft skills support is provided by holding training workshops varying in length from half a day to two days, depending on the topic and the speaker. Training in visual presentation skills has recently been</p>

Components	Activities
	<p>undertaken in the three regions of Vietnam and again at the Vietnam National Alumni Conference in mid-December 2013. A successful outcome of the proposed 2-day training workshop in HCM City in June 2014 on communication skills, could be a basis for replication of this training in other locations.</p> <p>Another type of soft skills training that proved popular at the alumni conference was in journal article writing. It is proposed that this workshop be replicated in Hue, HCM City, Can Tho and again in Hanoi by the AAV International Academic Adviser between 28 July and 3 August 2014 in conjunction with the Research Design workshops he will conduct for new PhD awardees.</p> <p>The journal article writing workshop will meet a well-known weakness in the Vietnamese academic system of few academic articles of international standard. The workshop will target alumni lecturers and researchers in Profile 3 and contribute to meeting Outcome 2 in the AAV program. Replication of these workshops contributes to higher program efficiency.</p> <p><b>2. Seminars</b></p> <p>Professional development seminars (half day) are organised on a case-by-case basis after consultation with local alumni, taking into consideration the degree of alumni interest in a topic, the topic's relevance to DFAT's priorities, the profile and quality of the speakers, and their potential to attract a large audience.</p> <p>Seminars usually involve knowledge transfer and may be more readily geared to the interests /priorities of particular sectors or Profiles. The planned seminar in Hanoi in October 2014 will be on the GoV's Green Growth strategy and follows on from the sustainable environment session at the alumni conference. A second seminar is planned for Danang in December 2014 with topic yet to be decided.</p> <p>The objective will be to organize a minimum of two seminars in FY 2014-2015 but with a budget for an additional seminar, depending on availability of speakers, or other proposals, such as another seminar on gender equity, building on last year's seminar in Hanoi, or a seminar proposal from an alumni core group.</p> <p>Speakers' presentations will be placed on the website where possible.</p>
Social networking	<p><b>1. Large social networking events</b></p> <p>DFAT-funded social networking activities focus on large social events with the objective of involving a wider group of alumni, strengthening networks and increasing the public visibility of the alumni network. It is clear from alumni feedback that the opportunity for networking is greatly valued.</p> <p>Where appropriate, social and professional events are combined to optimise the use of resources and increase overall impact. This occurs in the form of gala dinners at 2-day training workshops and lunch or dinner being held at half-day or one-day seminars/workshops.</p> <p>Building on the successful Family BBQs held in Hanoi in 2012 and HCM City in 2013, it is proposed that a similar family-based event be organised be held in Hanoi, preferably at the Australian Embassy compound, to coincide with the 2015 AAS selection round or another significant event, such as a ministerial visit. Consultations should be held with VGAC on the possibility of collaboration with such an event and to avoid any overlapping of activities.</p>

Components	Activities
	<p><b>2. Local activities</b></p> <p>Locally organized social activities falling outside the DFAT-funded program, such as sporting events, excursions, lunch/dinner discussions, network drinks and charitable activities, will be at the initiative of alumni and are normally self-funded. Requests can be made to DFAT through the AAV program for financial support for events that have professional development objectives. Post gave approval for financial support for a seminar in May 2014 on strategic branding proposed by the Hanoi core group.</p> <p>Until the new national organisation is operational, AAV support for such self-funded activities is most likely to follow the pattern of support provided to the Hanoi core group seminar. This support will be limited to the venue rental, including banner and refreshments. AAV will normally sign the venue contract so as to obtain the VAT refund. In addition, AAV will send the invitations from the alumni database using Survey Monkey. The local alumni will be responsible for arranging the speaker, finding the venue, preparing a budget, drafting program and invitations and providing logistic support at the venue. Once the new national organisation is established, it is likely requests for funding for locally-initiated activities would need to be approved by the organisation's new executive body who would submit the request to the AAV Office.</p>
Small Grant Scheme (SGS)	<p>At the request of Post an assessment was undertaken in February 2014 by the AAV M&amp;E Adviser on the SGS's efficiency and effectiveness. Key conclusions:</p> <ul style="list-style-type: none"> <li>- The SGS has performed effectively with regard to its purpose and objectives.</li> <li>- Almost 90% of grantees enhanced and capitalised on their knowledge and skills gained in Australia.</li> <li>- More than 70% of grantees strengthened their professional links with Australian organisations.</li> <li>- Most grants provided the grantor with good value for money.</li> <li>- Grant recipients are satisfied with the SGS and its operations.</li> <li>- SGS management is labour intensive and transactions costs are high relative to the amounts being managed.</li> <li>- SGS could meet higher standards for objectivity, consistency and transparency in appraisal process and decision-making.</li> </ul> <p>Recommendations have two stages:</p> <p>Recommendations for implementation in the next round include: i) expanding the range of eligible activities, ii) reducing inefficiencies, redundancies and overhead in the pre-award and post-award stages, iii) improving SGS documentation and timeliness of appraisal processes, and iv) maintaining two rounds of grants annually.</p> <p>Other recommendations aimed at subsequent rounds cover i) improved performance accountability mechanisms, ii) performance-based features, iii) a payment- by- deliverable pilot scheme, and iv) the development of a how-to-guide. In the 2014-2015 FY Plan it is proposed to hold two rounds with the closing date of the next round being 1 September 2014 and then 1 March 2015.</p> <p>In line with the recommendation to build capacity of grantees in preparing grant applications and managing grants, it is planned to hold</p>

Components	Activities
	workshops for interested alumni after the dates of the new SGS rounds are announced, probably around August 2014 and February 2015. In addition, briefing sessions will be held at the AAV Office and in HCM City on financial reporting to successful grantees. The workshops and briefing sessions will be joined to other events if possible to save costs.
Access to online academic databases	<p>Facilitating access to online academic information sources meets an expressed need of many alumni, especially those in research and policy making positions, who need to update the knowledge gained in their Australian studies.</p> <p>The alumni program has subscribed to a widely used, international academic set of databases provided by the ITGroup which can accommodate up to 1,500 alumni (1170 alumni had subscribed as of mid-April 2014). A survey of alumni subscribers on their preferred databases provided by ITGroup was made in February 2014. As a result the second of the databases was changed.</p>
Alumni assistance to awardees and newly returned alumni	<p>Alumni are invited to pre-departure briefings for a question and answer session for new awardees on study and living conditions in Australia.</p> <p>Alumni assist new awardees to adjust to the new conditions in Australia by acting as mentors in the alumni mentoring program. Mentors and mentees are linked through their common field of study and, where possible, attendance at the same university. PhD graduates mentor PhD and Masters by Research awardees; Masters by Coursework provide mentoring assistance at the same level. Current awardees are also approached to act as mentors, if alumni are not available in a particular field or university.</p> <p>A follow-up email is sent after 5 five months to both mentors and mentees to assess the relationship. A survey of mentors/ mentees is conducted towards the end of each calendar year.</p> <p>A new program was introduced in 2014 whereby older alumni act as mentors for newly returned alumni to assist their reintegration into the workplace (the first cohort comprising 19 new alumni mentees).</p>
Alumni support for scholarship promotion	<p>Alumni can be excellent ambassadors and advocates for the scholarship program. Alumni are regularly informed about developments in the scholarship program through emails, the website, Facebook and at alumni functions. Alumni mapping is used to identify alumni to support promotion activities targeting Profiles and institutions.</p> <p>The portrayal of alumni success stories in both video and written formats is a primary means for demonstrating the achievements of the scholarship program for the website, television and information sessions. Alumni success stories also illustrate the positive impact of the scholarship program for the Australian public.</p>
Database updating	<p>An updated and accurate database is the backbone for an effective reintegration and alumni strategy. Constant updating the alumni database is an essential part of AAV staff support for the strategy. As the Alumni Online Network database in Canberra does not meet the program's operational needs, a separate AAV database needs to be maintained, resulting in duplicated staffing efforts.</p>

## **8. Establishment of a national AAAN organisation**

The AAAN Strategy envisions that “local AAAN networks should be owned and driven by alumni; their structure and activities reflect the local context and aim to be self-sustaining”. Consultations with representatives of the Australia Awards alumni held in late 2012 reached a consensus that a national AAAN organization should be established in Vietnam. A six-member Alumni Working Group was subsequently elected by the DFAT alumni by the four alumni groups in HCM City, Danang, Hue and Hanoi. Two Endeavour alumni representatives joined the Group after the agreement in early 2014 at Post to establish a single AAAN organisation in Vietnam comprising by DFAT and Endeavour alumni.

At their initial consultations in April 2014 the Alumni Working Group agreed that a national AAAN organisation should be established under the sponsorship of the Vietnam-Australia Friendship Association and be separate from VGAC. The Group is drafting a document setting out the vision, objectives, key activities, structure, election modalities, relations with VGAC etc. of the proposed national organisation.

On the assumption that the organisation receives approval during the Annual Plan period both from the alumni and from the Vietnam Union of Friendship Associations (a Vietnam Communist Party organ) which would give the organisation legal status, the relationship between the AAV Office and the new AAAN organisation will need to be clarified. It should be expected that some time will be needed for the election of the office holders at the national and chapter levels and for the organisation to become operational. As part of this process the duties and responsibilities of the individual office-holders should be spelt out clearly.

One of the expected first tasks of the national level executive body will be to draft an action plan to include a program of alumni activities at the national level and suggested activities at the local chapter level. The action plan would cover those activities that require financial and staff support from the AAV office as well as those activities that are to be self-funded and may or may not require AAV staff support. If the new AAAN organisation becomes operational during this Annual Plan period, the alumni support activities contained in the Plan should be discussed with the new executive body to obtain their views.

It will be important that in determining the action plan that the new executive body take into account the objectives of the global AAAN and the priorities set out in the Australia-Vietnam Development Cooperation Strategy. The action plan should also refer to the experiences and lessons learnt of the DFAT alumni support program over the past few years. Altogether, this will provide guidance on the type of activities that are effective in supporting alumni and on the activities that can receive financial support through the AAV office.

During this process of establishing the new AAAN organisation the AAV office will continue to provide advice and organisational support. Some funding provision has also been made in the budget to cater for financial support for this process if such a need arises.

## **9. Links with Australian Volunteers**

To date, the links between alumni and Australian volunteers have been essentially ad hoc. To systemize the linkage, a scholarship/volunteer linkages matrix was drafted by Post which identifies common needs and some practical activities to support these needs. The activities cover (i) mutual promotion of both programs especially in the provinces; (ii) establishment of sector working groups incorporating both alumni and volunteers; (iii) volunteers attending sectoral-specific alumni activities; (iv) volunteers and alumni who are specialists act as guest speakers and are consulted on the aid program; and (v) former volunteers posted to Vietnam provide mentoring support to newly arrived awardees. The matrix will be discussed further with Post with a view to reaching an agreement on what activities should be given priority.

## **10. Use of Electronic Media**

Face-to-face contact through workshops, seminars and social networking events remains the key communication vehicle to provide support to alumni. Tremendous improvements in roads and transport facilities over the past few years saw increased numbers of alumni from the provinces attending alumni events. One result is the beginning of reintegration and training workshops in Can Tho to cater for the substantial number of alumni in the Mekong Delta.

Face-to-face contact can be supplemented by the more routine electronic media facilities, such as telephone, email, Skype, AAV website (which has a new Register Your Interest function), and particularly, the AAV Facebook account, which is increasingly being used as a vehicle to communicate both with alumni and among alumni.

While Facebook has more of a social interaction dimension than an educational one, another social media network, LinkedIn, is a useful account to link up alumni and awardees professionally as well as to link them with relevant. A dormant alumni LinkedIn account – Australian Scholarships Alumni – Vietnam will be updated and reactivated. It is proposed to target the following groups: alumni, awardees, Australians who have interacted with the program e.g. lecturers, tutors and fellow students, and organisations associated with the alumni.

Another possible electronic means to link up alumni is online webinars which are in practice similar to a Skype conference and allow a presenter to share a presentation with a group of people online. However, the cost of trialling/purchasing this webinar technology and the feasibility of sharing the costs with other MC-managed scholarship programs have shown that webinars are not a very practical communication option for the needs of the Vietnam program.

Establishing an interactive forum on the AAV website to allow for alumni discussion on topics of interest was not pursued, as the Australian Government Scholarships Alumni in Vietnam website ([www.asavn.com](http://www.asavn.com)) set up by the Embassy in 2011 has such a forum, but is little used. The link to this forum from the AAV website has not led to its greater use.

## **11. Monitoring and Evaluation**

The effectiveness of the Reintegration and Alumni Strategy and Plan can be measured by a number of performance indicators, which vary according to the nature of the activity. Performance indicators have been reviewed in the M&E Strategy and Plan for FY 2014-2015. (Refer also to section 5.8 in this document relating to assessments of ReAPs.)

## Annex 4. Gender, Disability and Social Inclusion Strategy and Plan

### 1. Context

Gender equality, disability and the inclusion of ethnic minorities and the rural disadvantaged are key cross-cutting issues for the scholarship program.

In order to address these issues comprehensively, AAV developed a *Gender Equality and Social Inclusion Strategy* in 2010. The purpose of the Strategy was to provide clear operational guidance for integrating gender equality and social inclusion through all aspects of the scholarships cycle.

The Strategy was reviewed in March 2013 and then again in March 2014 by the MC's Gender and Social Inclusion Advisor to take account of progress, emerging challenges and lessons learned, and to better position the program to build on relevant results from key studies. Whilst the strategy's objective remains the same, the equality and inclusion strategies for the program have been substantially revised in light of the strategy's implementation over the past three years, the Australia Awards Scholarships Principles & Procedures for Disability Support document and the development of the Equity of Access Fund. To accurately reflect these substantial revisions, the title of the Strategy has been updated to *AAV Gender, Disability and Social Inclusion Strategy*.

An integral part of providing an effective program is making sure that all people have the opportunity to participate in and benefit equally from it. While gender equality, disability, HIV, ethnicity, race and age are all important topics in their own right, there are also intersections between them. Thus, the *AAV Gender, Disability and Social Inclusion Strategy* provides both specific and integrated strategies to address gender equality, disability and other issues of social exclusion.

**Gender equality.** Unlike scholarship programs in most other countries, the program in Vietnam does not have a problem in attracting female applicants and consistently has a substantial balance of applications favoring women at around 60% to 40%. Some of this interest can be attributed to the success of the program's strategies to address gender equality concerns and achieve appropriate outcomes.

However, it is also important to note, as reported in the findings from the 2012 cluster study of two Government Ministries, these days men are somewhat reluctant to enter Government employment because of the low salaries and tend to join the business sector, where the opportunities to earn higher income are greater. Feedback from stakeholder informants in the gender sector during consultation visits also suggests that Vietnamese men in employment are more reluctant to leave their jobs and travel overseas for the required length of scholarship time because of the potential opportunity cost of not being present in the workplace to compete for promotion.

The program has awarded more scholarships to women than men annually since 2008. In 2013 at the award stage, 56% of awards went to females (the same as in 2012). This

means around 30 more scholarships for women than men in recent years. Currently, female alumni comprise 51% and by 2016, when the number of alumni in the database reaches 4,000 individuals, about 55% of alumni will be female.

The balance in favour of female applicants and awardees at the program level should be viewed as a gender equality indicator that contributes to the GoV's strategic objective of increasing the ratio of women obtaining post-graduate qualifications by 2015.

However, gender balance in awardees' numbers is not a sufficient gender equality indicator on its own. It is necessary to also measure and analyse gender differences in the post-award stage of the scholarships cycle including in career development, promotion, remuneration and benefits as part of the strategy.

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

AAV cluster studies in 2013 found that a slightly higher percentage of men than women have been able to improve the performance of their organisations (respectively 40% and 34% at great extent, but equally 54% at medium extent). Similarly, a slightly higher percentage of men said they were able to contribute to the development of their local communities. As such, equal (or greater) access to scholarships for women, does not mean they have equal opportunity to contribute and influence in the workplace, compared to their male counterparts.

The 2012 cluster study on alumni contribution to gender equality in Vietnam provided some evidence of the degree to which alumni were using their new skills to contribute to gender equality. Of the 13 alumni interviewed, who were identified as having a potentially significant involvement in gender issues post scholarship, engagement in gender issues was the major part of the working life of six. For the remaining seven, gender equality was only part of what they did in their work or private life.

To ensure these findings are further explored to investigate gender issues and gender impact the design/questionnaire for the 2014 Tracer Study will include a focus on gender dimensions. One key area for investigation in relevant activities are for example: what kinds of reintegration and/or professional development support may be needed by (female) alumni (across different profiles) and how and when should these activities be provided i.e. timing of a workshop is gendered, e.g. could be different for women with children than it is for women without children. Future studies and the M&E process will also build on findings from previous studies e.g. follow up on relevant findings and issues raised in the 2011 Tracer Study and the 2012 cluster studies.

**Ethnic minorities.** 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 the commencement of AAV in 2010.

Between the 2011 and 2014 rounds, the number of applications from ethnic minorities has varied between the highest 56 in 2011, the lowest 44 in 2012 and 52 in the 2014 round. However, there has been some decline in the number of awards offered to ethnic minorities from 14 in 2011 to 10 in 2013 (5 men and 5 women). The reasons for this decline are not clear.

Moreover, in the 2013 selection process there was a high elimination rate between the number of ethnic minority applications (49) and awards (10). English language competence was not the reason for this very large drop. Only 3 of the 49 applicants were made ineligible because of failure to meet IELTS requirements at application and all 10 short-listed ethnic minority candidates who sat for the IELTS Selection Test met requirements.

It is noticeable that over half of the 38 applications deemed eligible were eliminated at the short-listing stage, thus perhaps indicating poor written applications. This high elimination rate during the selection process was particularly evident in respect of women, when eight female short-listed candidates were eliminated at the interview stage (in contrast to no male candidates being eliminated). The 2014 results, however, should indicate better whether this is a new pattern or a one-off event of ethnic minority women doing poorly at interviews.

Planned, including already completed, ameliorative actions include: (i) briefing prominently placed on the AAV website on how to prepare for the interviews, aimed particularly to assist the disadvantaged; (ii) development and agreement of a new principle/guidance for the scholarship interview process to promote both a culturally and gender sensitive interview process; and (iii) for future promotional visits by the Gender, Disability and Social Inclusion Advisor to include visits to ethnic minority organisations with discussions to cover the importance of the application process and cultural barriers, including the barriers specific to education for women from ethnic minority backgrounds.

**People with disability.** DFAT's Development for All strategy makes a clear commitment to provide access to the aid program for people with disability. As part of this commitment a major review was undertaken of the support provided to scholarship holders with disability. The results of the review are contained in the Australia Awards Scholarship's Principles & Procedures for Disability Support document and in the Scholarship Policy Handbook.

The guiding principle is that reasonable adjustments should be provided to allow awardees with disability to participate in Australia Awards on an equal basis with all other awardees. These reasonable adjustments can occur throughout the scholarship cycle. The following strategy takes into account adjustments during the promotion, selection, mobilization, on-award and reintegration processes to enable equal access of people with disability to the scholarship program.

Until the 2013 round, the number of applicants and awardees with disabilities has been minuscule (one awardee in the 2010 round, two each in the 2011 and 2012 rounds).

However, there was a sharp increase in applications from people with disability to 16 and 19 applications respectively in the 2013 and 2014 rounds and a noteworthy fourfold increase to eight awardees in 2013. (However, only 6 have been short-listed in the 2014 round.)

The intensive consultations undertaken at the beginning of the 2013 and 2014 rounds by MC's Gender and Social Inclusion Adviser and AAV with MOLISA, local disabled people's organizations (DPOs) and NGOs dealing with disability have been a key contributing factor underpinning this increase.

The consultations have established a very useful contact basis for promotion of the scholarships among people with disability and have contributed to a better understanding of the situation of people with disability in Vietnam. All organizations consulted advised that the pool of people with disability who could meet the current scholarship requirements is very low. Most organizations also noted that the pool of people with disability with physical impairments would most likely have the highest number of applicants. It is noteworthy that the two 2013 round applicants, who are both legally blind, both received awards – understood to be the first such awards in the history of the scholarships in Vietnam. These consultation visits will continue prior to the announcement for each round.

**Equity of Access Fund.** In 2013, the program finalised the design of the Equity of Access Fund. This guideline provides reasonable adjustments to support people with disability and rural disadvantaged applicants, especially ethnic minority applicants and awardees with the view to having equitable access to the scholarship program at the pre-award and post-award phases. It is not clear to what extent the rural disadvantaged will make use of the Equity of Access Fund as there was no request for support received from rural disadvantaged applicants up to closing date of the 2014 round.

It is proposed that review be made of the use of the Fund by the rural disadvantaged at the end of the selection period of the 2014 round and recommendations made, if any, on the Fund's scope and amending the Annual Plan.

## 2. AAV Gender, Disability and Social Inclusion Strategy

AAV's Gender, Disability and Social Inclusion Strategy has a number of strands:

- promoting women's participation in higher education at the Masters and PhD level
- improving gender, disability and HIV/AIDS mainstreaming capacity within government through helping candidates where possible to select courses that include gender, disability and HIV/AIDS modules
- encouraging applications from lecturers and researchers from women's studies, disability studies and rehabilitation studies centres, research institutes and universities in order to increase teaching and research capacity on gender, disability and social inclusion studies
- analysing gender differences in career development, promotion, remuneration and benefits after awardees return to Vietnam after their study
- organizing alumni seminars and other activities on gender equality and disability issues

- addressing unbalanced educational opportunities for people with disability, rural disadvantaged, especially ethnic minorities, in its promotion, selection and reintegration and alumni strategies and through the establishment of the Equity of Access Fund
- encouraging persons working in disability areas to apply for scholarships and where possible to select courses that include disability, special education and/or rehabilitation modules.
- ensuring strong gender equality and social inclusion policies and practices are in place in the AAV office.

## 2.1 Strategy objective

The strategy's objective is:

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

## 2.2 Strategy components and activities

Components	Activities
Promotion of scholarships	<ul style="list-style-type: none"> <li>• Ensure that clear messages are provided in promotion materials and on the AAV website about gender, disability and social inclusion and the priority given to disadvantaged applicants, especially people with disability.</li> <li>• Continuous development of the website to ensure style and content is as accessible as possible.</li> <li>• Website accessibility audit to assess website re-design using appropriate accessibility tool.</li> <li>• Ensure that guidance on how to prepare for interviews is placed prominently on the website for the benefit of disadvantaged short-listed candidates.</li> <li>• Disseminate stories on the website and in the mass media, including on television, about successful ethnic minority and people with disability alumni/awardees to encourage further applications.</li> <li>• Liaise closely with the Central Committee for Ethnic Affairs (CEMA), the central Vietnam Women's Union (VWU) and MOLISA with a view to encouraging them to publicize the priority and equal access given to relevant disadvantaged applicants through their communication channels and media vehicles.</li> <li>• Follow-up (through meetings and communication exchanges) the links already established with organizations working on disability (including DPOs, local and international NGOs and agencies) to promote applications from people with disability, the Equity of Access Fund and DFAT's policies on assistance for people with disability applicants/ awardees.</li> <li>• Continue to undertake consultation and promotional visits to disability, gender and ethnic minority organisations prior to the announcement of each round.</li> <li>• Undertake face-to-face information sessions as required with potential</li> </ul>

Components	Activities
	<p>people with disability applicants arranged through their DPOs.</p> <ul style="list-style-type: none"> <li>• If required, develop niche information materials, such as translations into Braille, of promotion and application package for distribution to targeted people with disability including DPOs.</li> <li>• Update the mapping of all agencies/organizations/faculties dealing with gender equality, ethnic minority and disability issues<sup>7</sup> and update mailing list accordingly for the mail out promotion package.</li> <li>• Seek if possible to join the Facebook networks of people with disability for promotion purposes.</li> <li>• Where possible, individually counsel disadvantaged applicants, especially people with disability and ethnic minority applicants who, with specific support, may be successful in future scholarship intakes. Individuals could also be directed to other services and support which might be available to improve their application potential.</li> <li>• Through the Equity of Access Fund, provide support as appropriate to disadvantaged rural applicants and people with disability applicants to address relevant constraints they may face in processing their applications.</li> <li>• Target potential applicants who do not have disability but working in organizations/agencies dealing with disability issues to apply for studies relating to disability.</li> <li>• Target potential applicants working in organizations/agencies dealing with gender issues and implementing gender mainstreaming strategies to apply for studies relating to gender e.g. gender studies and women's studies.</li> <li>• Cooperate with other agencies (e.g., the Ford Foundation) that have provided or are providing training and scholarships to ethnic minorities and other disadvantaged groups.</li> <li>• Liaise with any Australian volunteers working in disability and gender areas.</li> <li>• Field visits to targeted poor provinces and regional/provincial universities</li> <li>• Cooperate with Provincial People's Committees (PPCs) and key departments of targeted provinces such as the DOHA, DOET, CEMA, DOLISA and VWU to promote and encourage applications who are local officials, in particular disadvantaged applicants.</li> <li>• Inform PPCs of the 2014 selection round results in July and reiterate that the scholarship program is a long term initiative so that the provinces can develop HRD plans that include targeting female, ethnic minority and people with disability staff as potential applicants in future years.</li> <li>• Use male and female alumni, especially ethnic minority and people with disability alumni, to speak at information sessions to promote scholarships to potential disadvantaged applicants.</li> <li>• Inform targeted provincial and regional universities of the results of the 2014 selection round in July and encourage applications from their staff</li> </ul>

<sup>7</sup> See List of Disability organizations in attachment 1 and List of organizations dealing with Gender Equality and Ethnic Minority issues in attachment 2.

Components	Activities
	in the next round, especially people with disability, rural disadvantaged, and ethnic minority lecturers.
<b>Selection process</b>	<ul style="list-style-type: none"> <li>Examine whether there are structural impediments (such as English language levels) in the selection process of disadvantaged applicants who fail to be approved for a scholarship and recommend remedial action if appropriate.</li> <li>During the screening process list all people with disability applicants separately and follow-up any missing documentation and make recommendations as required on specific cases to Post and JSC on how their applications may be handled and whether they need support in order to ensure equity of access</li> <li>Monitor and review selection criteria and propose to Post that ameliorative action be taken if appropriate, e.g. adjustments to criteria or processes to ensure equity of access for disadvantaged applicants.</li> <li>Apply provisions of the Equity of Access Fund and other measures as appropriate to enable equal access in the application and selection processes for rural disadvantaged, especially ethnic minorities, and people with disability applicants.</li> </ul>
<b>Working with Central Agencies</b>	<ul style="list-style-type: none"> <li>Encourage CAs to take into account gender, disability and social inclusion considerations in HRD plans, the application process and the re-integration process and offer support where appropriate.</li> </ul>
<b>Special English Language Support</b>	<ul style="list-style-type: none"> <li>Review the 2014 round IELTS selection test results of disadvantaged candidates to assess whether candidates with less than the normal 4.5 minimum requirement should be interviewed and be given Special English Language support, if offered an award, and make recommendations to Post.</li> <li>Through this Annual Plan, MC proposes the use of English Language Training budget to fund special English language training for disadvantaged candidates.</li> </ul>
<b>Course selection</b>	<ul style="list-style-type: none"> <li>Academic Advisers to become informed about universities in Australia that have strong: (a) gender studies, women's studies and social studies courses and (b) disability, social work and special education courses or courses that integrate gender and/or disability modules from other courses so they can discuss and promote these courses as appropriate with relevant male and female applicants and short-listed candidates who wish to select course in these areas.</li> <li>Liaise closely with DFAT to identify universities with good track record for supporting students with disability</li> </ul>
<b>Disability Assessments and Disability Support Agreements</b>	<ul style="list-style-type: none"> <li>Apply provisions of the Equity of Access Fund as appropriate before mobilisation and ensure Disability Assessments and Disability Support Agreements are completed before every awardee with disability is mobilised.</li> </ul>
<b>Pre-departure program</b>	<ul style="list-style-type: none"> <li>Provide awardees with information about laws, policies, services and culture in Australia with regards to gender equality, anti-discrimination (including disability discrimination), sexual harassment, sexual assault and domestic violence, HIV/AIDS especially in comparison with Vietnam.</li> <li>Ensure that all awardees are briefed on their OSCH insurance coverage</li> </ul>

Components	Activities
	<p>including any waiting periods or exclusions with regards to pregnancy.</p> <ul style="list-style-type: none"> <li>Provide advice to awardees on DFAT's policies about bringing children to Australia and providing guidance on childcare facilities, schooling, accommodation and health care.</li> <li>Provide awardees with information on DFAT's and Australian university policies, procedures and practices on assisting people with disability students. This information is important for all awardees because an awardee commencing without a disability could acquire a disability or temporary disability (e.g. a broken leg) whilst in Australia.</li> </ul>
<b>On-award</b>	<ul style="list-style-type: none"> <li>Closely monitor strategies in place to support awardees being accompanied by their children who do not have the support of a spouse or extended family e.g. single mothers or single fathers with children.</li> <li>Ensure support strategies are put in place for female awardees who become pregnant.</li> <li>Closely monitor Disability Support Agreement in place to support awardees with a disability to undertake their scholarship on an equal basis with other awardees. Contact awardees with disability and the Desk Officer one month after their arrival to find out whether support being provided is appropriate and any problems that may have arisen. Disability Assessments may continue after awardees have arrived in Australia so agreements may need to be updated.</li> </ul>
<b>Reintegration</b>	<ul style="list-style-type: none"> <li>Facilitate the attendance of people with disability and other disadvantaged awardees/alumni to reintegration workshops in Australia and Vietnam by using the Equity of Access Fund as required.</li> <li>Pay particular attention in reintegration action plans that will contribute to effective workplace integration for people with disability and ethnic minority graduates.</li> <li>Continue to discuss issues of gender, disability and social inclusion with CAs so they can provide support to returning male and female graduates, especially graduates with disability, to continue to build their capacity as well as recognising their potential contribution to the agency after study.</li> </ul>
<b>Alumni activities</b>	<ul style="list-style-type: none"> <li>Encourage ethnic minority and people with disability graduates through personal contact to actively participate in alumni activities and take lead positions as appropriate. The Equity of Access Fund will also be promoted to encourage participation from these alumni.</li> <li>Ensure that organisation of alumni activities will be gender and disability-sensitive and take into account issues such as timing, location and accessibility of venue to ensure women, particularly women with young children and people with disability alumni can participate.</li> <li>Hold professional development events on issues of gender and disability inclusion, as appropriate.</li> <li>To build on the success of the alumni gender seminar in 2013, continue consultation to determine what viable needs-based support could be provided to the core gender group/network.</li> </ul>
<b>Database</b>	<ul style="list-style-type: none"> <li>Update database regularly and include disaggregated data as a minimum standard.</li> <li>Maintain separate lists of alumni working on gender, disability and social inclusion issues to be utilized as experts as appropriate.</li> </ul>

Components	Activities
Awareness raising	<ul style="list-style-type: none"> <li>Undertake gender, disability and social inclusion awareness raising with program staff and advisers.</li> </ul>

### 2.3 Alumni Gender Expert Group

In undertaking the special study on the scholarship's impact on gender in 2012, a group of alumni gender experts was identified and this group was instrumental in the success of the seminar on gender issues in April 2012. However the group remains inchoate and attempts to seek their views on a follow-up to the gender seminar and possible needs-based support for the group elicited little response. It is thus proposed that the MC's Gender and Social Disability Adviser meet with the group on her next visit to Hanoi with a view to seeing how this group might be strengthened and given appropriate support so it can contribute to the activities of both the scholarship program and the Embassy. There are currently 16 AAS and three AAF alumni in the list of gender experts.

### 2.4 Internal mainstreaming strategies and responsibilities

This strategy is an AAV document, and as such the AAV team bears overall responsibility for implementation of the strategy and for monitoring and evaluation of strategy implementation. The MC's Corporate Gender and Social Inclusion Adviser will provide ongoing support and assistance for implementation and monitoring of the strategy. AAV's ability to implement the strategy relies on the skills, knowledge and commitment of AAV staff involved to implement it. Thus internal mainstreaming strategies will be applied to develop the capacity of AAV team members.

All program staff involved in implementation are required to sign the MC's code of conduct which has specific provision regarding harassment, anti-discrimination and gender-based violence, and are required to participate in gender, disability and social inclusion training and/or mentoring sessions<sup>8</sup>. AAV will continue to support awareness raising activities for staff on international days such as International Women's Day, International Day of People with a Disability and White Ribbon Day and relevant national days such as Vietnam's Women's Day. The AAV Deputy Team Leader is the focal point for liaising with stakeholders on gender, disability and social inclusion issues.

It is proposed to hold a workshop for staff on gender, disability and social inclusion be included annually by the MC's Gender and Disability Adviser.

## 3. Monitoring and Evaluation

The strategy is fully integrated into annual plans and core program practices and processes. It has already been fully integrated into the M&E framework (MEF) to ensure that it is not seen as a stand-alone document but rather a key element of program effectiveness. Outcome 3 in the MEF is specifically focused on gender equality.

All indicators in the MEF that measure number or percentage of students or alumni are disaggregated. M&E tools such as annual scholar surveys, student databases and records, and tracer studies will collect disaggregated data (by sex, ethnicity and disability). Special attention will be given to applicants, awardees and alumni who have a disability in line with

<sup>8</sup> A training workshop on disability awareness for all AAV staff was held in March 2013 and on gender and social inclusion in March 2010.

DFAT policy and the Equity of Access Fund. The MEF also includes specific indicators to measure whether the awards have promoted gender equality, disability and social inclusion including:

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

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

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

Monitoring of internal mainstreaming strategies and responsibilities will focus on:

- Gender balance on selection committees
- Gender, disability and social inclusion training for AAV staff
- Gender, disability and social inclusion with regards to re-integration and alumni activities

Program reporting will use and analyse disaggregated data and will analyse program management process, procedures, and lessons learnt from a gender, disability and social inclusion perspective. The M&E Adviser, in conjunction with the MC's Corporate Gender and Social Inclusion Adviser, will report progress against the strategy annually. Each Annual Report will contain a separate report on the implementation of the gender, disability and social inclusion strategy

Future studies including the planned 2014 Tracer Study and the M&E process will also build on findings from previous studies, e.g., follow up on gender relevant findings and issues raised in the 2011 Tracer Study and the 2012 and 2013 cluster studies.

## Attachment 1: List of Organizations and Universities involved in Disability Issues

#	Title	Name	Position	Agency	Address	Telephone	Agency/ Personal Email	Web-site
<b>CGAs</b>								
1	Ms.	Le Tuyet Nhung	Deputy Director	Nat'l Coordinating Committee for Disability (NCCD)	35 Tran Phu, Hanoi	0988556188	<a href="mailto:nhungmolisa@yahoo.com">nhungmolisa@yahoo.com</a>	
2	Mr	Hồ Xuân Lai	Deputy Director	NCCD	35 Tran Phu, Hanoi	04 3747 8672	<a href="mailto:nccd@molisa.gov.vn">nccd@molisa.gov.vn</a> <a href="mailto:nccd@fpt.vn">nccd@fpt.vn</a>	
3	Mr	Đỗ Chí Dũng	Director	Information Centre (LASIC), MOLISA	35 Tran Phu, Hanoi	04 3938 7064	<a href="mailto:DzungDC@molisa.gov.vn">DzungDC@molisa.gov.vn</a>	
4	Mr.	Tran Huu Trung	Director	Department of Social Protection, MOLISA	35 Tran Phu, Hanoi	04 3747 8904 / 0903291035	-	<a href="http://english.molisa.gov.vn/">http://english.molisa.gov.vn/</a>
5	Mr.	Nguyen Hai Huu	Director	Department of Child Care and Protection, MOLISA	35 Tran Phu, Hanoi	04 3747 8903	-	<a href="http://english.molisa.gov.vn/">http://english.molisa.gov.vn/</a>
<b>INGOs</b>								
6				Asia & Pacific Disability Forum			-	<a href="http://www.normanet.ne.jp/~apdf">http://www.normanet.ne.jp/~apdf</a>
7	Ms	Truong Thi Ngoc Anh	Communication Coordinator	Vietnam Assistance for the Handicapped	La Thành Hotel- Room F2 - 218 Đội Cấn - Quận Ba Đình - Hà Nội	3762 9135; 3762 4405; 3762 4407		<a href="http://www.handicapvietnam.org/">http://www.handicapvietnam.org/</a>
8				PWD Vietnam Forum	Floor 2, Bldg 6, Ngõ 26, Phố Kim Hoa, Phường Phượng Liên, Quận Đống Đa, Hà Nội	04 3572 7346		<a href="http://pwd.vn/">http://pwd.vn/</a>
9				Life is Beautiful Campaign		04 2210 7899		<a href="http://cuocsongvantuoidep.vn">http://cuocsongvantuoidep.vn</a>
10		Andrew Wells-Dang	Deputy Country Representative	Catholic Relief Services Vietnam	So 1 ngõ 7, Nguyen Hong, Ba Dinh, Ha Noi	04 3934 6916		<a href="http://www.crs.org/countries/vietnam">http://www.crs.org/countries/vietnam</a>
11	Mr	Bui Van Toan	Resident Programme Manager	Health and Education Volunteers, Inc	51C Van Mieu, Dong Da, Ha Noi	04 3272 8821		<a href="http://www.vnah-hev.org/">http://www.vnah-hev.org/</a>
12	Mr.	Philippe Martinez	Director	Handicap International	Bldg K - Room K1 - La Thành Hotel-218 Đội Cấn - Quận Ba Đình, Hà Nội	04 3762 1260; Ms Ha: 0912174879	communication@vietnam.handicap.be	<a href="http://www.handicapvietnam.org/">http://www.handicapvietnam.org/</a>
13	Ms	Pamela Wright	Country Representative	Vietnam/ Medical Committee Netherlands-Vietnam	Bldg 3, ngõ 55 phố Huỳnh Thúc Kháng, quận Đống Đa, Hà Nội	04 3835 9005		<a href="http://www.mcnv.nl">http://www.mcnv.nl</a>

#	Title	Name	Position	Agency	Address	Telephone	Agency/ Personal Email	Web-site
14	Ms	Van Ly	Regn'l Communications & Devt Manager	East meets west	No.26A, Lane 12/2/5 Dang Thai Mai Street Tay Ho District, Hanoi	04 3834 7790 / 04 3762 4135		<a href="http://www.eastmeetswest.org">http://www.eastmeetswest.org</a>
15	Ms.	Thao Griffiths	Country Representative	Vietnam Veterans of America Foundation	20 Ha Hoi, Hoan Kiem, Hanoi	04 3733 9444	<a href="mailto:tgriffiths@ic-vvaf.org">tgriffiths@ic-vvaf.org</a>	
16	Mr	Jeffery David Wright	Country Director	Adventist Development and Relief Agency in Vietnam	Room 221-224, Building E1 TT Ngoai Giao, Hanoi	04 3852 5186		<a href="http://www.adravietnam.org">http://www.adravietnam.org</a>
17	Mr	Oyvind Stabrun	Director	Norwegian Mission Aliance	55B3 Tran Nhat Duat, Quan 1, TP HCM	08 3848 3923		<a href="http://www.nmav.org">http://www.nmav.org</a>
18	Ms	Doan Thi Cam Lien	Coordinator	Vietnam Health, Education, Literature Projects	338/60B An Duong Vuong, Phuong 4, Quan 5, TP HCM	08 3830 8646		<a href="http://vnhelp.org">vnhelp.org</a>
19	Mr.	Bishop Dominic Nguyen Chu Trinh	President	Caritas Switzerland	218 Doi Can, Ba Dinh, Hanoi	04 8820 1829		<a href="http://www.caritas.org">http://www.caritas.org</a>
20	Mr.	Jean-Luc Grossoleil	Head of Mission	Enfants du Monde - Droits de l'Homme (EMDH)	263/12 A2 Nguyen Van Dau phuong 11, Quan Binh Thanh, TP HCM	08 3515 4033		<a href="http://www.emdh.org">http://www.emdh.org</a>
21	Mr.	Chuck De Vet	President	Humanitarian Services for Children of Vietnam	So 8, Ngo 145E Yen Phu, Tay Ho District, Ha Noi	04 3715 3673		<a href="http://www.hscv.org">http://www.hscv.org</a>
22	Mr.	Thomas Joseph O'Brien	Country Representative	MARYKNOLL	IPO Box 123, Số 6 Đinh Lễ, Hanoi	04 3771 1423		<a href="http://www.maryknoll.org">www.maryknoll.org</a>
23	Mr.	Edward Danielrai Selvanayagam	National Director	World Vision International	4th Floor, Toa nha HEAC, 14-16 Ham Long, Hanoi	04 3943 9920		<a href="http://www.worldvision.org.vn/">http://www.worldvision.org.vn/</a>
24	Mr.	Robin Shell	Country Representative	World Concern Vietnam	Phong 1403, so 101 Lang Ha, Hanoi	04 3562 6311		<a href="http://donate.worldconcern.org/">http://donate.worldconcern.org/</a>
25	Mr	Filip Lenaerb	Education Specialist	UNESCO	23 Cao Ba Quat, Ba Dinh, Hanoi	04 3747 0275		-
26		1. Vu Thi Binh Minh (ILO) 2. Nguyen Thi Y Duyen	1. National Program Coordinator 2. contact person for UNICEF	UN Partnership to promote the Rights of Persons with Disabilities Multi-Donor Trust Fund (UNPRPD MDTF)	PROPEL Project, Viet Nam 48-50 Nguyen Thai Hoc Street, Hanoi	09 8878 2898 09 1209 8992	<a href="mailto:minhhanpropel@ilo.org">minhhanpropel@ilo.org</a> <a href="mailto:ntyduyen@unicef.org">ntyduyen@unicef.org</a>	

#	Title	Name	Position	Agency	Address	Telephone	Agency/ Personal Email	Web-site
27	Mr	Nguyen Viet Nhan		Office of Genetic Counselling & Disabled Children (OGCDC)	06 Ngo Quyen, Hanoi	04 383 3694		-
<b>Local NGOs/ Social Organisations</b>								
28	Ms.	Lê Minh Hiền	Director	Centre for Vocational Training for Disability for Tomorrow	So 96 to 19B, Thon Vien, Xa Co Nhue, Huyen Tu Liem, Hanoi	09 0444 6640	-	-
29	Mr.	Nguyễn Thảo Vân	Director	Will to Live Centre	Phong 812, nhà 9A, Bán đảo Linh Đàm, Hanoi	0936240399 / 0936500678	<a href="mailto:nghilucsong@gmail.com">nghilucsong@gmail.com</a>	<a href="http://www.nghilucsong.net">www.nghilucsong.net</a>
30	Mr.	Đào Xuân Hùng	President	Hanoi Blind Association	22 Lý Thái Tổ - Quận Hoàn Kiếm - Hà Nội	04 3824 0240; Mr Hieu: 0163 989 0074	<a href="mailto:trunghieuhba@gmail.com">trunghieuhba@gmail.com</a>	-
31	Mr.	Cao Van Thanh	President	Vietnam Blind Association	139 B Nguyen Thai Hoc Ha Noi	3845 2060 / 09 0403 6667		<a href="http://tamhonvietnam.net/">http://tamhonvietnam.net/</a>
32	Ms	Phan Thuy Thanh	Head of Foreign Relations Section	Vietnam Association to Support Disabled Persons and Orphans	Số 2 Ngô Thị Nhậm, Hà Nội	04 3826 3026	<a href="mailto:thanhpt@asvho.org.vn">thanhpt@asvho.org.vn</a>	<a href="http://www.asvho.org.vn">http://www.asvho.org.vn</a>
33	Mr	Nguyễn Cảnh Chung	Expert, Foreign Relations Section	Vietnam Association to Support Disabled Persons and Orphans	Số 2 Ngô Thị Nhậm, Hà Nội	04 3826 3026	<a href="mailto:chungnc@asvho.org.vn">chungnc@asvho.org.vn</a>	<a href="http://www.asvho.org.vn">http://www.asvho.org.vn</a>
34	Mr.	Vo Thi Hoang Yen	Founder and Managing Director	Disability Resource and Development - DRD	91/6N Hòa Hưng, Phường 12. Quận 10 — TP.HCM	3868 2770 / 09 0934 0307	-	<a href="http://drdviетnam.com/vi/page/splash">http://drdviệtnam.com/vi/page/splash</a>
35	Ms	Dương Thị Vân	Chairwoman	Hanoi Disabled People's Association	Tầng 5, Cung Trí thức thành phố Hà Nội	0435379257 / 0435380239		<a href="http://dphanoi.org.vn">http://dphanoi.org.vn</a>
36	Ms	Nguyen Thi Kim Oanh	Chairwoman	Ha Giang Disabled People Association	Tô 10, Phường Nguyễn Trãi, TP Hà Giang	02193861107 02193866229		-
37	Mr	Phạm Gia Lộc	Chairman	Thai Nguyen Disabled People Association	Số 363, tổ 1, phường Đồng Quang, Thái Nguyên	09 8388 5217	<a href="mailto:gialocvip.kththainguyen@gmail.com">gialocvip.kththainguyen@gmail.com</a>	-
38	Mr	Trần Quang Dũng	Chairman	Ha Nam Disabled People Association	Nhà thuốc Quang Dũng, Quốc lộ 1A, Ninh Lão, Duy Ninh, Hà Nam	03 5183 5316	-	-
39	Ms	Vũ Thị Lan	Chairwoman	Nam Dinh Disabled People Association	141, Đường Thái Bình, phường Lộc Hà, TP Nam Định	0129 230 6572	-	-
40	Mr	Phan Hữu Chính	Chairman	Ninh Bình Disabled People Association	385 Khánh Tân - Ninh Khánh - TP. Ninh Bình	0303623707 / 0912348101		
41	Mr	Thin		Hue Disabled People Association		09 1644 1509 05 4351 6565	<a href="mailto:flyingdragon2902@yahoo.com">flyingdragon2902@yahoo.com</a>	

#	Title	Name	Position	Agency	Address	Telephone	Agency/ Personal Email	Web-site
42	Mr	Nguyen Van Chien	Chairman	Da Nang Disabled People Association	Số 37/Lê Văn Long, Quận Hải châu, Tp. Đà Nẵng.	0511651 5715	<a href="mailto:info@dpdanang.org.vn">info@dpdanang.org.vn</a>	<a href="http://dpdanang.org.vn">http://dpdanang.org.vn</a>
43	Mr	Hứa Quốc Dũng	Chairman	Quang Nam Disabled People Association	Số 304, Trưng Nữ Vương, Tp Tam Kỳ, Quang Nam	09 0356 5161/ 09 8337 3211		
44	Ms	Vo Thi Ngoc Mai	Chairwoman	Vung Tau Disabled People Association	107 Lê Lợi Phường 6, TP Vũng Tàu, Tỉnh Bà Rịa Vũng Tàu	0646256119 / 0907730233		
45	Mr	Tran Mạnh Thu	Chairman	Da Lat Disabled People Association	Số nhà 5D - Hoàng Hoa Thám – Phường 10 – thành phố Đà Lạt – tỉnh Lâm Đồng	06 3399 6792	<a href="mailto:hoinguoikhuyettat.tpdalat@gmail.com">hoinguoikhuyettat.tpdalat@gmail.com</a>	<a href="http://hnktdalat.freevnn.com">http://hnktdalat.freevnn.com</a>
46	Ms	Bui Thi Hong Nga	Chairwoman	Can Tho Disabled People's Association	91/31- 30/4 Street, HungLoi Ward,NinhKieu District,CanTho	0710 383 8427	<a href="mailto:hongngabuithi@gmail.com">hongngabuithi@gmail.com</a>	<a href="http://dpcantho.org">http://dpcantho.org</a>
47	Mr	Dang Van Thanh	Vice Chairman cum Gen. Sec.	Vietnam Association for Invalids and Disabilities	139 Nguyen Thai Hoc	04 3734 7767		
48	Mr	Đỗ Khánh Toàn	Editor in Chief	Vocational Guidance and Integration Magazine (VAIDE)	Số nhà 78 - Ngõ 3 - Thái Hà - Đống Đa - Hà Nội	04 3773 8711		<a href="http://tapchihuongnghiep.com.vn/">http://tapchihuongnghiep.com.vn/</a>
49	Prof	Nguyễn Tài Thu	Chairman	Vietnam Relief Association for Handicapped Children	49 Phố Thái Thịnh, Quận Đống Đa, Thành phố Hà Nội	04 853 2785 – 5621094	<a href="mailto:info@cuutrotreemtamtat.com.vn">info@cuutrotreemtamtat.com.vn</a>	<a href="http://cuutrotreemtamtat.com.vn/">http://cuutrotreemtamtat.com.vn/</a>
50	Mr	Nguyễn Văn Rinh	Chairman	Vietnam Association for Victims of Agent Orange/dioxin - VAVA	35 đường Hồ Mễ Trì, phường Nhân Chính, quận Thanh Xuân, Hà Nội	04 6265 2642		<a href="http://www.vava.org.vn/">http://www.vava.org.vn/</a>
51				Action Committee for the Disabled Community	P1205A B14 Kim Liên, Đống Đa, Hà Nội	04 2220 4113		<a href="http://ideavietnam.org/">http://ideavietnam.org/</a>
52	Mr	Nguyen Hai Thanh	Dean	Faculty of Orthopaedics, Uni of Labour and Social Affairs	43 Trần Duy Hưng - Trung Hòa - Cầu Giấy - Hà Nội	04 3556 4584		<a href="http://ulsa.edu.vn/Default.aspx">http://ulsa.edu.vn/Default.aspx</a>
<b>Universities</b>								
53				Faculty of Social Affairs, University of Labour and Social Affairs	43 Trần Duy Hưng - Trung Hòa - Cầu Giấy - Hà Nội	04 3556 4584		<a href="http://ulsa.edu.vn/">http://ulsa.edu.vn/</a>
54				Faculty of Social Affairs, Hanoi University of Education	Tầng 3 nhà D3 – Đại học Sư Phạm Hà Nội	04 8587 6443	<a href="mailto:k.ctxh@hnue.edu.vn">k.ctxh@hnue.edu.vn</a>	<a href="http://ctxh.hnue.edu.vn">http://ctxh.hnue.edu.vn</a>
55				Faculty of Special Education, Hanoi University of Education	Tòa nhà K3, trường ĐHSP 136 Đường Xuân Thủy, Cầu Giấy, Hà Nội.	04 8587 6448	<a href="mailto:k.gdbs@hnue.edu.vn">k.gdbs@hnue.edu.vn</a>	<a href="http://ctxh.hnue.edu.vn">http://ctxh.hnue.edu.vn</a>

**Attachment 2: List of organizations and experts/on gender and ethnic minority issues**

	Organisation	Address and Contact	Individual Contacts
<b>Research institutes and departments of university</b>			
1	<b>Institutes for Family and Gender and</b>	<b>Add:</b> 6 Đinh Công Tráng, Hà nội <b>Tel:</b> 04 3933 0435 / 3933 1744 <b>Fax:</b> 04 3933 2890 <b>Email:</b> cfws@netnam.vn	Nguyen Huu Minh: - Director Mobile: 0903267764 Email: minhngaanh@yahoo.com
2	<b>Institute of Sociology</b>	<b>Add:</b> 27 Trần Xuân Soạn Hà nội <b>Tel:</b> 04 38261630 <b>Fax:</b> 04 3826 1631	Vu Manh Loi- Gender Expert: 0912013119 Email : hoadaoloi@vnn.vn
3	<b>Centre for Women Studies, Hanoi National University</b>	<b>Add:</b> 19 Lê Thánh Tông, HN <b>Tel:</b> 04 3824 5164 <b>Fax:</b> 04 3822 5507	Le Thi Quy – Director Email : qui@hn.vnn.vn
4	<b>Institiutute of Sociology, Ho Chi Minh Academy</b>	<b>Add:</b> 135 Nguyen Phong Sac, HaNoi	Le Ngoc Hung – Gender Expert Mobile: 0904110197 Email: hungxhh@gmail.com
5	<b>Centre for female labor studies (MOLIA)</b>	<b>Add:</b> 2 Đinh Lễ Hà Nội <b>Tel:</b> 04 826 9732 <b>Fax:</b> 04 826 9733 <b>Email:</b> ilssavn@hn.vnn.vn	Nguyen Bich Thuy – Director Mobile : 0912178079 Email :thuytienanh2004@yahoo.com
6	<b>Women's Union Vietnam Women Academy</b>	<b>Add:</b> 68 Nguyễn Chí Thanh, Q.Đống Đa, Hà Nội <b>Tel:</b> 04 3834 3337 – 3775 1750 <b>Fax:</b> 04 3773 0283 <b>E-mail:</b> tcbpntw.nuffic@gmail.com <b>Website:</b> www.hvpnvn.edu.vn	Expert at Department of International Cooperation: Vũ Thị Ngọc Mobile : 0914419287 Email: ngoc.vwa@gmail.com
<b>NGO/Centers</b>			
7	<b>Centre of education promotion and women empowerment (CEPEW)</b>	<b>Add:</b> 113 D1 Trung Tự, Đống Đa Hànói <b>Tel:</b> 04 3572 6789 <b>Fax:</b> 04 3572 6789 <b>Email:</b> cepew@fmail.vnn.vn <b>Website:</b> cepew@fmail.vnn.vn	Dr Vuong Thi Hanh- Dir Email: hanh.vuongthi@gmmail.com Tel : 84-4-35726789
8	<b>Centre for Family, gender, environment and development (CFGED)</b>	<b>Add:</b> 19 A26 Nghĩa Tân cầu giấy <b>Tel:</b> 04 756 5929 <b>Fax:</b> 04 756 5874 <b>Email:</b> cgfed@hn.vnn.vn <b>Website:</b> cgfed@hn.vnn.vn	Pham Kim Ngoc – Director Mobile: 0904149438 Email: cgfed@hn.vnn.vn

	Organisation	Address and Contact	Individual Contacts
9	<b>Centre for Research and Applied Science in Gender, Family, Women and Adolescents (CSAGA)</b>	<p><b>Add:</b> Group 6, Lang Thuong, Dong Da, Hanoi.</p> <p><b>Tel:</b> 04 3791 0014</p> <p><b>Email:</b> <a href="mailto:csaga@csaga.org.vn">csaga@csaga.org.vn</a></p>	<p>Nguyen Van Anh – Director</p> <p>Email : <a href="mailto:van_anh_1963@yahoo.com">van_anh_1963@yahoo.com</a></p> <p>Tel: 0913213807</p>
10	<b>ICRC Ho Chi Minh Office, ICRC Special Fund for the Disabled</b>	<p><b>Add:</b> 70 Bà Huyện Thanh Quan, Quận 3, Tp Hồ Chí Minh</p> <p><b>Tel:</b> 08 3932 5452</p> <p><b>Fax:</b> 08 3932 2124</p> <p><b>Email:</b> <a href="mailto:hoc_hochiminh@icrc.org">hoc_hochiminh@icrc.org</a></p> <p><b>Website:</b> <a href="http://www.icrc.org">www.icrc.org</a></p>	<p>Miguel Mateus Fernandes</p> <p>SFD Head of regional office in Asia</p> <p>Email: <a href="mailto:mmateusfernandes@icrc.org">mmateusfernandes@icrc.org</a>, <a href="mailto:icr choc@hcmc.netnam.vn">icr choc@hcmc.netnam.vn</a>, <a href="mailto:hoc_hochiminh@icrc.org">hoc_hochiminh@icrc.org</a></p>
<b>Government Agencies</b>			
11	<b>Department of Gender equality - MOLISA</b>	<p><b>Add:</b> So 2 Dinh Le, Hanoi</p> <p><b>Tel:</b> 04 826 9551</p>	<p>Pham Ngoc Tien – Director</p> <p>Tel: 0913291785</p> <p>Email: <a href="mailto:phamngoctienvn@yahoo.com">phamngoctienvn@yahoo.com</a></p>
12	<b>National Committee for advancement of women (NCFAW)</b>	<p><b>Add:</b> So 2 Dinh Le, Hanoi</p> <p><b>Tel:</b> 04 826 9551</p>	<p>Pham Nguyen Cuong – Vice chief of NCFAW office</p> <p>Tel: 0913542779</p> <p>Email: <a href="mailto:phamnguyencuong@yahoo.com">phamnguyencuong@yahoo.com</a></p>
13	<b>Committee for advancement of women (CFAW)- Ministry of Education and Training (MOET)</b>	No office (members from different departments within the Ministry)	<p>Dr. Do Thi Bich Loan – a member of CFAW</p> <p>Email: <a href="mailto:loanta@yahoo.com">loanta@yahoo.com</a></p> <p>Tel: 0904172221</p>
<b>Ethnic Minorities Research Institutes/ Centre and Agencies</b>			
14	<b>Institute of Anthropology (National Academy of Social Sciences)</b>	<p><b>Add:</b> : Tầng 10, Toa nha Vien KHXH - Số 1, Liễu Giai, Ba Đình, Hà Nội</p> <p><b>Tel:</b> 04 6273 0419</p>	<p>PGS.TS. Phạm Quang Hoan – Director, Tel: 62730420</p> <p>Mobile: 09122572567</p> <p>Email: <a href="mailto:viendantochoc@vnn.vn">viendantochoc@vnn.vn</a></p>
15	<b>Institute of Ethnic Minorities (Committee of Ethnic Minorities)</b>	<p><b>Add :</b> Số 80, Phan Đình Phùng, Ba Đình, HN</p> <p><b>Tel:</b> 04 3791 3001 / 0804 2572 (cema)</p> <p><b>Website:</b> <a href="http://cema.gov.vn/">http://cema.gov.vn/</a></p>	<p>Phan Van Hung- Director</p> <p>Tel: 84-4-37912995</p> <p>Mobile: 0936431059</p> <p>Email: <a href="mailto:phanvanhungubdt@gmail.com">phanvanhungubdt@gmail.com</a></p>
16	<b>Research Center for EM Education, (Institute of Educational Science)</b>	<p><b>Add:</b> Ngo 30 Ta Quang Buu Building 8C, 3<sup>rd</sup> floor</p> <p><b>Tel:</b> 04 3868 4682</p>	<p>Mr. Vi Van Dieu – Director</p> <p>Tel: 84-4-8694044</p> <p>Mobile: 0913251482</p> <p>Email: <a href="mailto:vivandieu56_edu@yahoo.com.vn">vivandieu56_edu@yahoo.com.vn</a></p>

Organisation	Address and Contact	Individual Contacts
17 <b>Centre for Women of Ethnic Minorities (NGO)</b>	<b>Add:</b> A4 Pham Huy Thông, Làng Khoa học Ngọc Khánh Hanoi <b>Tel:</b> 04 3771 5690 - 3771 6386 <b>Fax:</b> 04 771 5691 <b>Email:</b> hnchesh@netnam.org.vn <b>Website:</b> hnchesh@netnam.org.vn	Tran Thi Lanhan- Director Tel : 0904319859 Email : ttlanhpaste@gmail.com

### Attachment 3: Terminology

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

## Annex 5. M&E Strategy and Plan

This Annex is presented in a separate volume submitted together with this Annual Plan.

## Annex 6. Work Plan

ID	Project Name	No. of days	Start	End	2014												2015						Responsibility			
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun							
1	<b>Program Management</b>	297	20-Aug-14	12-Jun-15																						
	Program Coordinating Committee Meeting	1	20-Aug-14	20-Aug-14																						TL
	Submit M&E Report	1	31-Oct-14	31-Oct-14																						MEAD
	Submit Draft 2014 Annual Report	1	16-Jan-15	16-Jan-15																						TL
	Submit Final 2014 Annual Report	1	27-Feb-15	27-Feb-15																						TL
	Submit Draft Annual Plan 2015-2016	1	31-Mar-15	31-Mar-15																						TI
	Submit Final Annual Plan 2015-2016	1	12-Jun-15	12-Jun-15																						TL
2	<b>Placement and Mobilization for Semester 2- 2014 (Normal track of 2013 round)</b>	120	03-Mar-14	30-Jun-14																						
	Placement- RFPs sent to Australian Universities in OASIS	13	03-Mar-14	15-Mar-14																						SAM
	Placement- Universities update OASIS- offers/rejections	42	15-Mar-14	25-Apr-14																						UNI
	Confirmation of awardees placements/Finalisation of placement offer	63	12-Mar-14	13-May-14																						SAM/DTL
	Medical examination for visa purpose	17	02-Apr-14	18-Apr-14																						SAM
	Visa document review and application	25	21-Apr-14	15-May-14																						SAM
	International travel booking	39	25-Apr-14	02-Jun-14																						SAM
	Confirmation of travel details to awardees and Universities	39	28-Apr-14	05-Jun-14																						SAM
	Pre-departure briefings (Hanoi, HCMC)	3	14-May-14	16-May-14																						SAM/TL
	Departures	42	20-May-14	30-Jun-14																						
3	<b>Placement and Mobilization for Semester 1- 2015 (for Fast track of 2014 round and Normal track of 2013 round)</b>	194	21-Jul-14	30-Jan-15																						
	Placement briefing sessions (Hanoi, HCMC)	4	31-Jul-14	03-Aug-14																						SAM
	Awardees submit supporting documents to AAV	16	21-Jul-14	05-Aug-14																						AW
	Checking and uploading documents into OASIS	19	05-Aug-14	23-Aug-14																						SAM
	IELTS AAS Group 4 - 2013 round	1	09-Aug-14	09-Aug-14																						SAM/IDP
	IELTS AAS Group 5 - 2013 round	1	18-Oct-14	18-Oct-14																						SAM/IDP
	IELTS AAS Group 1 - 2014 round (tentatively)	1	18-Oct-14	18-Oct-14																						SAM/IDP
	Placement- RFPs sent to Australian Universities in OASIS	21	05-Aug-14	25-Aug-14																						SAM
	Placement- Universities update OASIS- offers/rejections and adhoc RFP sent to Uni	98	15-Aug-14	20-Nov-14																						UNI/SAM
	Confirmation of awardees placements/Finalisation of placement offer	78	08-Sep-14	24-Nov-14																						SAM/DTL
	Visa and Travel briefing sessions (Hanoi, HCMC)	3	09-Sep-14	11-Sep-14																						SAM
	Medical examination for visa purpose	12	22-Sep-14	03-Oct-14																						SAM/VFP
	Visa document review and application	62	15-Oct-14	15-Dec-14																						SAM
	International travel booking	19	24-Nov-14	12-Dec-14																						SAM
	Confirmation of travel details to awardees and Universities	19	27-Nov-14	15-Dec-14																						SAM
	Pre-departure briefings (Hanoi, HCMC)	3	26-Nov-14	28-Nov-14																						SAM/TL
	Departures	34	28-Dec-14	30-Jan-15																						AW
4	<b>AAS Predeparture ELT</b>	820	29-Jul-13	26-Oct-15																						
	IELTS AAS Group 4 - 2013 round	341	02-Sep-13	08-Aug-14																						SAM/IDP
	IELTS AAS Group 5 - 2013 round	447	29-Jul-13	18-Oct-14																						SAM/IDP
	IELTS AAS Group 6 - 2013 round	510	29-Jul-13	20-Dec-14																						SAM/IDP
	IEL training for 2014 round-tentatively (To be notified by RMIT)	449	04-Aug-14	26-Oct-15																						RMIT

AM: Alumni Manager; AW: Awardees; DM: Database Manager; DTL: Deputy Team Leader; GDSIAD: Gender, Disability and Social Inclusion Adviser; HRDAD: HRD Adviser; IAAD: International Academic Adviser; INT/PAN: Interview Panel; JSC: Joint Selection Committee; LC: Local Consultant; MEAD: M&E Adviser; RMIT: RMIT University Vietnam; PSM: Promotion and Screening Manager; SA: Scholarship Administrator; SAM: Scholarship Administration Manager; TL: Team Leader; UNI: Universities

ID	Project Name	No. of days	Start	End	2014												2015						Responsibility		
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun						
5	<b>Placement and Mobilization for Semester 2- 2015 (Normal track of 2014 round)</b>	188	20-Dec-14	25-Jun-15																					
	IELTS AAS Group 6 - 2013 round	1	20-Dec-14	20-Dec-14																					SAM/IDP
	IELTS AAS Group 2 - 2014 round (tentatively)	1	24-Jan-15	24-Jan-15																					SAM/IDP
	Placement briefing sessions (Hanoi, HCMC)	4	06-Jan-15	09-Jan-15																					SAM
	Awardees submit supporting documents to AAV	12	09-Feb-15	20-Feb-15																					AW
	Check and upload documents into OASIS	16	23-Feb-15	10-Mar-15																					SAM
	Placement- RFPs sent to Australian Universities in OASIS	14	02-Mar-15	15-Mar-15																					SAM
	Placement- Universities update OASIS- offers/rejections and adhoc RFP sent to Uni	61	11-Mar-15	10-May-15																					UNI
	Confirmation of awardees placements/Finalisation of placement offer	31	15-Apr-15	15-May-15																					SAM/DTL
	Visa and Travel briefing sessions (Hanoi, HCMC)	3	18-Mar-15	20-Mar-15																					SAM
	Medical examination for visa purpose	15	01-Apr-15	15-Apr-15																					SAM/VFP
	Visa document review and application	45	06-Apr-15	20-May-15																					SAM
	International travel booking	52	20-Apr-15	10-Jun-15																					SAM
	Confirmation of travel details to awardees and Universities	22	28-Apr-15	19-May-15																					SAM
	Pre-departure briefings (Hanoi, HCMC)	3	11-May-15	13-May-15																					SAM/TL
	Departures	35	22-May-15	25-Jun-15																					AW
6	<b>AAS 2014 Round Screening and Selection</b>	120	24-Mar-14	21-Jul-14																					
	Assessment of Applications	51	24-Mar-14	13-May-14																					TL/PSM
	Finalise Spreadsheets	1	14-May-14	14-May-14																					TL
	Submit Spreadsheets to DFAT	1	15-May-14	15-May-14																					TL
	JSC 1 Meeting	1	23-May-14	23-May-14																					TL/JSC
	Prepare Interview Schedule (Profile 3)	1	26-May-14	26-May-14																					SA
	Interview Panel Briefing	1	09-Jun-14	09-Jun-14																					TL/DFAT
	Conduct Interviews (Profiles 3)	12	09-Jun-14	20-Jun-14																					INT/PAN
	Finalise Spreadsheets (Profiles 3)	1	24-Jun-14	24-Jun-14																					TL
	Submit Spreadsheets to DFAT	1	25-Jun-14	25-Jun-14																					TL
	Arrange IELTS Selection Test (Profiles 1 and 2)	1	26-May-14	26-May-14																					PSM
	IELTS Test (Profiles 1 and 2)	1	07-Jun-14	07-Jun-14																					PSM/IDP
	IELTS Results Released	1	20-Jun-14	20-Jun-14																					IDP
	Prepare Interview Schedule (Profiles 1 and 2)	1	23-Jun-14	23-Jun-14																					SA
	Conduct Interviews (Profiles 1 and 2)	10	30-Jun-14	09-Jul-14																					INT/PAN
	Finalise Spreadsheets	1	10-Jul-14	10-Jul-14																					TL
	Submit Spreadsheets to DFAT	1	11-Jul-14	11-Jul-14																					TL
	JSC 2 Meeting	1	17-Jul-14	17-Jul-14																					TL/JSC
	Submit ELT Groups List to DFAT	1	21-Jul-14	21-Jul-14																					SA
7	<b>AAS 2015 Round Promotion</b>	169	08-Sep-14	23-Feb-15																					
	Submit Promotion 2014 Round Report/Revised Promotion plan	1	08-Sep-14	08-Sep-14																					TL/PSM
	Commence arrangements for provincial visits	1	15-Oct-14	15-Oct-14																					DTL/PSM
	Consultation with individual Central Government Agencies (CGAs)	40	03-Nov-14	12-Dec-14																					HRDM
	Printed Publicity Materials completed	1	14-Nov-14	14-Nov-14																					PSM
	Provincial and University visits	82	17-Nov-14	06-Feb-15																					DTL/PSM
	Update AAV website	26	17-Nov-14	12-Dec-14																					TL
	Advertising (websites, newspapers, Google, Facebook)	12	17-Nov-14	28-Nov-14																					PSM
	Undertake visits to disability, gender and ethnic majority organizations	26	15-Dec-14	09-Jan-15																					GDSIAD/DTL
	Promotion package sent to CGAs	1	19-Jan-15	19-Jan-15																					HRDM
	Briefing workshop CGAs	1	21-Jan-15	21-Jan-15																					HRDM
	Mailout of Promotion Package completed	1	30-Jan-15	30-Jan-15																					DM
	Tet Holidays	6	18-Feb-15	23-Feb-15																					TET

ID	Project Name	No. of days	Start	End	2014												2015						Responsibility			
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun							
8	<b>AAS 2015 Round Screening and Selection</b>	144	01-Feb-15	24-Jun-15																						
	Applications Open	1	01-Feb-15	01-Feb-15																						
	Applications Close	1	31-Mar-15	31-Mar-15																						
	Assessment of Applications	52	23-Mar-15	13-May-15																						TL/PSM
	Finalise Spreadsheets	1	14-May-15	14-May-15																						TL
	Submit Spreadsheets to Post	1	15-May-15	15-May-15																						TL
	JSC 1 Meeting	1	22-May-15	22-May-15																						TL/JSC
	Prepare Interview Schedule (Profile 3)	1	25-May-15	25-May-15																						SA
	IELTS Selection Test (Profiles 1 and 2)	1	06-Jun-15	06-Jun-15																						PSM/IDP
	Interview Panel Briefing	1	08-Jun-15	08-Jun-15																						TL/DFAT
	Conduct Interviews (Profile 3)	12	08-Jun-15	19-Jun-15																						INT/PAN
	Finalise Spreadsheets (Profiles 3)	1	22-Jun-15	22-Jun-15																						TL
	Submit Spreadsheets to Post (Profile 3)	1	24-Jun-15	24-Jun-15																						TL
9	<b>Reintegration and Alumni Program</b>	322	28-Jul-14	14-Jun-15																						
9	<b>Professional development events</b>	322	28-Jul-14	14-Jun-15																						IAAD/SA
	Journal Article Writing Workshops	7	28-Jul-14	03-Aug-14																						AM
	Seminar on Green Growth (Hanoi)	1	11-Oct-14	11-Oct-14																						AM
	Seminar (Danang) (tbc)	1	13-Dec-14	13-Dec-14																						AM
	Seminar (tbc)																									AM
	Training Workshop (HCMC)	2	13-Jun-15	14-Jun-15																						AM
9	<b>Family Gathering (Hanoi)</b>	1	07-Mar-15	07-Mar-15																						AM
9	<b>Reintegration workshops</b>	230	04-Oct-14	21-May-15																						
	In-Vietnam workshops semester 1, 2014 returnees	9	04-Oct-14	12-Oct-14																						HRDAD/HRDM
	In-Australia workshops semester 2, 2014 returnees	11	20-Oct-14	30-Oct-14																						HRDAD/HRDM
	In-Vietnam workshops semester 2, 2014 returnees	9	21-Mar-15	29-Mar-15																						HRDAD/HRDM
	In-Australia workshops semester 1, 2015 returnees	11	11-May-15	21-May-15																						HRDAD/HRDM
9	<b>Mentoring Program</b>	194	27-Oct-14	08-May-15																						
	Matching mentor and mentee - semester 1, 2015 students	55	03-Nov-14	27-Dec-14																						AM
	Evaluation of mentoring program	12	27-Oct-14	07-Nov-14																						AM
	Matching mentor and mentee - semester 2, 2015 students	24	15-Apr-15	08-May-15																						AM
10	<b>Online academic database</b>	214	23-Sep-14	24-Apr-15																						
	Evaluation of online academic database usage (for 2014 annual report)	18	23-Sep-14	10-Oct-14																						AM
	Online academic database contract renewal 2014	1	24-Apr-15	24-Apr-15																						AM
10	<b>M&amp;E program</b>	365	01-Jul-14	30-Jun-15																						
	Longitudinal Case Histories (5th)	88	01-Jul-14	26-Sep-14																						LC/MEAD
	Special study on Institutional Environment	123	01-Jul-14	31-Oct-14																						MEAD
	Reintegration survey	61	01-Sep-14	31-Oct-14																						MEAD
	Tracer Study	60	01-Jul-14	29-Aug-14																						MEAD
	Longitudinal Case Histories (6th)	30	01-Jun-15	30-Jun-15																						LC/MEAD
11	<b>Research Design Workshops</b>	7	30-Jul-14	05-Aug-14																						IAAD
12	<b>University Information Days</b>	3	01-Aug-14	03-Aug-14																						SA/SAM

