Australia Awards

Vietnam

Annual Report
2013

January 2014

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Annexes:

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
ALAS	Australian Leadership Awards Scholarships
CEMA	Central Committee for Ethnic Minority Affairs
CGA	Central Government Agency
DFAT	Australian Department of Foreign Affairs and Trade
DIBP	Australian Department of Immigration and Border Protection
DOHA	Department of Home Affairs
DOET	Department of Education and Training (Vietnam)
FMP	Family Medical Practice (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
M&E	Monitoring and Evaluation
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
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)
SBV	State Bank of Vietnam
TOEFL	Test of English as a Foreign Language
VNAC	Vietnam National Alumni Conference
VNU	Vietnam National University

Executive summary

This annual report covers all aspects of the Australia Awards program in Vietnam (AAV). It reports on activities undertaken to achieve the program's objectives and makes recommendations for improving the program's efficiency and effectiveness.

Promotions: The 2013 promotion activities aimed at raising awareness of the Australia Awards Scholarships and recruiting quality applicants to reach the target of 235 awards, as well as the individual profile targets. Overall, there were 1,250 applications, representing a slight increase from 2012. Importantly, 16 applications were received from people with disability and 85 from disadvantaged rural applicants. The continued decline in ineligible applications underlined improvement in the effectiveness of the promotion efforts.

AAV achieved cost efficiency in promotions with lower promotional expenditure. The program spent approximately AUD19 to attract each applicant, compared with AUD 27 and AUD 31 per applicant in the 2012 and 2011 rounds respectively. As in most programs in the region, personal contact was the most widespread source of information about the scholarships, accounting for around half the respondents, the same as in 2012.

Selection: The 2013 selection round represented a further consolidation of the processes of the previous two rounds, particularly the online application system. The year saw a significant increase in awards for persons with disability (8) and rural disadvantaged (25), and awards in high priority areas of study, including disability and gender.

The 2013 applications provided a competitive pool with quality candidates to meet the target of 235 awards (comparatively across the region, Australia Awards Vietnam had a very competitive applicant pool for the 2013 round). However, as in the previous two rounds, Profile 2 applications fell short of target. With historical data indicating an unrealistic Profile 2 target, the Program Coordinating Committee reduced the target from 40% to 30% and removed the Profile 2 requirement for an IELTS certificate at application for the next round.

Awards were spread across the AAV priority themes of study with the six most popular themes being: economic growth (19%), governance (15%), rural development (13%, environment (12%), education (10%), and health/HIV AIDS/pandemics (9%). Nine awardees were accepted into the Australia Awards Leadership Program, the second highest number after Indonesia (with 10 awards).

Placement: Placement and mobilisation processes were much smoother than in previous years, with 263 awardees from three rounds placed. Scholars were placed in 33 Australian universities. The University of Melbourne has the highest number of AAS awardees (80) followed by Flinders University (65), which has flexible IELTS requirements.

On-award: An overwhelming majority (95%) of the scholars on-award in 2013 performed satisfactorily and awardee variations declined significantly (266 requests compared to 333 in 2012). A sample of awards program showed that Vietnam has among the lowest number of award variations (SEG 2013).

Alumni network: The busy year for the reintegration and alumni support program culminated in the Vietnam National Alumni Conference (VNAC) held in Hanoi in December 2013, attended by 330 alumni. The overall lesson from VNAC was that alumni are keen to engage further in developing linkages, research and learning collaborations, both within Vietnam and between Vietnam and Australian individuals and institutions. Alumni also want to maintain and enhance their contribution to Vietnam's development. Another key alumni activity was the well-attended seminar on gender equality. The mentoring program of awardees by alumni continued.

The reintegration program pilot phase, with workshops held in Australia and Vietnam, was assessed and proposals for strengthening the program presented, for implementation in 2014. Sixteen small grants were approved in early 2013, but further rounds were postponed pending a review of the scheme's effectiveness and efficiency.

Collaboration with the Endeavour Awards was fostered. Aside from their participation in the VNAC, they were included in AAV's plans for reintegration workshops. Other areas for further collaboration include AAV's mentoring program and professional development activities.

Monitoring and evaluation (M&E): An intensive series of M&E activities was conducted. A key activity, the *Lessons Learnt Study* designed to assist with the development of the DFAT's HRD Delivery Strategy, concluded that AAV has made an impact on the overall quality of human resources in Vietnam, including transforming alumni into more capable leaders, managers, researchers and teachers. Other M&E activities were the two studies of alumni impact on educational management and the environment, 50 longitudinal case history interviews and the assessment of the reintegration program pilot phase.

Gender, disability and social inclusion: The 2013 results again highlight the ongoing balance of applicants and awardees in favour of women. Almost 72% of alumni in the impact studies reported being able to promote gender equality in their organisations to some extent.

A major initiative this year was the establishment of the *Equity of Access Fund* for Australia Awards in Vietnam. This will further enhance program support for disadvantaged persons, especially persons with disability, to gain equal access to the scholarships program, reflecting a heightened Australia Awards Office focus on disability. The institutional visits conducted by the MC's in-house Gender, Disability and Social Inclusion Adviser significantly impacted on applications from people with disability, and therefore on awards. Such visits are recommended for inclusion in the program's annual promotional activities.

Program resourcing and efficiency: Overall, the program delivered on its objectives while also making savings in Year 5 (February 2013 – January 2014). While most budget line items were within limit, there were overspends in some line items. The M&E adviser inputs exceeded limits due to the number of M&E activities required in 2013; however, the benefit of this was that significant improvement in the quality of M&E was delivered. The support to alumni association budget exceeded the limit primarily due to the VNAC 2013, which was an *ad hoc* activity that entailed significant cost, notwithstanding the funding support from Canberra. There were significant savings on Awardee Travel to Australia and the MC proposes to re-align part of this budget to the *Equity of Access Fund*.

Increased efficiency was demonstrated in various ways including the reduced number of ineligible applications and variation requests, and no cases of delayed departures.

Continuous improvement: A range of actions will be taken to improve AAS efficiency and effectiveness in 2014. These include enhancement of the website; robust analysis of the cost effectiveness of the provincial visits; an intensive round of consultations with gender organisations to obtain more applications for gender studies; on-going exploration of strategies to increase the rate of attendance by scholars/returnees at reintegration workshops in Australia and Vietnam; making better use of the in-Vietnam workshop to advance the development of Reintegration Action Plans; a review of the Small Grants Scheme; implementation of the 2013 M&E Report recommendations; coordination with DFAT public affairs to tell impact stories from the program; and alumni professional development activities to support the transfer of knowledge and skills.

1. Introduction

Through Australia Awards 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 current program runs from October 2009 to January 2016.

This Annual Report covers the period January to December 2013 and reports on activities undertaken to achieve the program's objectives and makes recommendations for improving the program's efficiency and effectiveness. Implementation of the program's two key strategies – *Gender, Disability and Social Inclusion* and *Monitoring and Evaluation* – is reported, along with a discussion of how risks were managed during the reporting period.

The report covers all aspects of the awards cycle with specific attention to processes and outcomes related to the 2013 scholarship round.

The application and selection process for the 2013 round was a further consolidation of the processes in the previous two rounds when OASIS was introduced. The most noteworthy developments this round were: (i) the introduction of a new common branding for the Australia Awards by the Australia Awards Office (AAO) including the change of names for all Australia Awards scholarship programs; (ii) the change of name of the scholarship from Australian Development Scholarship (ADS) to Australia Awards Scholarship (AAS); (iii) the full integration of the Australian Leadership Awards Scholarships (ALAS) into the AAS by its transformation into an additional leadership training component of the AAS (Leadership Program awards); and (iv) the reduction in the application period by one month – opening on 1 February 2013 and closing on 31 March (instead of 30 April as in 2012).

Overall, the 2013 results represent an improvement over the 2012 results. The year saw improvements in the number of awards for persons with disability and for the rural disadvantaged, and for those applying for high priority areas of study, such as disability and gender. The continued decline in the number of ineligible applications also underlines the improvement and suggests increasing program efficiency.

There was a small increase over last round in the number of applications from 1,231 to 1,250, allowing a competitive pool of quality candidates to take all the 235 awards available during the round. As in the previous two rounds, there was a shortfall in the number of Profile 2 applications and awards, This was resolved by reallocating the unused Profile 2 places to high calibre candidates in Profiles 1 and 3.

2. Selection results

The 2013 round had a competitive pool of applicants for the awards.

Table 1. Applications and Conditional Awards by Profile

	Total Applications				Total Conditional Awardees				P 3 Res
	P1	P2	P3	Total	P1	P2	P3	Total	P3
No.	502	113	635	1250	73	67	95	235	15
%	40%	9%	51%	100%	31%	29%	40%	100%	

The key 2013 round results and comparison with 2012 and, where relevant, with 2011 are:

- A total of 1,250 applications in 2013 compared to 1,231 in 2012 and 985 in 2011.

- A total of 235 awards plus 15 awards in reserve meeting the target of 235 (in 2012 253 awards plus 22 reserves against a target of up to 250).

- Of the total 235 awards, 9 Leadership Program awards were approved by Canberra, the second highest after Indonesia with 10 awards.

- The percentage of ineligible applications fell significantly to 25% from 31% in 2012 and 35% in 2011, indicating information dissemination, better targeting and more assiduous follow-up during screening for missing documents.

- The number of Profile 2 applications and awards increased over the last round from 105 to 113 and from 59 to 67 respectively, although still far short of the 40% target of 94 awards.

- There was a very slight increase in the number of applications in Profile 1 from 499 to 502. Awards numbered 73 compared to 82 in 2012.

- Over half of the applicants were Profile 3 (635) indicating the pressure on academics to upgrade their degrees. Profile 3 recorded the highest number of awards (95), representing 40% of total awards compared to the 30% target.

- The increase in PhD applications (298) in Profile 3 continued this round up from 246 in 2012 and 218 in 2011; 47 applicants were offered conditional PhD awards meeting the 20% target and 6 placed on reserve.

- Female applicants continue to outnumber males across all three Profiles (F61%; M39%) similar to 2012 (F60%; M40%). There was an improvement in the ratio at awardee stage (F56%: M44%), similar to 2012 (F55%; M45%).

- More women (55%) applied than men (45%) for PhD scholarships, but this percentage was reversed at award stage when men were offered more awards than women (60% and 40% respectively).

- Similar to the 2012 round, there was a good spread of awards across priority themes of study with the six most popular themes being: economic growth (19%), governance (15%), rural development (13%, environment (12%), education (10%), and health/HIV AIDS/pandemics (9%).

- There was broad geographical representation across Vietnam with applications received from 57 out of 63 provinces/cities; conditional awards were offered to applicants from 32 provinces/cities.

- There was a very large jump in the number of persons with disability applicants, increasing eightfold from 2 in both 2012 and 2011 rounds to 16 this round. Eight persons with disability received conditional awards compared to 2 awards in each of the two previous rounds.

- There was almost a doubling from 44 to 83 disadvantaged rural applicants over the 2012 round. The number of awards doubled correspondingly from 13 to 25.

- The gradual decline in applications from ethnic minorities in the previous three rounds was reversed this round with 49 applications (44 last round). Awardee numbers decreased slightly from 11 to 10.

- There was a slight increase in applications from universities and colleges increasing to 156 from 154 in 2012 (135 in 2011; 109 in 2010) including 48 from provincial

universities/colleges. Awards were offered to applicants from 44 universities/colleges, including 14 provincial universities/colleges.

The number of 2013 applications (1,250) was very close to that of the 2012 round (1,213) and to the combined ADS and ALAS applications in 2010 (1,279). These figures may suggest that the "normal' level for applications for the three Profiles, as they are currently constituted. The lower number of 2011 (985) was probably most affected by the rapid introduction of the online system.

While there were sufficient applications in Profiles 1 and 3 to allow a very competitive selection of awards,[1] difficulties were again encountered in meeting the 40% target allocated to Profile 2. Although there was an increase in applications and awards over the previous round, there remained a shortfall of 27 awards against the notional 40% Profile 2 target of 94. This shortfall was reallocated by the Joint Selection Committee (JSC) to Profiles 1 and 3 with the bulk going to Profile 3 due to its high quality applicants. As such, the total Profile 3 awards increased to 95 (25 over the target).

The shortfall in Profile 2 applications/awards stems from the structural changes that occurred in the 2010 round, which changed the eligibility requirements for Profile 2 applicants from Central Government Agencies (CGA) and radically reduced the CGA role in the application process. In sum, the three main reasons for the shortfall are: (i) the introduction of the on-line application system removing the responsibility of CGAs to screen and nominate their applicants; (ii) the transfer of research institutions affiliated with CGAs from Profile 2 to Profile 3; and (iii) the exclusion of CGA applicants from applying for PhD studies. The addition of 16 new CGAs for Profile 2 eligibility has not compensated, largely because of the low levels of English language in most of these CGAs (see Section 7.12 of Annex 2 Selection Report for further analysis).

Given the continuing shortfall in reaching the Profile 2 target over the past three rounds, the PCC at its annual meeting on 20 August 2013 considered several options concerning the Profile 2 target for the 2014 round, including maintaining the status quo. In the end, the PCC agreed to the following measures:

i.   Removing the IELTS certificate requirement for submission of Profile 2 applications.

ii. Reducing the Profile 2 target from 40% to 30% of the total number of awards and reallocating 10% equally to Profiles 1 and 3, thus increasing the target of each Profile to 35%. The reallocated targets would not be made public, but be for internal use.

3.   Application and Selection Process

The 2013 application and selection process followed that of the 2012: eligibility screening, assessment of written applications, and interviews of all shortlisted candidates. The fully on-line OASIS application process generally went smoothly, although some applicants encountered technical difficulties, especially in changing the temporary password (see Section 1.1, Appendix 2.1 of Annex 2)

The interview panels were constituted similar to the last round: panels were chaired by expatriate consultants and comprised of a representative from the HRD section of the Embassy and an alumnus. The chairpersons, alumni and most Embassy staff were the

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[1] A comparative analysis of a sample of other Australia Awards programs suggests that Australia Awards Vietnam had a very competitive applicant pool for the 2013 round

same as in the previous two rounds, thus providing continuity and experience in selection and enhancing selection process efficiency.

The only significant issue was the very compressed time for the screening and assessment (6 weeks: from the close of applications on 31 March 2013 to the first JSC meeting on 14 May 2013) of such a large number of eligible applications. This presented a considerable challenge in making timely recommendations to the first JSC meeting (JSC1) for short-listed candidates.

The scheduling difficulties arose out of the need to balance the time between fixed dates and phases in selection and placement process, in particular the IELTS Selection Test dates and the deadlines set by Canberra for Leadership Program awards (9 August) and for awardee placement for semester 1 commencement (23 August). For the 2014 round, additional time will be added to the screening and assessment period up to the JSC1 meeting with commensurate less time for the placement phase.

Selection processes are undertaken in line with four documents contained in AAV's Quality Systems Manual, which detail procedures for the application and selection processes[2]. These procedures are updated annually or more often if required. Included is the document *Procedures for Risk Management of Fraud in Scholarship Selection Processes* which has been approved by Post. (See also Section 11. Risk Management Fifth risk – False documentation/information results in selection of wrong candidates).

4. General Awareness and Promotion

New branding. Implementation of the general awareness and promotion plan for the 2013 round was marked by the introduction of AAO's common branding for all Australia Awards communication materials (refer annex 1). Unfortunately the new branding came too late for the resulting promotional materials to be used for the 2013 round promotions, except for the newspaper ad template. The main promotion vehicle became the newly revamped Vietnam Country Profile, which was translated into Vietnamese and printed for general dissemination.

AAV website. The AAV website is the focal point for information about the scholarships and the place for access to the on-line system. In accordance to the re-branding introduced by AAO, the AAV website content was amended accordingly, although the website design remained. The new branding provided the opportunity for a new AAV website to be developed with improved design, and functionalities for the 2014 round. By the end of December 2013, the new website had been designed and content for applicants and awardees uploaded. It will go live in January to replace the existing design. The website has more information on program impact with a new subpage entitled *Impacts* linked to *About the Australia Awards Scholarships* main menu.

CGA promotion. The biggest promotion challenge faced in the 2013 round was attracting more Profile 2 applicants (CGAs). Intensive promotion efforts were made through: (i) a series of individual meetings with 26 of the 30 CGAs eligible under Profile 2; (ii) internal information sessions held by CGAs with AAV staff guidance; and (iii) follow-up with applicants who were not selected in 2012 but with potential to re-apply. Nevertheless, for essentially structural reasons referred to above, the Profile 2 target was not achieved.

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[2] The documents are: Procedures for Handling AAS Enquiries, AAS Screening and Assessment Procedures up to JSC 1; Procedures for IELTS Selection Test Arrangements and AAS Interview Assessment up to JSC 2 Meeting; and Database Management Process.

Sources of scholarship information. Survey data from OASIS and AAV website confirm that personal contact in various forms is the most widespread source of information about the scholarships, accounting for around half the respondents, the same as last round. This informal type of promotion is likely to expand due to the recent increase in the number of scholarship awardees and alumni located all over Vietnam.

Commercial websites. This round, only two commercial websites were used (VnExpress and Tuoi Tre) to promote the scholarships with ads placed for three weeks on each website. Vietnamnet was dropped because of its disappointing results in 2012 due to a general loss of readership following a change in editorship and a major hacking attack. Although commercial news websites are relatively expensive, due to their widespread use by young, educated Vietnamese, commercial websites are a useful vehicle for disseminating information to this general scholarship target group.

Provincial visits. A key promotion activity was the visits to targeted disadvantaged provinces to meet with the Provincial People's Committees (PPCs) and hold public information sessions. Such visits aim to engage the provincial leadership in the scholarship program; promote the scholarships among local government staff; and, encourage disadvantaged rural applicants working in both local government and non-government agencies to submit applications.

The expanded number of disadvantaged provinces visited contributed to almost doubling the total number of disadvantaged applicants from rural areas.

In general, the provincial promotion visits were successful in making local authorities aware of the scholarships, and opportunities were provided to hold public information sessions in most provinces. However, the level of success varied from province to province, depending on the degree of support from the PPC leadership and their availability for meetings; on the continuity, organizational capacity and enthusiasm of PPC staff; and on the PPC's attention to provincial HRD planning.

In the 2013 round, visit schedules were adjusted significantly to cover more disadvantaged provinces. Two additional disadvantaged regions, the north-east (4 provinces) and north central coast (5 provinces) were added to the schedule. To allow time for these additional visits, the 4 north-west provinces visited in previous years were not covered this round.Changes were made to the schedule in the Mekong Delta with two provinces having good scholarship results replaced by two new provinces. The three Central Highlands provinces were again included in the visits[3].

It is difficult to make generalizations about the effectiveness of provincial visits, as the results vary from year to year and it cannot be determined to what extent the visits specifically generated applications, which might have been submitted anyway . However, some observations can be made about the 2013 results which suggest the effectiveness of visits. In both the five north central coastal provinces and in the four north-east provinces visited for the first time this round, results greatly improved (145% and 133% increase in applications and awards respectively in the north central cost; and a tripling in applications in the 4 north-eastern provinces). On the other hand, there was a one third reduction in the number of applications from the north-west where only one province was visited (for the first time).

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[3] Provinces visited were Thanh Hoa, Nghe An, Ha Tinh Quang Binh and Quang Tri in north central coastal region; Bac Kan, Cao Bang, Ha Giang and Tuyen Quang in in the north-east: Hoa Binh in north-west; Kontum, Dak lak and Dak Nong in the central highlands; and Ca Mau, Bac Lieu, Soc Trang, Tra Vinh, Hau Giang and Ben Tre in the Mekong Delta.

In 2014, AAV will undertake a full cost-efficiency assessment of the provincial visit program.

Visits to targeted regional/provincial universities took place in conjunction with the provincial visits. For the first time the two large Vinh (Nghe An) and Hong Duc (Thanh Hoa) universities were added to the visit schedule of four other regional/provincial universities, although the initial results were modest with 4 and 2 applications respectively and no awards offered. These visits were well received because of the pressing need to upgrade the quality of their teaching staff.

TV program on disability. Efforts to persuade VTV to re-broadcast the video "Journey of Dreams" featuring 6 Australia Awards alumni/awardees, first aired at the beginning of the 2013 round, did not bear fruit as it was considered old material. However, AAV successfully arranged a 15-minute program on VTV 2's Education Story which focused on an alumnus and two awardees with disability, although the program was aired too late for the 2013 selection round. The video of the program was subtitled in English and sent to local and international organizations dealing with disability.

Alumni conference publicity. There was extensive media coverage of the National Vietnam Alumni Conference held in Hanoi on 14-15 December 2013 (see Annex 5, Section 5.1.2 Reintegration and Alumni Report for further information about the conference). Embassy media officers and the AAV Promotion and Screening Manager worked closely to maximize media coverage of the event.

Over a three day period, a series of media interviews was held with the Charge d'Affaires, six of the seven Australian speakers and with three Vietnamese speakers. Twelve television interviews are known to have been aired on various channels and a number of others are expected to be aired later. At least 14 reports on the conference appeared on news websites in English or Vietnamese. Reports appeared or will appear in several newspapers/magazines.

The overall promotions activity achieved better cost efficiency compared to the previous year. The Program spent AUD18.86 to attract one application compared to AUD 26.60/per application spent in the previous year. In terms of the quality of promotional activities, the cost per eligible application (cost effectiveness) provide basis for comparing this round and the previous. In 2013, the cost to get one eligible application was AUD25.19 compared to AUD 38.39 in 2012.

In 2014, AAV will conduct further analyses to determine the cost and value for money of particular promotion activities as opposed to promotion overall.

5. Academic Advising

As in the previous rounds, academic advising was shared between the International Academic Adviser focusing on PhD and Masters by Research candidates and the Local Academic Adviser providing academic advice to Masters by coursework candidates. A new Local Academic Adviser was appointed in July 2013 to replace the previous incumbent who moved overseas. The new Adviser is an IELTS expert and has been a member of the Profile 2 interview panel for the past three years and thus has brought very useful, practical experience to the position.

The International Adviser continued to perform two major tasks. The first task was to assess all shortlisted candidates' research proposals for PhD and Masters by research. The written assessments were then provided to the respective interview panels prior to candidates' interviews. This task was made more efficient this round, as following the

Adviser's recommendation last round, all PhD and Masters by research applicants were required to submit a research proposal in addition to information provided on the research proposal in the application form.

The other key task was to provide advice to research applicants throughout the selection process on finding a supervisor and on formulating a research proposal (both for the OASIS application and for submission to universities). This was done through two methods: (i) material placed on the AAV website; and (ii) a two-day research preparation workshop for research awardees.

The research design workshop was conducted in Hanoi and Ho Chi Minh City (HCMC) in late July 2013 for 53 research awardees in the 2013 round (all except one PhD awardee attended). On this occasion the Adviser added a customised session on applied science research. The workshops were very well evaluated by the participants with overall higher ratings than the previous workshop. Two areas for improvement for 2014 workshop will be the further development of the applied science research session and more time for individual contact.

The Local Academic Adviser provided counselling to shortlisted Masters by coursework candidates and conditional awardees who were required or wished to change their course selection preferences. The new Adviser also reviewed all the course selection preferences of awardees (136) seeking placement for Semester 1, 2014, To ensure smooth university admission and a reduction in placement queries from universities, the Adviser checked the English language, academic and professional requirements (and additional supporting documents if required by a university) for each preferred course paying special attention to disadvantaged awardees. The Adviser provided specific advice on the six cases of course changes that required a decision by the Embassy and which were all approved. In reviewing the placement documentation all awardees, the Adviser is able to detect course selection issues and provide advice to awardees as required. In this way the Adviser contributes to a more efficient placement process. (see also section 7 Placements).

The comparatively low number of variation requests for Vietnam scholars on-award in 2013 (refer following section) can be attributed in part to the advice provided by the Academic Advisers. A rapid survey of a sample of awards program showed that Vietnam has among the lowest number of award variations (SEG 2013).

6. Scholars' academic performance

Academic Performance of Current Scholars. As of 20 December 2013, OASIS data show that there are 467 students (418 ADS and 49 ALAS) on scholarships in Australia with academic results recorded during 2013. These figures are incomplete as the results of many students had not yet been recorded by this date. Of those recorded, 95% were classified as 'satisfactory' in their studies (same as in 2012); 4.5% were 'unsatisfactory' and the remainder had their scholarships 'suspended' for a variety of reasons. Of those performing satisfactorily, some 13% in semester 1 were considered 'high achievers'.

Variations. Variation statistics for scholars on-award in Australia are complete up to 20 December 2013 and are more detailed compared to OASIS, thereby allowing a more comprehensive analysis of scholars' performance. There was a significant decrease (20%) in the number of award variation requests (266) in 2013 compared to 2012 (333), despite ALAS variations being included for the first time. The most common type of variation was course detail changes/entitlements variations (203). These mostly entail minor costs in

scholarship value, including increases in tuition fees, changes in course end and start dates and changes in health cover costs. Such variations represented 76% of the total variations.

Other variation requests were course and institution transfers (24), course extensions (24), course upgrades (1), suspensions (10), terminations (1), reductions (2), and withdrawal (1). The one case of termination was rejected on appeal and replaced by a suspension. The single withdrawal case was a PhD student who withdrew because of health and family related issues.

An analysis of the reasons for the variations shows that in 2013, there were possibly 9 cases which could be deemed as 'academic failure' not related to health issues. These included 2 cases of course transfer, 6 cases leading to extension, and one case leading to suspension. However, in all the above cases, it is possible that the students could still finish their courses and graduate, although one of the course transfer cases will mean a downgrade from PhD to Masters. Ten other cases of variations in semester 1 due to 'academic failure' were later remedied as the 9 scholars involved subsequently passed all failed subjects. Three other scholars were upgraded to doctoral level because of their excellent academic performance.

7. Placement and Mobilisation

Overall, the placement and mobilisation processes have been much smoother than in previous years. A number of problems which arose last round has been resolved and no new issue has occurred.

Placements. In 2013, a total of 263 (M=122; F=141) awardees from three rounds (2011: 8, 2012: 159, 2013: 96) were placed compared to 331 in 2012 (also from three rounds). Of the awardees placed in 2013, 249 are ADS/AAS awardees and 14 are ALAS/Leadership program awardees. Fifty two were enrolled in PhD studies and 211 in Masters courses. They were placed in 33 Australian universities. In the three rounds, the University of Melbourne has the highest number of AAS awardees (80) followed by Flinders University (65), which has flexible IELTS requirements. This year there was no case of postponement of the departure date for awardees because of late offers from universities and late visa issue, due to the smooth operation of the new visa procedures as well as several administrative initiatives by AAV (refer to Annex 3 Placement and Mobilisation Report).

Placement and mobilisation of awardees with disability. It has been a challenging year for AAV in handling the new policy on systematic and enhanced support for persons with disability. The sheer number of awardees with disability (2 in 2012 and 8 in 2013), the diversity of their needs, the number of stakeholders involved, and the newness and the ongoing refining of policy and procedures added considerable additional workload on both AAV and Managing Contractor (MC) staff in Adelaide. This situation was attenuated by the effective cooperation AAV received from all stakeholders: the awardees, the AAO, the Embassy and the universities. This enabled emerging issues to be resolved quickly and facilitated the successful placement of 6 awardees with disability in 2013.

Of the 6 awardees with disability placed, 2 were from the 2012 round and 4 from the 2013 round. They were accepted at The University of Melbourne (1), Flinders University (1), La Trobe University (2) and Murdoch University (2). Five of these were successfully mobilised; the remaining awardee will defer to semester 2, 2014 due to a recent traffic accident.

Three awardees received approval to have a part-time carers accompany them from Vietnam (understood to be the first time in the Vietnam scholarship program). AAV supported them in mobilising their carers,

English Language Training. Based on the experience of providing the English language training and awardees' feedback in the first year, RMIT Vietnam developed a comprehensive AAS English Language Training Handbook 2013-2014 to ensure that awardees understood clearly the training program's procedures and could focus on their English studies.

RMIT Vietnam, the Embassy and AAV agreed on a clearer English language policy and timeframe for IELTS placement tests and acceptance deadlines for self-funded tests. This facilitated a smoother placement process and helped reduce awardees' anxiety. Good communication relating to IELTS testing and placement issues was established between RMIT and AAV to ensure the effective monitoring of awardees' progress and an efficient placement process.

Anxious that they might not meet the required IELTS level at the scholarship-funded placement test, many awardees this year sat for self-funded IELTS tests. The development of a clear timeframe for the acceptance of self-funded tests has contributed to awardees having better study plans and more appropriate course selection. Awardees were more strongly motivated to gain the necessary IELTS scores for their preferred courses. In this way, the acceptance of self-funded test results, while awardees are in Vietnam, could be seen to some extent as replacing the need for Pre-Course English (PCE) in Australia, which was discontinued for the 2012 and 2013 rounds.

Some disadvantaged awardees are currently facing difficulties during the English training at RMIT. Different factors influence their performance including family issues or low IELTS at entry. Five disadvantaged awardees from 2012 had their departure for Australia postponed until semester 2, 2014 due to failure in reaching the required IELTS levels for course entry.

The new Equity of Access Fund was used to provide additional English training to two disadvantaged conditional awardees in 2013 round with very low English proficiency prior to their joining the regular RMIT English course. The Fund has also been used to provide tutorial assistance to improve the IELTS scores of four disadvantaged awardees from 2012. As this is an ongoing issue, AAV will develop, in consultation with Post, RMIT and the Local Adviser (an IELTS expert), a strategy for providing additional English language support for disadvantaged awardees who have low English language levels for the RMIT course or who are struggling to reach the required IELTS scores for course entry in Australia. Both the Equity of Access Fund and the Special English language training budget for disadvantaged applicants can be used as a funding mechanism where appropriate.

Visa processing. After a series of consultations among the Australian Department of Foreign Affairs (DFAT), AAV and the Australian Department of Immigration and Border Protection (DIBP) office in HCMC in late 2012 and in 2013, new visa procedures for Australia Awards recipients were adopted beginning August 2013,. There were two major changes in the procedures involving (i) the use of a spreadsheet summarising the visa applications being sent to the DIBP office after Embassy approval in lieu of letters of support, and (ii) medical examinations prior to visa applications.

While these changes led to a heavier administrative workload for AAV in reviewing and preparing documentation, the visa issue turnaround time between the DIBP office and AAV was reduced and the new procedures overall led to a more rapid and efficient visa approval process. As a result, all awardees who met health requirements had their visas issued without delay and no awardee had his/her departure delayed because of late visa issue.

8. Reintegration and alumni strategy

8.1 Reintegration

Pilot phase program. The reintegration strategy, introduced in the 2012-2013 Annual Plan commenced in November 2012 with a pilot phase program. The pilot program consisted of two rounds of two workshops - the first in Australia (towards the end of the awardees' last semester of studies) and the second-in Vietnam (three months after the graduates resumed employment).

The purpose of the workshop series was to assist new graduates prepare for their return to Vietnam, reintegrate successfully and apply their new skills and knowledge in their workplace. The in-Vietnam workshops provided participants with change agent strategies to assist them in the transfer of skills and knowledge, and guided them in formulating their individual Reintegration Action Plan (ReAP) to be implemented in the workplace with the support of their employer / supervisor.

AAV identified 'low attendance rates' at the workshops as a high risk in successfully implementing the reintegration strategy. This risk was manifested in all four workshops which had an average attendance of 50%.

AAV explored different strategies to maximize workshop attendance, including follow-up emails and telephone calls, expanding workshop locations at universities in Australia or cities in Australia and Vietnam, and varying the workshops' schedule to include weekends and after hours. The higher attendance rate (61.7%) at the in-Australia workshops in October 2013 for the third cohort of returnees indicates that the flexible approach has started to bring results.

Since the reintegration program commenced, new awardees have been inducted on the importance of the reintegration strategy at the pre-departure briefings. This should create a positive impact on participation among awardees returning to Vietnam beginning 2014.

Assessment of the pilot phase. An important component of the pilot phase program was a program assessment following the first two workshop series, particularly to assess the implementation of the first ReAPs undertaken by cohort 1. The M&E Adviser conducted the assessment in September 2013, which included a survey of the 49 out of 108 alumni in cohort 1 who returned their ReAPs to AAV.

Key survey findings on the workshop effectiveness included: (i) 70 % of those who attended the workshops in Australia and Vietnam found the in-Australia workshop prepared them *to a great (20%) or medium extent* (50%) for their return to Vietnam, and (ii) 70% said the workshop in Vietnam prepared them to help improve their organization *to a great (11%) / medium (59%) extent.*

The ReAP assessment concluded that (i) over 90% of the 49 ReAPS could be considered good quality using SMART criteria and (ii) 80% of alumni reported that they were implementing their ReAPs on or ahead of schedule.

The challenge is how to realistically involve supervisors and colleagues in the reintegration process, especially in developing the ReAPs. One issue is the spread of supervisors and colleagues both geographically and across numerous agencies. The second relates to the relatively low workshop attendance of alumni. Based on the PPI program's experience, it will be extremely difficult to persuade supervisors (and colleagues) to attend the workshops. The process could be strengthened in two other ways; first, by encouraging the newly returned alumni to discuss with their supervisors the skills and knowledge they use in their

work before the in-Vietnam workshop, and second, d by reviewing the completed ReAP with the supervisors and seeking their signed endorsement of the ReAP.

8.2   Professional development

Alumni conference. The highlight of the 2013 alumni support program was the Vietnam National Alumni Conference (VNAC) held in Hanoi on 14-15 December 2013. The VNAC was organized as part of the celebration of the 40 years of Australia-Vietnam diplomatic relations. The conference topic 'Education for Development in Vietnam: Future Collaboration and Directions' aimed to showcase the achievements of Vietnamese who studied in Australia; and to explore future collaboration in areas of shared priority. The conference, which was open to all Vietnamese graduates from Australian tertiary institutions, was the first such conference to be organised on a national scale in Vietnam.

To maximise the opportunities for research sharing and policy advocacy, the conference focused on six sub-themes in parallel sessions: (i) Vietnam's health sector reform, (ii) better education outcomes for Vietnam, (iii) sustainable agricultural development in Vietnam, (iv) developing Vietnam's human resources, (v) Vietnam's regional economic integration, and (vi) environmental sustainability for development. Sessional presentations were made by Australian academics (represented six universities) and Vietnamese alumni

The overall lesson from the conference is that Vietnamese alumni are keen to engage further in developing linkages, research and learning collaborations, both within Vietnam and between Vietnam and Australian individuals and institutions. Alumni also want to maintain and enhance their contribution to Vietnam's development (See Annex 5 for more details on the VNAC)

Seminar on gender equality. Three other professional events were organised in 2013. A prominent feature of the alumni program was the half-day seminar on gender equality in Hanoi in April 2013.The topic 'How equal are we at home and at work?' was chosen after a consultation lunch arranged by AAV with alumni gender experts as a follow-up to the cluster study on alumni impact on gender equality undertaken in 2012. Four alumni (two men and two women) made presentations: three presentations were based on their research and the fourth presentation was a case study on implementing gender equality policies at a Hanoi university.

Because of its subject matter, an unusual aspect of this seminar was the invitation to spouses (14 of the 73 participants were spouses). The workshop was highly valued by participants: 85% 'fully agreed' that the seminar met their objectives and that they had received useful information.

Presentation skills training workshops. The topics for training workshops focus of soft skills enhancement and are decided in consultation with local alumni groups. If a particular workshop has been successful in one region, then it is frequently replicated in other regions, subject to alumni agreement. This was the case with the successful training workshop on visual presentation skills held for northern alumni in December 2012. After consultations with respective local alumni, two one-day training workshops on the same topic and by the same alumni trainers were organised - one in HCMC; the other in Lang Co, located between Hue and Danang, for alumni in central Vietnam. A side benefit in replicating the workshop was the reduction of the administrative workload for MC staff resulting in greater efficiency in organising these two workshops. The popularity of this workshop led to its being chosen as an activity at the alumni conference.

The continuing challenge to attract wider participation of alumni, especially older alumni, has to a considerable extent been met this year. This was especially true of the conference, when 144 of the 330 alumni who attended the conference participated in an alumni event for the first time (even taking into account recent returnees). The corresponding figures for the gender seminar were 26 out of 59 alumni and 22 out of 54 for the presentation skills workshop in HCMC.

Access to on-line academic databases. There continues to be strong interest by alumni in the use of academic databases subscribed to by AAV. By the end of 2013, 818 alumni had subscribed. Feedback from 176 users to an online survey by AAV in November 2013 was very positive. However, a significant number of respondents indicated a preference for databases with a wider range of journals and academic articles, such as Science Direct, J-Stor, PubMed, etc. As these databases are very expensive, AAV staff is working with ITGroup to find affordable databases with additional academic resources.

Small Grants Scheme. This year, there was no Small Grant Scheme application round as the Embassy decided to suspend further rounds until an internal review of the scheme was undertaken. The purpose of the internal review is to help improve the operations and results of the Small Grants Scheme. Plans for the review were finalised in 2013. It is expected that the fifth round will open around mid-2014 after the review is completed.

This year's Small Grant operations therefore mainly involved the assessment of applications and disbursement of funds for the 4th round submissions, which closed on 31 December 2012. Of the relatively large number of 43 submissions received, 16 grants were approved with a total funding of AUD 50,442. Activities were: (i) the presentation of papers at international workshops/conferences (3); (ii) the application and/or continuation of research related to their studies in Australia (12); and (iii) one workshop.

8.3   Social networking events

Following the popularity of the first family barbecue in Hanoi in February 2012, a similar activity was organised in HCMC in early March 2013, coinciding with the 2013 round scholarship application period. In contrast to Hanoi, substantial support was provided by local alumni in organising the event in HCM City, e.g.in selecting the venue, arranging the entertainment, welcoming the guests, undertaking children's safety measures, nominating a media contact person and providing the MC.

The event aimed to attract a wider range of alumni to participate in an informal social gathering, to provide networking opportunities and to reinforce positive views about Australia. These objectives to a large extent were met. A total of 98 alumni plus 165 family members attended, including 12 alumni other from provinces. With its family focus, the event drew the participation of many alumni with young families. Importantly, over 40% of the 129 alumni who registered had not participated in any previous alumni event. The positive feedback confirmed that the opportunity for social networking was the most important factor motivating the alumni to take part in such activities.

8.4   Consultations with alumni

As a result of the three alumni consultation workshops held late last year, where consensus was reached to establish a national Australia Awards Alumni Network organization, a six-member alumni working group was elected by alumni to progress the concept of a national alumni organisation. However, the planned one-day work program for the group in Hanoi in September 2013 was postponed due to uncertainties over the policies of the new Australian

Government together with the need to concentrate staffing resources in organising the Vietnam National Alumni Conference.

As of the end of 2013 one outstanding issue was how to bring the DFAT Australia Awards alumni and the Endeavour alumni together into a single network, so that the network covers all Australia Awards alumni. Earlier in the year, agreement was reached at Post that the two alumni networks would remain separate at that stage but would collaborate on professional development and social networking activities. The most significant collaboration occurred in the planning of the National Vietnam Alumni Conference in December 2013, although only a small number of Endeavour alumni attended the conference.

An important step towards the objective of a single alumni network would be to include Endeavour Awards alumni representatives on the alumni working group established to pursue the idea of a national Australia Awards network organisation in Vietnam. Other steps include inviting Endeavour alumni to attend reintegration workshops, which could also serve as Welcome Back events for all Australia Awards alumni and include Endeavour alumni in pre-departure briefings.

One side outcome of the working group election process was the decision of the Danang alumni to separate from the Hue group and set up their own core group. Another outcome was the election of an 11-member core group in Hanoi. Alumni in Hanoi have been informally working as a group after the alumni sector groups were combined in 2011. The election of core group members and their coordinators in these two cities is expected to encourage more locally-initiated and driven activities. The more formal existence of these core groups also makes AAV office consultations easier with alumni in seeking their ideas on alumni program events and in obtaining their assistance in event organisation. For example, Hanoi core members gave useful assistance to the alumni conference logistics.

8.5   Mentoring program

The mentoring program was launched at the end of 2010 to assist new awardees better adjust to the study and living conditions in Australia. In the three mentoring rounds held (December 2012, May and December 2013), a total of 255 awardees were assigned to 225 mentors. For the two rounds in 2013, for the first time mentors were found for all awardees who requested mentors, whereas for the December 2012 round, mentors could not be located for four PhD awardees.

In an October 2013 online survey of mentees and mentors during the first two rounds, all but one of the mentee respondents was positive about the program, a higher rate of approval compared to 90% in the corresponding 2012 evaluation. Of the mentors, 94% were positive and most liked the opportunity mentoring gave them to share their knowledge and experience. Many mentees expressed the need for earlier support before their departure. In response, work on the mentoring scheme started a month earlier for the December 2013 round.

One problem reported in the 2012 Annual Report relating to the imbalance between the limited mentor resources (especially PhDs) and the needs/preferences of the mentees has been overcome by seeking mentors for PhD awardees among PhD scholars currently in Australia, and finding mentors among current awardees for awardees at some smaller / newer universities. In sum, the above improvements show more effective implementation of the mentoring program over the past year.

9. Gender Equality and Social Inclusion Strategy

Persons with disability. The 2013 round marked a significant improvement in terms of the objective of achieving equitable access to scholarships by disadvantaged groups. The most striking feature has been the significant increase in the number of applicants and awardees with disabilities with applicants increasing eightfold from 2 in both the 2011 and 2012 rounds to 16 this round and with awardees increasing four-fold to 8 this round.

It is noteworthy that two of the awardees with disability are both legally blind - probably the first such awardees since the scholarships program began in Vietnam. The increase in applications and awards largely reflects the intensive round of consultations by AAV with support from the MC's Gender and Social Inclusion Adviser in early February 2013 with people's disability organisations, the Ministry of Labour, Invalids and Social Affairs (MOLISA) and NGOs (local and international) working on disability issues.

Rural disadvantaged. The 2013 round was marked with a significant improvement in results for rural disadvantaged. This round, rural disadvantaged applications almost doubled from 44 to 83 and the number of awardees correspondingly doubled from 13 to 25.

Ethnic minorities. While there was success in increasing the number of ethnic minority applicants (both rural disadvantaged and not disadvantaged) from 44 to 49 this round, the number of awardees decreased slightly from 11 to 10. Analysis shows that English language competence was not the reason for the very large drop between the number of applications and awards, but more to do with poorly written applications.

Gender. The 2013 round selection results again highlighted the ongoing balance of applicants and awardees in favour of women. Applications were virtually at the same ratio (F61%:M39%) as in the previous two years, with a corresponding, but slightly improved ratio of awards (F56%:M44%), similar to last round (F55%:M45%). This favourable female ratio in terms of applicants was true across all three Profiles and was also reflected among ethnic minority and local government applicants.

Attracting a high percentage of female applicants in Vietnam is clearly not a problem in whatever category of applicants. While some of this interest may be attributed to the program's strategies to address gender equality concerns, AAV's study of two Government Ministries also reveal that Vietnamese men are somewhat reluctant to enter Government employment because of low salaries and tend to join the business sector. Consultations with ministries also suggest that Vietnamese men are reluctant to spend time overseas on scholarships because of the potential opportunity cost of not being present in the workplace to compete for promotion.

Equity of Access Fund. A major initiative undertaken this year was the establishment of the Equity of Access Fund for Australia Awards in Vietnam to provide support for disadvantaged persons in gaining equal access to the scholarship program. The Fund will particularly support reasonable adjustments for persons with disability and the rural disadvantaged at the pre-award and the post-award stages. Funding support for persons with disability on award will be channelled by DFAT through OASIS. The rural disadvantaged, while on award will be able to access support as any other scholar normally would. While waiting for the Fund to be formally approved, reasonable adjustments were given to several awardees with disability and an alumnus using other budget lines.

The Fund will be especially useful in reducing the barriers for persons with disability to access the scholarships and to participate in the reintegration and alumni program. The Fund will complement DFAT funding by supporting non-academic adjustments on-award. It

remains to be seen, however, to what degree the Fund will be called upon by the rural disadvantaged and whether it will facilitate additional access for this target group. There is a risk that the Fund could be seen as discriminatory by those in the provinces who are not defined as disadvantaged, but whose employment or financial situation is similar.

10. Monitoring and evaluation

The appointment of a new M&E Adviser in May 2013 ushered in a very active period of M&E activities. One key activity was a Lessons Learnt Study of the past ten years of the scholarship program to assist with the development of the Embassy's HRD Delivery Strategy and to provide input into the design of a possible scholarships program following the completion of the current program in January 2016.

Other M&E activities analysed the impact of the program through survey or interview of 236 alumni in Vietnam in three large separate exercises in mid-2013 comprising: (1) a survey of 55 alumni in education management sector; (2) a survey of 98 alumni in the environment sector; and (3) interviews with 50 alumni from a range of sectors in the fourth longitudinal case history study. These three exercises formed the basis of reporting on program performance contained in the 2013 M&E Annual Report and are summarized below. The M&E Report also contains an assessment of the pilot phase program of the reintegration strategy (see section 8.1 above)

Lessons Learnt Study. The study of lessons learnt over ten years of the scholarship program in Vietnam was of omnibus scope, covering lessons related to the program design, profiling and targeting, results management, resource use, operations and engagement of key stakeholders.

Overall, the study demonstrated the 'effectiveness of the scholarships program in addressing development priorities even as they evolve and development takes place', while noting the necessity of aligning expectations for results with the direct investment made to achieve expected results. Importantly, the study highlighted the very real challenge faced by the program in supporting HRD for organisations, not just skills and knowledge building for individuals.

The key recommendations of the study are that:

1. The expectations for the program to result in changes and improvements to organisations as set out in the theory of change be re-considered and clarified.

2. The program consider either revising its theory of change to bring it in line with the design of the scholarships program, or revising the current design so that the program can be expected to achieve its theory of change.

3. The program focus the provision of scholarships on a narrower set of well-defined priority development impacts.

4. The program develop and pilot test the use of preferential selection criteria for applications for scholarships to help achieve priority development impacts.

5. The HRD delivery strategy consider the possible inclusion of initiatives or interventions intended to make an impact on development priorities by complementing and reinforcing the scholarships program.

6. The scholarships program continue to support the application of alumni's new knowledge and skills though reintegration activities.

7. The scholarships program be used to improve alumni's skills in mentoring, supervision, presentations, communication, team work, etc., through professional development activities and the small grants scheme.

8. Other HRD modalities be used to support organisational development in selected organisations to help them to fulfill their mandates.

9. That the scholarships program complement these other HRD initiatives but not be expected to achieve this result alone.

The degree to which these recommendations can be implemented in this scholarship program as distinct from the next program will be considered in the revised 2014 M&E Strategy and Plan. However the two recommendations relating to alumni (7 and 8) are clearly in the purview of this program.

Special Studies. The 2013 M&E report presented findings on the types of results achieved by alumni who mostly work in the education management and environment sectors. The study made the following conclusions:

1. Overall, the program is performing effectively and is achieving expected outcomes. There is firm evidence of growth, change, improvement and benefits for individuals and organisations in each of the four outcome areas and according to the theory of change.

2. For many alumni, studying in Australia was a life-changing experience. The scholarship increased knowledge, improved skills, changed alumni's thinking and perspective, and gave them new confidence, opportunity and motivation.

3. The program is providing equal opportunity for scholarships to men and women in Vietnam. As of July 2013, the program database contained equal numbers of male and female alumni. Men and women were just as likely to say that their course was relevant to their work duties,

4. In terms of impact, men were more likely than women to say they had improved their organisation, promoted gender equality in the work place, and contributed to development of their local community. This could reflect conditions in organisations which constrain women's opportunity in the work place.

5. About 80% of alumni use their new knowledge and skills while performing their current work duties. Alumni in Profile 3 organisations were the most likely to say their course was relevant to their current work and were the most likely to say they had used their new knowledge and skills to a great extent in their work. Alumni in Profile 1 in the sample were more likely to have changed jobs and employers upon or soon after their return than alumni in Profiles 2 and 3, but were also more likely to be early in their career.

6. Large numbers of alumni in all profiles said they had helped to improve their organisation. About 58% said they had improved some of their organisations' 'work processes.' Similar numbers said they had improved policy and management, programs and services, and human resources development in their organisation. About 62 percent of alumni in education management said they had contributed to policy development.

7. Seniority of alumni is a factor explaining their impact in their organisations. Men are more likely to hold senior positions among alumni, especially in Profile 2 organisations. Women have received 56% of the 675 awards provided to alumni working in education institutions, but they comprise only 40% of the 160 alumni now in senior positions.

In updating the *M&E Strategy and Plan* (October 2012) the report recommended the following changes in approach:

1. The theory of change be modified to distinguish between outcomes in its reach (e.g., the use of new skills) and outcomes beyond its control (e.g., the improvement of organisations by alumni)

2. The M&E framework in Annex 1 be updated to improve the quality of indicators of expected change and improvement

3. There be a review of the need for and its approach to the various quantitative and qualitative data collection exercises outlined in the document

4. The risk management matrix in Annex 4 be updated to focus on fewer residual risks

5. The program could collect information on how alumni have introduced change and improvement in organisations. It could record 'most significant change stories, their approaches and practices to disseminate, and document how factors such as HR policy and practices, planning, knowledge management, supervision, culture, resources, seniority, gender, work practices, and linkages affect the organisation's ability to improve

6. The program could become more active in supporting the transfer and use of new knowledge and skills in the workplace by improving alumni's skills in mentoring, supervision, presentations, communication and team work.

11. Risk management

All program risks were managed in line with the updated Risk Management Matrix included in the 2013-14 Annual Plan. The RMM noted six key high impact risks:

The first two risks - (i) ***Weak HRD capacity and/or lack of effective HRD policies in CGAs and any other targeted agencies***, and (ii) ***Low level of applications for scholarships from targeted sections of Vietnamese society*** - relate to targeting. The first risk has been unchanged since the beginning of the program and is particularly relevant to CGAs. With the introduction of online only application, very few CGAs/agencies now pro-actively encourage/select applicants who meet their HRD training plans. At the local government level, all provinces are required to develop 5-year HRD training plans, although some provinces are less pro-active in encouraging staff to apply for scholarships.

To reduce this risk, during individual meetings with CGAs, emphasis was placed on the desirability of CGAs being more pro-active in encouraging applicants that meet their HR training needs. At the CGA coordinators' briefing for the 2014 round, the State Bank of Vietnam (SBV) and Ministry of Finance (MOF) presented their approach. In PPC briefings, comparisons were made with the selection results of other more successful provinces as models in their pro-active use of HRD plans in encouraging staff to apply for scholarships. Despite these actions, the number of 2013 round Profile 2 applications remained low and the PCC consequently reduced the Profile 2 target from 40% to 30%.

The second risk relates to the small number of applications from people with disability and the decreasing number of rural disadvantaged applicants in previous rounds. Strategies were put in place to secure more applications from these groups this year. This included an intensive round of consultations with disability organisations and expanded provincial visits, which resulted in significantly increased applications from Persons with disability and rural disadvantaged (refer Section 9: Gender Equality and Social Inclusion Strategy)

The third high impact risk - ***Low response rates for evaluation of returned graduates results in difficulty in monitoring utilization and effectiveness of tertiary training required*** – was addressed in 2013 by (i) ensuring the database is as up-to-date as possible (to increase access to individual alumni to improve M&E reporting); (ii) making surveys more user friendly; and (iii) highlighting the requirement to assist with the program's M&E activities in pre-departure briefings and in re-integration workshops. The good response rate for the 2013 surveys on educational management and environment suggest that this risk could be reduced to a medium risk, although the planned Tracer Study in 2014 may provide a better measurement.

The fourth risk - ***Low rate of attendance by scholars/returnees at reintegration workshops in Australia and Vietnam*** – remained a challenge but was partly addressed in 2013 by (i) increasing the number of workshop locations in Australia and in Vietnam, (ii) providing returnees with a self-paced module package containing the content of the workshops, and (iii) inviting returning scholars who did not attend the initial workshops in Vietnam in April 2013 to attend the following October 2013 workshops.

The fifth risk - ***False documentation/information results in selection of wrong candidates*** – was addressed through the program's Procedures for Risk Management of Fraud in the Scholarship Selection Processes and no false documentation was detected in the 2013 round. Following the discovery of an error made during selection for the 2012 round that allowed two ineligible candidates to be awarded scholarships, eligibility checking procedures have been tightened and clearer guidance about eligible undergraduate degrees provided to applicants.

The final risk - ***The program is unable to measure/demonstrate scholarship outcomes directly related to contributions to development*** - was mitigated by the implementation of impact measurements (ie the educational management and environment cluster studies and the longitudinal studies) in accordance with the M&E Strategy and Plan and documented in the 2013 M&E Report (refer annexes 2 and 3).

No new risks were identified in 2013.

12. General statistics on scholarships by CGAs, Provinces and Field of Study

The following statistics are included in Annex 7

Table 1: Scholars by CGA

Table 2: Scholars by province

Table 3: Scholarships by level of study and field of study

Table 4: Scholarships by field of study

13. Summary of key recommendations

Recommendations
General Awareness and Promotion Report
1. The AAV website survey add social media (Facebook, forums, Youtube etc.) to the information sources, as this medium is becoming more popular.
2. The AAV website include clear information where relevant on the questions raised by applicants during the 2013 round. The application deadline for Vietnam needs to be made more prominent in all information material, including the AAV website.
3. Given the overall difficulty in obtaining 'free' print and television coverage around the application period, AAV take maximum advantage of awardees/alumni working in the media to obtain their assistance in promoting the scholarship program through various media vehicles.
4. In view of the changes in eligibility criteria for a number of groups, mail-outs for the following agencies be discontinued for the 2014 round: international NGOs, international agencies, Embassies and major companies.
5. The Equity of Access Fund be publicized on the AAV website and in scholarship information material. Information about the Fund will be sent to all organizations working in the disability sector.
6. Personal contacts, where possible, be maintained with key disability organizations that were consulted in February 2013.
7. Special information sessions arranged by Disabled Persons Organizations be held where appropriate for potential applicants.
8. Personally liaise, where possible, with the leadership of key organisations working on gender equality issues.
9. Strongly encourage the CGAs to hold internal information sessions with the participation of the AAV's HRD Manager.
10. CGAs be encouraged to be more pro-active in supporting scholarship applicants in line with their HRD training plans and to understand the inter-relationship between the application process and reintegration into their work place.
Selection
11. The layout and the content of the OASIS application form be revised to provide more details on place of birth, function and level of the employment organizations and the order of the sections be rearranged so there is a more logical progression in the applicant's information.
12. The OASIS survey be redesigned to provide more useful breakdown of information sources.
13. The referee report template on the DFAT website be redesigned to provide better balance between academic capability and personal/leadership qualities and include the referee's assessment of the benefits of the applicant's field of study to his/her organization and to the development of their home country.
14. A more comprehensive list of development themes together with sub-themes in the OASIS application form be developed to provide to provide a clearer guide to applicants in selecting appropriate themes and provide a more accurate basis for analyzing the

	Recommendations

development themes for reporting purposes.

Placement and Mobilization

15. The duration of the University Information Days in HCMC be reduced to two hours and to three hours in Hanoi.

16. The model of combining the timing of the University Information Day, the Placement Briefing and the Research Design Workshops be maintained.

17. Discussions be held involving RMIT Vietnam, the Embassy, AAV and the Local Academic Adviser (an IELTS expert) on the most effective way to provide English language support for disadvantaged candidates with low IELTS scores on entry to Pre-course English and/or are having difficulty achieving their university IELTS entry scores, with a view to developing a strategy for such support, using the new Equity of Access Fund and/or the provisions for funding Special English language training for disadvantaged applicants.

Reintegration and Alumni

18. To increase the effectiveness of reintegration:

- Consider alumni and their teams (supervisors and colleagues) as the foundation for the reintegration process and look for ways of engaging these teams in the process of developing the ReAPs.
- Reduce the content of the workshops on organizational change and change agents. Focus on more tangible processes such as introducing new knowledge, a new approach, a new course or a new policy. Organizational change is beyond the alumni's capacity, position and mandate, and beyond the scope and expectations for ReAPs.
- Make better use of the in-Vietnam workshop to advance the development of the ReAP.

19. For future in-Australia workshops:

- additional time be made available at the workshop to accommodate participants' desire to have more time for discussion
- consideration be given to using social media such as Facebook and Twitter to improve the response rate to the invitation to attend the workshop
- flexibility be applied for the number of workshops to ensure maximum reach and participation, while ensuring efficiency
- , consider delivery of workshops in the late afternoon/evening and weekends to avoid conflict with class time and at a central location as appropriate.

20. For future in-Vietnam workshops

- Returning alumni and their employers will be encouraged to discuss the skills and knowledge alumni might apply in the workplace before the Vietnam workshop and written endorsement by supervisors of completed ReAPs will be sought after the workshop.
- CGA alumni's engagement with their supervisors is to be followed up on an individual basis by AAV.
- Workshop locations to be expanded if alumni numbers sufficient to increase alumni attendance

21. For future conferences, the introduction of a registration fee should be explored as means for obtaining a clearer measure of expected attendance and reducing costs, if GOA

Recommendations

regulations permit. Such a fee could be introduced if future conferences are are organised by the proposed national alumni organisation.

22.   A list be made of volunteers who are specialists in their field and who might be suitable guest speakers at alumni professional development events.

23.   With the success in attracting many previously "non-active" alumni at both the Hanoi and HCMC family barbecues, it is recommended that a similar social activity should be organized annually alternating between the two cities.

14. Program Management

The year saw enhancement of the partnership between Post and MC, facilitating introduction of a number of new approaches in the program (among others, the reduction in Profile 2 targets, Equity of Access Fund, website redevelopment, VNAC implementation, and collaboration with Endeavour Awards). As in previous years, the MC's Senior Development Specialist, acting as the Contractor Representative, provided on-going program oversight and support of initiatives including the VNAC in December. The MC's Project Manager visited the AAO earlier in the year to ensure quality systems compliance and supported all in-Australia activity including the reintegration workshops.

The MC also fielded its in-house Gender, Disability and Social Inclusion Adviser to support scholarships promotion to various disability organisations in Vietnam. This resulted in an unprecedented number of applications received from people with disability this year.

In October, the MC's Manager-Project Financial Performance conducted an annual internal audit of the Program to ensure the integrity of financial systems and processes. The internal audit concluded that the Program has maintained its financial reporting system in line with the requirements of the Project Financial and Administration Manual. The quality of financial management was also assessed earlier in the year by Project Manager as part of MC's quality management.

In terms of financial performance, the Program operated within the overall and line budgets for Year 5; and is forecasted to be within the overall budget for FY 13-14 (see the Program's financial report in Annex 8).

There was increased human resource activity during the year, particularly to recruit a suitable M&E Adviser, a local Academic Adviser, and a number of key internal positions. All were successfully filled with competent personnel, allowing the Program to realise operational improvements.

As part of its human resource management, MC enforced the annual staff performance review, giving staff and their managers time to discuss performance achievements / issues.

There was recognition from both MC and DFAT of the need to review the personnel structure of the Program to find opportunities for greater efficiency. While efforts were made to make the current structure work better, MC committed to undertaking more strategic adjustments when DFAT releases its HRD Delivery Strategy. This will allow the MC to make structural adjustments tailored specifically to align with the Strategy.

Annex 1. General Awareness and Promotion Report 2013

1. Introduction

This report summarizes and assesses the implementation of the General Awareness and Promotion (GAP) plan for the 2013 Australia Awards Scholarship round. It examines the effectiveness of the approach and the activities undertaken as set out in the GAP Strategy and Plan 2012-2013 and includes recommendations for the 2014 round taking into account the reduction of scholarships to 175 total awards.

The implementation of the GAP plan for the 2013 round was marked by the introduction of common branding for all communication materials for Australia Awards. The common branding allowed the ALAS to be fully subsumed into the renamed Australia Awards Scholarships as an additional leadership component for outstanding AAS awardees. The transformation of the ALAS and the new branding allowed for a fully coherent promotion approach for the 2013 round.

However, the introduction of new branding came too late for the printed materials to be used for promotion, except for the Australia Awards newspaper ad template which was adapted and used. The content of the AAV website was amended accordingly, although not the website branding.

2. Approach to Australia Awards Scholarships promotion

The overall purpose of AAV's 2013 promotion activities was to raise awareness of the Australia Awards Scholarships in general (both in Australia and Vietnam) and specifically to recruit sufficient quality applicants to reach the 2013 round's target of 235 scholarships and the individual Profile targets. The two-level approach, as specified in the GAP Strategy, continued to be used this round. This comprises: 1) **General Awareness Strategy** and 2) **Targeted Promotion Strategy**.

a) The **General Awareness Strategy** consists of two interrelated components: i) *Applications Publicity Phase* and ii) *Perennial Publicity Phase*. The *Applications Publicity Phase* took place after the approvals of all publicity materials by AusAID, and lasted from early January 2013 until the end of March 2013, the closing date for Australia Awards Scholarships 2013 round applications. The *Perennial Publicity Phase* occurred throughout the year, as the opportunity arose, in cooperation with the AusAID Public Affairs office.

b) The **Targeted Promotion Strategy** focused on the three Applicant Profiles and other priority groups and study fields with each target having a specific promotion approach, where appropriate. The implementation of this strategy started prior to and coincided with the Applications Publicity Phase, but also took place throughout the year at a less intensive level.

3. Results of outcomes 2013 round

In the 2013 round, a total of 1,250 applications were received and 235 conditional awards plus 15 awards in reserve were approved by the JSC against the notional target of 235 scholarships. The number of applications was slightly higher than the 2012 round total of 1,231.

Table 1: 2013 Round results by profile

Profile	Applications				Conditional Awards					
	P. 1	P. 2	P. 3	Grand Total	P. 1	P. 2	P. 3	Total	P. 3 Reserve	Grand Total
Number of Applications	502	113	635	1250	73	67	95	235	15	250
Percentage	40%	9%	51%	100 %	31%	29%	40%	100%		

This round saw the continued increase in the number of Profile 3 applications to 635 from 607 last round coming to just over 50% of total applications. Included in this figure is the increase in PhD applications in Profile 3 from 246 to 298. Although there was an increase in the number of Profile 2 applications and awards this round (113 applications and 67 conditional awards in 2013 compared to 105 applications and 59 awards in 2012), the number of awards continued to fall far short of the 40% target of 94 awards. The unfilled places were then allocated to Profile 1 and Profile 3 with the bulk going to Profile 3, where there was a higher calibre of candidates.

4.   Assessment of the GAP Strategy and Plan implementation

4.1   Applications Publicity Phase

4.1.1 Sources of information about scholarships

The OASIS survey on the sources of information about scholarships remained unchanged since 2011 despite suggested changes from Hanoi Post/AAV. Thus the sources of information in the OASIS survey for some categories remained unclear. As a result, AAV used the survey at the bottom of the AAV website homepage to obtain more specific and helpful information for assessing the effectiveness of particular media and website vehicles used by applicants. Although the website survey clearly required only applicants to respond, the total number of the poll respondents was much larger than the total number of applicants (3368 compared to 1250). However, there was a certain correlation between the OASIS survey results and the AAV website survey results where a comparison could be made. A summary of both the OASIS and AAV website sources of information survey results is below:

Table 2: OASIS survey results

First learn about AAS 2013 Round	Number	%
Friend, relative or colleague	557	44.6%
AusAID website	214	17.1%
Australia Awards website	127	10.2%
Home institution or university	95	7.6%
Workplace or nominating authority	90	7.2%
AusAID scholarship recipient	77	6.2%
Other	29	2.3%
Publication, Radio, TV	29	2.3%

First learn about AAS 2013 Round	Number	%
AusAID or Managing Contractor's Office	12	1.0%
Australian institution or university	11	0.9%
Australian Embassy or Australian Education Centre	9	0.7%
Grand Total	**1,250**	**100.0%**

Table 3: AAV website survey results

Information sources	Number	%
Friends/relatives	1000	29.7%
Employer/colleagues	682	20.2%
Australian Alumni	172	4.9%
Poster, brochure, and office notice boards	151	4.5%
Provincial Information Sessions, TV, Radio	113	3.4%
Information Sessions: Hanoi	52	1.5%
Information Sessions: Danang	9	0.3%
Information Sessions: HCMC	34	1.0%
Newspaper: Lao dong	55	1.6%
Newspaper: Thanh nien	88	2.6%
Newspaper: Vietnam News	54	1.6%
Website: AAV	568	16.9%
Website: AusAID	57	1.7%
Website: Central Government Agency	33	1.0%
Website: University/College	28	0.8%
Website: NGO Centre	12	0.4%
Website: VNExpress	141	4.2%
Website: TuoitreOnline	69	2.0%
Email: UNDP Mailing list (Vern's forum)	29	0.9%
Email: Alumni Database	9	0.5
Email: NGO Centre	12	0.4%
Total	**3,368**	**100.0%**

The most significant sources of information identified in the OASIS survey were friends/relatives/ colleagues (44.6%). If the category of workplace/nominating authority (7.2%) is added, the total percentage comes to 51.8% of respondents. Almost equivalently in the AAV survey, friends/relatives (29.7%) and employer/colleagues (20.2%) totalling 49.9% were identified by respondents as the top sources of information. Both surveys also pointed out a comparable number of respondents claiming AusAID alumni as their first source of scholarship information (OASIS: 6.5%; AAV: 4.9%). As in previous rounds, the

combination of the above sources indicates that the predominant source of information about the scholarships was through some form of personal contact.

Websites were the second most important information source. According to OASIS, the AusAID website accounted for 17.1%, while 10.2% listed Australia Awards website as their source of information, totalling 27.3%. On the other hand, according to the AAV survey, its website ranked first (16.9%), while the website of AusAID only accounted for 1.7%, totalling 18.6%. The difference could be explained by the fact that many people who answered the AAV survey were on-lookers and therefore did not go to the AusAID website. OASIS information thus seems the more reliable source.

Recommendation:

- The AAV website survey should add social media (Facebook, forums, YouTube, etc.) to the information sources, as these media are becoming increasingly popular.

4.1.2 AAV website

The AAV website was the key source of detailed information for potential applicants and the point where applicants could apply directly on-line. The Vietnamese version served as another source of information for applicants/interested persons whose English proficiency was more limited. Over the application period, the total number of hits to the AAV website was as follows:

Table 4: AAV website hits statistics

Hit statistics of AAV website	
Month	**Hits**
Jan 2013	53,895
Feb 2013	102,317
Mar 2013	102,338
Apr 2013	30,905

The average number of hits during the two-month campaign period (1 February to 31 March 2013) was 102,327, compared with the average of 140,798 during the three campaign months in 2012. Nevertheless, the smaller number of hits did not lead to any reduction in the number of applications, rather there was a small increase of 19 applications.

There could be three reasons for this decrease in hits. Firstly, three websites (Vietnamnet, VnExpress and Tuoi Tre) were used instead of two (VnExpress and Tuoi Tre) for the ad campaigns. Secondly, the campaign in 2012 was some time away from Tet (the campaign began on 6 February and Tet fell on 23 January 2012), while the 2013 campaign was disrupted by Tet (the campaign began on 1 February and Tet fell on 10 February 2013). The third reason may relate to the design of the ads. The Tuoi Tre ad in 2012 was twice its size in 2013. There was also a picture on the VnExpress ad in 2012, but none on the one in 2013.

A current issue with the website is its analytics, which does not indicate specific sources of traffic, thus making it difficult to figure out the best communications tools. Up to now AAV has not used Google Analytics to analyse its website readership.

The AAV website has a decent ranking in the Google search for "scholarships for Vietnam" (moving between position numbers 2 to 5), but hardly visible for searches for the Google search in Vietnamese ("hoc bong chinh phu Australia," "hoc bong chinh phu Uc".)

There was also no link from the Australian Embassy or the Australia Awards website to the AAV website. On the section "Study in Australia" http://www.vietnam.embassy.gov.au/hnoi/study.html, there was a link to http://www.ads.edu.vn/ which no longer works.

Planned improvements to the website:

- The website is in the process of being redesigned. It will be registered with major search engines (Google, Yahoo, Bing) and Google News. Equal attention will be paid to sections and articles in English and Vietnamese (so far most articles on the website are in English).

- The links and the contents will be search engine friendly and easy to share on social media. For example, the URLs should include key words and not numbers (e.g: http://asdiv.edu.vn/news/talented-people-with-disabilities.html instead of http://asdiv.edu.vn/news.php?id=103). Google recommends using hyphens (-) instead of underscore (_) in URL names, as words connected by an underscore will be treated as one word in Google search. Also, when a Facebook or LinkedIn reader shares a link from the AAV website, other people should be able to see the main picture and the introduction of that article.

- Use of Google Analytics. Google Analytics will be able to gather more meaningful information about AAV website visitors including the pages they visited, length of visit and even the country where they access the website from. Such information will assist in determining appropriate communication methods.

- The Australian Embassy's website is the first place that some potential candidates go to seek information on scholarships. Information on this website needs to stay updated.

4.1.3 Brochure/poster/folder

The updates in the publicity materials were prepared well ahead of the scholarship opening date on 1 February 2013. The basic layout was maintained with only photos and some content updates. The new branding was not received in time so the previous branding and scholarship names were used.

The total print run for the 2013 round was: 2,000 brochures for the first printing and 2,000 brochures for the second printing; 1,200 posters and 1,000 folders. The promotion materials were disseminated to targeted CGAs, PPCs, media organizations, NGOs and universities and handed out at information sessions.

4.1.4 Commercial website advertising

Commercial websites accounted for 6.2% of the information sources in 2013, compared with 7.6% in 2012. Among the two commercial websites used, VnExpress was the more popular information source (4.2%) compared to Tuoi Tre (2.0%). On the other hand, the cost of VnExpress was 2.64 times higher than that of Tuoi Tre.

Vietnamnet, which was used as a third website in the 2012 campaign and cost VND **118,800,000**, was dropped this round, because of the significant decline in its readership

due to a series of technical and staffing issues. From a cost effective point of view it would seem that the decision to drop Vietnamnet was justified.

The VnExpress hit statistics in Table 5 below show that commercial website advertising remained an effective vehicle to disseminate scholarship information due to the widespread use of news websites by young, educated Vietnamese. (Tuoitreonline's hit statistics were not available.)

Table 5: VnExpress banner hit statistics 2013

	Week 1 01-07/02/2013	Week 2 08-14/02/2013	Week 3 15-21/02/2013	Week 4 01-07/03/2013	Total
Main logo – home page	4,208	Off	1,863	2,672	8,743
Promotion logo - Education subpage	52	Off	80	221	353
Total	**4,260**	**Off**	**1,943**	**2,893**	**9,096**

As there was no independent measurement of separate sources of traffic to the AAV website, it is difficult to confirm the accuracy of the figures provided by VnExpress. However, it should be noted that there was a 50% reduction in traffic from VnExpress in 2013 (9096 hits) for a similar 3 week period in 2012 (18,670 hits). Two possible reasons for this reduction were mentioned in part 4.1.3: the disruption of Tet in the ad campaign and the design of the ad.

Table 6: Readership of main websites

Websites	Page view/ month	Visits / month	Region distribution %						
			HN	HCMC	DN	HP	NT	Other	Abroad
VnExpress	1,052,544,247	**263,395,432**	33.3	42.3	4.8	2.2	2.2	2.2	12.5
Vietnamnet	119,549,180	**27,549,180**	47	42				11	
DantriOnline	598,418,019	**136,938,277**	35	50				15	
TuoitreOnline	112,377,221								
Thanhnienonline	94,116,498	**16,787,602**		84%				16%	

There is a particular problem in the 2014 round with the timing of the electronic website advertising, as Tet falls on Thursday 30 January, two days before the application round opens. The week on either side of Tet is usually a down period in Vietnam when people's minds and attention are generally focused on the Tet celebrations. During the Tet holiday period, commercial websites have skeleton staff and generally both content and readership decrease. To cope with this awkward situation there are a number of possible options both for the timing of the advertising and selection of the websites. Below are several options.

Option 1a

- Continue to place ads on the same two websites used in the 2013 round: Tuoi Tre and VnExpress. Vietnamnet is again not recommended, as it is no longer a quality and

respected website and has a limited readership. Tuoi Tre was responsible for 2% of the information sources, according to the AAV's survey and continues to be an appropriate choice. On Tuoi Tre the ads are placed on a very prominent spot (in the middle of the homepage) at a much lower cost than VnExpress and Dan Tri, and the ads do not have to share their place with two other ads (as in VnExpress and Dan Tri). Tuoi Tre also has the readership targeted by the program – generally young, university educated professionals. If only two websites are selected, VnExpress is also a better investment than Dan Tri, as VnExpress is almost twice as popular as Dan Tri, while their costs are somewhat similar.

It is proposed that ads on both websites be placed in the week of 20-26 January before Tet and in the two weeks following Tet from 10 to 23 February 2014.

Option 1b

- VnExpress and Tuoi Tre continue to be used with the campaign starting during the Tet holidays on 3 February for 3 weeks until 23 February 2014.

Option 1c

- VnExpress and Tuoi Tre continue to be used but with a later timing after Tet for three weeks in a row from 10 February to 2 March 2014.

Option 2

- With the two week Tet down period in mind, a 'blitz' approach could be adopted by using three commercial websites for two weeks after Tet starting on 10 February 2014 to catch the maximum number of on-line news readers during that period. It is proposed that the third website be Dan Tri. The total number of weeks would remain six as in Options 1a and 1b, but the costs would increase somewhat as one week's advertising by Dan Tri would in effect replace one week of the cheaper Tuoi Tre. The options are summarized in the Table 7 below.

Table 7: Commercial website advertising options

	Option 1a	Option 1b	Option 1c	Option 2
Week 1: 20-26 Jan	VnExpress, Tuoi Tre			
Week 2: 3-23 Feb		VnExpress, Tuoi Tre		
Week 3: 10 -16 Feb	VnExpress, Tuoi Tre	VnExpress, Tuoi Tre	VnExpress, Tuoi Tre	VnExpress, Tuoi Tre, Dan Tri
Week 4: 17 -23 Feb	VnExpress, Tuoi Tre	VnExpress, Tuoi Tre	VnExpress, Tuoi Tre	VnExpress, Tuoi Tre, Dan Tri
Week 5: 24 Feb – 2 Mar			VnExpress, Tuoi Tre	

Decision. Following discussions with DFAT Post on 17 December 2013 it was decided to proceed with Option 2 to provide maximum exposure over a brief period, especially given the short time promotion preparation time remaining and the timing of the Tet holidays.

- **Design of the ad**. Attention should be paid to the design of the ad. It should preferably not be a flash ad, which is considered by many Internet users to be annoying, and it

could be disabled. If it is a moving ad, it should be a gif file. It should also be attractive with both text and images and should be in Vietnamese, as the Vietnamese readers could help to share the information with potential applicants, even if they do not apply for the scholarship themselves. Also, readers and potential applicants from disadvantaged areas might have limited English and an ad in their mother tongue will more easily gain their attention. The ad should give the deadline for application (to hurry applicants up and to avoid any possible confusion) and be linked to the AAV website.

- **Google ads**. AAV plans to use Google ads. Attention should be paid to maximize the effectiveness of the ads: the age range of the audience (eg: 22 – 42 years), their locations and the search terms. Before launching the ads, AAV will carefully design the ad campaign to ensure best exposure results while also keeping the program image intact (e.g., by ensuring the ads do not appear in irrelevant searches).

- **Advertising on Facebook**. AAV should also advertise on Facebook, which is very widely used among the Vietnamese. By the end of 2012, there were already 10,669,880 people in Vietnam using Facebook, ranking 23 in the world. Facebook's audience includes 1,180,000 people who are in the age range 23 – 60 years, living in Vietnam and are university/college graduates. The ad should aim specifically at this audience.

Compared with commercial websites, social media ads should be more cost effective as they can determine the audience and charge for clicks (Google, Facebook) and likes (Facebook), as well as impressions, while commercial websites want advertisers to pay a certain amount, no matter how effective the ad is. Both Google and Facebook ad campaigns therefore could start as early as 1 February, 2014, due to their different charging mechanisms.

4.1.5   Non-commercial website advertising

The non-commercial websites of other stakeholders and news websites also published information on the scholarships. In many instances they published the Embassy media release on the application launch. The websites included 14 CGAs, VIED, Australian Embassy, studyinAustralia.gov.au, VUFO_NGO, VERN's forum, universities, Nguoi Lao Dong newspaper, megastudy.edu.vn and duhocuc.edu.vn.

4.1.6   Newspaper advertising

Newspapers remained an important source of information for applicants and according to the AAV survey overall accounted for 5.8% of information sources with ads in two newspapers, a little less than in 2012 (6.3%) with ads in three newspapers. The decrease was slight even though only two newspapers were used this round instead of three in the last round. The advertising template provided by the Australia Awards Office with the new branding was used with local text adjustments.

For the 2014 round, the awkward timing of Tet just before the application opening also has implications for the timing of the ads. The circulation of the main newspapers in Vietnam is set out in Table 8.

Table 8: Circulation of main newspapers

Seq	Newspapers	Circulation/day	Regional distribution%		
			North Vietnam	South Vietnam	Central Vietnam
1	Tuoi Tre	400,000	15	70	15
2	Thanh Niên	460,000	10	82	8
3	Lao Dong	87,000	42	28	30
4	Vietnam News	40,000	Not available	Not available	Not available

Recommendations:

- For the 2014 round it is proposed that ads be placed in Tuoi Tre, Thanh Nien and Lao Dong to maximize both newspaper coverage and a regional balance with Tuoi Tre replacing Vietnam News. Tuoi Tre and Thanh Nien, with their large circulation and influence, especially in southern Vietnam, will help the program to reach more people in the Mekong Delta region. Lao Dong, although with a much smaller circulation, is a respected newspaper and is read by many professionals in northern and central Vietnam.

- Vietnam News should be replaced by Tuoi Tre as the latter has a much greater readership and there are other ways to reach the English-speaking community: VU-NGO, mail packages to NGOs, the AAV and Australian Embassy's websites and Facebook. As for using both Tuoi Tre online and Tuoi Tre printed versions, there is probably little overlap between their readership.

- It is proposed that two ads be placed in each newspaper over the two week period after Tet from 10 to 23 February 2014 at the same time as ads in the commercial websites to enhance the blitz effect.

Decision. In consultation with DFAT Post it was decided that ads be placed in Tuoi Tre, Thanh Nien and Lao Dong as recommended. It was agreed that Vietnam News be dropped, especially as applicants from international NGOs, International agencies and Embassies, among the readership of Vietnam News, would not be eligible for the 2014 selection round.

4.1.7   Hotline and email

In the 2013 round, the AAV hotline and general email continued to be efficient means for answering applicants' queries. The hotline was open during the application period from 1 February to 31 March 2013 from 8:30 am to 16:30 Monday to Friday. During this period, the Promotion and Screening Manager (PSM) and the Scholarship Officer were responsible for answering applicants' questions. There was an overall decrease in the total enquiries compared to the 2012 round (3303 compared with 3700), indicating that clearer information was provided by the website. The break-down summary is as follows:

Table 9: Total email and phone calls during the 2013 round

	Number of enquiries
General information email	2,000 (approx.)
PSM email	113
Sub-total – Email enquiries	2,113
Hotline	600 (approx.)
PSM extension	590
Sub-total – Phone enquiries	1,190
Total Enquiries	**3,303 (approx.)**

The questions centred on:

- Profile allocation

- The difference between Masters by coursework and by research

- Who was qualified to sign academic references

- Whether the character limit meant the number of characters or words

- Whether it was required to provide evidence of all previous employment

- Whether it was required to provide a copy of the high school degree

- What courses were candidates allowed to choose

- What was CRICOS and how to find a CRICOS code

- Whether candidates had to submit IELTS if they studied in an English-speaking country

- Whether a late submission of an IELTS certificate was acceptable

- The confusion over the lack of explanation of how to obtain a new OASIS password

- The confusion over the OASIS closing date for Vietnam - 31 March and closing date on OASIS - 30 April.

Recommendations:

- The AAV website should include clear information where relevant on the above issues. The application deadline for Vietnam needs to be made more prominent in all information material including the AAV website.

4.1.8   Media coverage

AAV made enquiries whether VTV could again show the 23 minute video 'Journey of Dreams' around the application period, but was not successful. VTV2's program 'Education Story' featuring an alumnus and two awardees with disabilities was aired in late March, 2013, unfortunately too late to have an effect on applications, despite concerted efforts to have the program broadcast earlier.

On the occasion of the Family BBQ for the Australia Awards alumni held on 2 March 2013 in Ho Chi Minh City, three online newspapers: Tuoi Tre, Dan Tri and Phap Luat Vietnam covered the event and linked it to the launch of the 2013 scholarship round.

There was local TV coverage in many of the provinces visited of the meetings with PCC and/or of the information sessions.

Recommendations:

- Given the overall difficulty in obtaining 'free' print and television media coverage around the application period, the AAV should take maximum advantage of the awardees/alumni who are working in the media to obtain their assistance in promoting the scholarship program through various media vehicles.

- The AAV continue to encourage local media coverage during visits to targeted provinces.

4.1.9   Other Information sessions

As in the 2012 round, an information session was organized in Ho Chi Minh City on 1 March 2013 at Liberty Central Hotel, following a travel and visa briefing for awardees. Around 100 people attended the session, where the speaker was AAV Team Leader. There were many queries on the application requirements and procedures, indicating the value of such sessions. In the AAV sources of information survey, 34 persons said they first received information about the Australia Awards from the information session in HCMC.

In the 2013 round, no briefing session was held in Hanoi and Da Nang. The 9 respondents in the survey relating to the session in Danang may have been referring to the session held there in 2012. No general information session was held in Hanoi this round, nor the previous round. However, a special briefing session was held for applicants for the Party's 365 scholarship program, who were undertaking 6 months English Language training at Do Son (Haiphong) conducted by the British Council. Some 100 persons attended this briefing. The 52 applicants mentioning the Hanoi information session could have been referring to Do Son session and to the sessions held at the National Economics University and the University of Civil Engineering.

4.2   Perennial Publicity Phase

4.2.1 Alumni events and awardee briefings

AAV staff strived to promote the scholarship program at alumni events and called upon alumni to disseminate information about the scholarships among their colleagues and through the media as appropriate. An example was the success story of Dao Thi Hang (University of Adelaide), who introduced herself as the alumnus of the former ALA program, on VnExpress (25 June 2013), and received much public attention.

AAV staff also promoted the scholarship program via the various briefings to awardees, to encourage awardees to spread the information through word of mouth to potential applicants.

4.2.2 Social media

The AAV's Facebook fan page keeps growing in popularity, and as of 18 December 2013 had 5,083 "likes", compared with 2,251 in 2012. Its regular updates receive from 600 to

8,000 hits each. Over 80% of the readers are of the age range 18 – 34, based mainly in big cities such as Hanoi, Ho Chi Minh City, Can Tho and Danang.

Planned improvements:

- AAV has started to make Facebook a more active dialogue channel with applicants, awardees, alumni and the public. Answers and questions concerning the program are being placed here, along with articles, photos and links that relate to the program and interest the public. The announcement about the change in IELTS certificate requirements for profile 2 applicants received a quick response.

- As for YouTube, to engage a wide audience, AAV will continue to place all relevant videos on the AAV website and YouTube and seek to obtain additional suitable videos from alumni relating to their work and from awardees referring to their study experience in Australia.

4.2.3 Public diplomacy

In this round, staff members from the HRD Section of the Embassy continued to join the AAV team for the visits to targeted provinces, thus providing visible official backing to the scholarship program. The opportunity was also taken by other Embassy staff, including the Ambassador, to promote the scholarships during their visits and program contacts.

4.2.4 Newsletter

Drawing lessons from other Australia Awards programs, consideration is being given to launching a newsletter as a means of maintaining regular contact with awardees, alumni, CGA coordinators and key contacts in targeted provinces and provincial/regional universities. Its format will be simple and concise with newsworthy stories that could be written by AAV staff and outside contributors, such as awardees and alumni. However given a number of other higher priorities, it is likely that newsletter cannot be launched until the beginning of the 2014/2015 financial year.

4.2.5 VTV's Education Story

VTV2's fifteen-minute Education Story program focused on awardees with disabilities and was aired in late March 2013. Alumnus Cao Nguyen and awardees Tu An and Tran Van Tinh shared their stories and how the scholarships helped them to reach new goals in their careers and lives. The AAV Team Leader also introduced AusAID's new policies for creating equal access to the Australia Awards program for applicants with disabilities. The video was subtitled in English and was sent to local and international organizations dealing with disability.

4.2.6 Vietnam National Alumni Conference

Early in 2013, planning commenced for the organization of the Vietnam National Alumni Conference which was held in Hanoi on 14-15 December 2013. The timing of the conference affected to some extent the broader promotion activities for the 2014 round, since AAV staffing was significantly involved in the organization of the conference. Embassy media officers and the AAV Promotion and Screening Manager worked closely to maximize media coverage of the event. A photographer and video cameramen were hired for photographic and video coverage of the event. This material can be used by the Embassy and AAV as required for promotion activities.

Invitations were sent to selected media ten days before the event, with relevant presentation abstracts attached indicating clearly the specialization areas of the Australia and Vietnamese speakers. A media release was disseminated widely two days before the conference.

Over a three day period a series of media interviews were held with the Charge d'Affaires, six of the seven Australia speakers and with three Vietnamese speakers. Nine television interviews are known to have been aired on various channels and a number of others are expected to be aired later as part of larger programs on television and radio. At least 14 reports on the conference appeared on news websites in English or Vietnamese. Reports appeared or will appear in several newspapers/magazines.

(More information about the alumni conference can be found in Section 4 of Annex 5 - Reintegration Strategy and Alumni Support)

4.3   Targeted Promotion Strategy

4.3.1 Information package mail-outs to targeted institutions

The mailing lists used in 2012 round were updated and modified as necessary for 2013. Information packages containing the promotion materials were mailed to:

- 63 Provincial People's Committees

- 26 coordinators and heads of personnel/ training departments of CGAs

- 248 university rectors and heads of international cooperation departments

- 181 college rectors and heads of international cooperation/training departments

- 202 NGOs

- 77 research institutes.

For general information purposes, mail-outs were also sent to 116 newspapers/magazines and 45 major companies.

It is not possible to assess the effectiveness of such mail-outs, but it is likely that they contributed in some degree to the spread of applications received from provinces and universities/colleges across the country. One source of information in the AAV survey – poster, brochure and office notice board – probably refers in part to the mail-out package with a 4.5% response rate. Generally, from an awareness raising and cost effective point of view, it is suggested that target mail-outs are worth doing.

Recommendations:

- Ideally the mail-out packages should be sent a month before the application begins taking into account possible delays in passing the information and avoiding the disruption of Tet. However this timing will be impossible this round given the short promotion preparation time from 17 December for redrafting and printing promotion material. An appropriate time would be in the week of 10 February after the Tet holiday period.

- In view of the changes in eligibility criteria for a number of groups mail-outs for the following agencies be discontinued for the 2014 round: international NGOs, international agencies, Embassies and major companies.

4.3.2 Promotion visits to targeted provinces and universities

Visits to targeted, disadvantaged provinces aim to promote the scholarships among local government staff and, in particular, to encourage disadvantaged rural applicants working in both local government and non-government agencies to submit applications. Disadvantaged rural applicants include ethnic minorities, who fulfil the definition of disadvantaged rural applicants, and those who are not ethnic minorities. The expanded number of poor provinces visited this round contributed to some extent to an almost doubling in the total number of disadvantaged applicants from rural areas, increasing from 44 last round to 83 this round. The biggest increase came from non-ethnic minority rural disadvantaged, whose numbers jumped from 25 last round to 60 this round, thus reversing the sharp drop in numbers that occurred in the 2012 round.

In general, the provincial promotion visits were successful in making local authorities aware of the scholarships, and opportunities were provided to hold public information sessions in most provinces. However, the level of success varied from province to province, depending on the degree of support from the PPC leadership and their availability for meetings, on the organizational capacity and enthusiasm of PPC staff, and on the attention paid by the PPCs to provincial HRD needs and planning.

In the 2013 round, visit schedules were adjusted significantly in an effort to cover more disadvantaged provinces. Two additional disadvantaged regions, the north-east (4 provinces) and north central coast (5 provinces) were added to the schedule. To allow time for these additional visits, the 4 provinces in the north-west visited in previous years were not covered this round, although a new province (Hoa Binh) close to Hanoi was visited. Changes were made to the schedule in the Mekong Delta with two provinces having good scholarship application results (An Giang and Kien Giang) replaced by two new provinces (Ben Tre and Hau Giang). The three Central Highlands provinces were once again included in the schedule of visits.

All provinces are required to develop a 5-year HRD plan (2011-2015). As the Department of Home Affairs (DOHA) and Department of Education and Training (DOET), but particularly DOHA, are the local agencies responsible for these HRD plans, it is desirable that AAV work with these agencies where possible in the context of the opportunities provided by the scholarship program. On most visits, DOET was assigned to arrange the local AAV visits, as MOET is the program's national partner, and thus the opportunity to work with DOHA on most occasions was limited to their presence at PCC meetings or information sessions. The meetings with PPCs showed that the provinces in the Mekong Delta and north central Vietnam seemed to be better attuned to the benefits of the scholarships for their HRD plans than the other regions.

It is difficult to make generalizations about the effectiveness of provincial visits, as the results vary from year to year. In some provinces, there were meetings with PPCs but no information sessions held, or vice versa. However, in the north central coastal region there seems to be a clear correlation between the five provinces visited for the first time this round and the much improved results, shown by the 145% increase in the overall number of applications and 133% increase in the number of awards.

In the four north-east provinces visited for the first time, there also seems to be a correlation between the visits and a tripling in the number of applications, although the increase by one in awards from 3 to 4 is barely significant. On the other hand, there appears to be a reverse correlation in respect of the north-west provinces, where only one province was visited (and this for the first time) and there was a one third reduction in the number of applications. It is

also noteworthy that the three provinces visited again in the Central Highlands had virtually the same results as in the previous round.

There are a number of other provinces where, although the number of applications is reasonably high, the results in terms of awards are consistently poor, despite visits over the last three rounds. These include Soc Trang, Ca Mau and Bac Lieu in the Mekong Delta. Tra Vinh would have been similarly classified but managed to turn up 4 awards this round after a three-year drought.

In the central highlands, Dak Nong can be included in the above category, although it should be noted that this relatively new province does not have any tertiary institutions; and in the northwest remote Lai Chau has had few applications and only one award to date. The poor results suggest these provinces have a limited pool of applicants that can meet the competitive scholarship standards, although this can change as younger (and often better educated) recruits are drawn into these provinces' bureaucracy or education institutions (as shown by Tra Vinh).

Son La, Lao Cai and Kien Giang, which did reasonably well in the past (Lao Cai and Kien Giang had 5 awards each in the 2011 round), had poor results this round. Visits did not take place to these three provinces this round.

Experience over the past four rounds indicates that it is imperative to meet with PPC leadership so as to gain their support, especially in recruiting local government applicants. However, as only a single visit could be made to the new provinces in the 2013 round, it was not always possible to either meet with the PPCs (in particular a Vice-Chairperson) or to hold information session.

Actions taken:

- The 2013 round results of individual applicants from all targeted provinces and universities, (listing those who applied, those who were not eligible and the reasons, those interviewed but not successful and those offered awards) was sent by both letter and by email in August to the relevant PPCs and university leadership together with notification of the 2014 round.

The short preparation time for organizing provincial visits from 17 December 2013 means that visits originally planned to start in October will have to be considerably curtailed. The revised recommendations are as follows;

Recommendations:

- First priority should be given to provinces visited for the first time in 2013 in the northeast and the north central, particularly those where it was not possible to meet the PPCs (Tuyen Quang, Nghe An and Ha Tinh) or hold information sessions (Cao Bang).

- Given the decline in applications in the north-west provinces in the 2013 round, the second priority should be given to this region. With the small window available for visits, preference be given to Hoa Binh, as it was visited for the first time last year and Son La so that the disadvantaged Tay Bac University in Son La can also be covered. MOET sources reported that a new, outward looking leadership at Tay Bac University has assumed office.

- There is no time to undertake visits to the eight previously targeted provinces in the Mekong Delta. In this context the very poor results (no awards) in the 2012 and 2013 rounds from the large ethnic Khmer community concentrated in four of these provinces

(An Giang, Kien Giang, Tra Vinh and Soc Trang) is noted. Also there can be no follow up to Ben Tre which was visited for the first time last round.

- It had previously been recommended that the Central Highlands could be dropped for the 2014 round after four years of successive visits to three provinces there and the consistently good results from two provinces (especially applicants from Tay Nguyen University in Dak Lak and the Kon Tum branch of Danang University).

- Apart from Tay Bac university mentioned above, a follow-up visit should be made to Vinh University, where before last round's visit there seemed to be little knowledge of the scholarship program. A visit should be also be made to the large provincial Hong Duc University in Thanh Hoa, which reportedly aims to become a regional university. As in past rounds, a day long visit to Thai Nguyen University with its very large concentration of ethnic minority students should also take place.

Table 10: Revised visit program of targeted provinces and universities

Regions	Provinces	Universities
North-east	Cao Bang, Bac Kan, Ha Giang, Tuyen Quang	Thai Nguyen University in Thai Nguyen province
North Central Coast	Thanh Hoa, Nghe An, Ha Tinh, Quang Binh, Quang Tri	Vinh University in Nghe An, Hong Duc University in Thanh Hoa
North-west	Hoa Binh, Son La	Tay Bac University in Son La

Decision. At the meeting with DFAT Post it was decided to accept the revised visit program in table 9.

As in previous rounds, contacts will be made where possible with alumni residing in these provinces or working at the universities with a view to briefing them on the scholarship program and requesting them to speak of their experiences at information sessions.

Under the revised visits program it is planned to commence the visits on 6 January 2014 and after Tet from 10 February 2014.

For targeted provinces not visited for the 2014 round, contacts will be made by telephone, email and by information packages sent by post.

4.3.3 Targeting Disability

The most striking feature of the 2013 round was the very large jump in the number of applicants with disabilities, increasing 8 times from 2 in both the 2012 and 2011 rounds to 16 this round. Eight were offered awards, including two who have been given places in the Australia Awards Leadership Program. There was also as significant increase in applications and a doubling of awards (from 6 to 12) to persons working on disability issues over the last round.

The increases largely reflect the intensive round of consultations by the MC's Gender and Social Inclusion Adviser and AAV staff in February 2013 with Disabled Persons Organizations (DPOs), local and international NGOs and agencies working on disability

issues and MOLISA. The establishment of the Equity of Access Fund with particular relevance to providing persons with disabilities equal access to the scholarship program will be a useful tool for further promoting scholarships among the disabled community.

Actions taken:

- The DVD on the 15 minute VTV program 'Education Story' featuring an alumnus and two awardees with disability was to all disability-related organization, including provincial DPOs. The website article on the PhD awardee with disability, Vo Thi Hoang Yen, and a report on the awardees with disability in the 2013 round was sent separately to the same list of organizations. They were also asked to publicize the article and report through their own communication channels.

- The AAV Gender, Disability and Social Inclusion Adviser undertook a round of promotional visits in December 2013 and January 2014 with MOLISA and its associated the Social Affairs University, DPOs and local NGOs dealing with disability.

Recommendations:

- The Equity of Access Fund will be publicized on the AAV website and feature in scholarship information material. Information about the Fund will be sent to all organizations working in the disability sector.

- Personal contacts where possible will be maintained with key disability organizations that were consulted in February 2013.

- Special information sessions arranged by Disabled Persons Organizations will be held where appropriate for potential applicants from those organizations.

Other recommended activities are set out in the 2013-2014 Annual Plan.

4.3.4 Targeting Gender Studies

There was a noticeable improvement in the cross-cutting theme of Gender Equality with 28 applications and 8 awards compared to 18 applications and one award in the 2012 round. This increase may to some extent have been the result of engaging more organizations through mailing them promotional materials.

Actions taken:

- An email was sent to the AAV list of organizations dealing with gender issues informing them of the 8 awards offered in the 2013 round for applicants to undertake gender studies, pointing out that it is a priority field of study for the Australia Awards and encouraging them to promote the 2014 round of scholarships among their staff and colleagues.

- The AAV Gender, Disability and Social Inclusion Adviser undertook a round of promotional visits in December 2013 and January 2014 with institutes and university faculties dealing with gender issues.

Recommendations:

- Personally liaise, where possible, with the leadership of key organizations working on gender equality issues.

4.3.5 Targeted CGA promotion for Profile 2

The 2013 round saw a continued shortfall in Profile 2 applications with 12 applications (compared to 105 in the last round) and only 67 conditional awards against the 40% target of 94, despite the more intensive engagement undertaken by AAV with CGAs. Applications were received from the staff of 22 of the 30 nominated CGAs. The results of the 16 new CGAs remained poor as four declined to formally participate this round: the Ministry of Culture, Sports and Tourism (MCST), the Ministry of Home Affairs (MOHA), the Government Inspectorate (GI) and the Central Committee for Ethnic Minority Affairs (CEMA) while only 18 applications were received (and 10 awards offered) from the new CGAs.

There appear to be three main reasons for the continued shortfall in meeting the Profile 2 target: (i) the introduction of the on-line application system whereby CGAs no longer need to be pro-active in nominating applicants; (ii) the redefinition of the type of CGA applicants, in particular the reallocation of applicants from research institutes linked to CGAs to Profile 3; and (iii) the change in policy not to accept PhD applications in Profile 2.

AAV's intensive engagement with the CGAs in the 2013 round continued in the following principal forms: (i) individual meetings held with 26 participating CGAs to report on the 2012 results and discussion of their participation in the 2013 round; (ii) collective briefing sessions for CGA coordinators to advise them of the 2013 round selection criteria and requirements; (iii) the promotion of internal CGA information sessions with the participation of the AAV HRD Manager and iv) contacting individual Profile 2 applicants with potential who failed the previous round.

A promotion package was sent prior to the opening of the application round to the CGA coordinators who were requested to disseminate the information throughout their agencies. Fourteen CGAs placed scholarship information on their websites, which was similar to the last round. However, very limited internal promotion activity was undertaken by most of the new CGAs, as they claimed that they did not have sufficient numbers of applicants to justify extensive promotion.

Of the 26 participating CGAs, 9 agencies conducted internal workshops, all of which were attended by the AAV HRD Manager. As VNA and MOJ only had 2 and 4 prospective applicants respectively, the AAV HRD manager conducted two briefing sessions for them at AAV office. The other 15 agencies did not hold workshops due to: limited potential applicants available and the coordinator's tight work schedule. It is noteworthy that only 3 new CGAs held workshops.

Decision. As the number of awards offered to CGAs under Profile 2 has consistently fallen short of the 40% target, a paper on the issue was discussed at the PCC meeting on 20 August 2013. As a result, the PCC agreed to remove the requirement for an IELTS certificate submission on application for Profile 2. It was also agreed that the Profile 2 target be reduced from 40% to 30% of the total number of awards offered and that the 10% be reallocated equally to Profiles 1 and 3 increasing the target of each Profile to 35%. This reallocation would be for internal use only and not be made public.

Actions taken:

- All CGA coordinators were informed in early September 2013 by email of the change in IELTS certificate submission policy. An announcement on the change designed for uploading on CGA websites was also sent by AAV to all CGA coordinators.

- CGA coordinators were requested in early September to update their HRD training plans and to send them to the AAV Office by mid-October 2013. However, most CGAs indicated that their training plans remained valid for period 2010-2015

- Individual meetings were held by the HRD Manager with 26 CGAs during November and early December 2013 in preparation for the 2014 round. Out of 30 CGAs three agencies, MCST, GI and CEMA advised that they would continue not to participate in the scholarship program in 2014, primarily due to lack of staff who could meet the scholarship selection criteria, especially the English requirement. A meeting could not be arranged with

- Ministry of Science & Technology (MOST), which has barely participated in the last three years.

- All unsuccessful Profile 2 applications have being examined to encourage those with potential to re-apply in the 2014 round. Those with potential have been contacted individually to discuss their previous applications.

Recommendations:

- Intensive engagement with the CGAs will continue. In addition to actions taken above, (i) a collective briefing session with all CGA coordinators will take place in mid-January and (ii) strong encouragement will be given to the CGAs to hold internal information sessions with the participation of the HRD Manager.

- Two additional activities are proposed:

    1. SBV with a continuing large number of good quality applications will be invited to share their experiences with other CGAs on their practices relating to the scholarship program. This will occur at the collective briefing of the CGA coordinators.

    2. CGAs are being encouraged to be more pro-active in supporting scholarship applicants in line with their HRD training plans and to understand the inter-relationship between the application process and reintegration into their work place.

5.   Promotions expenditure

Rate: 18,801.86 VND = 1 AUD; 21,075 = 1 USD

Item / Details	FY 2011-2012 Expenditure (AUD)	FY 2012-2013 Expenditure (AUD)	FY 2013-2014 Budget (AUD)
Perennial Publicity			
Upgrade website (including search engine optimization)			3500
Use existing VTV programs			300
Applications Publicity			
Website ad: Vietnam Net	5,032		
Website ad: Dantri Online			3,617
Website ad: Tuoitre online	1,864	1,920	1,233

Item / Details	FY 2011-2012 Expenditure (AUD)	FY 2012-2013 Expenditure (AUD)	FY 2013-2014 Budget (AUD)
Website ad: VNExpress	4,843	5,060	4,308
Website ad: Google Advertising			2,000
Social media: Facebook			1,000
Newspaper ad: Lao Dong	615	560	926
Newspaper ad: Vietnam News	387	360	
Newspaper ad: Tuoi Tre			841
Newspaper ad: Thanh nien	634	585	658
Printed material	2,005	1,760	1,936
Mail-outs	926	1,020	1,200
Provincial visits	15,267	12,140	10,054
Other Information Sessions	1,076	70	100
Workshop for CGAs	98	100	120
Total	**32,747**	**23,575**	**31,793**

Note: These costs do not include VAT.

The overall promotions activity achieved better cost efficiency compared to the previous year. Based on the figures above, the Program spent AUD18.86 to attract one application compared to AUD 26.60/per application spent in the previous year.

In terms of the quality of promotional activities, the cost per eligible application (cost effectiveness) provide basis for comparing this round and the previous. In 2013, the cost to get one eligible application was AUD25.19 compared to AUD 38.39 in 2012.

Annex 2. Selection Report 2013

1.   Introduction

The application and selection process for the 2013 round represented a further consolidation of the processes in the previous rounds. The most noteworthy developments this round were: i) the change of name of the scholarship from Australian Development Scholarship to Australia Awards Scholarship; ii) the full integration of the ALAS into the AAS by its transformation into an additional leadership training component of the AAS (Leadership Training awards); and iii) the unified branding from Canberra for the AAS.

The screening and selection process in the 2013 round followed that of the 2012 round: eligibility screening, assessment of written applications, and interviews of all shortlisted candidates. The interview panels were similarly constituted to the last round: the panels were chaired by expatriate consultants and comprised a representative from the HRD section of the Embassy and an alumnus (the alumnus was replaced by the AAV Deputy Team Leader for one of the two Profile 1 panels). The expatriate chairpersons, the alumni and most Embassy staff were the same persons as in the previous two rounds thus providing continuity and experience in selection.

There were again two meetings of the Joint Selection Committee (JSC), the first meeting to decide short-listed candidates and the second meeting to approve conditional awards following recommendations by the interview panels.

The results show that the program had a very completive pool for the 2014 intake4 and received significantly less ineligible applications than for the previous round.5 Importantly, the number of applications from people with disability increasing eight fold and 8 of these applicants received conditional awards.

The only significant issue to arise was the very compressed time scheduled for the screening and assessment of the 1,250 applications during the six weeks from the close of applications on 31 March 2013 to the first JSC meeting on 14 May 2013. This resulted in considerable challenges for the MC and Embassy staff in making timely recommendations for the JSC 1 meeting.

The scheduling difficulties arose out the need to balance the time between key dates/phases in selection and placement process: i) screening and assessment; ii) IELTS testing for Profile 1 short-listed candidates; iii) university information day; iv) Leadership Awards deadline for Canberra (9 August), the deadline (23 August) for awardee placement for semester 1 commencement and placement of relevant awardee in pre-departure English training. For the 2014 round an additional nine days will be added to the screening and assessment period up to JSC 1 with commensurate less time for the placement phase.

An on-going issue is the difficulties being faced in studying English by some disadvantaged conditional awardees, who initially have very low IELTS levels (4.5 or 4.0) at entry to the English language training course and/or are struggling to meet the IELTS requirements of their preferred courses at Australian universities. One question is whether disadvantaged

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4 A comparative analysis of a sample of other Australia Awards programs suggests that Australia Awards Vietnam had one of the most competitive applicant pools for the 2014 intake.
5 That the program is experiencing a downward trend in the percentage of ineligible applicants suggests that the program's overall efficiency is increasing.

candidate who gained less than the 4.0 in the IELTS selection test should be interviewed and given conditional awards (see section 5.4 Short-listing by IELTS for an analysis of two cases which occurred in 2013).. A broader issue is the desirability of a strategy to assist disadvantaged awardees, even with 4.5 or above, who are struggling to achieve the IELTs scores necessary to gain university entry in Australia (see Section 5.4).

2. Scholarship Numbers and Profiles

2.1 Overall scholarship target

The AAS target for the 2013 round was 235 scholarships, down from the 'up to' 250 in the previous rounds. This consisted of 225 ADS scholarships (as designated in the AAV Head Contract) plus 10 possible leadership training awards selected on an internationally competitive basis. (Ten leadership training awards were nominally allocated to Vietnam after the total number of awards offered internationally was halved to 100 in the 2013 round.) In 2013, the system of reserve awardees was introduced against the contracted target of 225 whereby approved reserve awardees were automatically transferred to the final list of awardees as vacancies occurred.

2.2 Profiles

With the reduction of the target number of scholarships to 235 the following targets were allocated to the three Profiles on the same percentage basis as in previous years.

- Profile 1 (Local Government Officials and Development Workers)
  Target 30% of 235 = 70.5 awards

- Profile 2 (Central Government Officials)
  Target 40% of 235 = 94 awards

- Profile 3 (Tertiary Lecturers including TESOL and Researchers)
  Target 30% of 235 = 70.5 awards

2.3 PhD scholarship target

As in previous years, the indicative allocation of scholarships for PhD studies was 20%, i.e. (47 awards).

3. Application Requirements and Criteria

3.1 Application requirements and data

The Profile requirements for applicants remained the same as last year as set out in the following matrix, although there were two changes in requirements for disadvantaged applicants (see below).

Profile 1	Profile 2	Profile 3
Civil and Public Servants working with People's Councils and People's Committees at provincial, district and commune levels	**Central Government Officials** working on administration, management, policy and training issues from 30	**Tertiary Lecturers** at academies, universities and colleges **Tertiary English Language Lecturers**

Profile 1	Profile 2	Profile 3
Development Practitioners working on rural development or on development issues relevant to the priorities of the Vietnam – Australia development cooperation strategy	designated CGAs	**Researchers** at universities, research centres and research institutes
GPA requirement: 6.5	GPA requirement: 7.0	GPA requirement: 7.0
No IELTS requirement on application IELTS selection test result 4.5 minimum	IELTS 4.5 on application	IELTS 5.5 for all PhD, and TESOL applicants IELTS 4.5 for other Masters applicants
Two years' work experience	Two years' continuous work experience with the same employer	Two years' work experience
Letter from current or previous employer	Letter from current employer	Letter from current employer

3.2 Disadvantaged applicants

There were two changes in requirements and conditions for disadvantaged applicants (persons with disability and disadvantaged rural applicants) making it easier for them to apply.

Minimum GPA

The minimum GPA for disadvantaged applicants was reduced to 6.0 reversing the increase to 6.5 made in 2012.

IELTS

Disadvantaged applicants across the three Profiles, not just Profile 1 as previously, were not required to submit an IELTS certificates at application, but had to meet the IELTS requirements of their Profile/study category at the IELTS selection test, if short-listed.

4. Selection Results Summary

The high level of applications received (1,250) allowed the overall target of 235 awards to be achieved.

Table 1. Applications and Conditional Awards by Profile

	Total Applications				Total Conditional Awardees				P. 3 Res.
	P. 1	P. 2	P. 3	Total	P. 1	P. 2	P. 3	Total	P. 3
No.	502	113	635	1250	73	67	95	235	15
%	40%	9%	51%	100%	31%	29%	40%	100%	

The key summary results of the 2013 round and comparison with 2012 and, where relevant, with 2011 are as follows:

- A total of 1,250 applications in 2013 compared to 1,231 in 2012 and 985 in 2011.

- A total of 235 awards plus 15 awards in reserve against an annual target of 235 (compared to 253 awards plus 22 in reserve totalling 275 awards in 2012 against a target of up to 250 in 2012).

- Of the total 235 awards approved, 9 Leadership Awards were approved by Canberra, the second highest after Indonesia with 10 awards.

- The percentage of ineligible applications decreased significantly to 25% from 31% in 2012 and 35% in 2011, indicating somewhat better targeting and more assiduous follow-up during screening to obtain missing documents.

- The number of applications and awards in Profile 2 increased over the last round from 105 to 113 and from 59 to 67 respectively, although still far short of the 40% target of 94 awards.

- There was a very slight increase in the number of applications in Profile 1 from 499 to 502. Awards numbered 73 compared to 82 in 2012.

- Over half the applicants (635) were in Profile 3 indicating the continuing pressure for academics to upgrade their degrees. Profile 3 recorded the highest number of awards (95), representing 40% of total awards compared to the 30% target.

- The increase in PhD applications (298) in Profile 3, continued this round up from 246 in 2012 and 218 in 2011; 47 applicants were offered conditional PhD awards meeting the 20% target and another 6 placed on reserve list.

- Female applicants continue to outnumber males (F 61%; M 39%) at a similar ratio to the last round (F 60%; M 40%). Nonetheless, there was an improvement in the gender balance at the awardee stage (F 56%: M44%), similar to the 2012 round (F 55%; M 45%).

- Female applicants outnumber male applicants across all three Profiles and categories including local government officials and ethnic minority applicants. However, at the award stage the number of ethnic minority awards was equal at 5 each for men and women and, in local government, the ratio was reversed and male awardees outnumbered female awardees.

- More women (55%) applied than men (45%) for PhD scholarships, but this percentage was reversed at award stage when men were offered more awards than women (60% and 40% respectively).

- There was a good spread of awards across priority themes of study with the six themes in order of popularity being: economic growth (19%), governance (15%), rural development (13%) environment (12%), education (10%), and health/HIV AIDS/pandemics (9%). These percentages are roughly similar to last round, although health/HIV/AIDS dropped 4% from 13%in 2012.

- There was broad geographical representation across Vietnam with applications received from 57 of Vietnam's 63 provinces/cities, although 3 less than last year; conditional awards were offered to applicants from 32 provinces/cities.

- Hanoi's predominance in applications was similar this year (44.2%) to 2012 (43.5%) and in awards offered (57%) slightly down from 2012 (58%).

- HCMC received a slightly smaller percentage of awards this year (7.2%) compared to 8% in 2012 and 11% in 2011.

- There was a very large jump in the number of applicants with disability applicants, increasing eight fold from 2 in both 2012 and 2011 rounds to 16 this round. Eight Persons with disability received conditional awards compared to 2 awards in each of the two previous rounds.

- This round, there was almost a doubling from 44 to 83 disadvantaged rural applicants over the 2012 round (23 ethnic minorities and 60 non-ethnic minority applicants). The number of awards doubled correspondingly from 13 to 25 (8 ethnic minorities and 17 non-ethnic minorities).

- The gradual decline in the number of applications from ethnic minorities in the previous three rounds was reversed this round with 49 applications compared to 44 last round. This increase in applications was not mirrored in awardee numbers which decreased slightly from 11 to 10.

- There was a slightly wider representation of applications from universities and colleges across the country increasing to 156 from 154 in 2012 (135 in 2011; and 109 in 2010) including 48 from provincial universities and colleges. Conditional awards were offered to applicants from 44 universities/colleges, including 14 provincial universities/colleges, one less than the previous round.

5. Outcomes

5.1 Applications and award allocations

The 1,250 applications was very close to the 1,231 received in the 2012 round and also close to the combined total of 1,279 ADS and ALAS applications in 2010. These three figures suggest that this could be the "normal' level for applications for the three Profiles, as they are currently constituted. The lower number of 985 received in 2011 was probably affected by the rapid introduction of the online system and the significant modification to the PPI program in that round.

While there were sufficient applications in Profiles 1 and 3 to allow a very competitive selection of awards, difficulties were again encountered in meeting the 40% target allocated to Profile 2. Although there was an increase in applications and awards over the previous round, there remained a shortfall of 27 awards against the notional Profile 2 target of 94. This shortfall in awards was reallocated by the JSC to Profiles 1 and 3 with the bulk going to Profile 3 due to the number of high quality applicants, thus bringing the total Profile 3 awards to 95 (25 over the target).

For an analysis of Profile 2 applications and awards and the measures agreed to by the PCC in relation to Profile 2 for the 2014 round, see Section 7.12. *Applications in Profile 2 by CGAs*.

5.2 Eligible/Ineligible Applications

A feature of the 2013 round was the continuing decline in the number of ineligible applications, down to 25% from 30.7% in 2012 and 35% in 2011. As in 2012, the highest

rate of ineligibility was in Profile 1 (30%) and the lowest in Profile 2 (12%), but this latter percentage was a considerable drop from the 21% ineligible Profile 2 applicants in 2012. The recent Ineligibility Study conducted by Coffey's Scholarship Effectiveness Group suggests that these figures put Australia Awards Vietnam as having among the lowest ineligibility rates among similar countries in the study.6 This decrease indicates a clearer understanding of the application criteria by Profile 2 applicants (particularly staff of the 16 new CGAs), probably stemming from more intensive engagement by the HRD Manager with these agencies.

Table 2. Eligible/Ineligible Applications by Profile

Eligibility	P1	%	P2	%	P3	%	Total	%
Ineligible	152	30%	14	12%	148	23%	314	25%
Eligible	350	70%	99	88%	487	77%	936	75%
Total	**502**	**100%**	**113**	**100%**	**635**	**100%**	**1250**	**100%**

5.3   Reasons for Ineligibility

The four most common reasons for ineligibility were: (i) incomplete applications (23%), down from 28% last round, (ii) not meeting work experience requirements (18%), significantly reduced from 32% last round; (iii) does not meet IELTS requirements (15%), and (iv) level of study not appropriate (12%). There was a decrease from last round in not meeting minimum GPA requirements from 10% to 7%. Only 5% were deemed ineligible for not belonging to any of the three Profiles.

Table 3. Reasons for Ineligibility

Reason	Reason 1	Reason 2	Reason 3	Total	%
Presented incomplete application – Documents missing	34	60	16	110	23%
Has not met required length of work experience	67	21		88	18%
Does not meet IELTS requirements	59	11	1	71	15%
Level of Study is not appropriate	50	4	2	56	12%
No evidence of contact with potential supervisors for Research applicants	7	21	7	35	7%
No research proposal submitted for Research applicants	22	12		34	7%
Does not meet minimum GPA requirement	25	7		32	7%

6 The study acknowledges that drawing conclusions by comparing eligibility rates across countries is challenged due to the large differences in both country program management and the social dynamics of each country (2013 SEG Draft Eligibility Study).

Reason	Reason 1	Reason 2	Reason 3	Total	%
Does not belong to one of three profile	25	1		26	5%
Supporting documents not properly certified - Documents not certified.	7	5		12	2%
Degree is informal	9			9	2%
Proposed area of study is not available under AAS	6	1	1	8	2%
Does not meet the citizenship and residency criteria	2	1		3	1%
Does not meet the required number of years after returning to Vietnam	1			1	0%
Total	**314**	**144**	**27**	**485**	**100%**

5.4   Short-listing by IELTS

As applicants in Profiles 2 and 3 were required to submit valid IELTS (or TOEFL equivalent) certificates to meet minimum IELTS requirements on application, only applicants in Profile 1 were required to sit an IELTS selection test after being short-listed by JSC 1. Of the 153 Profile 1 candidates short-listed, 79 applicants had already submitted valid certificates (71 in 2012), thus 72 candidates sat for the IELTS on 25 May 2013; 2 persons with disability shortlisted who are technically blind sat a special test on 24 August 2013. The IELTS results are set out in the table below.

Table 4. IELTS Results - Profile 1

ELT Group	Overall Score	Valid IELTS	Test on 25 May 2013	Test on 24 Aug 2013*	Total
6.5 and above with no band < 6	8	4		1	5
	7.5	1			1
	7	10	5		15
	6.5	9	3		12
	Sub-Total	24	8	1	33
6.0 and above with no band < 5.5	7	1	1	1	3
	6.5	2	3		5
	6	13	3		16
	Sub-Total	16	7	1	24

ELT Group	Overall Score	Valid IELTS	Test on 25 May 2013	Test on 24 Aug 2013*	Total
4.5 and above with no sub band < 3.5	6.5	1	1		2
	6	5	5		10
	5.5	20	13		33
	5	9	19		28
	4.5	4	10		14
	Sub-Total	39	48	0	87
Meet IELTS requirement		**79**	**63**	**2**	**144**
Disadvantaged applicants 4.0 and below for interview	4		3		3
	3.5		1		1
	Sub-Total		4		4
Profile 1 called for interview		**79**	**67**	**2**	**148**
4.0 and below, made ineligible	4		4		4
	3.5		1		1
	Sub-Total		**5**		**5**
Total		**79**	**72**	**2**	**153**

*Two technically blind awardees

It is noteworthy that the percentage of Profile 1 applicants who submitted valid IELTS certificates at application increased this round (52%) over the 43% in 2012. This suggests that English language levels of applicants are improving.

Moreover, the overall IELTS scores of Profile 1 short-listed candidates this round also indicate an improvement in English competency over previous rounds. In particular, the percentage (5.2%) of those who failed to meet the 4.5 minimum score at the selection test decreased sharply from the previous two rounds (18% and 12.5% respectively). At the high end of the scores, the percentage (37.2%) of Profile 1 who obtained 6.0 and above with no sub-band below 5.5 also increased from the previous rounds (26.6% and 25% respectively).

Following the IELTS test, a total of 148 Profile 1 candidates qualified for an interview. This number included 4 candidates who obtained 4.0 and below, but were approved for interview by the Embassy as they were disadvantaged, and two technically blind candidates who sat the special IELTS selection test 3 months later.

Two of the above four candidates with 4.0 IELTS subsequently received conditional awards. One is progressing satisfactorily in the RMIT English language course; the other is having considerable difficulties as he failed the RMIT level 3 course and has had to repeat

the course. Both awardees took RMIT placement tests so that they could be allocated to the appropriate course level. It is noteworthy that the latter awardee was allocated to Level 2, the lowest RMIT course, while the other, more successful awardee was allocated to Level 3.

A lesson here might be that conditional awardees with 4.0 IELTS should at a minimum pass the requirements for entry into the RMIT Level 3 course. If they fail to do so then their scholarship should be withdrawn. This matter should be considered further with RMIT and Post. Another dimension to allowing those with overall 4.0 to continue with the selection process is to look at their sub-band scores. Reading sub-band score is said by an IELTS expert to be a good indicator of potential overall competence in English language with the required training. It should be noted that the awardee allocated to Level 2 had a reading score of 3.5 while the awardee doing well in is English studies had a reading score of 4.5.

5.5   Application results by level of study

A total of 914 Masters and 329 PhD applications were received with the number of PhD applications increasing from 276 in 2012 and 218 in 2011. As in the last two rounds, PhD applications (298) were permitted only for Profile 3 thus 31 applications received in Profile were made ineligible. Forty-seven PhD awards were offered to meet the 20% target and another 6 placed on reserve. There was no provision for applications for Bachelor degrees or Graduate Diplomas, although 7 Bachelor applications were received and disqualified.

Table 5. Applications by Level of Study and Profile

| Level of Study | Total Applications | | | | | Total Conditional Awardees | | | | | | P. 3 Res. |
	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	%	Total	%	P. 3
PhD	31		298	329	26%			47	49%	47	20%	6
Masters	464	113	337	914	73%	73	67	48	51%	188	80%	9
Bachelor	7			7	1%							
Total	**502**	**113**	**635**	**1250**	**100%**	**73**	**67**	**95**	**100%**	**235**	**100%**	**15**

5.6   Application results by gender

The 61:39 female/male ratio of applicants this round has remained virtually unchanged for the past three rounds (e.g. 60:40 in 2012). However, at the award stage, there was a noticeable decrease in the female/male imbalance (56:44), similar to last round's ratio (55:45).

The balance in favour of female applicants was apparent across all three Profiles, ranging between 60 and 63%. The ratio of awards in favour of women was the highest in Profile 2 (64:36), while Profile 1 was the lowest (52:48). When Profile 1 is further broken down into local government employees and others, a similarly high ratio of 61:39 in favour of female applicants is found, a little higher than the previous round (59:41). At the award stage, however, this ratio is exactly reversed (39:61).

In respect of ethnic minorities, the high ratio in favour of women applicants (65:35) is similar to last round's ratio (66:34) and even increases to 72:28 at JSC 1 short-listing stage. However this ratio changes sharply to even out at 5 awards each for women and men.

More women (55%) than men (45%) applied for PhD studies in Profile 3, but similar to the above this was reversed at the award stage (F=39%, M=61%).

While the overall balance in awards still favours women, there is a common pattern this round with the three above categories – government employees, ethnic minorities and PhD candidates – whereby the percentage of women obtaining awards declines quite dramatically from a high percentage at the short-listing stage. There are no obvious reasons for this change, other than perhaps women candidates this round did not perform as well as their male colleagues in the interviews. But why this should be the case is not clear. These results do not necessarily presage a continuing pattern and could be an anomaly for this round.

Table 6a. Total Applications by Gender and Profile

Gender	Total Applications							
	P. 1	%	P. 2	%	P. 3	%	Total	%
Female	314	63%	71	63%	379	60%	764	61%
Male	188	37%	42	37%	256	40%	486	39%
Total	**502**	**100%**	**113**	**100%**	**635**	**100%**	**1250**	**100%**

Gender	Total Conditional Awardees								P. 3 Res.	%
	P. 1	%	P. 2	%	P. 3	%	Total	%		
Female	38	52%	43	64%	51	54%	132	56%	8	53%
Male	35	48%	24	36%	44	46%	103	44%	7	47%
Total	**73**	**100%**	**67**	**100%**	**95**	**100%**	**235**	**100%**	**15**	**100%**

Table 6b. Applications in Profile 1 by Employment Sector and Gender

Sector	Total Applications				Total Conditional Awardees			
	Female	Male	Total	%	Female	Male	Total	%
Local Government	99	64	**163**	32%	12	19	**31**	42%
%	61%	39%	100%		39%	61%	100%	
Others	215	124	**339**	68%	26	16	**42**	58%
%	63%	37%	100%		62%	38%	100%	
Total	**314**	**188**	**502**	**100%**	**38**	**35**	**73**	**100%**

5.7 Applications by theme of study

At the application stage, similar to the 2012 round, the seven most popular themes of study were economic growth (20%), rural development (15%), education (14%), governance and health (11%) and environment and infrastructure (10%). Economic growth remained on top in terms of both applications (20%) and awards (18%), a little higher than the 17% awards in the previous two rounds.

At the award approval stage, there was a significant drop in education from 14% at application to 10%, reflecting the JSC decision to reduce approvals for the large number of TESOL candidates from the major universities, so that the number approved was in line with the 10% target for TESOL studies (former Profile 5) in the Program Design Document. There was also a noticeable decline in infrastructure from 10% to 6% mirroring a similar drop in 2012 from 11% to 5%. Both rural development and health declined by 2% each at the award stage. On the other hand, there was a significant increase in awards in governance from 11% to 16%.

In 2013, there was a large increase in disability studies in both applications (25) and awards (12) over the 2012 round's applications (13) and awards (5). This probably stemmed from the increased targeting of relevant organizations working on disability and of disability studies in promotion activities.

There was a noticeable improvement in the number of applications and awards for gender equality studies, with 28 applications and 8 awards compared to 18 applications and one award in 2012. The increase may in part have been due to the promotion package being sent to an expanded number of research institutes and NGO organizations involved in gender studies and the highlighting of gender studies in promotion material and the website.

5.8   Applications by region and provinces

There was broad geographical representation across Vietnam with applications received from 57 of Vietnam's 63 provinces/cities, although 3 less than last year; conditional awards were offered to applicants from 32 provinces/cities, 4 fewer than 2012.

However, Hanoi's predominance in applications (44.2%) was similar to last year (43.5%) and the same percentage in awards offered (58%). This continuing disproportionate number of awards to Hanoi applicants is not surprising, as all (except one) CGA awards in Profile 2 were from Hanoi, and Hanoi remains the principal tertiary education centre of Vietnam and is the location of most NGO headquarters.

HCMC received a slightly smaller percentage of awards this year (7% compared to 8% last round), even though the percentage of applications increased slightly from 14% to 15.2%. This year, the awards were split between Profiles 1 and 3, while last year 75% of awards went to Profile 3 reflecting the importance of universities in the city.

For an analysis of the applications and awards from the disadvantaged provinces visited for the 2013 round see Section 4.3.2 in Annex 2 General Awareness and Promotion Report.

Table 7. Applications by Theme of Study

Theme of Study	Applications					Conditional Awardees					P. 3 Res.
	P. 1	P. 2	P. 3	Total	%	P. 1	P. 2	P. 3	Total	%	
Economic growth	66	37	141	244	20%	1	22	20	43	18%	4
Rural development	103	5	78	186	15%	16	3	11	30	13%	3
Education	39		138	177	14%	3		21	24	10%	
Governance	67	43	24	134	11%	10	24	3	37	16%	
Health, HIV/AIDS, pandemics	62	4	67	133	11%	11	2	8	21	9%	2
Environment	57	10	60	127	10%	10	6	11	27	11%	2
Infrastructure	42	7	71	120	10%	2	5	6	13	6%	3
Gender equality	19	1	8	28	2%	4	1	3	8	3%	
Human rights	15		13	28	2%	3		4	7	3%	
Disability	18	1	6	25	2%	8		4	12	5%	
Food security	3	1	20	24	2%	1	1	3	5	2%	1
Water and sanitation	8	1	7	16	1%	3	1	1	5	2%	
Regional stability	1	3	2	6	0%		2		2	1%	
Disaster Risk Reduction	2			2	0%	1			1	0%	
Grand Total	**502**	**113**	**635**	**1250**	**100%**	**73**	**67**	**95**	**235**	**100%**	**15**

Table 8. Applications by Region and Provinces

Region	Se. No	Province	Total Applications				Total Eligible Applications				Total Shortlisted Applications				Total Approved Applications				P. 3 Res.	Total
			1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total		
Central Coast	1	Danang	16		37	53	12		30	42	4		13	17	2		7	9		9
	2	Khanh Hoa	1		17	18	1		15	16	1		8	9	1		5	6		6
	3	Quang Nam	8		2	10	6		2	8	1		1	2	1			1		1
	4	Binh Dinh	2		8	10	1		5	6			4	4			3	3		3
	5	Quang Ngai	3		2	5	2		1	3	2		1	3	2			2		2
	6	Phu Yen	2			2	2			2	2			2	1			1		1
		Sub-Total	**32**	**0**	**66**	**98**	**24**	**0**	**53**	**77**	**10**	**0**	**27**	**37**	**7**		**15**	**22**		**22**
Central Highlands	7	Dak Lak	12		13	25	10		13	23	3		9	12	2		5	7	1	8
	8	Lam Dong	5		3	8	3		2	5	1		1	2					1	1
	9	Dak Nong	6			6	5			5	3			3						
	10	Gia Lai	2		4	6	1		2	3	1			1						
	11	Kon Tum	2		3	5	2		3	5	2		3	5			3	3		3
		Sub-Total	**27**	**0**	**23**	**50**	**21**	**0**	**20**	**41**	**10**	**0**	**13**	**23**	**2**		**8**	**10**	**2**	**12**
Mekong Delta	12	Can Tho	7		42	49	2		31	33	1		15	16			6	6		6
	13	An Giang	10		13	23	10		11	21	4		5	9	1		4	5		5
	14	Tra Vinh	8		5	13	7		5	12	3		4	7	3		1	4		4
	15	Soc Trang	4		4	8	3		2	5	2			2						
	16	Bac Lieu	5			5	3			3	1			1						
	17	Ca Mau	3		1	4	2		1	3	1			1	1			1		1

Region	Se. No	Province	Total Applications				Total Eligible Applications				Total Shortlisted Applications				Total Approved Applications				P. 3 Res.	Total
			1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total		
	18	Kien Giang	3			3	2			2										
	19	Dong Thap	1		2	3			1	1										
	20	Hau Giang	1		1	2	1		1	2			1	1						
	21	Tien Giang			2	2			1	1										
	22	Vinh Long	2			2														
	23	Ben Tre	1			1	1			1	1			1						
		Sub-Total	**45**	**0**	**70**	**115**	**31**	**0**	**53**	**84**	**13**	**0**	**25**	**38**	**5**		**11**	**16**		**16**
North Central	24	Thua Thien - Hue	23		40	63	15		31	46	5		11	16	1		7	8		8
	25	Quang Binh	15		3	18	12		2	14	8		1	9	4		1	5		5
	26	Nghe An	9	1	8	18	7	1	5	13	4	1	3	8	3	1	1	5		5
	27	Quang Tri	9			9	7			7	6			6	2			2		2
	28	Thanh Hoa	7		2	9	3		2	5	2		1	3	1			1		1
	29	Ha Tinh	1		4	5	1		4	5	1		1	2			1	1		1
		Sub-Total	**64**	**1**	**57**	**122**	**45**	**1**	**44**	**90**	**26**	**1**	**17**	**44**	**11**	**1**	**10**	**22**		**22**
Northeast	30	Thai Nguyen	2		22	24	1		16	17			10	10			2	2		2
	31	Quang Ninh	4		3	7	3		2	5	1			1						
	32	Bac Kan	6			6	3			3	3			3	3			3		3
	33	Cao Bang	5			5	4			4										
	34	Ha Giang	4			4	3			3	2			2	1			1		1
	35	Lang Son	2		1	3	2		1	3	1			1						

Region	Se. No	Province	Total Applications				Total Eligible Applications				Total Shortlisted Applications				Total Approved Applications				P. 3 Res.	Total
			1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total		
	36	Phu Tho	1		1	2	1		1	2										
	37	Bac Giang	1			1	1			1										
	38	Tuyen Quang	1			1	1			1										
		Sub-Total	**26**	**0**	**27**	**53**	**19**	**0**	**20**	**39**	**7**	**0**	**10**	**17**	**4**		**2**	**6**		**6**
Northwest	39	Lao Cai	5			5	5			5	3			3	1			1		1
	40	Hoa Binh	5			5	4			4	2			2	2			2		2
	41	Dien Bien	3		1	4	3			3	2			2	2			2		2
	42	Yen Bai	2		1	3	2		1	3	1		1	2	1			1		1
	43	Son La			3	3			2	2										
	44	Lai Chau	1			1	1			1										
		Sub-Total	**16**	**0**	**5**	**21**	**15**	**0**	**3**	**18**	**8**	**0**	**1**	**9**	**6**			**6**		**6**
Red River Delta	45	Hanoi	183	111	258	552	140	97	201	438	57	89	75	221	28	65	40	133	11	144
	46	Hai Phong	4		7	11	2		4	6	2		3	5	1		1	2		2
	47	Thai Binh	2		5	7	2		3	5	1		2	3	1			1		1
	48	Vinh Phuc	2		3	5	2		3	5			2	2			1	1		1
	49	Hai Duong	2		3	5	1		3	4			1	1						
	50	Bac Ninh			2	2			2	2										
	51	Hung Yen			2	2			1	1										
	52	Ha Nam	1			1	1			1										
		Sub-Total	**194**	**111**	**280**	**585**	**148**	**97**	**217**	**462**	**60**	**89**	**83**	**232**	**30**	**65**	**42**	**137**	**11**	**148**

Region	Se. No	Province	Total Applications				Total Eligible Applications				Total Shortlisted Applications				Total Approved Applications				P. 3 Res.	Total
			1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total		
Southeast	53	HCMC	88	1	101	190	43	1	73	117	16	1	18	35	7	1	7	15	2	17
	54	Ba ria - Vung Tau	4		4	8	4		3	7	3		1	4	1			1		1
	55	Dong Nai	2		1	3			1	1										
	56	Binh Duong	1		1	2														
	57	Binh Phuoc	1			1														
		Sub-Total	**96**	**1**	**107**	**204**	**47**	**1**	**77**	**125**	**19**	**1**	**19**	**39**	**8**	**1**	**7**	**16**	**2**	**18**
Overseas		Philippines	1			1														
		Singapore	1			1														
		Sub-Total	**2**			**2**														
Total			**502**	**113**	**635**	**1250**	**350**	**99**	**487**	**936**	**153**	**91**	**195**	**439**	**73**	**67**	**95**	**235**	**15**	**250**

* There a total 1250 applications from 57 provinces and 2 applications from overseas - one is working in Singapore and one is from the Philippines)

5.9   Disadvantaged applicants

As in the 2012 round, disadvantaged applicants were defined as (i) persons with disability and (ii) disadvantaged rural applicants borne in designated poor districts or attending high school in these districts and working in these districts or provinces where such districts were located. Ethnic minorities were not per se deemed as disadvantaged, but had to meet the conditions of disadvantaged rural applicants to be categorised as disadvantaged. Disadvantaged applicants enjoyed a bonus of 4 points during the assessment process to help boost their chances of selection.

Table 9. Disadvantaged Applications and Conditional Awards

Disadvantaged	Ethnic Group	Total Applications	Eligible Applications	Total Shortlisted Applications by JSC1	Total Conditional Awardees
Disabled	Non – EM	16	14	9	8
Disadvantaged Rural Applications	Non – EM	60	47	30	17
	EM	23	20	10	8
	Sub-Total	83	67	40	25
Total Disadvantaged Applications		**99**	**81**	**49**	**33**

Persons with disabilities: There was a sharp jump in the number of persons with disability applicants (16) and awards 8 over the 2 applicants and awards in the 2012 round. Six of the 8 awardees were in Profile 1 and 2 in Profile 3 (with both PhD Profile 3 applicants receiving awards). One of the 8 awards offered was subsequently withdrawn as the awardee decided to take a year's study in Japan. It is noteworthy that two of the awardees were technically blind and are believed to be the first such persons with disability to be awarded a scholarship since the bilateral scholarship program began in 1994. A special IELTS test had to be arranged for these awardees several months later, while an interim English test was administered by RMIT at the time of their interview. One persons with disability had a hearing impairment while the other 5 persons with disability had mobility difficulties.

Rural disadvantaged: This round, there was almost a doubling from 44 to 83 disadvantaged rural applicants over the 2012 round (comprising 23 ethnic minorities and 60 non-ethnic minority applicants). The number of awards doubled correspondingly from 13 to 25 (8 ethnic minorities and 17 non-ethnic minorities).

5.10   Ethnic minorities

The 49 applications received from ethnic minorities reversed the gradual decline (from 57 in 2010) in the number of applications from ethnic minorities in the previous three rounds and added 5 more to last round's 44 applications. However, this increase in applications was not mirrored in the number of awardees, which decreased slightly from 11 to 10 (there were 14 awards in 2011). Eight of the awards were in Profile 1 and 2 were in Profile 3.

It is not clear why only one fifth of the ethnic minority applicants received awards. Only 9 were ineligible, which still left a sizable 38 eligible. The biggest drop took place at the assessment and short-listing stage as only 18 were short-listed. The large decrease took place even though 20 of the eligible ethnic minority candidates were disadvantaged and would have received 4 bonus points and a number of others who were lecturers at provincial universities/colleges would have received 2 bonus points. English language was also not a problem at this stage, as all 10 short-listed ethnic minority candidates met the IELTS requirements.

At the interview stage where there were 18 ethnic minority candidates, the quality of the 8 interviewed but not awarded a scholarship was low, in terms of their limited work experience, lack of clarity over course choices and career goals and poor performance at the interviews.

Fourteen ethnic groups were represented among the applicants compared to 11 in 2012. By far the dominant ethnic group out of 48 applicants were the Tay (19 applications compared to 8 in 2012), followed by the Muong and Nung with 6 each. The sharp increase in the Tay applicants probably reflects the visit for the first time to several northeast provinces where large numbers of Tay live. The number of applicants from the previous dominant group, the Thai, decreased from 10 to 4. In a reverse correlation, this decrease could be due in part to the fact that no visit took place this round to the 3 northwest provinces previously visited, where the ethnic Thais are concentrated. For the first time there was an applicant (a District School teacher) from the large Hmong ethnic group, but she was ineligible.

After the JSC approval of awards, 7 ethnic minority groups were represented with only the Tay and the Muong receiving more than one award (3 and 2 respectively). It is noteworthy that for the second year in a row no applicants from the large Khmer minority in the Mekong Delta made the final list of awards.

There was somewhat better representation from the ethnic groups in the central highlands compared to 2012 (6 applications this round and 3 awards, compared to 3 applications and no awards in 2012). However, for the last two rounds there have been no applications from two large central highlands ethnic groups, B'nar and Jarai. In 2 of the 5 provinces with very large populations of ethnic minorities in the central highlands (Lam Dong and Gia Lai) provincial briefings have not been held, with respect to Gia Lai, due to lack of support from the local authorities.

Table 10. Ethnic Minorities

Ethnic Group	Total Applications				Total Eligible Applications				Total Shortlisted Applications				Total Conditional Awardees			
	P. 1	P. 2	P. 3	Total	P. 1	P. 2	P. 3	Total	P. 1	P. 2	P. 3	Total	P. 1	P. 2	P. 3	Total
Cham	2			2												
Churu	1			1	1			1								
Dao	2			2	1			1								
Ede	1		1	2			1	1			1	1		1	1	1
H'mong	1			1												
Ka tu			1	1			1	1			1	1		1	1	1
Kh'mer	1		1	2	1			1	1			1				
Lach	1			1												
Muong	4	1	1	6	4	1	1	6	3	1		4	2		2	2
Nung	4		2	6	4		2	6	2			2	1		1	1
San Chi			1	1												
San Diu	1			1	1			1	1			1	1		1	1
Tay	15		4	19	13		3	16	4		3	7	3		3	3
Thai	2		2	4	2		2	4	1			1	1		1	1
Total	**35**	**1**	**13**	**49**	**27**	**1**	**10**	**38**	**12**	**1**	**5**	**18**	**8**	**2**	**10**	**10**

5.11 Applications by university/college

The number of universities and colleges with applications in 2013 (154) was the same as in 2012 (135 in 2011; and 109 in 2010) including 48 from provincial universities and colleges (excluding Hanoi, Ho Chi Minh City, Danang, Hue and Can Tho), 2 less than last year. For reasons that are not clear, 16 fewer universities and colleges received conditional awards (including awards in reserve) this round (47) than last round (60). The number of provincial universities/colleges whose lecturers received awards declined slightly from 15 to 14 awards.

Of the 505 applications from lecturers at universities/colleges (498 in 2012), 76 received conditional awards and 11 were placed on the reserve list. While there were high numbers of applications from the large, prestigious universities, these numbers were significantly reduced at the short-listing and approval stages and these universities do not predominate in terms of awards offered. For example, four colleges/schools at the Vietnam National University (VNU), Hanoi received a total of 5 awards, while 6 colleges at VNU in HCMC received only 2 awards. Surprisingly, the institution with the most awards was the College of Technology, Danang University with 6 awards, up from zero awards in 2012. This sharp contrast illustrates the need to look at the number awards an institution receives over a period of time, not on an annual basis.

There were only nine universities/colleges with over 2 awards:

- College of Technology, Danang University - 6
- Banking Academy – 4
- Tay Nguyen University – 4
- Nha Trang University - 3
- University of Danang, Kon Tum Campus - 3
- An Giang University - 3
- Hanoi University of Agriculture - 3
- School of Economics and Business Administration, Can Tho University – 3
- College of Languages and International Studies, VNU, Hanoi – 3

It is noteworthy that three of the nine universities/colleges (underlined above) were targeted. Other targeted provincial/regional universities/colleges in the 2013 round to receive awards were:

- Thai Nguyen University - 2
- Tra Vinh University– 1 (first time in 4 rounds receiving an award despite information sessions held annually)
- Ha Tinh University - 1
- Quang Binh University – 1

The wide spread of universities and colleges with applicants indicates that the scholarship program is generally well known among lecturers at these institutions. The large influx of applications from tertiary level lecturers should continue because of the ongoing pressures from MOET and universities/colleges on academics to obtain higher level degrees.

Table 11. Applications and awards by university/colleges

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
Other Provinces	Other Universities	1	1	Nha Trang University	11	10	6	3	
		2	2	An Giang University	11	9	4	3	
		3	3	Tay Nguyen University	9	9	6	4	
		4	4	Tra Vinh University	5	5	4	1	
		5	5	Vinh University	4	4	2		
		6	6	Quy Nhon University	4	2	1	1	
		7	7	Ba Ria Vung Tau University	3	3	1		
		8	8	Binh Dinh College	3	3	3	2	
		9	9	Ha Noi Pedagogical University No.2	3	3	2	1	
		10	10	Ha Tinh University	3	3	1	1	
		11	11	Hai Duong Medical Technical University	3	3	1		
		12	12	Quang Binh University	3	2	1	1	
		13	13	Soc Trang Community College	3	1			
		14	14	Vinh Medical University	3				
		15	15	Dalat Univeristy	2	2	1		1
		16	16	Hong Duc university	2	2	1		
		17	17	Nha Trang Teachers' Training College	2	2	1	1	
		18	18	Northeast College of Agriculture and Forestry	2	2			

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
		19	19	Tay Do University	2	2			
		20	20	The University of Danang - Campus in Kon Tum	3	3	3	3	
		21	21	Dong Thap University	2	1			
		22	22	Hai Phong University	2	1	1	1	
		23	23	Khanh Hoa College of Medicine	2	1			
		24	24	Nong Lam University, Gia Lai Campus	2	1			
		25	25	Son La College	2	1			
		26	26	Fisheries College	1	1			
		27	27	Hau Giang Community College	1	1	1		
		28	28	HCMC University of Industrial - Nghe An Branch	1	1	1	1	
		29	29	Hung Yen Polytechnic College	1	1			
		30	30	Lang Son College of Education	1	1			
		31	31	Nguyen Du Culture-Sports and Tourism College	1	1			
		32	32	Phan Chau Trinh University	1	1	1		
		33	33	Phu Tho Vocational College	1	1			

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
		34	34	Quang Nam university	1	1			
		35	35	Quang Ngai University of Finance and Accountancy	1	1	1		
		36	36	Soc Trang Teacher's Training College	1	1			
		37	37	Southern Agriculture College	1	1			
		38	38	Vocational College for the Central Highlands Ethnic Minority Youths, Dak Lak	1	1	1	1	
		39	39	Yen Bai Teacher's Training College	1	1	1		
		40	40	Binh Duong University	1				
		41	41	Dien Bien Teacher Training College	1				
		42	42	Gia Lai Teacher Training College	1				
		43	43	Hai Phong Medical University	1				
		44	44	Pedagogy College,Dalat	1				
		45	45	PetroVietnam University	1				
		46	46	Pham Van Dong University	1				
		47	47	Quang Ninh University	1				
		48	48	Tien Giang University	1				
		49	49	University of Finance and	1				

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
				Business Administration					
		50	50	Vietnam Maritime University	1				
	Sub-Total				**116**	**89**	**45**	**24**	**1**
Can Tho	Other Universities	52	1	Can Tho College	1				
		53	2	Can Tho Technical Economic College	2	1			
		54	3	Can Tho University of Medicine and Pharmacy	1				
		55	4	Can Tho University of Technology	1	1	1		
		56	5	Can Tho Vocational College	1	1			
				Sub-Total	**6**	**3**	**1**		
	Can Tho University	57	1	Can Tho University	14	12	4		
		58	2	School of Economics and Business Administration, Can Tho University	5	5	3	3	
		59	3	School of Education, Can Tho University	4	4	4	2	
		60	4	School of Law, Can Tho University	2	2	1		
		61	5	School of Social Sciences and Humanities, Can Tho University	1	1	1	1	
				Sub-Total	**26**	**24**	**13**	**6**	

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
	Sub-Total				**32**	**27**	**14**	**6**	**0**
Danang	Other Universities	62	1	Danang College of Food Industry	3	1			
		63	2	Danang University of Architecture	1	1			
				Sub-Total	4	2			
	Danang University	64	1	College of Technology, Danang University	16	13	9	6	
		65	2	College of Economics, Danang University	11	10	2	1	
		66	3	College of Foreign Languages, Danang University	3	3	1		
		67	5	College of Education, Danang University	1	1			
		68	6	Danang University	1				
				Sub-Total	**32**	**27**	**12**	**7**	
	Sub-Total				**36**	**29**	**12**	**7**	
Hanoi	Other Universities	69	1	Hanoi University of Agriculture	28	24	6	3	1
		70	2	Banking Academy	15	12	5	4	
		71	3	National Economics University	15	10	5	1	3
		72	4	Hanoi University	9	9	4	2	
		73	5	Foreign Trade University	8	7	2	1	
		74	6	Water Resources	7	5	2	2	

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
				University					
		75	7	Hanoi University of Education	6	6	4	1	
		76	8	University of Civil Engineering	6	6	1	1	
		77	9	Vietnam University of Forestry	6	5			
		78	10	University of Mining and Geology	6	4	2	0	2
		79	11	Hanoi School of Public Health	5	6	2	0	2
		80	12	Hanoi University of Science and Technology	4	3	2	2	
		81	13	Hanoi University of Natural Resources and Environment	4	2			
		82	14	Hanoi University of Medicine	3	3	2	1	
		83	15	University of Commerce	3	3			
		84	16	People's Police Academy	3	2	1	1	
		85	17	University of Transport and Communications	3	2	1		
		86	18	Hanoi University of Architecture	3	1			
		87	19	Academy of Finance	2	2	1	1	
		88	20	Hanoi University of Law	2	2			

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
		89	21	Ho Chi Minh National Academy of Politics and Public Administration	2	2			
		90	22	National Academy of Public Administration	2	2	1		
		91	23	People's Security University	2	2			
		92	24	University of Labor and Social Affairs	2	2			
		93	25	Hanoi University of Industry	2	1			
		94	26	Hanoi University of Pharmacy	2	1			
		95	27	Le Quy Don Technical University	2				
		96	28	Academy of Journalism and Communication	1	1			
		97	29	Diplomatic Academy of Vietnam	1	1	1		
		98	30	Hanoi Medical College	1	1	1	1	
		99	31	Hanoi Open University	1	1			
		100	32	Hanoi University of Culture	1	1			
		101	33	The People's Police College	1	1			
		102	34	University of Fire Fighting and Prevention	1	1			
		103	35	The North of Viet Nam	1				

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
				College Agriculture and Rural Developmnt					
				Sub-Total	**160**	**131**	**43**	**21**	**8**
	Vietnam National University - Hanoi	104	1	College of Languages and International Studies, VNU Hanoi	11	8	3	3	
		105	2	College of Social Sciences and Humanities, VNU Hanoi	4	3	1		
		106	3	College of Science, VNU Hanoi	2	2	2	2	
		107	4	International School, VNU Hanoi	1				
				Sub-Total	**18**	**13**	**6**	**5**	
	Sub-Total				**178**	**144**	**49**	**26**	**8**
HCMC	Other Universities	108	1	HCMC University of Economics	10	8	2	1	
		109	2	HCMC University of Medicine and Pharmacy	9	8	1	1	
		110	3	HCMC University of Architecture	7	3	2	1	1
		111	4	Nong Lam University	5	3			
		112	5	Foreign Trade University - HCMC City Campus	4	4	1		
		113	6	Pham Ngoc Thach University of Medicine	4	3	1		
		114	7	HCMC University of	3	3	1		

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
				Technical Education					
		115	8	HCMC Open University	3	2			
		116	9	HCMC University of Transport	2	1			
		117	10	HCMC University for Natural Resources and Environment	1	1			
		118	11	Ho Chi Minh City University of Industrial	1	1			
		119	12	Ho Chi Minh City University of Law	1	1	1		1
		120	13	Ho Chi Minh City University of Pedagogy	1	1	1		
		121	14	People Police University – HCMC	1	1			
		122	15	Saigon Technology University	1	1	1		
		123	16	Ton Duc Thang University	1	1			
		124	17	University of Labor and Social Affairs (campus II) - HCMC	1	1			
		125	18	Vietnam Aviation Academy	1	1			
		126	19	HCMC University of Architecture	1				
		127	20	Van Lang University	1				
		12	21	College of Finance and	1				

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
		8		Customs					
				Sub-Total	**59**	**44**	**11**	**3**	**2**
	Vietnam National University - HCMC	129	1	College of Technology, VNU HCMC	9	7	2		
		130	2	College of Economics and Law, VNU HCMC	6	5	1	1	
		131	3	College of Education, VNU HCMC	4	2	1	1	
		132	4	College of Social Sciences and Humanities, VNU HCMC	3				
		133	5	College of Technology, VNU HCMC	2	2			
		134	6	College of Science, VNU HCMC	1	1			
				Sub-Total	**25**	**17**	**4**	**2**	
	Sub-Total				**84**	**61**	**15**	**5**	**2**
Thai Nguyen	Other universities	135	1	Viet Bac University	1	1	1		
		136	2	Thai Nguyen College of Technology and Economics	1				
				Sub-Total	**2**	**1**	**1**		
	Thai Nguyen University	137	1	College of Economics and Business Administration, Thai Nguyen University	6	4	2		
		138	2	College of Agriculture and Forestry, Thai Nguyen	5	4	3	2	

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
				University					
		139	3	College of Medicine and Pharmacy, Thai Nguyen University	2	2			
		140	4	College of Economics and Technology, Thai Nguyen University	1	1			
		141	5	College of Sciences, Thai Nguyen University	1	1	1		
		142	6	International School, Thai Nguyen University	1				
		143	7	School of Foreign Languages, Thai Nguyen University	1				
		144	8	Thai Nguyen University	2	2	1		
				Sub-Total	**19**	**14**	**7**	**2**	
				Sub-Total	**21**	**15**	**8**	**2**	
Thua Thien Hue	Other Universities	145	1	Hue Industrial College	1	1			
		146	2	Hue Medical College	1	1			
		147	3	Phu Xuan Private University	1	1			
				Sub-Total	**3**	**3**			
	Hue University	148	1	College of Economics, Hue University	13	12	4	2	
		149	2	College of Agriculture and Forestry, Hue University	8	6	3	2	

Province/ Areas	Big/ Regional Universities	Seq. No	Sub - Seq. No	University	Total Applications	Total Eligible Applications	Total Shortlisted Applications	Total Conditional Awards	Total Res.
		150	3	College of Medicine and Pharmacy, Hue University	4	2	1	1	
		151	4	College of Foreign Languages, Hue University	3	3			
		152	5	Hue University	3	2	1	1	
		153	6	College of Sciences, Hue University	2	1	1		
		154	7	College of Arts, Hue University	1				
		155	8	College of Education, Hue University	1				
				Sub-Total	**35**	**26**	**10**	**6**	
	Sub-Total				**38**	**29**	**10**	**6**	
Total					**505**	**394**	**153**	**76**	**11**

5.12 Applications in Profile 2 by CGAs

As reported in section 7.1 of this report, there was a continuing large shortfall in the number of applications received from CGA applicants in Profile 2. Against the 40% target of 94, there were only 113 applications and 67 awards, albeit somewhat higher than in 2012 (105 and 59).

Table 12: Results by CGAs

Seq. No	CGAs Name	Total Applications				Total Conditional Awardees			
		Female	Male	Total	%	Female	Male	Total	%
1	SBV	7	5	12	11%	6	5	11	16%
2	MOF	14	4	18	16%	7	3	10	15%
3	MONRE	7	5	12	11%	5	3	8	12%
4	MARD	5	5	10	9%	3	4	7	10%
5	MPI	6	3	9	8%	4	1	5	7%
6	MOFA	7	2	9	8%	5		5	7%
7	MOIT	5	4	9	8%	3	1	4	6%
8	MPS	3	2	5	4%	1	2	3	4%
9	VNA	4		4	4%	3		3	4%
10	MOH	4		4	4%	2		2	3%
11	SPP	1	2	3	3%	1	1	2	3%
12	SA	1	1	2	2%	1	1	2	3%
13	MOLISA	1	1	2	2%	1		1	1%
14	OOG		2	2	2%		1	1	1%
15	MOHA		1	1	1%		1	1	1%
16	ONA	1		1	1%	1		1	1%
17	VOV		1	1	1%		1	1	1%
18	MOIC	1	2	3	3%				
19	MOJ	3		3	3%				
20	SPC		1	1	1%				
21	VTV	1		1	1%				
22	MOST		1	1	1%				
Total		**71**	**42**	**113**	**100%**	**43**	**24**	**67**	**100%**

Twenty-two of the 30 designated CGAs in this round produced applications in this round. MCST, MOHA, CEMA and the Government Inspectorate declined to formally participate in the round because lack of suitable applicants, especially inadequate English language skills of staff (although the one applicant from MOHA received an award). Overwhelmingly, these applications came from those CGAs who participated in the former PPI program (in order of highest number of applications MOF, SBV, MONRE, MARD, MPI, MOFA, MOIT and MPS) and are the same top CGAs as last year. Among the new CGAs that first joined the 30-

agency CGA group in 2011, only VNA (4), MOIC (3), and SPP (3) had more than 2 applicants.

Seventeen CGAs were represented at the award stage (a wider spread than last round's 12 CGAs), of which 17 are former PPI CGAs and 5 are new CGAs. Of the latter, VNA was the most successful with 3 awards, with SPP and SA having two awards each.

The reasons for the Profile 2 target not being met in the last three rounds have been stated in previous reports but are outlined again here for convenience.

- Under the on-line application system, CGAs no longer have the task of nominating applicants so they are less pro-active in sourcing applicants.

- Research institutes linked to Ministries were included in Profile 2 up to 2010 but were moved to Profile 3 in the 2011 and 2012 rounds. This has significantly reduced the number of applicants from MARD, MONRE and MOH. HCMNAPPA which in the 2010 round had 10 applications and 3 awards was also moved to Profile 3.

- Applications for PhDs are no longer accepted for Profile 2 applicants (There were 41 PhD applications and 10 PhD awards from Profile 2 in 2010).

- IELTS is a significant barrier for most of the new 16 CGAs added in 2011, where English is not often used at work.

- For some older CGAs, the available pool of potential applicants has been reduced (MOJ, OOG, and MOET because of little new staff recruitment).

- For several CGAs such as MOET and MOH, applicants can obtain scholarships elsewhere with lower requirements.

The shortfall in Profile 2 applications, albeit somewhat improved over the last two rounds, continued despite intensive engagement by AAV with the CGAs. As in the previous round this intensive engagement primarily took two forms: (i) individual meetings held with CGAs; and (ii) internal CGA information sessions with the participation of the AAV HRD Manager.

A concerted effort was thus made by AAV to persuade the CGAs to hold promotion workshops within their agencies to disseminate the scholarship information directly to their staff. Of the 26 participating CGAs, 9 agencies conducted these internal workshops, while workshops were held at the AAV office for two other CGAs, in all of which the HRD Manager participated. Nine of the 12 participating new CGAs did not hold workshops, and this is reflected in the poor selection results from these agencies.

Given the failure of applications to reach the Profile 2 target over the past three rounds, the PCC at its annual meeting on 20 August 2013 considered several options concerning the Profile 2 target for the 2014 round, including maintaining the status quo. The PCC agreed to the following measures:

1. Removing the requirement for IELTS certificate submission on application for Profile 2.

2. Reducing the Profile 2 target from 40% to 30% of the total number of awards offered and reallocating the 10% equally to Profiles 1 and 3, thus increasing the target of each Profile to 35%. The reallocated targets would not be made public, but be for internal use only.

6. Australia Awards Leadership Program

As reported earlier, the ALAS was fully integrated into the AAS and transformed into a leadership component for outstanding AAS awardees with leadership ability/potential. However, the decision on awards for AAS participants in the leadership program continued to be made by the Australia Awards Office in Canberra and the leadership program awards were additional to the 225 awards stipulated in the MC's Head Contract.

In the 2013 round, the global number of Leadership Program awards was halved to 100 awards from the 200 in 2012, in which Vietnam's nominal allocation was 10 awards. Nine leadership program awards were actually given to Vietnam from the 12 AAS awardees recommended to Canberra – the second largest number of awards only to Indonesia with 10 awards. Two of the Vietnamese awardees were with disability – a female PhD candidate with mobility difficulties and a male Masters candidate who is legally blind.

The breakdown of the results was:

- Gender: 4 women and 5 men

- Level of Study: 6 Masters and 3 PhD studies

- Field of Study

  - Economic Growth: 3 awards

  - Education, Gender Equality: 2 awards each

  - Disability, Health: one award each

Appendix 2.1 Report on Selection Issues relating to OASIS and the Application Package2013 Round/ 2014 Intake

This report summarises the issues arising out of the selection process in the 2013 round/2014 intake and recommends changes based on the analysis of the issues relating to OASIS and the application package (for consideration by Canberra).

1.   OASIS Technical Issues

1.1   Password difficulties

By far, the most difficult issue on OASIS for applicants to solve relates to the password.

During sign up, OASIS sends the applicants their temporary password, which they need to change when they first log on. The new password needs to have both normal and capitalised letters, and a number or symbol. However, this password format is not clearly specified in OASIS thereby leaving applicants unable to change their password.

Those who manage to change their temporary password end up with locked OASIS account having done three failed login attempts trying to remember their new password.

- The system allows the applicant to answer their secret question with the expectation of receiving another temporary password, but in reality many applicants simply do not receive a password reset after answering the question.

- Emailing the Scholarship Section (through the email provided on OASIS) to retrieve their password is not feasible since it appears Scholarship Section does not answer password issues.

- ASDiV staff cannot help.

The only solution for applicants is to make another account. However, this causes stress for the applicants and they might lose the answers they have already saved in their draft application. Also it creates work for AAV staff as staff members need to make an explanation to the applicants. Applicants do not seem to understand that AAV staff do not control the OASIS system in Vietnam.

1.2   System Error

The most frequently encountered system error related to exceeding the character limit. It has been an issue because the error message does not state that the character limit has been reached, but that the applicant should only "enter the answer up to X characters". Applicants are confused what this error message means. Also, the limit includes spaces and all punctuations, but the system does not state this clearly.

1.3   Customise function

From a selection stand point, in previous rounds AAV staff could go to the Application menu on OASIS and Customise the search, in order to see the number of draft applications in the ongoing round. This allows an assessment to be made of the expected amount of work ahead. However, this round, this Customise function did not work at all, though it was still included in the Application section.

2. The Layout/Content of the Application Form

2.1 Personal details - Section 1

District: "District" should be included in the place of birth field. One of the criteria for determining disadvantaged status for Vietnamese applicants is whether applicants were born in designated disadvantaged districts and this information in Vietnam can only be proven in the birth certificate. However, in the section on Personal Details, the place of birth field asked applicants only to provide state/province. For those applicants who had not submitted their birth certificate, the screening team had difficulties in checking whether applicants were disadvantaged due to their place of birth. Moreover as an added check, both the birth certificate and national ID should be required documents.

2.2 Order of sections

The sections on the applicants' background (personal details, qualification, employment) could be in a more logical progression to allow easier assessment. This would mean that Section 8 on "Proposed study" should be moved to follow Section 14 "Previous relevant employment" and before Section 15 "Supporting Statement". The "development themes" sub-section (Section 15.6) could more usefully come before proposed study. The applicants' information would thus be divided progressively into personal details, employment, field of study, proposed study, and then supporting statement.

2.3 Current employment – Section 13

Function of organisation: It would be useful to have a box asking for the main function of the employing organisation. Sometimes it is not clear what the organisation does and what type of organisation it is. This information sometimes has to be searched on the internet. The three boxes on sector/organisation type are very broad categories and not adequate to fulfil this requirement.

Organisational level: There is insufficient information about an applicant's position level in an organisation and this also caused some confusion for applicants about the designation of the level in an organisation where they are employed, e.g. the university or faculty, or General Department or Ministry. It is recommended that the level of "faculty/ department/ division" should be added as an additional box to give a more complete picture of the applicant's responsibility level, not just the level of position by number in an organisation.

Date commenced: This should be reworded to "Start date; end date (if contracted)". It is important to know when an applicant's contract is to end if they are contracted for a specific period. This can then be checked against their work contracts to be submitted in Vietnam as supporting documents.

2.4 Communication - Section 17

The OASIS survey on the sources of information about scholarships under Communication has remained unchanged from the original in 2011, despite recommendations from Hanoi Post/AAV that the survey be redesigned for more clarity. Thus the sources of information in the OASIS survey for some categories remain unclear. As it is a generic survey for use by all scholarship programs, it will not be possible to redesign the survey along lines that will meet Vietnam's specific needs and the AAV website on sources of information to obtain the detail needed will still be necessary.

Nevertheless, some redesign of the OASIS survey could still be undertaken to provide a more useful breakdown of information sources. The composite category of Publication, Radio and Television could be split into Newspapers, Posters/Notice Boards, Radio, TV, for example. Commercial websites and Information Sessions should be added as separate categories.

3.   Referee Report template

The Referee Report template should be further revised. It was found that in appraising applications, the most useful information was in Section 3 General Comments of the template, where referees were asked to expand on the evaluation criteria in Section 2 extracted from the Australian Public Service Commission's 'The integrated leadership system – support tools – Leadership pathway: individual profiles'.

In practice, Section 2 of the Referee Report template was of little use in appraising the references of Vietnamese applicants for the following reasons.

- Most referees ticked all the boxes under Very Good. Some referees used the Satisfactory column in one or two criteria with the remaining criteria ticked under Very Good. Only a handful used the 'Needs coaching' column. From an appraisal point of view, it is difficult to make a distinction between very good and satisfactory. Only if there were ticks in more than two Satisfactory criteria and ticks under Need coaching was this section of the referee report generally taken into account in the appraisal.

- The language to explain the meaning of the criteria is quite abstract and not always easy to understand for the many referees in Vietnam who are not very fluent in English.

- There is still a strong bias in the first sections of the Referee Report template on leadership and personal qualities and not enough emphasis on academic capability. Only in Section 4 Academic Referee Comments – applicable to PhD candidates, is there scope for assessing academic ability, but for PhD applicants only.

- The scoring system of applicants from 1 to 10 seems unnecessarily excessive as it is not easy for referees to make such fine judgements. A 1 to 5 scoring system would make this section more practical both from an referee's and an assessor's point of view.

It is recommended that the Referee report be redesigned to provide better balance between academic capability and personal/leadership qualities. It should also include the referee's assessment of the benefits of the applicant's field of study to his/her organisation or sector and to the development of their home country.

The present Australian Public Service Commission criteria in Section 2 of the template is too complicated and should be changed and simplified into a form more along 'guidelines for assessment'.

4.   Employer Letter of Reference

In the placement process for students, universities require a letter of reference from the applicant's employer containing specific content such as length of employment, position, duties, etc. Such a letter is also useful in the selection process to confirm information provided by the applicant in the application form, in particular to obtain comments about the relevance of the applicant's proposed level and field of study to the employing agency's HRD needs (this also relates to Section 13 in the application form).

To streamline application and placement processing and at the same time provide adequate information for assessing an application's capacity, a letter of reference from employers (or previous employers) should explicitly be requested as a required document in the application form for all postgraduate study applicants, but with the same content that is required by universities for placement. A template for such an employer reference letter has been usefully developed for the Vietnam scholarship application package. Such an employer reference with template could be made a requirement for postgraduate applicants in all scholarship programs and listed in Section 18 Checklist of documentary evidence.

5.   Development Themes

There are two interrelated issues in respect of the list and usage of DFAT's Development Themes.

i.   The first issue is that the current 14 development themes listed in Section 15.6 of the application form (where applicants are requested to indicate the development theme most relevant to their application) is neither comprehensive nor clear and even confusing to many applicants about which theme to select. The ensuing inaccuracies undermine the usefulness of the list of themes as an accurate analysis of the development themes of courses chosen by applicants/awardees.

ii.   The second issue relates to the 13 development themes outlined in Appendix 2 Australia Awards Scholarships Assessment and Selection Guide (a guide for managing the 2014 selection process). Apart from the fact that the Disaster Risk Reduction theme is missing from this Guide, under several of the themes, a number of the sub-themes seems to be misplaced and could more consistently be placed under a more appropriate theme.

5.1   Application Form

The most problematic theme in the application form is Education, under which a large number of applicants in Profile 3, who are academic staff from a university/college, categorised their proposed study. However, Education does not reflect their field of specialisation, e.g., finance and law, which should respectively be placed under Economic Growth and Governance. In this situation corrections had to be made by AAV staff on OASIS during the appraisal process to replace Education with the theme reflecting an applicant's specialisation.

Apart from Education, many applicants did not know which was the most relevant theme to designate their studies. For example, should studies in various aspects of agriculture, which is a very broad area, be placed under Food Security or Rural Development? What is the most appropriate theme for a course in development studies or community development which are interdisciplinary? Moreover, the list of themes does not seem to be complete (e.g., where to place studies in communications and journalism?).

In the 2010 round/2011 intake ADS Application Form for Vietnam, there was a more comprehensive list of 23 fields of study with each accompanied by a list of sub-themes. This list was detailed and very useful in providing an analysis of fields of study for reporting purposes. This list was shortened to 19 priority areas of study with priority sub-themes in the Vietnam country profile in the 2013 round.

5.2 Guide to assessing priority themes

As for the 13 development themes outlined in the Australia Awards Scholarships Assessment and Selection Guide, the clearest example of where sub-themes seem to be misplaced and could more logically be transferred to other themes is the Human Rights theme. It is suggested that the following sub-themes could best be transferred to other themes (in brackets).

- Sustainable management of natural resources (Environment?)

- Public sector reform (Governance?)

- Community development (Rural Development?)

- Legislation and legal frameworks (Governance?)

A second theme, where there is some inconsistency, relates to Governance where the sub-theme 'strengthening the rule of law' is very similar to 'legislation and legal frameworks', which is placed under Human Rights.

'Water supply and sanitation technologies' sub-theme has been placed under Infrastructure but more logically should be under Water and Sanitation.

The sub-theme 'natural resources management' should more consistently be placed under Environment not under Rural Development.

5.3 Conclusion

The two lists of Development Themes outlined above should be consistent in content and readily accessible, so that (i) they can be easily used by applicants and (ii) be used as an accurate tool for appraisal and for statistical analysis, which is not the case at the present time. To achieve this, there should be a more comprehensive list of development themes further broken down into sub-themes. The 23 fields of study set out in 2010 round/2011 intake Vietnam ADS application form or the 19 priority areas in the 2013 Vietnam country program could provide the basis for a comprehensive and clear set of development themes and sub-themes. The respective lists should nevertheless be revised and updated.

This comprehensive list should be accessible to applicants for easy reference. It should be placed on the Australia Awards website and in the Scholarships Policy Handbook which applicants are asked to read.

If there is a reluctance to extend the Development Themes beyond the current AusAID 14 themes then it would be highly desirable to include a clear and consistent set of sub-themes under the 14 themes. These would again be placed as above.

In addition, there should also be a brief explanation of the use of the Education theme in the application form. This would facilitate lecturers inserting their specialist field of study and not Education, the sector where they work.

In summary, a more comprehensive list of Development Themes together with sub-themes would serve two purposes: (i) cause less confusion and be a clearer guide for the applicants in selecting the appropriate development themes; and (ii) consequently provide a more accurate basis for analysing and summarising the development themes for reporting purposes.

Annex 3. Placement and Mobilisation Report 2013

1. Introduction

This report provides statistical data and analysis as at 20 December 2013 of key aspects of the placement and mobilisation process undertaken for awardees in 2013 from three rounds: ADS/ALA 2011, ADS/ALA 2012 and AAS 2013. The following matters are discussed:

- Overview of key results (by intake/ round)

- Key placement statistics (placement, reasons for withdrawal, fields of study, placement by universities)

- University Information Day

- Mobilisation (Pre-Course English, visas, health checks, travel arrangements, pre-departure briefings)

- Placement and mobilisation of awardees with disability

- Issues arising

In 2013, a total of **263** (M=122; F=141) awardees from three rounds (2011: **8**, 2012: **159**, 2013: **96**) were placed. This compares to the total of 331 awardees placed in 2012, also from three rounds. The placed awardees comprised 249 ADS/AAS awardees and 14 ALAS/Leadership program awardees. Fifty two were enrolled in PhD studies and 211 in Masters courses. They were placed in 33 Australian universities. In the three rounds, the University of Melbourne has the highest number of AAS awardees (80 awardees). The second is Flinders University, which has more flexible IELTS requirements (65 awardees).

There were a number of changes in visa and health check procedures initiated by the DIBP, which resulted in a smoother and more rapid visa issue process and there were no late departures because of later visa issuing.

RMIT Vietnam developed a Handbook for Australia Awards students training policies which clarified many issues for awardees undertaking the English language training program. An effective communication mechanism relating to IELTS testing and placement issues was established between RMIT and AAV to ensure the effective monitoring of awardees' progress and smooth placement.

Close cooperation among the various stakeholders facilitated the successful placement of 6 persons with disability under the new enhanced disability procedures.

A number of issues that were raised in the 2012 Annual Report were resolved during the 2013 placement and mobilisation process; no new issues arose that require further attention. One ongoing issue relates to the provision of English language training to disadvantaged awardees who have low English language levels.

2.   Overview of key results

2.1   2011 round/2012 intake

Of the 249 conditional awardees from the 2011 round, 221 were placed at Australian universities and 28 awardees withdrew. Of the 221 successfully placed awardees, 166 commenced their studies during 2012 and 55 commenced in 2013 (of whom only 8 were actually placed in 2013).

In addition to these 221 awardees placed by AAV, there were 17 ALAS awardees who were placed by Scholarship team in Canberra. Although they were not included in the 2012 Annual Report, the 17 ALA awardees are reported in OASIS with the title "Australia Awards Leadership Program" in the "Supplementary Awards" column.

2.2   2012 round/ 2013 intake

Of the 253 awardees (22 ALAS and 231 ADS) from the 2012 round, 243 (223 ADS and 20 ALAS) awardees have been placed. Of the 243, 159 awardees were placed in 2013.

In the 2012 round, there were 22 conditional awardees (10 PhD and 12 Masters) placed on the reserve list to replace awardees, who withdrew or were withdrawn by DFAT from the scholarship program. In principle, such replacement can be undertaken if the withdrawal decision by awardees allows enough time for mobilising and placing reserve candidates. In 2013, the deadline for such a withdrawal notice was April 2013. In total, 18 awardees (including 15 conditional awardees and 3 on reserve) withdrew from the scholarship program during 2013. However, because of late withdrawal notice not all the 15 awardees who withdrew could be replaced in time. Hence there is a difference in the number of awards approved (253) and the number placed (243) as shown in Table 1b. The reasons for withdrawal are set out in Table 1e.

Of 22 ALAS awardees, 2 awardees withdrew: one accepted a Fulbright scholarship and the other withdrew for personal reasons. The placement and mobilisation processes of the remaining 20 ALAS awardees were completed with 15 awardees in semester 1, 2013 and the remaining awardees in semester 2, 2013.

2.3   AAS 2013 round/ 2014 intake

In the 2013 round, there was no separate ALAS program and the ALAS program was transformed into a component of the AAS program (the 'Leadership program'). There were 235 conditional awardees (226 AAS awardees plus 9 AAS awardees who were approved for the Leadership program) and 15 awardees placed on reserve.

Of the 235 conditional awardees, 96 awardees (including 9 Leadership program awardees) were placed to commence their studies in semester 1, 2014 (85) and semester 2, 2014 (11).

Of the 9 awardees selected for the Leadership program, 8 awardees were placed and mobilised successfully to commence their studies in semester 1, 2014. One remaining Leadership program awardee has not received a visa due to health issues. The awardee will undergo special treatment in Vietnam for Tuberculosis. It is expected that after few months of intensive treatment, this awardee could meet the health requirements of DIBP and be mobilised in semester 2, 2014.

Five Masters awardees who withdrew (3 withdrew for personal reasons and 2 were withdrawn by DFAT) were replaced by 5 reserve candidates. These newly approved awardees are attending the English training provided by RMIT Vietnam.

3. Key placement statistics

3.1 Placement process

The following tables provide key data relating to the placement process for the ADS/AAS awardees as of 20 December 2013.

Table 1a. 2011 round placement summary by semester, sex and level of study

Total conditional awards	Female	Male	Masters	PhD	Total
	147	**102**	**204**	**45**	**249**
Awards withdrawn	15	13	15	13	28
Total placed	**133**	**88**	**188**	**33**	**221**
Semester 1, 2012	26	8	27	7	34
Semester 2, 2012	79	52	112	19	131
Semester 3, 2012	1	0	0	1	1
Semester 1, 2013	23	24	42	5	47
Semester 2, 2013	4	4	7	1	8

Table 1b. 2012 round placement summary by semester, sex and level of study

Total conditional awards	Female	Male	Masters	PhD	Total	Reserve
	139	114	203	50	253	22
Awards withdrawn*	14	4	11	7	18*	
Total placed	129	114	196	47	243	14 (remaining reserve candidates)
Semester 1, 2013	44	40	61	23	84	
Semester 2, 2013	53	32	67	18	85	
Semester 1, 2014	30	39	63	6	69	
Semester 2, 2014**	2	3	5	0	5	

*Note *: 18 withdrawal cases include 15 conditional awardees and 3 awardees in the reserve list who withdrew during the placement process.*

*** 5 awardees, who were approved to postpone their departure to Semester 2, 2014, are disadvantaged.*

Table 1c. 2013 round placement summary by semester, sex and level of study (for awardees who have IELTS 6.5 or met English requirements of approved courses - "fast track" group)

Total conditional awards	Female	Male	Masters	PhD	Total	Reserve
	132	103	188	47	235	15
Awards withdrawn*	4	1	5	0	5	
Total placed	60	36	69	27	96	
Semester 1, 2014	53	32	62	23	85	
Semester 2, 2014	7	4	7	4	11	

Note: 5 reserved awardees were approved to replace the 5 who withdrew; thus the total number of conditional awards is unchanged.*

Table 1d. Summary of placements made in 2013 by round and semester

Round	Semester	Number of Awardees
2011 round	Semester 2, 2013	8
2012 round	Semester 2, 2013	85
	Semester 1, 2014	69
	Semester 2, 2014	5
2013 round	Semester 1, 2014	85
	Semester 2, 2014	11
Total placement of awardees in 2013 (including five 2012 round ALAS awardees and nine 2013 round Leadership program awardees)		263

Table 1e. Reasons for withdrawal

Reasons	2011 round	2012 round	2013 round
Personal reasons	11	3	3
Work commitment	1	0	0
Awarded other scholarships	15	15	0
Withdrawal by DFAT (in 2011, one awardee did not meet the English requirement of universities; in 2013, one studied abroad and could not defer beyond placement deadline and one was withdrawn due to lack of honesty and integrity)	1	0	2
Total	**28**	**18**	**5**

Table 2. AAS placement summary for 2011, 2012 and 2013 rounds by offers

Stage of Placement Process	2011 round	2012 round	2013 round
Students accepted directly into the course (unconditional offers)	115	140	61
Students offered a place with conditions (conditional offers)	104	103	34
Students offered a place but must complete a PCE course funded by DFAT	2	0	0
Students selected another course after being rejected by the first university	0	0	1
Total	**221**	**243**	**96**

Table 2a. AAS/ADS placement summary for 2011-2012-2013 rounds by preferences

Preference/ placement	2011 round				2012 round				2013 round- fast track			
	1st pref	2nd pref	3rd pref	Total	1st pref	2nd pref	3rd pref	Total	1st pref	2nd pref	3rd pref	Total
Conditional	100	17	1	118	99	2	0	101	32	2	0	34
Unconditional	71	32	0	103	123	15	4	142	54	7	0	61
The second preference was not placed									0	1	0	1
Total	171	49	1	221	222	17	4	243	86	10	0	96

In relation to the remaining 5 conditional awardees from the 2011 round who have not met the English requirements of Australian universities, AAV has informed these awardees that if they cannot meet the English Language requirements by late April 2014, their scholarships may be withdrawn by DFAT (see section 3.4 for further details).

Table 2b. Placement summary for 2010-2011-2012 rounds by rejections

Preference placement	2011 round				2012 round				2013 round- fast track			
	1st pref	2nd pref	3rd pref	Total	1st pref	2nd pref	3rd pref	Total	1st pref	2nd pref	3rd pref	Total
Rejected by student *	36	0	0	36	12	0	0	12	3	0	0	3
Rejected by university*	14	1	0	15	9	4	0	13	8	0	0	8

*AAV then seeks placement at 2nd or 3rd preference)

In the 2012 annual report, the main reason that awardees decided to withdraw their first preference was noted as the English language issue. Most awardees changed to their second preferred course, where they met the English language requirements. Although in 2013 the number of rejections by students was primarily due to the English language requirement, several awardees decided to move to their second preference for personal reasons.

In 2013, RMIT, the Embassy and AAV worked together to develop a clearer English language policy and placement timeframe with deadlines for self-funded tests. To a certain extent, these changes enabled awardees to have a better studying and testing strategy and to make more appropriate selection of courses. The role of the new National Academic Adviser in reviewing and providing counselling services for awardees during placement process was also effective. Awardees whose first preference was rejected, took serious consideration of their English language levels and the advice of the Advisor and placement team in selecting the second preference.

Fifteen applications from the 2011 round, 13 from 2013 round and 8 from 2013 round were rejected by universities for reasons outlined in the table below.

Table 2c. Reasons for rejection by university

Reasons for rejections by universities	2011 round	2012 Round	2013 Round
	Number of rejections	Number of rejections	Number of rejections
Insufficient academic background/Awardees did not meet academic entry requirement	8	12	7
Bachelor degree is not considered equivalent to an appropriate Australian Bachelor degree	2	0	0
Insufficient English/Awardees did not meet English requirement	1	1	0
Face-to-face course is no longer available	2	0	0
University did not have a supervisor for student	2	0	1
Total	**15**	**13**	**8**

It is worth noting that in 2013 one awardee, who was initially rejected by the university because his Bachelor degree was not considered equivalent to an Australian Bachelor degree, then obtained the full offer after two months of intensive discussion between AAV and the university. In fact, the qualification of this awardee had been reviewed carefully by the Academic Advisor and placement team before placing on OASIS. In addition to the use of the assessment provided by National Office of Overseas Skills Recognition, the assessment of UK's National Recognition Information Centre was also referred to during discussions between AAV and the university. This illustrates the usefulness of referring to the more up-to-date UK assessment when Australian universities reject a Bachelor degree by using categorisations in AEI-NOORS.

Table 3a. Total breakdown of AAS placement by profile, sex and level of study from 2011 round to 2013 round (first group)

Profile	Female			Male			Total
	Masters	PhD	Sub-total	Masters	PhD	Sub-total	
Profile 1	102	0	102	91	0	91	193
Profile 2	86	0	86	51	0	51	137
Profile 3	81	52	133	42	55	97	230
Total	**261**	**52**	**321**	**181**	**55**	**239**	**560**

In general, there were more female awardees (57%) than male awardees (43%) placed, which reflected the predominance of women being selected in the scholarship program in the last three rounds.

Table 3b. ADS placement summary for 2011 round by profile, sex and level of study

Profile	Female			Male			Total
	Masters	PhD	Sub-total	Masters	PhD	Sub-total	
Profile 1	56	0	56	40	0	40	96
Profile 2	37	0	37	15	0	15	52
Profile 3	24	15	39	16	18	34	73
Total	**117**	**15**	**132**	**71**	**18**	**89**	**221**

In 2011 round placement, female awardees (60%) outnumbered male awardees (40%).

Table 3c. Placement summary for 2012 round by profile, sex and level of study

Profile	Female			Male			Grand Total
	Masters	PhD	Sub-Total	Masters	PhD	Sub-Total	
Profile 1	34	0	34	44	0	44	78
Profile 2	30	0	30	27	0	27	57
Profile 3	42	23	65	19	24	43	108
Total	**106**	**23**	**129**	**90**	**24**	**114**	**243**

In the 2012 round placement, there was a noticeable decrease in the percentage of female awardees (53%). Male awardees accounted for 47% - the highest percentage in recent years.

Table 3d. Placement summary for 2013 round - first group by profile, sex and level of study

Profile	Female			Male			Grand Total
	Masters	PhD	Sub-Total	Masters	PhD	Sub-Total	
Profile 1	12	0	12	7	0	7	19
Profile 2	19	0	19	9	0	9	28
Profile 3	15	14	29	7	13	20	49
Total	**46**	**14**	**60**	**23**	**13**	**36**	**96**

Among the first group from the 2013 round who met required IELTS of their approved course or had IELTS 6.5, female awardees accounted for 63% and male awardees 37%. This percentage is subject to change in the next year's report when more awardees from the 2013 round are placed.

3.2 Field of studies/development themes selected by awardees at the placement stage

Table 4 shows the placement by field of study for those who have met the English requirement by universities.

Table 4. Summary of field of study by round

Field of study	2011 round	2012 round	2013 round	Total
Communication and Media	6	4	1	11
Disability	1	4	4	9
Economic growth	38	39	21	98
Education	21	23	19	63
Environment	34	35	7	76
Food security	2	15	0	17
Gender equality	0	1	3	4
Governance	27	36	15	78
Health, HIV/AIDS, pandemics	22	34	9	65
Human Rights	2	6	0	8
Infrastructure	16	13	6	35
Regional stability	2	5	2	9
Rural development	48	26	8	82
Water & Sanitation	2	2	1	5
Total	**221**	**243**	**96**	**560**

Note: The data from the 2013 round is the fast-track group only.

The five most popular fields of study were: Economic growth (98), Rural development (82), Governance (78), Environment (76) and Health, HIV/AIDS, pandemics (65).

3.3   Universities selected by 2011, 2012 and fast track 2012 round awardees

The following trends are noted related to the placement of AAS awardees at Australian universities since 2011.

- The AAS awardees in the 2011, 2012 and 2013 rounds were placed in 33 different universities.

- The top five universities with the highest number of AAS awardees over the past three years are:

  - The University of Melbourne (80)

  - Flinders University (65)

  - The University of Queensland (59)

  - The Australian National University (49)

  - The University of Adelaide (36)

- In the past two years, a division among awardees can be seen in terms of their selection of preferred courses. Awardees who selected Group 8 universities were awardees with good English skills. Awardees who proposed courses at universities with more flexible English requirements, such as Flinders, were generally awardees who had lower English language scores on entry to the scholarship program.

- The English/IELTS requirement was the major concern of many awardees and probably constituted the biggest placement challenge. This year, Monash University offered lower IELTS requirement for many courses and undertook more marketing activities about these changes. As a result, the number of awardees at Monash increased.

- In 2013, there were also a number of Universities (RMIT University, La Trobe University, The University of New England, Carnegie Mellon University) who considered the RMIT Advanced Plus Certificate (L7 Completion Certificate) in assessing awardees' English language capabilities. The number of awardees in these universities also increased in comparison with previous years. For example, in the 2011 round, La Trobe and RMIT were ranked as the 13th and 14th university on the list. However, in the 2012 round, these two universities moved into the top ten universities in numbers of AAS awardees. A total of 14 awardees were placed based on acceptance of the RMIT Advanced Plus Certificate (or Level 7 completion certificate).

Table 5. Placement by university and rounds

Name of University	2011 round	2012 round	2013 round	Grand Total
Carnegie Mellon University	0	1	0	1
Central Queensland University	2	2	1	5
Charles Sturt University	3	2	0	5
Curtin University	3	3	2	8
Deakin University	2	1	1	4
Flinders University	28	27	10	65

Name of University	2011 round	2012 round	2013 round	Grand Total
Griffith University	0	1	0	1
James Cook University	12	4	0	16
La Trobe University	3	14	7	24
Macquarie University	1	4	4	9
Monash University	7	10	8	25
Murdoch University	0	1	3	4
Queensland University of Technology	8	8	2	18
RMIT University	3	17	4	24
Southern Cross University	2	1	0	3
Swinburne University of Technology	0	1	0	1
The Australian National University	23	20	6	49
The University of Adelaide	21	14	1	36
The University of Melbourne	35	29	16	80
The University of New England	10	4	0	14
The University of New South Wales (including ADFA)	7	11	9	27
The University of Newcastle	0	3	0	3
The University of Queensland	24	22	13	59
The University of Sydney	9	11	3	23
The University of Western Australia	3	5	0	8
University of Canberra	1	3	1	5
University of South Australia	3	5	1	9
University of Tasmania	2	6	0	8
University of Technology Sydney	5	8	1	14
University of The Sunshine Coast	1	0	0	1
University of Western Sydney	0	0	1	1
University of Wollongong	2	2	1	5
Victoria University	1	3	1	5
Total	**221**	**243**	**96**	**560**

3.4   Pre-course English (PCE) in Australia

In early 2013, two disadvantaged awardees from the 2011 round were approved by DFAT to attend the PC) in Australia. Due to the change in English language policy, no PCE in Australia was offered to awardees from the 2012 and 2013 rounds.

Of the 5 disadvantaged awardees from the 2012 round, whose departure date was postponed until semester 2, 2014 as they had not met the English requirements of their approved courses, one awardee decided to go to Australia under a dependent visa to attend the 10-week English for Academic purpose course at the university from which he has obtained a conditional offer. If he can pass that course, he should be able to obtain a firm offer from that university.

3.5   Placement and self-funded IELTS tests

In 2013, RMIT Vietnam, the Embassy and AAV agreed on a clearer English language policy and timeframe for IELTS placement tests and acceptance deadlines for self-funded tests with a view to facilitating a smoother placement process and helping to reduce awardees' anxiety. Those undergoing English language training were informed about the IELTS placement dates and deadlines both at the AAV placement briefing and at the RMIT Vietnam orientation sessions at the beginning of the training.

In cases where awardees failed and were required to repeat a course (such as Level 5, Level 6), they were informed promptly about the new placement test date. A communication mechanism relating to IELTS testing and placement issues was established between RMIT and AAV to ensure the effective monitoring of awardees' progress and smooth placement.

As many awardees were anxious that they could not meet the required IELTS level at the scholarship funded placement test, these awardees sat for self-funded IELTS tests. The three types of IELTS test results (selection, placement or self-funded) used for placing awardees to Australian universities from 2011 round to date are summarised in Table 6.

Table 6: Summary of type of IELTS results used for placement by round

Round/ Type of test	Selection test	Placement test	Self-funded test	Total
2011 round	99	79	65	243
2012 round	103	95	22	221
2013 round	53	23	20	96
Total	**256**	**197**	**107**	**560**

The results of self-funded tests were used in three situations: (i) they sat for a self-funded test at least 4 weeks before the placement test and passed, (ii) they sat for a self-funded test less than 4 weeks before the placement test, failed the placement test but passed the self-funded test, (iii) they failed the placement test but passed a self-funded test before the placement and mobilisation deadline (early November for semester 1 and late April for semester 2),

The acceptance of self-funded test results could be seen to some extent as replacing the need for PCE in Australia. Awardees are more strongly motivated to gain the necessary IELTS scores for their preferred courses. The development of a clear timeframe for the acceptance of self-funded tests has also contributed to awardees having better study plan and more appropriate course selection.

4.   University Information Days

The annual University Information Days for AAS awardees were held respectively on 26 and 28 July 2013 in HCMC and Hanoi. The purpose of the event was to provide conditional awardees the opportunity to meet with university representatives to discuss and finalise their proposed study options.

Participants. Universities who participated in the event in 2012 indicated a strong preference to meet candidates who had already been awarded a scholarship and wished to finalise their course selection instead of meeting potential scholarship applicants as in

2012. Taking into consideration this feedback, the 2013 event was organized after the 2013 selection process was finished so that only conditional awardees were invited to attend. The conditional awardees consisted of newly selected conditional awardees of the 2013 round/2014 intake and the conditional awardees from the 2012 round, who were undergoing English language training.

A total of 31 universities attended the event, an increase of one over 2012. The participants included one university who did not participate in 2012 (Central Queensland University).

Timing. The timing for the event in July 2013 was chosen after the selection of conditional awards to coincide with the Placement Briefings and the Research Design workshops for PhD awardees. Holding these three events at one time minimised the time awardees had to be absent from work and travel for those working in the provinces. It also enabled the travel and accommodation costs for AAV staff to be reduced for HCMC.

Evaluation. Most universities (25 out of 30) rated the event as well organised (rated 4 and 5 on a 5 point scale) and 27 of the 30 universities deemed the event a valuable experience. The universities indicated they were happy for the opportunity to meet conditional awardees to further discuss the suitability of courses. Most universities commented that awardees were generally well-prepared, having researched courses before the event. The issues that reportedly concerned participants the most were English language requirements, academic entry requirements, especially for PhD programs, and living conditions.

Issues. One issue raised by several universities related to the lengthy duration (four hours) of the event, especially in HCMC. As conditional awardees have already chosen courses and universities as part of the scholarship application process, not all feel the need to meet with universities and consider courses changes. It is estimated that only around half of invited conditional awardees (from both application rounds) actually attended the event.

Another issue concerned the event timing, which left only one week between the event and the deadline for students commencing in the next semester to confirm their courses for placement. Several universities indicated that this may not give enough time if follow up information is needed from awardees. While this issue is acknowledged, it is very difficult to hold the event at an earlier date, even if it is not synchronised with the other two placement events. Currently, the University Information Days are already taking place at the earliest date possible after conditional award results are available. If newly chosen awardees cannot decide and confirm their choices within the week-long window between the University Information Day/ Placement Briefing, and the deadline for course confirmation, they still have the option to defer their study to the next semester.

Recommendations

- It is suggested that the event in HCMC could be reduced to two hours and to three hours in Hanoi.

- The model of combining the timing of the University Information Day, the Placement Briefing and the Research Design Workshop should be maintained.

5. Mobilisation

5.1 Mobilisation 2011 and 2011 rounds

The following table shows mobilisation figures per intake year/selection round since 2010. The figures demonstrate the very significant increase in the numbers of awardees mobilised in recent years.

Table 7. Number of ADS awardees mobilised 2010-2014 intakes

Year of Mobilisation/Round	Number of awardees who obtained a firm offer and commenced their studies in Australian universities
2013: (2013 round)	85 (fast-track for semester 1, 2014 only)
2013: (2012 round)	238 (excluding 5 disadvantaged awardees who will depart in semester 2, 2014 if they meet English requirement. Total number of 2012 round: 243)
2013: (2011 round)	55
2012: (2011 round)	166
2012: (2010 round)	240
2011	239
2010 *	149

Note: AAV contract commenced in October 2009.

5.2 Visa processing

After a series of consultations among DFAT, AAV and the DIBP office in HCMC in late 2012 and in 2013, in August 2013 new visa procedures for Australia Awards recipients were adopted.

In sum, there were two major changes in the procedures involving (i) the use of a spreadsheet summarising the visa applications being sent to the DIBP office after approval by the Embassy in lieu of individual letters of support from the Embassy, and (ii) the completion of the medical examination by awardees prior to lodging a visa application.

While these changes led to a heavier administrative workload in reviewing and preparing documentation for AAV staff, the visa issue turnaround time between the DIBP office and AAV was reduced and the new procedures overall led to a more rapid visa approval process. As a result, all awardees who met health requirements had their visas issued without delay.

5.3 Medical examination for visa purposes

AAV maintained the medical services contract with Family Medical Practice (FMP) to the end of December 2013. FMP has fulfilled their contractual responsibilities satisfactorily. AAV conducted surveys on health checking arrangements and services with the awardees in March and December 2013. Feedback from those awardees was positive.

In June 2013, DIBP informed AAV about the application of the new e-health system and the use of My Health Declarations (MHD). MHD is a service for clients who wish to do a health examination before lodging a visa application. Using MHD and arranging medical check-up

for awardees before lodging their applications helped avoid visa issue delays, as the previous procedure of health checks after visa request submission could take up to several weeks.

AAV provided detailed instructions for awardees on how to fill the new online form at the visa and travel briefing. AAV also followed up with the FMP in Hanoi and HCMC to ensure that any extra tests for awardees needed could be organised on a timely basis.

5.4 Travel arrangements

For awardees who commence their studies for semester 1, some delays have normally been experienced in confirming flight bookings with Vietnam Airlines, as this period is a peak travel time. This year, airline bookings were commenced nearly one month earlier than previous years and one placement team member was assigned to contact Vietnam Airlines on a daily basis from November to mid-January to ensure smooth awardee mobilisation. In contrast to last year, this year there was no need to make bookings on other airlines when Vietnam Airlines could not allocate seats to meet study commencement deadlines.

AAV kept all awardees informed about excess baggage costs at different briefing sessions. In a new initiative aimed at reducing awardee anxiety about the new living environment, AAV also provided additional information to departing awardees related to shopping, supermarkets and current availability of houses/apartments by returning awardees or accommodation sharing with current awardees in Australia. Such advice helped awardees develop the most appropriate list of items to take in their baggage and there have been no reports of excess baggage problems with the awardees leaving for semester 1, 2014 commencement.

5.5 Pre-departure briefings

As in previous years, AAV organised four Pre-Departure Briefings (PDB) for DFAT Australia Awards recipients. The PDBs aimed to provide awardees with useful information to meet the challenges and responsibilities of life and study in Australia. PDBs were held as follows:

Table 8. Schedule of Pre-Departure Briefings

Hanoi	Ho Chi Minh City
16 May 2013 Venue: Press Club	21 May 2013 Venue: Liberty Central Hotel
26 November 2013 Venue: Ocean Park Building	28 November 2013 Venue: Liberty Central Hotel

The format and content of the PDBs were similar to those conducted in previous years. Presentations were given on awardees' responsibilities and obligations; living and studying in Australia including living costs, basic legal information, accommodation options, and scholarship entitlements. Presentations on alumni and reintegration were made to ensure that awardees understood the full scholarship cycle and the support they receive on their return from study. There were sessions on safety and security, conducted by the Australian Federal Police, gender and HIV/AIDS.

A key part of the PDBs was the interactive session between alumni and awardees, whereby recently returned alumni provide firsthand experience of living and studying in Australia. At the end of the PDBs, certificates were presented to awardees to mark their success in being awarded an Australia Awards Scholarship by the Ambassador in Hanoi and the Consul General in Ho Chi Minh City.

At the briefing session in November 2013 in Hanoi, a Vice Chairman of CEMA delivered a brief address and presented a gift to each of three ethnic minority awardees. Photos of the events were sent to all awardees who attended and were posted on AAV's Facebook.

The survey questionnaire clearly indicated participants' satisfaction with the PDB's organisation and content, especially the interactive session with the alumni, and the support provided by AAV staff.

5.6   English Language Training and Policies

Based on the experience of providing the English Language training and the feedback of awardees to AAV and RMIT in the first year, an AAS English Language Training Handbook 2013-2014 was developed by RMIT Vietnam to ensure that awardees understand clearly the training program's procedures and focus on improving their academic English skills and IELTS score. A variety of issues were presented clearly in the Handbook, including class expectations, English training policies and procedures, academic information, assessments, support services and study schedule.

To ensure that awardees clearly understand the English training policies and placement policies, RMIT and AAV worked together closely and consulted each other before sending any message to awardees. AAV also keep RMIT informed promptly about all cases when self-funded tests met awardees' IELTS requirements. Such close collaboration not only ensured effective monitoring of progress, and reduced awardee's anxiety, but also contributed to successful placements.

During the English language training, awardees who showed weaknesses in aspects of their study received extra tutorial support from RMIT. Awardees who applied for courses with IELTS 7.0 requirements were strongly encouraged to work with the RMIT Pastoral Care Officer to ensure they would meet these high admission requirements by the deadline. There were some positive comments from awardees who departed to Australia for semester 1, 2014 commencement about the quality and strong support of RMIT Vietnam staff during the Pre-course English in Vietnam.

Some disadvantaged awardees (including 5 from the 2012 round) are currently facing difficulties during the English training at RMIT. There are different factors influencing their studying performance including family issues (small baby) or low IELTS at entry (for example two of 2012 round had IELTS 4.5, one in the 2013 round had IELTS 4.0). Many disadvantaged applicants have little opportunity to access professional English training before entering the RMIT Vietnam training program.

AAV is now preparing a proposal for using the Equity of Access Fund to provide additional tutorial assistance to improve the English skills and scores of the 4 remaining disadvantaged awardees from 2012 in Vietnam and one disadvantaged awardee in 2013, already identified as having difficulties in coping with his studies. With this assistance it is hoped that these awardees can obtain the required IELTS scores by April/early May 2014 to enable them to commence their studies in semester 2, 2014.

To address this ongoing issue, an assessment of the most effective way to provide additional English language for those disadvantaged awardees who have low IELTS scores and/or encounter study difficulties in their Pre-course English using the new Equity of Access Fund is recommended (see Recommendation in section 7 of this report).

6. Placement and mobilisation for awardees with disability

It has been a challenging year for AAV in handling the new policy on systematic and enhanced support for persons with disability. Implementation of the new policy in Vietnam was largely responsible for the record number of 8 awardees with disability approved in 2013, two of whom were technically blind, and coincided with the placement of two other awardees with disability from the 2012 round.

The sheer number of awardees with disability, the diversity of their needs, the number of stakeholders involved, and the newness and ongoing refining of policy and procedures added a considerable additional workload for both AAV and MC staff in Adelaide. Fortunately AAV has experienced excellent cooperation among all stakeholders: the awardees, the AAO, the Embassy and the universities. This cooperation enabled emerging issues to be resolved quickly and facilitated the successful placement of 6 awardees with disability in 2013.

These 6 awardees with disability comprised 2 from the 2012 round and 4 from the 2013 round. They were accepted at The University of Melbourne (1), Flinders University (1), La Trobe University (2) and Murdoch University (2). Five of these were successfully mobilised; the remaining awardee will defer to semester 2, 2014 due to a recent traffic accident;

In accordance with the "Principles and Procedures for Disability Support" issued by DFAT on 31 July 2013, AAV, AAO and the Embassy worked closely to assess the necessary non-academic reasonable adjustments and to develop the most suitable mobilisation plan and Disability Support Agreements for the awardees with disability. Various universities were contacted by AAO and AAV to seek the most appropriate arrangements (e.g. university-based accommodation, special equipment purchase, special health insurance etc.) for those awardees before their departure.

Three awardees received approval to have a part-time carer accompany them from Vietnam (understood to be the first time in the Vietnam scholarship program). AAV supported them in mobilising their carers, two of whom left at the same time and one a month later. This should enable these awardees to settle more quickly and focus on their studies.

Table 9: Awardees with disability placed in 2013

Total awardees with disability placed	Female	Male	Masters	PhD	Total
	5	1	5	1	6
Semester 2, 2013	0	1	1	0	1
Semester 1, 2014	3	1	3	1	5
Semester 2, 2014	1	0	1	0	1

In 2013, there was an HIV positive awardee from the 2012 round who has been approved to receive disability support for his treatment in Australia. However, this awardee is not included in Table 10 as he is not technically categorised as an awardee with disability.

7. Issues

A number of issues were raised in the 2012 Annual Report. As explained below, all were resolved during the placement and mobilisation process during 2013.

7.1   Postponement of departure date/deferrals

Postponement of departure dates and deferrals were not issues in 2013 as they were in 2012. In order to improve the quality of placement and mobilisation process, various initiatives were put into practice by AAV and other stakeholders. As a result, there was no case of departure date postponement due to a late university offer or a late visa issue, provided that the awardee met DIBP health requirements.

All cases of postponement of departure dates and deferrals[7] in mid and late 2013 were awardees having health problems and personal issues (including family issues, pregnancy). These issues are largely out of the control of the awardees and AAV and can happen at any time, at pre-departure or on-award stage. With support from AAV staff, most awardees understood the policies, tried their best to meet scholarship deadlines, and showed strong commitment to the scholarship program.

7.2   Course and institution transfers

In 2013, the new National Academic Adviser worked closely with the placement team in providing academic advice for awardees to ensure the most appropriate courses were selected. As a result, there were no course/institution transfers before awardees left for Australia for the semester 1, 2014 commencement, as occurred in 2012.

7.3   Letter of Offer Issues

In general, most universities responded to the requests for placement in due time. However, in previous semesters, the late offer issue by some universities was an impediment for timely mobilisation of some awardees. High staff turn-over at several institutions such as Melbourne University and La Trobe University was also a factor; thus, much time had to be spent by AAV staff in following up with these institutions and awardees in an effort to accelerate the process.

In August 2013, the detailed placement spreadsheets with all student details, including their potential supervisors, previous offers provided by university, current IELTS score, and their intention of bringing family to Australia, were also sent to those universities with the largest cohorts of awardees (5 and over). The spreadsheets were appreciated by the scholarship support and admission teams at these universities, as they helped university staff reduce the time required for collecting data from different sources and facilitated the circulation of updated information on awardees to relevant parties.

In the 2012 report, The University of New South Wales was reported as the university with the longest delays in processing PhD applications. However, regardless of their slow responses, this year no placement case at New South Wales encountered any problems.

It is also worth noting that 2013 was the first year that all awardees could obtain their offers from Australian universities before the pre-departure briefing sessions.

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[7] Two cases of postponement of departure have departed for Australia and the third will depart for semester 2. All except two cases of deferrals have departed for Australia; one who had a traffic accident will depart in semester 2, 2014 and the other with TB history is now under intensive treatment in Vietnam and is expected to depart in semester 1, 2015

7.4   Visa procedures

The new procedures introduced by DIBP streamlined the visa process and there were no cases of late visa issue which delayed departure dates for commencement of studies in Australia.

7.5   Conclusion

There were no major issues related to the placement and mobilisation of awardees in 2013 that require further attention, as all issues that emerged were able to be solved.

However, there is one <u>ongoing</u> issue which relates to providing effective English language support to disadvantaged candidates with low IELTS scores, i.e. 4.5 and less or who are facing problems in their Pre-course English in Vietnam.

Recommendation

It is recommended that discussions be held involving RMIT Vietnam, the Embassy, AAV and the National Academic Adviser (an IELTS expert) on the most effective way to provide English language support for disadvantaged candidates with low IELTS scores on entry to Pre-course English and/or are having difficulty achieving their university IELTS entry scores, with a view to developing a strategy for such support, using the new Equity of Access Fund and/or the provisions for funding Special English language training for disadvantage applicants .

Annex 4. Annual Academic Outputs Report 2013

1.   Introduction

As of 20 December 2013, there were 467 scholars with academic results recorded on OASIS for the 2013 academic year. The overwhelming majority (95%) of these scholars were performing satisfactorily. Variation requests significantly decreased by 20% over the 2012 figures, with the most common type of award variations being course detail changes/entitlement variations (203) representing 76% of the total. Other types of variations were course and institution transfers (24), course extensions (24), course upgrades (2), suspensions (10), terminations (1) and reductions (2).

The following provides detailed information on, and analysis of scholars' progress and award variations. There were no available data on completed scholarships on OASIS as of 20 December 2013.

2.   On-Scholarship Progress

There were 467 students (418 ADS and 49 ALAS) recorded on OASIS as having academic results in the 2013 academic year as of 20 December 2013. These figures are not complete as the results of many students had not been uploaded by the universities, and most universities had shut down for the holiday season by this date.

Table 1. Number of students by scholarship type and level of study

ADS/ALAS	Masters	PhD	Total
ADS	300	118	418
ALAS	13	36	49
Total	313	154	467

Table 2a below shows students' results reported by semester.

Table 2a. **Break down of number of students by scheme and results by semester**

Number of students with results by semester	ADS	ALAS	Grand Total
Semester 1 results only	176	22	198
Semester 1 and 2 results	193	23	216
Semester 2 results only	44	3	47
Semester 1, 2 and 3 results	5	1	6
Total with Semester 1 results	374	46	420
Total with Semester 2 results	242	27	269

It is noted that 6 students have results reported for three semesters – semesters 1, 2 and 3. This category refers to students studying at universities which offer three semesters in an academic year.

The information in Table 2b below provides further details on academic progress of students. The academic results are provided by semester, divided into three categories 'Satisfactory', 'Unsatisfactory' and 'Suspended'.

Table 2b. Progress of ADS and ALAS students on awards as of 20 December 2013

Overall Progress	Semester	ADS			ALAS			Total
		Masters	PhD	Total	Masters	PhD	Total	
Satisfactory	1	252	102	354	11	33	44	398
	2	182	48	230	9	16	25	255
	3	4		4		1	1	5
	Sub-Total	438	150	588	20	50	70	658
Unsatisfactory	1	12	6	18	1		1	19
	2	10	5	15	1	1	2	17
	3	1		1				1
	Sub-Total	23	11	34	2	1	3	37
Suspended	1		4	4		1	1	5
Total		**461**	**165**	**626**	**22**	**52**	**74**	**700**

Satisfactory: In Semester 1, 2013, 398/420 students who have results for Semester 1 (94.7%) were ranked as 'satisfactory'. In Semester 2, 2013, 255/269 (94.8%) students had 'satisfactory' academic progress.

Unsatisfactory: In Semester 1, 2013, 19 students (18 ADS and 1 ALAS) comprising 6 PhDs and 13 Masters were reported as 'unsatisfactory' accounting for 4.5% (19/420). These cases will be reported in *Section 4.7 Suspension* or *Section 4.3 Course extensions* if an extension was required. In Semester 2, 17 students were ranked 'unsatisfactory', accounting for 6.3% (17/269). Two ALAS students were in this group in Semester 2.

Suspended: The Academic Progress Report generated from OASIS reveals that 5 students (4 ADS and 1 ALAS) were recorded as 'suspended'. All 5 cases are PhD students.

2.1 ADS students' progress

Where data are available, this section analyses the progress of students by semester classified as 'High achievers', 'Progress as expected', 'Students at risk', 'Suspended' and 'Terminated'.

Table 3. ADS students' progress by semester and classification

Semester	Academic Progress	ADS	%
Semester 1	High Achievers	50	13%
	Progress as expected	304	81%
	Students at risk	18	5%
	Suspended	4	1%
	Sub-Total	376	100%
Semester 2	High Achievers	20	8%
	Progress as expected	210	86%

Semester	Academic Progress	ADS	%
	Students at risk	15	6%
	Sub-Total	245	100%
Semester 3	Progress as expected	4	80%
	Students at risk	1	20%
	Sub-Total	5	100%

High achievers: 'High achievers' are students with "good academic standing, excellent progress, outstanding performance, and/or a high distinction average". Based on an analysis of available data on OASIS as of 20 December 2013, 50 out of 376 students in Semester 1 could be considered as high achievers accounting for 13% of the total cohort. In Semester 2, 20 of 245 students could be classified as high achievers accounting for 8%.

Among the high achievers were 3 PhD students approved by DFAT and MOET to continue with doctoral studies either on AAS or on externally-funded scholarships.

Students at risk: 'Students at risk', as classified by universities, are students with unsatisfactory academic results. They are students who fail one or more subjects or have research delays for various reasons. In the 2013 data available, 18 ADS students were considered to be at risk in Semester 1, accounting for 5% of the 376 ADS scholars who have Semester 1 results on OASIS. Based on Semester 2 results, 15 students were also classified as at risk. However, this category is somewhat misleading. Some PhD students have experienced research delays not necessarily because of their academic performance, but because their research topics are technical, sensitive or at global level which requires considerable time and effort to obtain and confirm data and collect information. These cases will be reported in detail in *Section 4.3 Course extensions*.

Progress as expected: The number of students in the 'Progress as expected' category totalled 304 in Semester 1 accounting for 81% of 376 ADS students and 210 in Semester 2, accounting for 86% of the 245 ADS students who have results reported for Semester 2, 2013.

Suspended: Four (4) ADS students were recorded as 'suspended' in the report generated from OASIS for the whole academic year. All four are PhD students. It is noted that these four suspended cases relating to academic progress on OASIS are not on the suspension list that required an award variation. The designation 'suspended' was explained on OASIS as 'results pending' or 'pending progress report'.

2.2   ALAS students' progress

Table 4. ALAS students' progress

Semester	Academic Progress	ALAS	%
	High Achievers	8	17%
	Progress as expected	36	78%
Semester 1	Students at risk	1	2%
	Suspended	1	2%
	Sub-Total	46	100%
Semester 2	High Achievers	4	15%

Semester	Academic Progress	ALAS	%
	Progress as expected	21	78%
	Students at risk	2	7%
	Suspended	0	
	Sub-Total	27	100%
Semester 3	Progress as expected	1	100%

High achievers: There were 8 high achieving ALAS scholars that could be identified in Semester 1 and 4 more in Semester 2.

Progress as expected: In Semester 1, 36 out of 46 ALAS students (78%) and 21 out of 27 students (78%) in Semester 2 were satisfactorily undertaking their courses and were categorized as achieving 'progress as expected'.

Students at risk: One ALAS PhD student was 'at risk' in Semester 1 because of illness which affected her ability to complete her thesis. In Semester 2, two PhD ALAS students were at risk because of research delays.

Suspended: One PhD student was suspended in Semester 1, 2013. She has returned to her studies in December 2013.

3. Scholarship completion

3.1 OASIS data

As of 20 December 2013, there is no information on completed scholarships recorded in OASIS. However, there were 128 students having finalised their courses and 33 students having finalised pending results.

Table 5. Academic completion for ADS and ALAS students as at 20 December 2013

Scholarship Status	ADS			ALAS			Total
	Masters	PhD	Sub - Total	Masters	PhD	Sub -Total	
Completed	NA	NA	NA	NA	NA	NA	NA
Finalised	123		123	3	2	5	128
Finalised Pending Results	21	6	27		6	6	33
Total	**144**	**6**	**150**	**3**	**8**	**11**	**161**

3.2 ADS

123 ADS students have finalised results for their Masters courses and 27 students (21 Master students and 6 PhD students) have their finalised pending results. The pending results are either the results of their research projects or final examination results.

3.3   ALAS

As of 20 December 2013, 5 out of 11 ALAS students finalised their courses, three at Masters level and two at PhD level, accounting for 45%. Six ALAS students (55%) had their results pending, all are PhD students. The common reason was waiting for their thesis assessment results.

3.4   Comment

In summary, the data for this section are not complete. The results of many students had not been uploaded on OASIS by 20 December 2013, the date when most universities close for the holiday season. The information on completion of awards was also not available on OASIS at the time this report was prepared. Moreover, as universities differ in their marking and classifications, the AAV assessment of 'high achievers' and 'progress as expected' is somewhat subjective and has been based on students' grades and on comments in OASIS.

4.   Award Variations

A total of 266 award variation requests was received for scholars on-award for the period 1 January to 20 December 2013, of which 257 cases were accepted and 9 cases were rejected. The total number of variation requests is 20% less than the number in 2012. As of 20 December 2013, the total cost of approved variations was AUD 154,884. This year the total variations include ALAS for the first time (although there was one ALAS variation recorded in 2012)

The most common types of award variations for scholars on-award were course details changes/entitlement variations (203), course and institution transfers (24), course extensions (24), course upgrades (1), suspensions (10), terminations (1) reductions (2) and withdrawal (1).

The following table reports on all the variations for scholars on-award in Australia.

Table 6. Types of variations by year

Type of Variation Request	No. of Variations 2013	No. of Variations 2012	No. of Variations 2011
Course and Institution Transfers	24	27	16
Course Extensions	24	22	27
Course Upgrades	1	7	7
Reductions	2	2	1
Suspensions	10	9	4
Terminations	1	4	3
Withdrawal	1		
Course Details Changes/ Entitlement Variations	203	262	214
Total	**266**	**333**	**272**

4.1   Course detail changes/entitlement variations: Total 203

Seventy-six percent of award variations (203) are course detail changes/entitlement variations, which are applied whenever there is a change in the value of the scholarship. This includes: adding courses (pre-course English or articulating courses, replacement subjects in case of academic failure), adding entitlements (field work, reunion travel), deleting, reducing or increasing entitlement value, editing dates and value of entitlements including Overseas Student Health Cover (OSHC).

The following table provides a breakdown of entitlement variations, which are by far the largest number of variations. The number represents a significant reduction of 22% from 2012.

Table 7. Course detail changes/entitlement variations

Description	No. of variations
Revision of offers to correct start dates, end dates, and OSHC costs	23
Increases in tuition fee	42
Student Services and Amenities Fee (SSAF)	71
Funds for reunion airfares /completion travel costs	46
Fieldwork costs	11
Academic failure (costs to repeat subjects)	10
Total	**203**

- **23** cases in entitlement variations related to revision of offers. This includes course detail changes, reducing or increasing entitlement costs based on correcting start dates or end dates and correcting cost of IAP and costs of OSHC. These variations normally entail minor cost implications and are generally an adjustment in the value of the scholarship.

- **42** cases of entitlement variations related to an increase in tuition fees. Course fees fluctuate on an annual basis.

- **71 c**ases of entitlement variations related to the SSAF, which was a compulsory fee introduced in Australian universities from Semester 1, 2012.

- **46** cases of entitlement variations related to funds for reunion airfare costs and completion travel costs. This occurs when the student changed their status of 'accompanied' to 'unaccompanied' or vice versa (i.e. bringing or not bringing their families to Australia).

- **11** cases of entitlement variations related to field work, which was not requested at placement stage. Out of 11 cases, 1 case included a work attachment which was rejected.

- **10** cases of entitlement variations related to academic failure. This occurs when the students failed one or two subjects and had to repeat the failed subjects. Variations were needed to fund repeated or replacement subjects taken.

The following is a breakdown of these 10 cases of academic failure which involved 9 students (one student had two variations).

- **5** students failed one subject; therefore, 5 award variations were requested to fund a repeat of the failed subjects in the summer course or an additional course during the semester.

- **1** student failed one subject twice.

- **2** students failed two subjects.

- **1** student repeated her failed subject in the summer vacation but was not successful. She then did another replacement subject in the winter break and passed. For this student, there were 2 requests for award variations.

As all 9 students successfully passed the failed subjects, no extensions were required for these students. It is noted that of the 9 students, 3 are at the University of Melbourne, 3 at ANU, 2 at Flinders University and 2 at James Cook University.

4.2 Course and institution transfers: Total 24, (22 cases of course transfer and 2 cases of institution transfer)

All these cases occurred while the awardees were in Australia.

Course transfers: 22,

- **10** cases related to awardees wishing to transfer to more suitable and preferred courses. The reasons vary as follows: the course met their expectation and could help with career development; the course was more relevant to their fieldwork in Vietnam; the course helped develop a broader range of relevant skills; the course met employers' needs; the course had a more substantial research component which could improve the research skills of a lecturer; the course with a professional component could enable the student to gain practical experiences in their field; the course related to a more suitable supervisor for the research topic; the course was helpful for career development, the course was more related to student's background. Out of the 10 **c**ases, 2 also requested an extension but were rejected.

- **8** cases related to transfer to a new RMIT program. According to RMIT, all currently enrolled students who were to submit their thesis after 31 March 2014 were required to change program. The new program aims to improve the candidates' experience and provide them with more options for development. There was no extension or additional cost for these cases.

- **2** cases related to poor academic performance where the students wanted to change or were recommended to change to less demanding courses. One case involved a course downgrade from Doctor of Philosophy - Civil and Environmental Engineering to Master of Engineering in Civil and Environmental Engineering. In the other case, the student lacked research experience and requested a transfer to a similar course without research component.

- **2** cases related to high achieving students who were offered an upgrade to PhD level.

Institution transfers: 2

- **1** case occurred as the student wanted to be in the same state with her husband (who is also AAS student at Victoria University) as she needed his support to care for her infant. She was unable to arrange any other form of family support in Adelaide.

- **1** case related to a student who wished to transfer to another institution as she considered that the course there had a more suitable supervisor for her research topic.

4.3   Course Extensions: Total 23

- **7** cases of research delays leading to extensions. No additional tuition fees were incurred as a result
    - **6** cases occurred because of difficulties in data collection, information from the Vietnam Government and/or data analysis or a slight change in research focus.
    - **1** student transferred to another School and changed supervisor. This altered his research topic and delayed progress.
- **6** cases related to poor academic performance. One case failed 2 out 4 subjects, one case failed one subject twice and four cases failed one subject. These failures led to extensions and additional costs.
- **1** case experienced difficulties through complex family circumstances which were beyond his control and affected his progress.
- **1** case related to delays in internship which were out of his control. He originally applied for an internship but it was cancelled at the last minute. The student was required to apply for a new internship which led to a short extension.
- **2** cases had extensions relating to maternity leave and health issues.
- **1** student needed an extension as she had been experiencing difficulties through complex family circumstances beyond her control. This was reported earlier in a Welfare Incident report.
- **5** cases were to correct the scholarship end dates on OASIS based on the official results end date.

4.4   Course Upgrades: Total 1

- **1** awardee received AusAID and MOET approval to upgrade to a PhD degree with external funding from the university. It is noted that two other cases of upgrades from Masters level to PhD level due to their high achieving results were reported in *4.2 Course and Institution transfer*.

4.5   Reductions: Total 2

It has only recently been noticed that the scholarship completion date was incorrectly set for 2 students at the University of New England providing these students with 2.5 years in which to complete a 1.5 year course. The reduction is aimed to rectify the error. The students will now complete their courses in two years.

4.6   Suspensions: Total 10

- **3** cases due to pregnancy and maternity leave.
- **2** cases related to health issues.

- **2** cases related to family issues. One student returned to Vietnam to take care of his father who was in critical condition because of throat cancer. Another student took 3 months leave due to the illness of an immediate family member .

- **1** case related to two reasons. One reason was health problems; the other was related to her supervisor leaving the university. As a consequence, there were delays with her research proposal submission. This case is explained in *Section 4.7 Terminations*.

- **1** case related to poor academic performance and personal difficulties which led to academic failure. The student was recommended by the university to apply for suspension.

- **1** case related to a PhD student who tried to work through several issues including health and family problems in Vietnam which prevented him from focusing on his studies. This student later applied to withdraw from the AAS program. This case is reported in *Section 4.8 Withdrawal*.

4.7   Terminations: Total 1 (request rejected)

Initially, a request for suspension was uploaded on OASIS as this student was going to give birth and she was having problems submitting her research proposal as her academic advisor had left the university. AAO was then informed by the Student Contact Officer and the student's new academic supervisors that she was still failing to make satisfactory progress in her research to enable her to continue with her PhD research. This was discussed with AAO and the intent to terminate was issued by AAO instead of the request for suspension. However, the student then appealed the intent to terminate with the reason that she was pregnant and ill during pregnancy, therefore she could not perform as required by her supervisor. Her appeal was successful and thus a suspension was approved instead. However, she must meet certain conditions as set out in her return to study agreement in order to rectify her late research proposal submission.

4.8   Withdrawal: 1

As reported earlier in *Section 4.6 Suspension*, one PhD student withdrew from AAS due to several issues including health and family issues in Vietnam which prevented him from focusing on his studies.

4.9   Conclusion

Overall, there was a significant (20%) decrease in variations (67) for scholars on-award in 2013, declining from 333 cases in 2012 to 266 cases in 2013. Nine of these cases were rejected. The decrease occurred even though ALAS variations were included for the first time (except one case in 2012). The 2013 total was also slightly lower than that in 2011 (272).

As previously noted, by far the largest type of variation (203) was course detail changes/entitlement variations representing 76.3% of the total variations and a reduction of 22% over 2012. These variations occur when there is a change in the value of the scholarship. Ten of these variations related to subject failure by 9 awardees, but all these awardees subsequently passed their failed subjects (see below).

The following is an analysis of cases that might be deemed 'academic failure', where the failure is not related to health issues.

The 10 cases noted above in course detail changes/entitlement variations, where 9 students had to repeat failed subjects, cannot be considered as academic failure as all these students subsequently passed the failed subjects.

There are **2** cases related to poor academic performance where the students wanted to change or were recommended to change to less demanding courses. One case involved a course downgrade from Doctor of Philosophy - Civil and Environmental Engineering to Master of Engineering in Civil and Environmental Engineering. In the other case, the student lacked research experience and requested a transfer to a similar course without a research component. .

There were **6** cases of academic failure which resulted in extensions.

There was **one** case of poor academic performance which resulted in the university recommending suspension.

With the above analysis it might be concluded that during 2013, there were 9 cases of 'academic failure' not related to health issues, including 2 cases of course transfer, 6 cases leading to extension, and one case leading to suspension. However in all the above cases it is still possible that these students could finally finish their courses and graduate (although one could only obtain a Masters and not a PhD).

It should be noted that there were no terminations of scholarship due to academic failure during 2013. The one withdrawal from the scholarship was for health and family reasons, not academic failure.

Annex 5. Reintegration and Alumni Report

1.   Reintegration Strategy objective

The objective of the reintegration and alumni strategy for Vietnam is to achieve outcome 4 in the AAV program logic framework:

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

2.   Reintegration Strategy: Pilot Phase Program

2.1 Workshop series

The reintegration strategy outlined in the Annual Plan 2012-2013 and modified in the Annual Plan 2013-2014 contained a pilot phase program to be implemented for two cohorts of Australia Awards graduates. The pilot program consisted of two series of two workshops - one workshop in Australia towards the end of the awardees' last semester of studies, followed by a second workshop in Vietnam some three months after the new graduates resumed employment. Both workshops were conducted by the AAV HRD Adviser.

The purpose of the workshop series was to assist new graduates reintegrate successfully into the workplace and apply usefully their new skills and knowledge in their workplace. The approach adopted at the in-Australia workshop was to introduce the reintegration strategy and prepare graduates mentally for the transition from student to employee.

When back in Vietnam, the follow-up workshop aimed to facilitate graduates' exchange of reintegration experiences, provide them with change agent strategies to transfer skills and knowledge in the workplace, and guide them in formulating an individual ReAP to be implemented in the workplace with the support of the employer/supervisor. Due to the key role of the ReAP, only those returnees in employment or whose employment status was unknown were invited to the in-Vietnam workshop.

After each workshop in Australia and Vietnam, a self-paced module package summarising the relevant workshop content was sent to all those who could not attend the workshops, so that all targeted returnees were given the opportunity to be exposed to workshop content.

In Australia, the workshops were held in the State capitals (except Perth), at the universities where there were concentrations of awardees or, in the case of Sydney where awardees were scattered, a university that was centrally located. The first series of workshops in Australia was held at the end of November/ beginning of December 2012 after the final exams and the second series in May 2013. In Vietnam, the first series of workshops took place in April 2013 in HCMC, Danang and Hanoi and the second series was conducted in October 2013 in Can Tho, HCMC, Hue and Hanoi.

Although not included in the pilot phase program, a third series of workshops was conducted in Australia in October 2013. In this series, the workshop locations were expanded from the five capital cities to include Lismore and Townsville where there were 6 awardees located in each university.

Table 1. Attendance at reintegration workshops in Australia and Vietnam

	Eligible Alumni	In-Australia Workshop		In-Vietnam Workshop		Australia Workshop	Vietnam Workshop
		Invitees*	Attendees	Invitees	Attendees		
Cohort 1	122	108	61	108	48	56.5 %	44.4%
Cohort 2	111	97	51	108**	52	52.5%	48.0%
Cohort 3	129	123*	76	-	-	61.7%	

Only those located in the cities in Australia where the workshops were held were invited to the workshops. Those in distant cities and regional locations were not invited but were sent a package containing the workshop contents.

**The invitee numbers in cohort 2 for the Vietnam workshops include only those who recently returned. 77 returnees from cohort 1 who did not attend the first workshop were also invited (totalling 185 invited) and 18 attended the workshop (making total attendance 70). For comparative purposes, they have not been included in the above table as they were not the main target of the Vietnam workshop since they have been in Vietnam for 8-9 months.*

2.2 Workshop attendance rates

The reintegration strategy identified 'low attendance rates' at the workshops as a high probability risk in successfully implementing the strategy. This risk factor was partly due to these first cohorts being introduced to the reintegration strategy during their studies in Australia, without any initial orientation to the strategy as part of preparation for their Australian studies. There are clearly other reasons why many of the targeted group did not attend the workshops in Australia or in Vietnam, for example, study/work commitments, health reasons, travel difficulties or simply lack of interest.

Different strategies have been used to maximize workshop attendance, including follow-up emails and telephone calls, expanding the locations of workshops at universities in Australia or cities in Australia and Vietnam, and varying the times of the workshops to include weekends and after hours. The higher attendance rate at the in-Australian workshops for cohort 3 (61.7%) seems to indicate that this flexibility of approach has started to bring positive results.

From the commencement of the pilot phase program, new awardees have been inculcated with the importance of the reintegration strategy at the pre-departure briefings (starting from the briefings in November/December 2012) as a key part of the scholarship cycle. This should start to have some impact on returnees beginning to return to Vietnam from 2014 onwards.

3. Assessment of the Pilot Phase program

An important component of the pilot phase program was an assessment of the program after the first two series of workshops, conducted particularly to assess the results of the first ReAPs implemented by cohort 1. The assessment was undertaken by the M&E Adviser in September 2013 and his detailed findings are found in the M&E Annual Report Annex 4.

The following are some of the M&E assessment findings:

3.1   Workshop effectiveness

- Approximately 90% of alumni gave high ratings to the in-Australia workshops (on the post-workshop evaluation form), indicating the workshops were useful in preparing for the transition back to the workplace.

- About 81% of cohort 1 participants in the in-Vietnam workshops said the workshop met their expectations *to a great extent* and 17% said *to a medium extent.*

- 70% of workshop participants found the Australian workshop prepared them *to a great (20%) or medium extent* (50%) for their return to Vietnam.

- The same 70% said the workshop in Vietnam prepared them to help their organization to improve *to a great extent (11%) or to a medium extent (59%).*

3.2   ReAPs

- 49 of the 108 alumni (45%) in cohort 1 produced a ReAP.

- The most common type of activities documented in the ReAPs were conducting research, delivering training and improving organizational systems.

- About 50% of alumni said their ReAP promoted gender equality to some extent.

- More than 90% of the 49 ReAPs produced by cohort 1 could be considered good quality using SMART criteria.

- There was no discernible difference in the quality of the ReAPs produced by those alumni who attended the in-Vietnam workshops and those who did not.

- 80% of alumni reported they were implementing their ReAP on schedule or ahead of schedule.

- The most important factors in the successful implementation of the ReAPs were: support from supervisors and the relevance of the ReAP to the workplace,

(After the workshop in Vietnam for cohort 1, the ReAP template, guidelines and workshop evaluation sheet were revised by the M&E Adviser to ensure that the reintegration process, including the support activities, could be monitored in a manner consistent with the Monitoring and Evaluation Strategy and Plan (2012) for the program. These revised documents were used for the Vietnam workshop for cohort 2 in October 2013.)

3.3   M&E assessment recommendations

The M&E assessment made the following recommendations to increase the effectiveness of the reintegration strategy:

- Place more emphasis on the relevance of the ReAP to the organization and the beneficiaries (of the activities). Look for ways of engaging others from the organisation in the process of developing the ReAPs.

- Reduce the content of the workshops on organizational change and change agents. Focus on more tangible processes such as introducing new knowledge, a new approach, a new course or a new policy. Emphasize that alumni are involved in a

learning process. Organizational change is beyond the alumni's capacity, position and mandate, and beyond the scope and expectations for ReAPs.

- Consider alumni and their teams (supervisors and colleagues) as the foundation for the reintegration process.

- Make better use of the in-Vietnam workshop to advance the development of the ReAP.

The challenge is how to realistically involve supervisors and alumni colleagues in the reintegration process, especially in developing the ReAPs. One problem is the spread of the supervisors and colleagues both geographically and across numerous agencies. The second relates to the relatively low attendance (around 44% to 62%) of alumni at the workshops and, based on the one year's experience with the PPI program in 2010, it will be extremely difficult to persuade supervisors (let alone colleagues) to attend the workshops.

A more practical way to involve the supervisors in the reintegration process is to encourage both returning alumni and their supervisors to meet and discuss the knowledge and skills the alumni might apply in the workplace for the benefit of the organisation. This discussion would take place both before and after the in-Vietnam workshop. The supervisor's engagement would be further enhanced by his/her signing

off on the ReAP prior to its submission to the AAV office.. Currently the alumnus merely indicates whether the ReAP had been discussed with the supervisor and whether the supervisor agreed with the plan.

Recommendation

Returning alumni and their employers will be encouraged to discuss the skills and knowledge alumni might apply in the workplace before the Vietnam workshop and written endorsement by supervisors of completed ReAPs will be sought after the workshop.

3.4   Third cohort: in-Australia workshops

Following the in-Australia workshop for cohort 3 in October 2013, the following recommendations are made concerning the conduct of the in-Australia workshops.

Recommendations

- Additional time be made available at the workshop to accommodate participants' desire to have more time for discussion

- To improve the response rate to the invitation to attend the workshop, consideration be given to using social media such as Facebook and Twitter

- To maximize workshop attendance, deliver as many workshops as may be possible in the cites where awardees are located

- Where possible, consider delivery of workshops in the late afternoon/evening and weekends to avoid conflict with class time.

4. Alumni support program

4.1 Professional development

4.1.1 Professional Development models

Professional development events continued to form the backbone of the 2013 alumni program using three models: a conference, one or two day training workshops and half day seminars. The highlight of the 2013 alumni support program was the VNAC held in Hanoi on 14-15 December 2013. The conference, which was open to all Vietnamese graduates from Australian tertiary institutions, was the first such conference to be organised on a national scale in Vietnam.

Due the substantial staff resources and time needed to prepare for the conference, only three other professional events were organised in 2013, the last being in July. These events consisted of two training workshops on presentation skills and a half day seminar on gender issues both (see 4.1.3 and 4.1.4 below for details). A feature of all four professional development events this year was that the speakers/trainers were alumni (except for the guest Australian speakers and two guest Vietnamese speakers at VNAC).

4.1.2 Vietnam National Alumni Conference

Overview: The Vietnam National Alumni Conference was held in Hanoi on 14 -15 December 2013. The first Australian scholarships alumni gathering of its kind in Vietnam, the purpose of the conference was to *celebrate the 40 years of diplomatic relations between Australia and Vietnam and to explore future collaborations in areas of mutual priority*.

Mr. Phillip Stonehouse, Charge d'Affaires of the Australian Embassy opened the conference. Dr Tran Quang Quy, Vice Minister, Ministry of Education and Training, made the welcoming remarks and Professor Geoff Gallop, Director of the Graduate School of Management, University of Sydney, gave the keynote address. Professor Gallop emphasized that when higher education is a key contributor to sustainable development, it brings the spirit and the results of science to the economy and society.

Research presentations: To maximise the opportunities for research sharing and policy advocacy, the conference was multi-themed. Six sub-themes were addressed in parallel sessions: (i) Vietnam's health sector reform, (ii) better education outcomes for Vietnam, (iii) sustainable agricultural development in Vietnam, (iv) developing Vietnam's human resources, (v) Vietnam's regional economic integration, and (vi) environmental sustainability for development. Sessional presentations were made by Australian academics (represented six universities) and Vietnamese alumni.

Results: The plenary and breakout sessions provided effective avenues for discussing key development issues and opportunities to explore collaborations among alumni and Australian academics and institutions. That Australia is an important development partner of Vietnam was a key consensus among alumni during the discussions. There was recognition of the positive contribution of the various Australian aid, scholarship and exchange programs and considerable interest in tapping Australian expertise to support capacity building in key sectors, including agriculture.

Research sharing and policy advocacy: Presentations and discussions at the parallel sessions provided the opportunity for both Australian and Vietnamese participants to express their views about current policies and practices and to offer ideas on future policy directions in key areas of Vietnam's development. This contributed to creating greater

awareness among participants of the successes and challenges of relevant policies and practices. Example of success included Vietnamese English language teachers who have adopted innovative teaching approaches leading to improved education quality, along with quality assurance and accreditation. Similarly, health professionals demonstrated that they have contributed to bringing international standards into training, research, publication and the professionalization of Vietnam's health sector.

Strengthening individual and institutional linkages: Participants agreed that the conference helped strengthen links between Australia and Vietnam. Existing and new individual and institutional links were explored. Australian presenters expressed interest in developing links or expanding existing links with Vietnamese institutions, especially in the areas of environment, public health, agriculture, English language training and public sector reform. Institutional collaborations stimulated by the conference include a potential research collaboration between Thai Nguyen College of Agriculture and Forestry and the University of Queensland to examine organic agriculture and the impact of climate change on agriculture in the northern mountainous areas of Vietnam; and the sharing of expertise between Hanoi Medical University and Queensland University of Technology, particularly related to the assessment of post-graduate student research theses. A further area of collaboration emerging from the conference is training in public sector reform by the University of Sydney in conjunction with the Ministry of Home Affairs.

Celebrating 40 years of diplomatic relations: The conference generated extensive media coverage with 12 television interviews aired on various channels, at least 14 reports on news websites and a number of reports in newspapers and magazines. The coverage highlighted the contributions Australian institutions and Vietnamese who have studied in Australia have made to Vietnam's development and the benefits this link has brought to the Australia-Vietnam relationship.

4.1.3 Seminar on Gender Equality

Another prominent feature of the alumni program this year was the half-day seminar on gender equality held in Hanoi in April 2013. The topic 'How equal are we at home and at work?' was chosen after a consultation lunch with alumni gender experts and the local AAV gender adviser. The alumni gender experts were identified in the cluster study on ADS contribution to gender equality undertaken in 2012, and the lunch and seminar can be seen as a direct follow-up to that study.

Due to the nature of the topic, for the first time, spouses were also invited to the seminar (14 attended). Three of the alumni speakers made presentations based on their research findings and covered such subjects as 'Gender differences towards political promotion, 'Masculinity – the role of men in making an equal life' and 'Equality viewed by a community medical doctor'. The fourth presentation was a case study of how the Hanoi University of Agriculture strives for gender equality at its workplace.

4.1.4 Training workshops on presentation skills

Following the success of the training workshop on visual presentation skills held in Vinh Phuc for northern alumni in December 2012, and after consultations with alumni in the two regions, two one-day training workshops on the same topic and by the same alumni trainers were organised this year. One workshop was held in HCMC for alumni in southern Vietnam; the other in Lang Co, located between Hue and Danang, for alumni in central Vietnam. A side benefit in replicating the visual presentation workshop was the reduction of the administrative workload for MC staff resulting in increased efficiency in organising the two workshops

4.2   Professional Development Outcomes

4.2.1 Wider alumni participation

The continuing challenge is to attract wider participation of alumni, especially older alumni, who, because of work and/or family commitments, have had no or peripheral involvement in the alumni program, hence the choice of relevant soft skills or topical subjects (as in the alumni conference) for professional development activities.

While some new participants are recent returnees, a very high proportion of alumni participants in the professional development events held this year have never attended alumni events before. This was particularly so for the conference, when 144 of the 330 alumni who attended the conference participated in an alumni event for the first time. The corresponding figures for the gender seminar were 26 out of 59 alumni (plus 14 spouses) and 22 out of 54 for the training workshop in HCMC.

The geographical spread of alumni especially in central Vietnam (where there are 212 alumni in the 10 central provinces) and the increasing number of alumni (102) in the Mekong Delta creates some organizational issues. The experiment in organising the training workshop at an attractive location between the cities of Hue and Danang, in an attempt to attract alumni from the two cities, was only partially successful. While 36 alumni registered only 28 attended.

Another organizational approach for central Vietnam might be to organize the same event on subsequent days in Hue and Danang with the expectation that with the travel dimension removed more alumni would attend each single event. Obviously this would incur higher costs so the cost effectiveness of this approach would need to be assessed. The success of the first reintegration workshop held in Can Tho in October this year for recent returnees in the Mekong Delta suggests that a suitable alumni event could justifiably be organised in Can Tho in the near future.

In respect of participation of alumni from outside the major cities, participants at the two workshops and seminar came from such provinces as: Hai Phong, Bac Ninh, Quang Tri, Lam Dong, Soc Trang, Phu Yen and Khanh Hoa. For the VNAC, there was much broader representation where 48 participants came from 15 provinces/cities outside of Hanoi.

4.2.2 High level of alumni satisfaction

In the three professional development activities (the conference is discussed above), there was a high level of participant satisfaction as evidenced in the post-event evaluations, which rated the quality of guest speakers, the relevance of the topic, the location and timing convenience. For example, 85% of the participants in the gender equality 'fully agreed' both that the seminar met their objectives and that they had received useful information. All 26 evaluation respondents in the training workshop in Lang Co 'completely' or 'mostly' agreed that they would able to apply the presentations skills they learnt in their workplace.

4.2.3 Enhanced networking among alumni

Combining professional development with social networking activities through holding half-day seminars with lunch and gala dinners for two-day workshops has proven popular over the last two years, as evidenced by participants' evaluations. One outcome of these events has been the enhanced networking that has taken place in subsequent social and charitable activities stimulated by alumni events.

These activities this year have included a well organised charitable event - "Support for Typhoon Wutip Victims" which was initiated by leading members of the Hanoi alumni core group. After three weeks calling for alumni support through the internet, approximately AUD30,000 was donated from Vietnam, Australia and the United States. Eight hundred households and 2,000 children in the most severely affected areas of Ha Tinh Province were subsequently supplied with food, toys and school apparel by the group. An alumni sports group in Hanoi also holds regular football matches among male alumni.

4.2.4 Gender equality

Women continued to participate prominently in the alumni program with a majority of female alumni both registering and attending the seminar, workshops and the conference. Women have also played leading roles in the four alumni core groups established in the three regions. In central Vietnam, both of the core group coordinators in Hue and Danang are women. Women constitute more than half of the Hanoi core group. Also there are 5 women among the 6 alumni working group members elected by alumni this year to facilitate the formation of a national alumni organization.

4.3 Access to on-line academic databases

In response to alumni needs, for the past three years, AAV has subscribed to a widely used, international set of academic databases provided by the ITGroup including ProQuest and Emerald. This facility can accommodate up to 1,500 users and, as of the end of December 2013, 818 alumni had subscribed (with an overall ratio of 58:42 in favour of women, continuing the same trend as last year). The percentage of users from Profile 3 has increased to 43% compared to 38% of users from Profile 1. This is a change from last year, when there were somewhat surprisingly more users from Profile 1 than that from Profile 3.

In November 2013, AAV conducted an online survey among the alumni users to evaluate their satisfaction and explore further needs. Feedback from the 176 users who responded was very positive. A high proportion of respondents (89%) indicated that ProQuest was 'very useful' or 'useful', for their work and 80% said Emerald was similarly useful. Ninety-two percent indicated that they would recommend the databases to their alumni friends and 95% would like to continue using the databases for another year.

However, a significant number of respondents indicated a preference for databases with a wider range of journals and academic articles, such as Science Direct, J-Stor, PubMed, etc. As these databases are very expensive, AAV staff is working with ITGroup to find affordable databases with additional academic resources.

5. Strengthening professional links with Australian institutions

5.1 Small Grants Scheme

The Small Grants Scheme has the combined objective of enhancing the professional knowledge of alumni and of strengthening their links with Australian organisations. The maximum value of a grant is AUD 5,000 per alumni with up to AUD 20,000 available for a group of four alumni.

This year, there was no new Small Grant application round as the Embassy decided to suspend further rounds until an internal review of the scheme was undertaken by the MC. This year's Small Grant operations therefore mainly involved the assessment of

applications and disbursement of funds for the 4th round submissions, which closed on 31 December 2012.

A surprisingly large number of submissions (43) was received in the 4th round. Following appraisal by AAV and subsequent assessment of the proposals by the Embassy, 16 grants were approved with a total funding of AUD 50,264. Approved activities were: (i) the presentation of papers at international workshops/conferences (3); (ii) the application and/or continuation of research related to their Masters/PhD studies in Australia (12); and (iii) the organisation of a workshop (one).

All approved activities had links with the alumni's previous studies in Australia and most showed some form of collaboration with Australian institutions and professors. Some activities had significant counterpart funding from the alumni's employing agency. Several activities involved collaboration among more than one alumnus working in the same institution or in different institutions. A positive development in the 4th round was the 20 proposals received from 26 alumni outside of Hanoi and HCMC, of which 5 proposals were approved.

Of the 43 applications, two activities involving presentations at conferences in Australia were cancelled as the grants were not approved in time. Of the 16 approved grants, one grant could not be implemented due to the recipient's health condition. Details of the applications and disbursement progress for rounds 1-2 and 3-4 respectively are found in Attachment 5.2a and Attachment 5.2b. The 2012 Annual Report identified a number of issues that arose out of the previous rounds relating to the cancellation of grants for conference presentations due to late approval, the burdensome financial reporting and the need for clearer guidelines on reporting on dissemination of results.

In late 2013, the Embassy tasked the MC to conduct an internal review of the Small Grants Scheme before the fifth round opened. The purpose of the internal review is to help improve the operation and results of the Scheme. The objectives are: (1) to assess the Scheme's effectiveness and efficiency over its first four rounds; and (2) to provide recommendations for the future implementation of the Scheme. It is expected that the fifth round will be opened around mid-2014 after the review is completed. The review will comprise two phases with the first assessment phase being undertaken by the M&E Adviser.

5.2   Links with DFAT and the Australian Embassy

The alumni database provides a ready-made list of alumni with a wide-ranging pool of expertise, who can be identified to assist with Embassy projects and studies and attend special Embassy functions. In 2013, the database was used on a number of occasions to seek alumni for DFAT and Embassy initiatives. These included prominent alumni for featured stories on Focus magazine in Australia that highlights the impact of Australia's overseas aid program, alumni success stories for the Embassy Facebook, and providing lists of appropriate alumni to attend specific Embassy events. In October 2013, as part of the Office of Development Effectiveness' evaluation of the Vietnam-Australia Joint Aid Strategy 2010-15, a meeting between the evaluation team and 12 alumni was facilitated at the AAV office.

5.3   Links with Australian institutions in Vietnam

AusCham

Alumni working in the commercial sector are encouraged to establish links with the Australian business community, especially in HCMC, through an 84% discounted

membership fee (reduced from USD250 to USD40), as a result of AAV corporate membership. At mid-December 2013, 11 alumni had taken up this offer to become members of AusCham, with 6 renewing their membership from last year and 5 new members. AusCham has agreed to continue this special offer for AAV for 2014. Information on the special AusCham membership fee has been disseminated widely to alumni.

Australian Volunteers

In March 2013, the Embassy developed a draft Vietnam Scholarship/Volunteer Linkages Matrix identifying common needs and practical activities to support these needs through each program. In practice the links between alumni and the Australian volunteers continue to be largely ad hoc. The impediments for stronger links between the two programs include (i) the short-term nature of volunteers and their geographical spread, (ii) the fact that most professional development events for alumni are in Vietnamese, and (iii) the necessary attendance limitations for alumni training workshops. Relevant volunteers were informed about VNAC, the one event this year that was in English, but no volunteer attended. Photographs showing activities facilitated by volunteers were, however, displayed at the VNAC. Alumni representatives have also been invited to attend volunteer welcome functions.

One form of linkage that has been useful is informing volunteers about the scholarship application dates for them to encourage suitable contacts to apply. Another link set out in the matrix that should be explored further is to identify volunteers who are specialists in their field and who might be suitable guest speakers at alumni professional development events.

Recommendation

A list be made of volunteers who are specialists in their field and who might be suitable guest speakers at alumni professional development events.

6.   Strengthening the public visibility of the alumni network

6.1   Consultations with alumni

As a result of the three consultation workshops held last year in Hanoi, Danang and HCMC, it was agreed that a small alumni working group be established representing the three regions to pursue issues and steps relating to the establishment of a national Australia Awards Alumni Network organization. The Embassy agreed that a working group of six alumni be established with two alumni representing each of the southern, central and northern regions of Vietnam. The method of selecting these alumni representatives should be determined by the alumni in each of the regions.

During June and July 2013, elections for the working group were organised by alumni in four locations through a combination of methods. The elections were either entirely online as in the case of Hue and Danang, where one representative was elected for each city, or voting at a meeting of alumni following online nominations as in the case of Hanoi and HCMC, which elected two representatives each. Despite AAV encouragement that there be a gender balance on the working group, five women were elected, while the single male representative is from Hanoi. Working group members work in a diversity of areas: university, government, embassy, private enterprise and NGO.

It was planned that AAV would arrange a one-day work program for the working group in Hanoi in September to allow them to establish a work plan and methodology and to consult with stakeholders including the Secretary of the Vietnam Australia Friendship Association.

However, the plan was postponed due to uncertainties over the policies of the new Australian Government as well as the need to focus staffing resources on the organisation of the alumni conference..

As of the end of 2013 one outstanding issue was how to bring the DFAT Australia Awards alumni and the Endeavour alumni together into a single network, so that the network covers all Australia Awards alumni. Earlier in 2013, agreement had been reached at Post that the two alumni networks would remain separate at that stage but would collaborate on professional development and social networking activities. The most significant collaboration occurred in the planning of the National Vietnam Alumni Conference in December 2013, although only a small number of Endeavour alumni attended the conference.

An important step towards the objective of a single alumni network would be to include Endeavour Awards representatives on the alumni working group established to pursue the idea of a national Australia Awards network organisation in Vietnam. Other steps include inviting Endeavour alumni to attend reintegration workshops, which could also serve as Welcome Back events for all Australia Awards alumni and include Endeavour alumni in pre-departure briefings.

One issue that is currently being addressed is how to include the Endeavour Awards alumni in the existing Australia Awards Alumni network in Vietnam so that the network covers all Australia Awards alumni. An initial step would be to include Endeavour Awards representatives on the working group.

One side outcome of the working group election process was the decision of the Danang alumni to separate from the Hue group and set up their own core group. Another outcome was the election of an 11-member core group in Hanoi, which hitherto has been operating on an informal basis of interested alumni after the sector alumni groups were combined into an informal regional group in 2011.

6.2   Social networking events

Following the popularity of the first family barbecue in Hanoi in February 2012, a similar activity was organised at the Silver Creek Resort, HCMC in early March 2013, coinciding with the 2013 round scholarship application period. The activity's objective was to attract a wider range of alumni to participate in an informal social gathering, to provide networking opportunities and to reinforce positive views about Australia. By registration deadline, 129 alumni and 222 of their family members had registered. On the day, 98 alumni and 165 family members actually attended. Of the 98 alumni present, 12 were from different provinces other than HCMC, including An Giang, Can Tho, Kien Giang, Long An, and Tra Vinh in the Mekong Delta and Lam Dong in the central highlands.

The Silver Creek Resort offered a bounce house, slides and swings for children, indoor facilities (two large rooms with air conditioners and baby cots) for families with toddlers or babies. A four-piece band played light flamenco music during the proceedings. A game show facilitated by two alumni and a magician show were enjoyed by alumni and their family members.

Social activities like the family barbecue can be appealing for a wide range of alumni. More than 43% of the alumni who registered for the event had not participated in any alumni event over the past few years. With its family emphasis, the event drew the participation of many alumni with young families. It also attracted a number of alumni who studied in Australia during the 1990s (12 %).

It was clearly an enjoyable occasion and was very much appreciated by attendees; 80% of evaluation survey respondents said that the BBQ met their expectations for a social activity; and 95 % reported that what they liked the most was the opportunity to "catch up with old friends". The feedback confirmed that the opportunity for social networking was the most important factor in motivating the alumni to take part in such activities. Many alumni expressed the hope that there would be a repeat of such social events.

The only issue that arose with this event was the selection of venue. A number of attendees took time finding the place as the Silver Creek was located far from the city centre. Also, as March falls in the dry season with strong sunshine in the southern region, timing for this activity may be better set for a late afternoon/ evening BBQ rather than at midday.

Recommendation

With the success in attracting many previously "non-active" alumni at both the Hanoi and HCMC family barbecues, it is recommended that a similar social activity should be organized annually alternating between the two cities.

7. Mobilising alumni to strengthen the scholarship program

7.1 Mobilising alumni for promotion

As alumni are the most effective 'ambassadors' for the scholarship program, AAV seeks to mobilise alumni at alumni events to assist with the promotion of the scholarships throughout the year, not merely during the scholarship application period. At the opening of applications, all alumni on the database are provided with information by email and requested to pass this on to their professional and social networks.

Before visits to provinces and provincial universities, alumni working there are mapped and contacted where possible. If available, alumni are also invited to address public information sessions in the provinces.

7.2 Pre-departure briefings

It has been the practice over the past three years for recently returned alumni to brief and interact with new awardees at pre-departure briefings. This year, at the four pre-departure briefings, twelve different alumni were invited to share their study and life experiences in Australia. The interactive, one hour and half time allotment allows a detailed question and answer session on range of specific issues of concern to the new scholarship awardees.

7.3 Mentoring program

The mentoring program was launched at the end of 2010 to assist new awardees better adjust to the different study and living conditions in Australia. In principle, mentors and mentees are linked through their common field of study and, where possible, attendance at the same university. Alumni PhD graduates mentor awardees who are undertaking research degrees (PhD or Masters by research) and Masters graduates are assigned to Masters by coursework awardees.

New participants in the program were targeted at the pre-departure briefings in December 2012, May 2013 and December 2013. A total of 255 awardees was assigned to 225 mentors with some mentors having more than one mentee. For the two rounds in 2013 mentors were found for all awardees who requested mentors. For the December 2012 round mentors could not be found for four PhD awardees. In October 2013, online surveys

were sent to 137 mentees and 128 mentors participating in December 2012 and the May 2013 rounds to assess the effectiveness of the program and to identify room for improvement. A similar survey is planned some 6 months later for 118 mentees and 97 mentors participating in the December 2013 round.

In brief, nearly half the 137 mentees responded to the online survey; 99% of respondents were positive about the program, (very useful (42%), useful (34%) and somewhat useful (23%)) compared to 90% in last year's evaluation and 85% the previous evaluation. Only one respondent did not find the program useful, a significant improvement over the last survey when 9% (15) of the respondents were similarly negative about the program. Nearly half of the respondents sought advice more than three times, and one fifth sought advice from mentors 2 or 3 times. Moreover, most mentees expressed their appreciation when obtaining the mentoring support.

Of 128 mentors, a quarter responded to the online survey, of whom 94% were positive about this program, i.e. very useful (30%), useful (48%) and somewhat useful (15%); 70% of respondents rated their mentees as being very active, active or somewhat active. Furthermore, 82% mentors indicated that what they like best about being a mentor was that it gave them the chance to share knowledge and experience. A high proportion of respondents (76%) indicated they would recommend being a mentor to other alumni.

In terms of the type of support sought by mentees, both mentees and mentors gave the highest scores to "information about studying in Australia" with 62% and 79% of responses respectively. "Living in Australia" ranked second with 60% of responses from mentees and 55% from mentors.

In the survey comments many mentees expressed the need for support earlier, before their departure. In response to this, for the December 2013 round, work on the mentoring scheme started a month earlier. The planned online survey 6 months later is aimed to measure the effectiveness of this initiative.

One problem encountered in the scheme (and reported in the 2012 Annual Report) is the imbalance between the limited mentor resources and the needs/preferences of the mentees such as (i) the limited number of PhD alumni available; and (ii) mentees' preference to have a mentor who studied at the same university. Also, most PhD scholars undertake very specialised research and it is very difficult to find an appropriate match.

These two problems have been overcome by seeking mentors for PhD awardees, if necessary, among PhD scholars who have been in Australia for one or more years and who, because of the freshness of their experience, could in fact be more effective mentors than older PhD alumni. Similarly, for awardees at some smaller/newer universities, who have a preference for a mentor from the same university, mentors were found among current awardees at those universities.

8.   Alumni database maintenance

The AAV alumni database is the cornerstone of all alumni-related activities and it is essential that it be accurate and constantly updated. Two staff members have been assigned to update the database whenever possible, using all possible information avenues including email, tracer study, impact studies, websites, event registration and working through alumni who studied at the same time as alumni who cannot be contacted. The conference alone generated a huge number of alumni contact updates (457 updates out of the 608 registered).

The database maintenance work has been significantly increased since the introduction of the Australia Awards Alumni Network (AAAN) database administered by the AAO in Canberra. As there are important fields, such as profiles, disadvantaged alumni, work location (province) and alumni status (e.g. deceased, retired etc.), which are not on the AAAN database, but which are necessary for reporting and sorting purposes for the Vietnam program, the Vietnam alumni database has to be maintained resulting in much duplication of work. There are some 1,600 records in the AAAN database still to be updated. The AAO has not yet been able to accommodate the Vietnam field requirements.

The two online systems (contact updating and event registration) allow alumni to easily update their information and register for events. This has enabled AAV to more efficiently keep track of changes in contact details. In addition, the database of ALAF alumni has been significantly updated and, as a result, more ALAF alumni have attended alumni activities.

9.   Reintegration and Alumni program expenditure

Details of reintegration and alumni program expenditure in 2013 are found in Attachment 5.1.

Attachment 5.1

Total Expenditure for Reintegration and Alumni Support in 2013

No	Time	Place	Type/no of activity	Subject/Topic	Facilitator(s)/ Contracted agency	No. registered	No. attended	Budget (AUD)	Actual cost (AUD)
Professional Development Activities									
1	13 April 2013	Hanoi (Sunway Hotel)	Seminar	'How equal are we at home and at work?'	Alumni presenters: Dr. Le Thi Thuc Dr. Tran Tuan Ms. Ha Thi Quynh Anh Mr. Dao Cong Duan	88	73 (59 alumni, 14 spouses)	4,542	2,760
2	9 June 2013	HCMC (Liberty Central Hotel)	Training workshop	Presentation Skills 2.0: Mastering the Art of Visual Storytelling	Lead Consulting Company: Dr. Le Tien Dung Dr. Nguyen Thi Thu Thuy HCMC Core Group	66	54	8,411	3,490
3	21 July 2013	Hue (Lang Co Beach Resort)	Training workshop	Presentation Skills 2.0: Mastering the Art of Visual Storytelling	Lead Consulting Company: Dr. Le Tien Dung Dr. Nguyen Thi Thu Thuy Hue and Danang Core Groups	36	28	8,458	3,100
4	14-15 December 2013	Hanoi (Pullman Hanoi Hotel)	Vietnam National Alumni Conference	Celebrating 40 years of Australia-Vietnam diplomatic relations: Education for Development in Vietnam: Future Collaboration and Directions	AAV and Mr. Nguyen Dac Duc	483	268	85,000	93,903*
Social networking									

No	Time	Place	Type/no of activity	Subject/Topic	Facilitator(s)/ Contracted agency	No. registered	No. attended	Budget (AUD)	Actual cost (AUD)
5	2 March 2013	HCMC (Silver Creek City Resort)	Family BBQ	Social Networking	AAV/HCMC Core Group	351 (129 alumni, 222 family members)	263 (98 alumni, 165 family members)	8,861	8,820
Alumni meetings									
6	22 June 2013	Hanoi (Sunway Hotel)	Election of Hanoi core group and working group representatives		AAV/Northern alumni	39	32	0	510
In Vietnam workshops									
	April 2013	HCMC, Da Nang, Hanoi			AAV	108 (invited)	48	2,984	2,510
	October 2013	Can Tho. HCMC, Hue, Hanoi			AAV	108 (invited)	52	3,354	2,990
In Australia workshops									
	May 2013	5 cities			AAV	97 (invited)	61	1,000	944
	October 2013	7 cities			AAV	123 (invited)	76	1,300	857
Online academic information resources									
	Online	Vietnam	Online access	ProQuest	ITGROUP	818		6,625	6,770

No	Time	Place	Type/no of activity	Subject/Topic	Facilitator(s)/ Contracted agency	No. registered	No. attended	Budget (AUD)	Actual cost (AUD)
	academic information resources		to academic resources	Emerald databases					
AusCham Corporate membership									
	AusCham membership	Vietnam	Membership fee in 2013-2014		AusCham	11	11 (6 renewed, 5 new)	580	0
	Total							**131,115**	**126,654**

***Note on Conference costs**

The figure of AUD 93,903 is the expenditure paid by AAV for the conference costs and excludes VAT. This figure does not include the separate contract of USD10,000 between the Pullman Hotel and the Embassy using donor funds for events celebrating the 40th anniversary of diplomatic relations . The actual cost to the alumni program will be further reduced by a grant of AUD 20,000 for the conference from DFAT's Scholarship and Alumni Branch

The difference in the last budget drawn up in September 2013 of AUD 85,766 and the final AUD 93,903 can be partly explained by the 10% difference in exchange rate used for calculating the budget (VND 20,631) and the actual exchange rate used for paying the bulk of the conference costs in December (VND18,630). Actual increases over the budget were due to: the expected increased numbers of participants for hotel costs, 3 additional hotel rooms for Australian and Vietnamese presenters, 7 additional persons for the Friday welcome dinner, 100 additional bags and printed materials for the expected increased number of participants, the additional room hire on the second day for the extra session on public sector reform, costs for video cameraman, interpreter for first morning, car rental fir airport pickup, laptop rental and 6 additional days for the local consultant.

Against these increases, there were actual decreases in budgeted costs to 3 airfares instead of 7 estimated for Australian speakers. The contingency of AUD 5,000 in the budget needs to be taken into account.

Attachment 5.2a

Small Grants Scheme

First and second round Small Grant activities in 2010-2013: Disbursement

No	Alumni	Name of activity	Type of activity	Location	Approved budget (AUD)	Funds Disbursed (AUD)	Note
		All completed Small Grant activities in the annual report 2011			23,714	21,552.53	Activity completed. Financial report submitted
1	Luong Thi Thu Huong Nguyen Nguyet Nga Vu Anh Tuyet Dang Lan Huong	Assessing Impact of Socio- Economic Development Plan on Greenhouse Gas Emissions from Solid Waste	Research	Da Nang	19,670	19,665	Activity completed.
2	Chu Tuan Thinh Dao Cong Duan	Research Project: Overcome leucaena toxicity in Vietnam Rabbit	Research	Hanoi	7,800	7,736	Activity completed.
3	Hoang Thi Thu Huong	Application of ecological modelling in assessment of eutrophication condition of lakes and ponds in Hanoi	Research	Hanoi	4,500	3,600	On-going.
4	Le Ngoc My Hang	Solutions to enhance effectiveness of Accounting software implementations in Co-operatives in Huong Thuy district, Thua Thien Hue province	Research	Hue	3,836	4,100	Activity completed.
5	Do Thanh Cong	Review, update and publish a paper on "Catfish shrimp and the WTO: Vietnam loses its innocence" with a U.S law journal	Publication	HCMC	2,700	940	Activity completed.
	Total				**62,220**	**57,594**	

Attachment 5.2b

Small Grants Scheme

Third and Fourth rounds Small Grant activities in 2013: Disbursement

No	Alumni	Name of activity	Type of activity	Location	Time / Duration	Approved budget (AUD)	Funds Disbursed (AUD)	Note
1	Ha Van Sinh	Presenting "Pronunciation training for non-native teachers of English – an awareness-raising approach" at 9th Cam TELSOL Conference on Language Teaching in Phnom Penh from 23 to 24 February 2013.	Presentation	Cambodia	Feb 2013	790	765	Activity completed
2	Nguyen Van Huy	Workshop to disseminate findings of research on "A potential HIV epidemic among male street labourers in urban Vietnam"	Workshop	Hanoi	Dec 2012- Jan 2013	4,997	4,961	Activity completed
3	Phan Duy Thuc	Research on "Population viability analysis and intervention strategies for the critically endangered Cat Ba Langur in the Cat Ba Archipelago Biosphere Reserve in Hai Phong, Vietnam".	Research	Hai Phong	Oct 2012- Aug 2013	5,000	4,990	Activity completed
4	Phan Vu Tra My	Research on "Rotavirus strains causing disease in children and animals in southern Vietnam".	Research	HCMC	Oct 2012- May 2013	5,000	5,160	Activity completed
5	Dao Thi Hang	Research on "Identification and confirmation of armoured scales and their natural enemies on citrus in northern Vietnam".	Research	Hanoi and Hoa Binh	Oct 2012- Oct 2014	4,999	3,017	On-going

No	Alumni	Name of activity	Type of activity	Location	Time / Duration	Approved budget (AUD)	Funds Disbursed (AUD)	Note
6	Do Tan Khang	Research on the phenolic compounds in legumes and the antioxidative activity during germination	Research	Can Tho	Nov 2012-Jul 2013	4,899	4,991	Activity completed
7	Ha Minh Don Nguyen Van Toan	Training on supply chain management for Tinh Bien local farmers.	Research	An Giang	Oct 2012-May 2013	4,512	4,288	Activity completed.
8	Tran Minh Chuong	Workshop on "Computer Assistance in Writing a Research Report: Academic Styles and Endnote".	Workshop	Quy Nhon	Jan 2013	2,404	2,378	Activity completed
9	Tran Sang Tao	Research on "The use of rice bran in broiler chicken diets: Its nutritive value and the effect of enzyme supplementation".	Research	Hue	Dec 2012-May 2013	4,859	5,160	Activity completed
10	Tran Tho Dat	Workshop on "Economics of climate change and policy implications for Vietnam".	Workshop	Hanoi	Jan 2013	3,137	3,137	Activity completed
11	Chu Thi Le Dung	Presentation on "State Owner Enterprise's valuation" at 25th Australasian Finance & Banking Conference (AFBC) in Sydney from 16 to 18 December 2012.	Presentation	Sydney	Aug 2012-Dec 2013	3,582	0	Withdrew
12	Le Thi Anh Phuong	Presentation on "Assessment in a literature course for EFL Students: Classroom becomes a stage" at Applied Linguistics Association of Australia (ALAA) conference in Australia	Presentation	Nha Trang	Nov 2013	3,311	3,210	Activity completed
13	Tran Thi Hong To	The investigation of the limits of	Research	Tra Vinh	Feb 2013-	4,642	3,630	On-going

No	Alumni	Name of activity	Type of activity	Location	Time / Duration	Approved budget (AUD)	Funds Disbursed (AUD)	Note
		snakehead fish culture technique, parasites and diseases of snakehead fish (Channasp) in intensive pond at Tra Vinh province.			Nov 2013			
14	Tran Van Kham	Presenting "Social constructionism and its potential applications for researching vulnerable groups in Vietnam" at the "Engaging with Vietnam: an interdisciplinary dialogue" conference in Honolulu, Hawaii.	Presentation	Honolulu, USA	Nov 2013	2,910	2,900	Activity completed
15	Bui Quoc Anh Lam Binh Bao	Develop the first ELISA kit for rapid detection of enrofloxacin residue in shrimp tissue in Vietnam.	Research	HCMC,	Oct 2012-Sep 2013	9,790	10,030	Activity completed
16	Nguyen Hoai Nam Phan Thanh Tung	Research on "Method for washing and remediating persistent organic pollutants (POPs) contaminated soil to improve effectiveness of environmental management in Vietnam".	Research	Hanoi and Nghe An	Oct 2012-Apr 2013	9,884	9,840	Activity completed
17	Nguyen Linh Trung	Present professional papers at the 12th International Symposium on Communications and Information Technologies (ISCIT 2012) from 02-05 October in Australia.	Presentation	Gold Coast, Queensland	Oct 2012	4,144	0	Withdrew
18	Nguyen Thi Thu Huong Nguyen Thi Khanh Hong	Research on "Information of counterfeiting and piracy issues in business of Vietnam and Australia; and suggestions to enhance the cooperation on enforcement of	Research	Vietnam and Australia	Oct 2012-Oct 2013	5,494	5,600	Activity completed

No	Alumni	Name of activity	Type of activity	Location	Time / Duration	Approved budget (AUD)	Funds Disbursed (AUD)	Note
		counterfeiting and piracy between Vietnam Customs and Australian Customs Service on border measures".						
19	Nguyen Thi Kim Tri Nguyen Thi Anh Dao Tran Thi Ngoc Nhung Truong Thi Truc Linh	Training Program for Developing Capacity of Academic Library Staff in the Mekong Delta of Vietnam.	Workshop	Mekong Delta	Jan 2013-May 2013	16,055	16,850	Activity completed
20	Ton Thi Tam	Professional workshops on school management for managers of boarding ethnic minority schools.	Workshop	Nghe An and Quang Ninh	Dec 2012	4,918	4,902	Activity completed
21	Nguyen Thi Thu Trang	Study tour on community-based mental health care services in Melbourne, Australia.	Workshop	Australia	Oct 2012	3,123	0	Withdrew
22	Le Thi Thuc	Presenting "Cultural context of gender socialization and its impacts to women's political participation in Vietnam contemporary" at Women's Leadership and Empowerment Conference 2012.	Presentation	Thailand	Mar 2013	1,555	1,510	Activity completed
23	Truong Dinh Hoai	Research on "Diseases caused by parasites and bacteria infected fresh water fish in North of Vietnam and effective treatment methods to prevent outbreak".	Research	Hanoi	May 2013-Dec 2013	4,999	4,630	On-going

No	Alumni	Name of activity	Type of activity	Location	Time / Duration	Approved budget (AUD)	Funds Disbursed (AUD)	Note
24	Vuong Ngoc Thuy	Participation in the 8th Asia Pacific Conference on Clinical Nutrition (APCCN 2013)	Presentation	Japan	Jun 2013	2,867	1,850	Activity completed
25	Nguyen Thi Hong Dao	Research on "The dynamics of FDI, Trade and Growth: Policy Implications to Vietnam".	Research	Nha Trang	May 2013-May 2014	1,466	0	Withdrew
26	Le Phuoc Thanh	Using biochemical and molecular makers to diagnose viral mosaic diseases on cucurbit crops in the Mekong Delta of Viet Nam.	Research	Can Tho	May 2013-Dec 2013	4,931	4,170	On-going
27	Vu Thi Van Anh	Organizing a training series on Online Research Methods.	Workshop	Hanoi	May 2013-Dec 2013	2,519	1,950	On-going
28	Nguyen Thi Kim Phuong	Evaluate the effects of biochar on phosphorus availability in several soils in the Mekong Delta.	Research	Can Tho	May 2013-Jan 2014	4,351	3,490	On-going
29	Tran Thi Nga	Bacterial wilt of chili in central provinces of Vietnam and its management by soil amendment with Brassica nigra	Research	Thua Thien Hue	May 2013-May 2014	4,510	2,600	On-going
30	Le Thi Huong Xuan							
31	Nguyen Thu Ha	Research on effects of university ranking and global competition in higher education on the university governance in Vietnam.	Research	Hanoi	June 2013-June 2014	1,846	0	On-going
32	Mai Quoc Tung	Development of software to manage amblyopic in children.	Research	Hanoi	June 2013-May 2014	3,893	0	On-going
33	Tran Hoai Phuong	Developing the English Speaking test specifications for first-year students	Research	Vietnam and Australia	Mar 2014-July 2014	2,405	0	The activity was

No	Alumni	Name of activity	Type of activity	Location	Time / Duration	Approved budget (AUD)	Funds Disbursed (AUD)	Note
		(CEFR[1] levels B1 and B2) at the University of Languages and International Studies, Vietnam National University.						delayed as the recipient gave birth in late 2013
34	Le Thi Kieu Thu	Isolation and identification of Lactic Acid Bacteria from organic vegetable.	Research	HCMC	May 2013-Sep 2013	4,921	3,650	On-going
35	Nguyen Thi Minh Hue	Studying and presenting papers on "Enhancing cross listing of Vietnamese companies into other foreign securities markets (e.g. Australian Securities Exchange)".	Research /presentation	Australia	Dec 2013	2,586	2,030	Activity completed. Financial report being reviewed
36	Pham Trong Van	Development of e-leaning material and tool for ophthalmic training in Vietnam.	Research	Hanoi	June 2013-Mar 2014	3,444	0	On-going
37	Tran Thi Lan Anh	Strategic Planning Study on HIV transmission prevention for employers and workers at workplace.	Research	Hanoi	June 2013-Sep 2013	3,645	4,160	Activity completed
38	Vo Kim Hong / Le Xuan Mai	Paper presentation at 9th Annual CamTESOL Conference on English Language Teaching.	Presentation	Cambodia	Feb 2013	699	790	Activity completed
39	Nguyen Thi Bich Thuy	Presentation of PhD research paper "EFL collaborative learning in a Vietnamese university" at the 9th Annual CamTESOL conference in Phnom Penh Cambodia, February 2013.	Presentation	Cambodia	Feb 2013	1,182	1,360	Activity completed
	Total					**160,269**	**127,999**	

Annex 6. Gender, Disability and Social Inclusion Report 2013

1.   Strategy objective

The AAV Gender, Disability and Social Inclusion (GDSI) Strategy for 2013-2014 has the following objective:

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

2.   Progress in implementing strategy objective

2.1   Results

In terms of the objective of achieving equitable access to scholarships by disadvantaged groups, the 2013 round marked a significant improvement, in particular by applicants with disabilities and the rural disadvantaged. On the other hand, the target of 50% participation by women continues to be exceeded by a similar percentage to previous years.

Gender equity

The 2013 round selection results again highlight the unusual situation encountered by the Australia Awards program in Vietnam, which is the ongoing balance of applicants and awardees in favour of women. Applications were virtually the same ratio as in the previous two years (61:39), with a similar corresponding balance in the ratio of awards (56:44) compared to last round (55:45). This favourable female ratio in terms of applicants was true across all three Profiles ranging between 60% and 63%.

However, in terms of awards for Profiles 1 and 3, the percentages of female awardees dropped to 52% and 54%, but increased to 64% for women in Profile 2. This reversed the unusual results of last round when only 46% of Profile 2 awardees were women, indicating that last year's Profile 2 gender award results were an anomaly.

Within the provincial government sub-sector of Profile 1 applicants, the ratio remained substantially in favour of female applicants (61:39), although for reasons that are not clear, this ratio was exactly reversed at the award stage, in contrast to last round when female awardees remained in the majority. Applications from ethnic minority women were 65% of the total, but by the award approval stage the ratio was equal at 5 awardees each for men and women. It would seem that ethnic minority women this round did not do so well at the interview stage dropping from 13 to 5 while all 5 ethnic minority men interviewed were awarded scholarships.

As in the last round, there were more women than men applying for PhD scholarships for PhD (55:45), all academics and researchers in Profile 3. However in contrast to the 2012 round, the ratio was reversed in awards received (45:55), for reasons which cannot be explained. It is important to note that the overall trend in recent years is a steady increase in the numbers of PhD awards to women.

Attracting a high percentage of female applicants in Vietnam is clearly not a problem in whatever category of applicants. Some of this interest may be attributed to the success of

the program's strategies to address gender equality concerns. However it is also important to note, as reported last year in the findings from the cluster study of two Government Ministries, 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. Consultations with ministries indicated that Vietnamese men in employment are 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.

Ethnic minorities

The gradual decline in the number of applications from ethnic minorities in the previous three rounds was reversed this round with 49 applications compared to 44 last round. However, this increase in applications was not mirrored in the number of awardees, which decreased slightly from 11 to 10 (5 female and 5 male). English language competence was not the reason for the very large drop between the number of applications and awards. 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 indicating poor written applications.

Disadvantaged rural

In the GDSI Strategy, social inclusion also includes applicants from disadvantaged rural areas, which are designated under the GoV's sustainable poverty elimination program. To qualify for this disadvantaged category, applicants need to have been born in OR attended high school in designated disadvantaged districts AND be currently employed in those districts or provinces with designated districts.

This round, there was almost a doubling from 44 to 83 disadvantaged rural applicants over the 2012 round (comprising 23 ethnic minorities and 60 non-ethnic minority applicants). The number of awards doubled correspondingly from 13 to 25 (8 ethnic minorities and 17 non-ethnic minorities).

Persons with disabilities

The most striking feature of this round has been the significant increase in the number of applicants with disabilities, increasing eight fold from 2 in both the 2011 and 2012 rounds to 16 this round. Fourteen of the 16 applicants with disability were deemed eligible and 8 persons with disability received conditional awards (5 female and 3 male). The two ineligible applicants both had informal Bachelor degrees. Six of the awardees are in Profile 1 and 2 are PhD candidates in Profile 3. Two of the awardees with disability received Leadership Awards out of the 9 awarded to Vietnam. One Masters awardee has had her award withdrawn as she has taken a year's study in Japan.

The applicants with disability came from a cross-section of employment sectors with 4 applications each from local NGOs and 4 from local Government and 2 each from companies, INGOs and research/education institutions. There were no applicants from Central Government Agencies. The two applicants from research/education institutions in Profile 3 both received scholarships. Only one of the 4 local NGO applicants was successful in receiving an award. The breakdown of applications and awards is set out below.

Applicants with disability

Sector of Employment	Total Applicants	Conditional Awardees
Local Government	4	3
Local NGO	4	1
Companies	2	
INGO	2	2
Research/ Education Institute	2	2
Media/Press	1	
Teaching English at home	1	
Total	**16**	**8**

It is noteworthy that two of the awardees with disability are both legally blind – probably the first such awardees since the scholarship program began. The increase in applications from and awards to persons with disability largely reflects the intensive round of consultations by the MC's Gender and Social Inclusion Adviser and AAV staff in early February 2013 with people's disability organisations, local and international NGOs working on disability issues and MOLISA.

2.2.1 Mainstreaming strategies

2.2.1 Promotion

Gender and ethnic minorities

In the context of the continuing higher number of female applicants and awardees, the emphasis again in the 2013 round promotion material was on the social inclusion component of the strategy rather than gender equality. The 2013 round promotion materials highlighted the priority given to disadvantaged applicants: disadvantaged rural applicants and persons with disability, as well as ethnic minorities. Only in the Vietnam Country Profile and on the AAV website was there specific reference to gender, but with the focus being more on encouraging applicants from rural areas of both genders, viz., "men and women from provincial and rural areas …. are strongly encouraged to apply".

In briefing sessions held with PPCs, efforts were made to encourage the participation of the provincial Women's Union, the Ethnic Minority Committee and DOLISA, and in most cases, these agencies were represented. At these PPC briefings, AAV staff drew attention to the priority given to persons with disability.

In a concerted attempt to attract more ethnic minority and disadvantaged rural applicants, provincial visits for the 2013 were expanded to include at least five provinces in northern Vietnam predominantly populated with ethnic minorities and five disadvantaged provinces in north central coastal Vietnam, also with significant ethnic minority populations. However this meant that four provinces in the northwest previously visited could not be covered this round, with a resultant decline in applications.

Gender equality studies

There was a noticeable improvement in the number of applications and awards for gender equality studies, with 28 applications and 8 awards compared to 18 applications and one award in 2012. The increase may in part have been due to the promotion package being sent to an expanded number of research institutes and NGO organisations involved in gender studies and the additional highlighting of gender studies in promotion material and the website. It is noteworthy that 3 of the 28 applications for gender equality studies were from males and one of the 8 awards was to a male.

The successful applicants come from various career backgrounds. Two of them work at NGOs, three at Government organisations, two are university lecturers and one is a researcher. Two awardees will study at the PhD level, while the others will do Masters degrees.

An extensive contact list has been made of institutes, universities and NGOs dealing with gender equality issues. A letter was sent to these contacts in September 2013 outlining the above results of the 2013 round and encouraging applications for gender studies in the 2014 round. Consultation visits to a number of organisations on this contact list have also been undertaken in December for the 2014 round.

Disability

As reported above, the large increase in persons with disability applications and awards in the 2013 round was to a great extent the result of the intensive engagement with relevant disability-related organisations at the beginning of the application period. The response was immediate in terms of the number of enquiries received from persons with disability about the 2013 round. An extensive mapping of all organisations working on disability, including provincial disability organisations, was undertaken and included in the 2013-2014 Annual Plan. AAV staff also worked closely with the two 2012 round awardees with disability to encourage promotion of the scholarship through their personal networks.

The highlight of the enhanced promotion focus on persons with disability was the showing of a 15 minute program on VTV 2 featuring an alumnus with disability and the above two awardees with disability being interviewed about their life experiences and the significance of receiving an AAS. Interviewed in the program, the Team Leader had the opportunity to outline the Australia Awards' commitment to providing equity of access to persons with disability at all stages of the scholarship program. Unfortunately, the program was not aired until the end of March 2013, too late to have an impact on the 2013 selection round. However, it has been made into a DVD (with English sub-titles) and sent to all disability-related organisations on the contact list and placed on the AAV website linked to YouTube.

Additional contact was made with the listed disability-related organisations when an email was sent seeking their assistance in disseminating information about the possible recruitment of a Disability Officer by AAV. The email also reported on the number of persons with disability applicants and awardees in the 2013 round and encouraged further applications for the 2014 round.

An article featuring a successful PhD awardee, who is also a prominent activist with disability, was written by AAV staff and placed on the AAV website homepage.

An additional dimension relating to disability is the targeting of applicants who are working in organisations or roles that support persons with disability. In the 2013, there was a very significant increase in both applications (25) and awards (12) over the 2012 round applications (13) and awards (5). This probably stemmed from the increased targeting of relevant organisations and disability studies in promotion activities.

2.2.2 Equity of Access Fund

A major initiative undertaken this year has been the establishment of the Equity of Access Fund for Australia Awards in Vietnam to provide support for disadvantaged persons (persons with disability and the rural disadvantaged) in gaining equal access to the scholarship program. The establishment of the Fund in particular reflects the increased focus of DFAT on improving support for persons with disability in the scholarship program.

The Fund will cover persons with disability and the rural disadvantaged at the pre-award and the post-award stages. Funding support for persons with disability on-award will be channelled by DFAT through OASIS. Rural disadvantaged while on-award, however, will not benefit from any additional funding support. The approval of the Fund for persons with disability on award was delayed until the financial mechanisms through OASIS were finalised by DFAT. While waiting for the Fund to be approved, financial support has been given to several awardees with disability and an alumnus using other budget lines.

2.2.3 Course selection

The on-line OASIS application process, whereby applicants nominate their courses and universities on application, has significantly limited the roles of the Academic Advisers (and AAV placement staff) in steering relevant applicants to universities strong in gender studies. Unless Academic Advisers are contacted during the application stage for advice, their advice will be limited to short-listed candidates/ awardees who want or who have to change their selected courses. To respond to this limitation the GDSI Strategy has been modified.

2.2.4 Pre-Departure briefing

It has been the practice for a number of years to have special sessions at pre-departure briefings on gender issues and HIV/AIDS. Beginning in 2011, the AFP has been invited to give a briefing on security issues which also touches on domestic violence.

2.2.5 Alumni database

Of the 3,540 alumni in the database, exactly 50 percent are women and 50 percent men. The program has awarded more scholarships to women than men in every annual round since 2008. In the past three years, two-thirds of all new alumni entered into the program database have been female (295 women as compared to 148 men). In 2016, when the number of alumni in the database is expected to reach 4,000 individuals, about 55 percent of alumni will be women.

With respect to the AAF database, males slightly form the majority (M=51%; F=49%) partly reflecting the fact that AAFs tend to be offered to more senior participants and men currently predominate in senior government positions in Vietnam.

Women comprise 51.3 % of the 2,261 alumni who, according to the database, currently live and work in Vietnam. Female alumni are predominant in education institutions (56%) and in international organisations, NGOs and foreign private sector firms (57%). They form a majority in local government (53%) but comprise a minority (44%) working in central government agencies. There are 330 women and 512 men among the alumni, who are leaders and senior managers (defined as Deputy Directors and above). Women leaders and senior managers comprise 39.2 percent of the 842 leaders and senior managers in the database, and 14.6 percent of all alumni employed and living in Vietnam.

2.2.6 Alumni participation in alumni activities

Women participate prominently in the alumni program. There was strong representation of female alumni in the three professional development events held in 2013 with an overall ratio of 60:40 in favour of women. This suggests that the subject matter, the timing and location of these events are generally acceptable to most female alumni. A slightly smaller ratio 57:43 ratio in favour of women occurred at the large family barbecue held in HCMC.

At the National Vietnam Alumni Conference in December 2013, 59% of the registered participants were women. Approximately half the alumni presenters at the conference were women, while the emcee for the plenary sessions was a woman.

Women play a key role in the alumni core groups that have been established in four cities – HCMC, Hue and Hanoi. In Hue and Danang, the alumni coordinators are women and the majority of the members of the core groups are women. Five out of the six members of the Alumni working group elected by alumni in the four cities to progress the formation of a national Australia Awards alumni organisations are women.

A highlight of the alumni support program in 2013 was the workshop on gender issues 'How equal are we at home and work' held in Hanoi on 13 April and attended by 59 alumni and 19 spouses. There were four alumni speakers' presentations providing different perspectives on gender dealing with: i) gender issues in the promotion of officials; ii) Vietnamese notions of masculinity; iii) the interrelationship between domestic violence and mental disorders; and iv) a case study of gender policies at a university. The workshop grew out of a lunch organized by AAV for alumni working on gender issues, who had been interviewed in the impact study of alumni promotion of gender issues undertaken in 2012. The other two workshops, both on visual presentation skills, appealed to both genders.

There were no topics relating to ethnic minority issues. Even though the numbers of ethnic minority alumni are currently low, AAV staff will work with the Gender and Social Inclusion Adviser to explore potential areas of interest for future workshops.

3.   Gender and social inclusion results

During 2013, three studies were undertaken to gauge the impact of the of the scholarships program through the views and activities of alumni. In a 3-month period in mid-2013, the program either surveyed or interviewed 236 alumni in Vietnam. The program gathered data from alumni through three large exercises: (1) an impact survey of 55 alumni in education management sector; (2) an impact survey of 98 alumni in the environment sector; and (3) interviews with 50 alumni from a range of sectors in the longitudinal case history study.

Promotion of gender equality. In responses to the two impact surveys, about 80 percent of alumni (men and women alike) said that they had promoted gender equality in their organisations. About one-third of alumni in the longitudinal case histories provided examples of their promoting gender. Alumni promoted gender equality through a variety of ways: awareness raising and advocacy, research and capacity building, through mentoring and by setting an example. They promoted equality of rights, opportunity and treatment in the workplace. At home they promoted changes to customary practices favouring men and boys.

Contribution to workplace and community. Men and women who were surveyed in the two impact studies were just as likely to report that their course was relevant to their current work duties. They also reported in similar numbers that they were able to put their new skills and knowledge to use in their work.

A slightly lower percentage of women than men reported that they have been able to improve the performance of their organisations. Similarly, a slightly lower percentage of women said they were able to contribute to the development of their local communities.

Job promotion. Almost 79 percent of alumni said they had been promoted to a more senior position since returning from their studies in Australia. Equal numbers of men and women in the impact studies said they had been promoted. Men were more likely than women to say that their promotions were due to the knowledge and skills they had acquired in their studies in Australia.

Links with Australia and alumni. Women were slightly more likely than men to report making friends with Australians, staying in touch with their friends, maintaining professional links with lecturers and classmates, and maintaining links with other Vietnamese alumni.

Alumni with disabilities. Unfortunately, records are not available from the previous Managing Contractor of alumni who have disabilities. The disability classification was introduced by AAV in the alumni database at the inception of new scholarship program in 2010. The AAV database indicates that there are currently three alumni with disability (all with mobility difficulties) who have recently returned with Masters degrees. One is a researcher in biotechnology at Can Tho University, one a project officer with UNESCO and the other HRD head in a private company in HCMC.

4.   Conclusion

Most of the mainstreaming strategies outlined in the GDSI Strategy have been useful and achieved very satisfactory results in the application and selection round, particularly in respect of participation by persons with disability, rural disadvantaged and women.

The eightfold increase in persons with disability applications and fourfold increase in awards was probably the most outstanding feature of the 2013 round. This was clearly a result of intensive engagement with selected organisations dealing with disability. This form of engagement needs to continue and should be bolstered by enhanced support for awardees with disability being provided by DFAT and the establishment of the Equity of Access Fund with its strong focus on supporting persons with disability. Nevertheless, the pool of persons with disability eligible for postgraduate studies in Australia will remain very limited because of the social and educational barriers they confront in Vietnam.

In comparison with the selection processes in scholarship rounds prior to AAV, there has been a very significant increase in the number of applicants and awardees who are ethnic minorities over the past few years. Nevertheless, the number of ethnic minority awardees has decreased steadily since the large number of ethnic minority awards in 2010, even though in this round the decline in application numbers was reversed. According to the Vice Minister, CEMA, the biggest barrier for ethnic minority applicants is English language, as the vast majority live in poorer, more distant provinces where English language facilities are not well developed.

The findings about the promotion of gender equality by alumni in the three studies undertaken in 2013 to gauge the impact of the of the scholarships program are also noteworthy. That 80 percent of alumni (men and women alike) said that they had promoted gender equality in their organisations and that about one-third of alumni in the longitudinal case histories provided examples of promoting gender equality in the workplace and at home are important findings to assist in the measurement of the impact of the scholarships program on gender equity.

Annex 7. Annual Report Statistics 2013

Table 1: Scholars by CGA

Seq. No	CGAs	Alumni CGA F	Alumni CGA M	Alumni CGA Sub-Total	Alumni RI F	Alumni RI M	Alumni RI Sub-Total	Alumni Sub-Total	Scholars CGA F	Scholars CGA M	Scholars CGA Sub-Total	Scholars RI F	Scholars RI M	Scholars RI Sub-Total	Scholars Sub-Total	Cond. CGA F	Cond. CGA M	Cond. CGA Sub-Total	Cond. RI F	Cond. RI M	Cond. RI Sub-Total	Cond. Sub-Total	Total CGAs F	Total CGAs M	Total CGAs Total	Total RI F	Total RI M	Total RI Total	Total F	Total M	Total Total
1	CEMA	1	1	2				2		1	1				1								1	2	3				1	2	3
2	MARD	13	13	26	31	48	79	105	3	7	10	14	13	27	37	2	2	4	4	1	5	9	18	22	40	49	62	111	67	84	151
3	MCST	2	1	3				3															2	1	3				2	1	3
4	MOC	1	2	3		3	3	6				1	1	1	1								1	2	3		4	4	1	6	7
5	MOET	6	15	21	2	1	3	24	1		1	1	1	2	3					1	1	1	7	15	22	4	2	6	11	17	28
6	MOF	43	18	61				61	14	5	19				19	4	2	6				6	61	25	86				61	25	86
7	MOFA	19	40	59				59	5	5	10				10	2		2				2	26	45	71				26	45	71
8	MOH	5	6	11	13	9	22	33				4	4	8	8	3		3				3	8	6	14	17	13	30	25	19	44
9	MOHA																1	1				1		1	1					1	1
10	MOIC	3	5	8				8	2		2				2								5	5	10				5	5	10
11	MOIT	14	22	36		2	2	38	7	4	11				11	1	1	2				2	22	27	49		2	2	22	29	51
12	MOJ	16	11	27	1		1	28	1	1	2	1		1	3								17	12	29	2		2	19	12	31
13	MOLISA	7	4	11	1	3	4	15				1		1	1	1		1				1	8	4	12	2	3	5	10	7	17
14	MONRE	8	9	17	6	1	7	24	5	5	10	4	3	7	17	2	2	4	2	1	3	7	15	16	31	12	5	17	27	21	48
15	MOST	2	6	8	5	1	6	14															2	6	8	5	1	6	7	7	14

Seq. No	CGAs	Alumni							Scholars on Award							Conditional awardees							Total CGAs			Total Research Institutes			Total		
		CGA			Research Institutes			Sub-Total	CGA			Research Institutes			Sub-Total	CGA			Research Institutes			Sub-Total	F	M	Total	F	M	Total	F	M	Total
		F	M	Sub-Total	F	M	Sub-Total		F	M	Sub-Total	F	M	Sub-Total		F	M	Sub-Total	F	M	Sub-Total										
16	MOT		3	3		1	1	4																3	3		1	1		4	4
17	MPI	27	33	60	9	9	18	78	10	3	13		2	2	15	2	1	3				3	39	37	76	9	11	20	48	48	96
18	MPS	4	6	10				10		8	8				8	1		1				1	5	14	19				5	14	19
19	ONA	6	7	13				13	3	1	4		1	1	5	1		1				1	10	8	18		1	1	10	9	19
20	OOG		7	7				7		1	1				1									8	8					8	8
21	PCOC	5	4	9				9															5	4	9				5	4	9
22	SA	1		1				1								1	1	2				2	2	1	3				2	1	3
23	SBV	48	22	70	1		1	71	9	7	16	1		1	17	3	2	5				5	60	31	91	2		2	62	31	93
24	SPC									1	1				1									1	1					1	1
25	SPP								1	3	4				4								1	3	4				1	3	4
26	VNA	6	2	8				8	1		1				1	2		2				2	9	2	11				9	2	11
27	VOV	2	2	4				4		1	1				1		1	1				1	2	4	6				2	4	6
28	VTV	3	3	6				6		1	1				1								3	4	7				3	4	7
	Total	242	242	484	69	79	148	632	62	54	116	26	25	51	167	25	13	38	7	2	9	47	329	309	638	102	106	208	431	415	846

No. of Alumni

Alumni Status	No.
Deceased	11
No current employment information	146
Overseas	420
Retired	155
Untraceable	489
Vietnam	2544
Total	**3765**

Number of Scholarship by Scholars

Type of Scholars	How many times received scholarship			Total
	One	Two	Three	
Total Alumni	3650	112	3	3765
Scholars on Award	589			589
Conditional Awardees	153			153
No. of Scholars				**4507**
No. of Scholarships	**4392**	**224**	**9**	**4625**

Table 2: Scholars by province

Region	Province of Employment	Alumni			On Award			Conditional Awardees			Total
		F	M	Sub-Total	F	M	Sub-Total	F	M	Sub-Total	
Central Coast	Binh Dinh	4	3	7	5	5	10				17
	Danang	38	30	68	9	10	19	2	3	5	92
	Khanh Hoa	9	12	21	6	4	10	3	1	4	35
	Phu Yen	2	2	4		1	1		1	1	6
	Quang Nam	1	2	3		4	4		1	1	8
	Quang Ngai	2	3	5				1	1	2	7
	Sub-Total	**56**	**52**	**108**	**20**	**24**	**44**	**6**	**7**	**13**	**165**
Central Highlands	Dak Lak	4	2	6	7	7	14	2	3	5	25
	Dak Nong				2		2				2
	Gia lai	2		2	1	3	4				6
	Kon Tum				5	2	7	1	1	2	9
	Lam Dong	13	6	19	1	2	3				22

Region	Province of Employment	Alumni			On Award			Conditional Awardees			Total
		F	M	Sub-Total	F	M	Sub-Total	F	M	Sub-Total	
	Sub-Total	**19**	**8**	**27**	**16**	**14**	**30**	**3**	**4**	**7**	**64**
Mekong Delta	An Giang	10	12	22	9	10	19	1	3	4	45
	Bac Lieu		1	1	1		1				2
	Ben Tre	1		1	1		1				2
	Ca Mau	2	1	3		1	1		1	1	5
	Can Tho	39	23	62	11	9	20	1	2	3	85
	Dong Thap	1	1	2	3	1	4				6
	Hau Giang	1	1	2	1		1				3
	Kien Giang	2	1	3	4	1	5				8
	Long An		6	6		1	1				7
	Soc Trang	1	2	3	3	1	4				7
	Tien Giang					1	1				1
	Tra Vinh	4	1	5		2	2	1	1	2	9
	Vinh Long					1	1				1
	Sub-Total	**61**	**49**	**110**	**33**	**28**	**61**	**3**	**7**	**10**	**181**
North Central	Ha Tinh	2	2	4	2	1	3				7
	Nghe An	4	5	9	1	3	4	2	3	5	18
	Quang Binh				2	2	4		3	3	7
	Quang Tri	4	10	14	1	2	3		2	2	19
	Thanh Hoa	1	1	2	2		2	1		1	5
	Thua Thien Hue	61	35	96	7	12	19	4	2	6	121
	Sub-Total	**72**	**53**	**125**	**15**	**20**	**35**	**7**	**10**	**17**	**177**
Northeast	Bac Giang		1	1							1
	Bac Kan				1		1	1	2	3	4
	Cao Bang	6	1	7	1		1				8
	Ha Giang				2		2	1		1	3
	Lang Son	1	2	3	1		1				4
	Quang Ninh	1	4	5	1		1				6
	Thai Nguyen	7	13	20	3	5	8		2	2	30
	Tuyen Quang		2	2							2
	Sub-Total	**15**	**23**	**38**	**9**	**5**	**14**	**2**	**4**	**6**	**58**
Northwest	Dien Bien		1	1		3	3	1	1	2	6
	Hoa Binh							2		2	2
	Lai Chau	1	2	3							3
	Lao Cai	3		3	3	2	5	1		1	9
	Son La	1		1	3	3	6		1	1	8

Region	Province of Employment	Alumni			On Award			Conditional Awardees			
		F	M	Sub-Total	F	M	Sub-Total	F	M	Sub-Total	Total
	Yen Bai	1		1	3		3		1	1	5
	Sub-Total	**6**	**3**	**9**	**9**	**8**	**17**	**4**	**3**	**7**	**33**
Red River Delta	Bac Ninh	6	10	16							16
	Ha Nam		1	1							1
	Hai Duong	1	2	3	4	1	5				8
	Hai Phong	2	8	10		4	4		1	1	15
	Hanoi	865	733	1598	187	129	316	51	29	80	1994
	Hung Yen		1	1							1
	Nam Dinh	1	5	6							6
	Ninh Binh		2	2							2
	Thai Binh		2	2	1		1		1	1	4
	Vinh Phuc	1	2	3	1		1				4
	Vinh Phuc	**876**	**766**	**1642**	**193**	**134**	**327**	**51**	**31**	**82**	**2051**
Southeast	Ba Ria - Vung Tau	2	1	3	1		1		1	1	5
	Binh Duong	7	6	13	2		2				15
	Binh Phuoc		1	1	1	1	2				3
	Binh Thuan					2	2		1	1	3
	Dong Nai	3	3	6							6
	HCMC	239	223	462	27	25	52	3	6	9	523
	Ninh Thuan					2	2				2
	Sub-Total	**251**	**234**	**485**	**31**	**30**	**61**	**3**	**8**	**11**	**557**
	Grand Total	**1356**	**1188**	**2544**	**326**	**263**	**589**	**79**	**74**	**153**	**3286**

Note: (1) Alumni statistics refer only to contactable alumni in Vietnam whose current employment is known: Total: 2544; (2) Conditional awardees (153) includes 148 of 2013 round awardees plus 05 from 2012 round still in Vietnam

Table 3: Scholarships by level and field of study

Level of Study	Field of Study	Alumni	Current Awardees	Conditional Awardees	Total
Undergraduate	Agriculture and Rural Development	27			27
	Business Services	222			222
	Communication and Media	11			11
	Community Development	1			1
	Economics	56			56
	Education	37			37
	Environment	41			41
	Food Security	14			14
	Infrastructure	52			52
	Law	10			10
	Marine Sciences	3			3
	Medicine/ Health	32			32
	Public Policy and Administration	2			2
	Science and Technology	323			323
	Social Science	1			1
	Transnational Crime (Human Trafficking, Drug Control)	1			1
	No information*	3			3
	Sub-Total	**836**			**836**
Graduate Diploma	Agriculture and Rural Development	9			9
	Business Services	37			37
	Communication and Media	2			2
	Community Development	1			1
	Economics	24			24
	Education	166			166
	Environment	12			12
	Food Security	1			1
	Information Management	1			1
	Infrastructure	5			5
	Law	5			5
	Marine Sciences	1			1

Level of Study	Field of Study	Alumni	Current Awardees	Conditional Awardees	Total
	Medicine/ Health	6			6
	Public Policy and Administration	4			4
	Science and Technology	55			55
	Social Science	2			2
	No information*	5			5
	Sub-Total	**336**			**336**
	Agriculture and Rural Development	114	40	18	172
	Business Services	613	31	15	659
	Communication and Media	59	6	4	69
	Community Development	103	23		126
	Disability	2	6	7	15
	Economics	199	39	10	248
	Education	399	31	5	435
	Environment	171	56	16	243
	Food Security	29	7	6	42
	Gender equality	3	7	3	13
	Human Rights	9		2	11
	Information Management	24	1		25
Masters	Infrastructure	85	28	11	124
	Law	89	9	2	100
	Marine Sciences	7	1		8
	Medicine/ Health	130	43	8	181
	Public Policy and Administration	106	44	13	163
	Science and Technology	232	8		240
	Social Science	34	2		36
	Social Work		6	3	9
	Transnational Crime (Human Trafficking, Drug Control)	8	5		13
	Water and sanitation			5	5
	No information*	22			22
	Sub-Total	**2438**	**393**	**128**	**2959**
PhD	Agriculture and Rural Development	16	23	5	44

Level of Study	Field of Study	Alumni	Current Awardees	Conditional Awardees	Total
	Business Services	6	7	1	14
	Communication and Media	2	1		3
	Disability		1	1	2
	Economics	25	20	3	48
	Education	28	44		72
	Environment	16	26	3	45
	Food Security	4	4		8
	Gender equality		2	2	4
	Human Rights		1		1
	Information Management	1			1
	Infrastructure	2	11	1	14
	Law	6	9		15
	Marine Sciences	1	4		5
	Medicine/ Health	15	23	7	45
	Public Policy and Administration	7	11		18
	Science and Technology	14	3		17
	Social Science	4	5	1	10
	Social Work	1	1		2
	Transnational Crime (Human Trafficking, Drug Control)			1	1
	Sub-Total	**148**	**196**	**25**	**369**
Short-term (Intensive English		**116**			**116**
No information*		9			9
Total		**3883**	**589**	**153**	**4625**

*Note: "No information" means we do not have information on course details or just have information about level of study (most of them are IMF/ACIAR alumni)

Table 4: Scholarships by field of study

Scholarship Type	Field of Study	Alumni	Current Awardees	Conditional Awardees	Total
Long term (Undergraduate, Graduate Diploma, Masters and PhD)	Agriculture and Rural Development	166	63	23	252
	Business Services	878	38	16	932
	Communication and Media	74	7	4	85
	Community Development	105	23		128
	Disability	2	7	8	17
	Economics	304	59	13	376
	Education	630	75	5	710
	Environment	240	82	19	341
	Food Security	48	11	6	65
	Gender equality	3	9	5	17
	Human Rights	9	1	2	12
	Information Management	26	1		27
	Infrastructure	144	39	12	195
	Law	110	18	2	130
	Marine Sciences	12	5		17
	Medicine/ Health	183	66	15	264
	Public Policy and Administration	119	55	13	187
	Science and Technology	624	11		635
	Social Science	41	7	1	49
	Social Work	1	7	3	11
	Transnational Crime (Human Trafficking, Drug Control)	9	5	1	15
	Water and sanitation			5	5
	Sub-Total	**3728**	**589**	**153**	**4470**
No information		39			39
Short-term (intensive English)		**116**			**116**
Total		**3883**	**589**	**153**	**4625**