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Annex 1: Australia-Vietnam Human Resource Development Strategy 2014-2020

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Annex 2: Australia Awards Scholarships Schedule

Month	Scholarships activity	Notes
October to November	Develop Promotion and Communications Plan	DFAT at Post to approve
October to December	Manage special events and information sessions in major cities, aligned where possible with Education Fairs Implement special sessions for Targeted applicants, and potential disadvantaged” applicants	Eligibility requirements communicated widely Minimum IELTS scores agreed and advertised for each sub-category of applicant (university, central government, provincial government, “disadvantaged”, NGO, etc.)
From late November	Begin promotion activities - including agency, NGO/CSO, institution and provincial visits	Collaborate with Department of Education and Training and Austrade (self-funded students) promotional events
November to April	Lodge and run Facebook and newspaper, community radio advertisements Respond to online queries and telephone questions	Data on effectiveness of each promotional media to be collated and analysed
February to March	Peak period for telephone inquiries; respond to inquirers seeking specific application information Track web-analytics data and trends	
Early-March	OASIS application assessment processes start, after eligibility checks	At shortlisting stage (later), applicants must show original of documents
End-March	Applications due by 31 March	Deadline is earlier than in most Awards countries
From early-April	Screening team checks to ensure that applications are complete	Depending on circumstances, if missing, applicants are reminded to redress gaps
April	Complete eligibility checks Second review of those applications classified as “Ineligible”	For example, review length of employment, formal undergraduate degree, GPA. Applicants must include evidence of current (recent) IELTS score
End-April	At closing date, advise application period closed – on program website and Facebook	Clear information about application closing date to be advised throughout application period
April-May	Undertake application assessments progressively with multiple teams, each team comprising minimum of two members (MC representatives)	At the same time as initial screening is being undertaken, and as individual applications are screened, Assessment Teams begin assessing their group of applications Assessment criteria determined previously and agreed by DFAT and MoET Assessment Teams submit any applications about which they are undecided, to DFAT
Mid-May	Average assessors’ scores (based on the quality and development relevance of the OASIS application and attached documents / evidence)	All assessing must be completed at latest by mid-May
May	Rank all applicants within both Targeted Category and Open Category - on separate spreadsheets	Assessments / scores determined by combination of application quality and OASIS attachments “Disadvantaged” candidates (PWD, ethnic minorities, remote districts) allocated additional (“Bonus”) score to add to base score

Month	Scholarships activity	Notes
Late-May	Convene Joint Selection Committee (JSC) meetings – Meeting #1	Separate panels for Targeted and Open Category JSC members comprise, DFAT, MoET, MC, Alumni, sector specialists (as an Independent Assessor on each panel) Depending on range of applicants, a private sector rep could be added to Open Category JSC Consensus required within JSC on applicants to be shortlisted / interviewed Maximum of 200% of required awardees from each Category to be interviewed
Late-May to Early-June	Advise shortlisted applicants of date of IELTS test IELTS tests conducted	If applicants' IELTS tests within previous 24 months, Contractor-arranged IELTS test need not be undertaken IELTS tests will need to be conducted in multiple locations
Mid-June to early July	Conduct interviews for both categories	Multiple panels for each of the two categories are likely to be required, given the substantial number of applicants; An independent assessor must be included in each panel Interviews to be held in Hanoi and HCM City, with reasonable accommodations made for applicants with disability
Early-July to Mid-July	Panel scores, decided by consensus, entered into individual applicant files Spreadsheets (Open and Targeted Categories) with all scores (application scores and interview score) and rankings provided to JSCs	Panellists agree scores at end of each day's interviews
Mid-July	Convene JSC Meeting(s) #2, at which JSCs identify (by rank) conditional awardees and reserves Advise all successful and unsuccessful awardees (including ineligible from initial cull)	Reserve candidates to comprise approximately 5% of scholarships allocation for year JSCs' roles also includes ensuring that 20% of conditional awardees from both Targeted and Open Categories are identified as "disadvantaged"; this may involve adjustments to the initial rankings Selected "disadvantaged" conditional candidates able to progress to conditional award status on a lower score than other candidates, with pre ELT English language classes provided (Level 3)
July-August	Direct-Entry ("Fast Track") awardees, and Conditional Awardees from previous year who have now achieved necessary IELTS score, participate in Placement briefings, University selection Open Days	Direct Entry awardees are those whose IELTS scores or most recent test indicates that they do not need any English Language training (usually 6.5 minimum) Briefings and Open Days held in Hanoi and HCM City
Mid-August	Any awardees wishing to change their course apply to ASDIV	Legitimate reason for change of course or institution required
Late-August	Semester 1 placement request data entered into OASIS	Individual universities sent list of potential enrollees with approval to access all their application data on OASIS. Universities which have agreed earlier to an unconditional letter of offer are advised of enrollees

Month	Scholarships activity	Notes
From September (progressive)	English Language Training to commence for all conditional awardees from this year's round, including those successful "disadvantaged" applicants who must undertake an earlier "TESOL Level 1" ¹ ELT course	<p>ELT provider must offer a range of EL options targeted at differing conditional awardees' English levels</p> <p>Placement in a particular course, equivalent to Awardee's English levels (e.g., Level 2 to Level 5) determined by <i>both</i> IELTS score and ELT provider placement test</p> <p>Conditional awardees then progress through the structured ELT course levels to level 5, by which stage they should have achieved the necessary IELTS</p> <p>If not, they are offered a form of supported self-study - and resit the IELTS test (Until they gain the required 6.5 minimum, or are accepted by a university at a lower IELTS score)</p>
December to January	Direct-Entry awardees, and Conditional Awardees from previous year who have attained the necessary IELTS score mobilised for Australia Pre-Departure Briefings conducted	This cohort <i>could</i> also include those Conditional Awardee applicants from the <i>previous year</i> who have now successfully achieved their IELTS score.
June to July	Conditional Awardees from previous year who have achieved the necessary IELTS scores after their ELT program, and following a mid-year Pre-Departure Briefing, are mobilised for Australia	<p>The mid-year mobilised candidates are likely to be those Conditional Awardees who entered the ELT program at Level 4 or Level 5, in the previous year</p> <p>Conditional Awardees who entered at a lower level are not likely to be mobilised until the complete almost a full year of ELT; they will join <i>this year's</i> Direct Entry awardees in the July-August Placement Briefings and Open Days, and subsequently be mobilised in December-January</p>

¹ Refer to TESOL <http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards> International Association:

Annex 3: Sub Program Concept

Universities

A number of regional and provincial universities across the country have strong historical links to Australia Awards Scholarships.

Targeting more established, financially stable universities, for example in the Mekong Delta, may provide more immediate benefits. Universities in the central and southern regions including Hue, Da Nang, Can Tho and An Giang have a long history of engagement with the Australian aid program and key sectors including agriculture. However, a point of difference might be to target regional and/or provincial universities that also include a focus on disadvantage – with a substantial number of students from rural and ethnic minorities in priority geographic regions (e.g. northwest) under the new AIP. An example is Thai Nguyen, a designated regional university with a focus on the northern mountainous area (with around 100 alumni). As a regional university Thai Nguyen has more autonomy, including approval to license their twinning programs.

By strengthening the capacity of 1-2 targeted universities, the HRD program is expected to contribute to GoV's ongoing higher education reforms at an operational level, and contribute to improvements in higher education quality and access, especially for the disadvantaged students.

Australian support may include strengthening the following:

- human resource management theory and practices for university managers (through short courses/technical assistance)
- English language proficiency, teaching and research capacity of lecturers (through scholarships, fellowships, short courses); and
- enhancing linkages with Australian institutions (through fellowships, volunteer placements, NCP mobility grants, etc.).

Detailed identification of targeted universities and capacity needs and gaps will occur in the inception phase of the new HRD program, tentatively from December 2015-February 2016. Support activities will be designed in Year 1 (2016-2017) subject to funding availability.

TVET

A feasibility study² conducted in late 2014 investigated options to support the TVET sector, including:

- Bringing together relevant government agencies, training providers and industry to agree on a common national framework for evaluating and assessing vocational and technical competences and developing standards of occupational competency within a number of key sectors. This would be led by **support for the establishment and operation of Sector Skills Councils** who would be responsible for developing the industry-led qualifications that make up the relevant levels of the Qualifications Framework. This activity could be linked to strengthening capacity of selected 'centres of excellence' colleges in targeted areas, for example the water supply sector. Some 'centres of excellence' colleges already have established links with a number of Australian

² Feasibility Study of Vietnam TVET, November 2014.

TAFE institutes. Coordination with these establishments would be expanded and strengthened through a technical assistance program to bring in Australian expertise and experience as well as involving Australian businesses in Vietnam.

- In parallel, the HRD program considers support for a number of industry focused TVET teachers from centre of excellence colleges in priority sectors - to attend Certificate IV Workplace Training and assessment courses, with an intensive period of embedded work experience to provide them with the requisite practical skills required within their specific industry. This program could be implemented through an in-country scholarships program to be undertaken through any Australian accredited organisation (e.g. RMIT Vietnam or others), that is accredited to deliver the proposed Cert IV program. The industry work experience component could be provided by the larger Australian companies operating in Vietnam.

The Program deliberately does not support a 'top down' approach involving the government-regulated authority imposing the standards for curricula, occupational standards, quality control, teacher selection and student assessment without any involvement of industry or employers. This approach relies heavily on the human resources and capacity of MoLISA and particularly GDVT personnel to develop and implement the required systems and modalities. This approach has been tried by donors in the past, with limited success, due to the tight control exercised by MoLISA, including GDVT.

Annex 4: Short-term Training

Short-term training has advantages. It can enable participation by senior or critical staff that cannot be absent for long periods; it may be more suitable to women particularly those with young children; it can be customised to meet specific needs; and it can provide more diversity in the type of awards available for study and training.

At the same time, short-term training can create a substantial workload, both technical and administrative, to effectively meet requirements; the time lag between identifying short term training needs, followed by the customised design of the course content and subsequent outsourcing of program delivery can impact the availability of key participants.

It will be critical to plan approaches to short-term training to ensure the training program is contextualized and demand driven rather than supply driven. Key factors include:

- Effective training design and timing including, targeted content, in-Australia, in-Vietnam delivery, structured/ad hoc courses, appropriate participant selection, multiple teaching methods/blended models and follow-up support;
- Organisational context, including, commitment, clear identification of needs, barriers and capacity gaps;
- Establishing feedback loops between program design, delivery, monitoring and evaluation and organisational practice for capacity building.

Wherever possible, successful completion of the training should result in either a formal transcript or a complete unit/ subject offered within a course under the Australian Qualifications Framework (AQF) or through an institution accredited by the Tertiary Education Quality and Standards Agency. In all cases, compliance with this level of quality assurance requires a recognised standard of both course content and course delivery.

While some courses may involve in-Vietnam delivery only, most are expected to involve both an Australian and Vietnamese delivery component. To achieve the public diplomacy outcomes sought from the program, it is important that, short course participants have the opportunity for an “Australia experience”. However, in some cases (such as economic reasons, access to available technology or the inability of proposed short-term training participants to travel), solely in-Vietnam delivery may be appropriate.

Subject to budget availability, between three (3) and five (5) short courses will be developed initially under the program, with each course delivered up to three times over Years 3, 4 and 5 of the program. Research indicates that between 15 and 20 participants is the optimum number for each course.

Close liaison with DFAT sector experts at Post will be essential to ensure alignment of STT topics with current priorities and sector initiatives. As some of the AIP Priority Sectors are traditionally male-dominated sectors (e.g. agriculture, water, infrastructure, economic reform), it will be essential to carefully select the STT courses to be delivered and specifically promote the courses to women to achieve gender balance across each sector.

The courses will be custom designed by contracted Australian education institutions, based on consultation with DFAT sectoral experts, partner governments and the private sector, as to appropriate course content for the target participants. Courses could likely include a theoretical and familiarisation component in Australia, and a practical component in Vietnam.

Where the agreed STT courses are discipline- or technology-specific, to maximise development impact from those specific skills provided through the program, each such short course should consider including an innovative cross-cutting public policy component.

This component should address key issues to provide awardees with a broader set of generic skills (covering gender equality and social inclusion, leadership and governance, ethics and transparency). The depth to which these cross-cutting subjects will be addressed would depend on each course curriculum, length, and the existing skills and experience of its participants.

Table 1: Potential STT Course Cross-cutting Components

Gender & Inclusivity	Leadership & Governance	Ethics & Transparency
Social construction of Gender	Expectations on leaders	Professional accountability
Gender-responsive planning, devt	Managing competing priorities	Establishing personal values
Inclusive recruitment	Building effective teams	Observing individual rights
Gender and governance	Project & program management	Influence of stakeholders
Gender-sensitive language	Managing risk	Transparent workplace culture
Role of men in gender mainstreaming	Dispute resolution	Tools to measure corruption

Promotional strategies for the STT courses should be included in the Program's Australia Awards *Promotions and Communication Plan*. However, in most cases, STT courses will not be advertised broadly, but rather notified to a clearly defined sector(s) or group of organisations, particularly those identified in the Targeted Category. While some STT participants will have sufficient English language ability to participate actively in the training, course selection and delivery must allow for a range of language skill levels among participants. Provision of a translator may be required, or alternatively, non-English speaking candidates may be streamed into dedicated training cohorts.

Annex 5: Contractor In-Country Responsibility Principles for Australian Volunteers for International Development (AVID) and the New Colombo Plan (NCP)

It is proposed the Program support the implementation of the AVID and NCP programs primarily through administrative support. Support should only complement, not duplicate, support provided by other partners and stakeholders.

Contractor responsibilities will be confirmed by DFAT Hanoi within three months of commencement of the Program.

Table 1 outlines the principles that will guide identification of responsibilities of the Contractor to support implementation of the AVID and NCP programs, and examples of activities that may be identified:

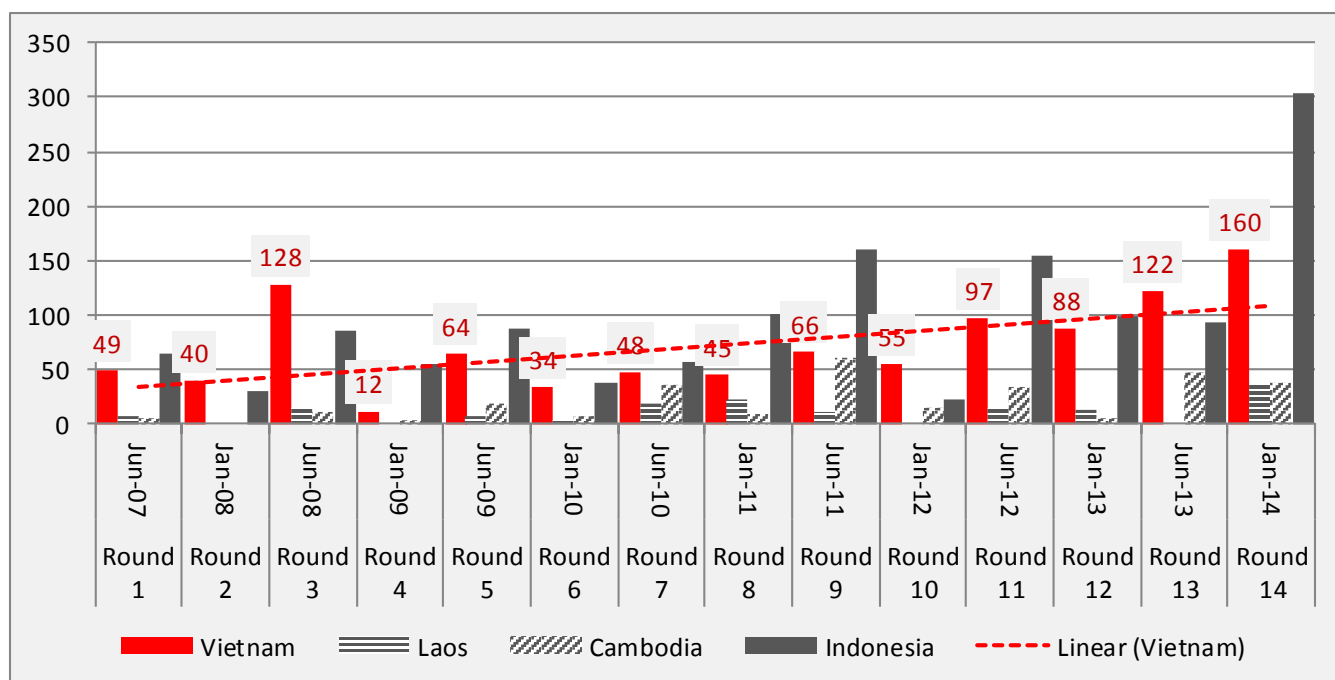
Table 1: Principles and activity examples for AVID and NCP

Principles	
<p><i>Identified activities should support the AVID and NCP:</i></p> <ul style="list-style-type: none"> • Effectiveness and efficiency • Planning (AVID only) and cohesion with the HRD Program • Promotion and public diplomacy objectives • Stakeholder communication and collaboration 	
Activity examples	
AVID	NCP
<ul style="list-style-type: none"> • Ensuring cohesion between AVID support and other HRD supports managed by the Contractor • Coordinating the annual planning process • Managing the Post volunteer database and updates to the global DFAT database (managed by Volunteers Section) • Ensuring and facilitating collaboration and synergies between each Core Partner • Facilitating the issuing of appropriate work permits / visas for volunteers. • Assisting core partners with joint in-country orientation/ networking/ professional development activities (where activities can be combined) • Events management, facilitating high level visits, and production of communications materials and online content 	<ul style="list-style-type: none"> • Promoting and raising the profile of the NCP within Vietnam with key stakeholders, including relevant GOV agencies, Vietnamese universities and the business sector • Support involvement of NCP students in Australia Awards or AVID activities • Events management, facilitating high level visits, and production of communications materials and online content

NB: NCP funding is not eligible as Official Development Assistance (ODA) and implementation responsibility rests primarily with the Australian and Vietnamese universities involved. Support for NCP activities will be subject to available funding from non-aid sources.

Annex 6: Australia Awards Fellowships: Rounds 1-14

Increase in number of Vietnam Fellows (with some regional comparisons) - and trend line



Data sourced from various DFAT Australia Award Fellowship reports 2008-2014

Categories	Female Applicants %	Male Applicants %	Female Awards %	Male Awards %
BY AAV PROFILES:				
Profile 1: Local government officials, staff from local NGOs and provincial enterprises	60.7%	39.3%	63.1%	36.9%
Profile 2: Central agency officials	65.9%	34.1%	68%	32%
Profile 3: Tertiary lecturers and researchers	58.3%	41.7%	57.1%	42.9%
BY LEVEL:				
PhD	53.8%	46.2%	51.3%	48.6%
Master	63.1%	36.9%	64.9%	35.1%
BY EQUITY OF ACCESS FUND:				
With disability	57.1%	42.9%	71.4%	28.6%
Rural disadvantaged	59.8%	40.2%	67.9%	32.1%
Ethnic minority origin	67.3%	32.7%	64.3%	35.7%
BY TOTAL:	60.4%	39.6%	62.2%	37.8%

Annex 7: Benefits and challenges of split-degree programs

Overview³

Often, split-degree (and credit transfer) programs have evolved from long-established student / staff exchange agreements among institutions. In these instances, levels of mobility continue to be a very significant aspect - necessary for students to benefit from studying and living in a different culture and academic context. New technologies are impacting student learning across all developed, and in many developing, countries.

A pertinent question relates to the real or perceived values of the “international experience”. Is, for example, a student more likely to gain more employable skills by completing an in-Australia component (of either a standard Australia Awards Scholarships program or a split-degree) OR through online tutoring and interaction while located in the student’s own country? In this situation, it can easily be argued that the participant, although being able to access quality Australian tertiary education by using all current and emerging online technologies, is clearly missing out on the personal, political and social growth that will necessarily accompany studies in a country other than their own. However, any such technological delivery does add a further dimension to a student’s experience, and can readily expand access for students and staff who are not able to physically move to another country for a period of time.

Split-degree programs involving non-Anglophone countries face challenges relating to the need for bi- or multi-lingual student participation. However, fortunately, or otherwise, English is the dominant language of instruction in much of the world, and DFAT’s program specifically requires an appropriate level of English language ability. Certainly, gaining fluency in a second language helps a participant’s communication skills broadly, as well as their employability and understanding of another culture.

While awarding two separate degree certificates appears to be the most common form of award in collaborative programs, in a world of increasing “credentialism”, some potential split-degree students may perceive that nothing less than an (international) *joint testamur* is sufficient. This is not currently possible in Australia, under existing quality assurance policies and practices.

Further, there is a perception that some split- (and double, multiple and combined) degrees are more legitimate than others. Part of the concern rests with the perceived double-counting of course credits/ workload for two or more qualifications. This has led to the “two for the cost of one” label for many double degrees - not measured in monetary terms alone, but also in relation to student workload.

The lists below of *benefits* and *disadvantages* of split / dual degrees summarises the available data to date concerning split-degree courses involving formal relationships between institutions in two or more countries:

Benefits of split-degree courses

- Increased relevance of postgraduate research to national priorities if first half of degree is completed in student’s home country;

³ The program design includes the opportunity for the appointed Contractor to evaluate the relative merits (effectiveness, value for money etc) of the in-country provision of degree and short-term training (including any continuation of the pilot RMIT Engineering scholarships). This assessment will be included in the Inception Report, due 31 July 2016. Further, DFAT Scholarships Branch (SCB) is currently developing a potential Global Program Strategy for split or dual degrees; the Contractor will need to be aware/respond to outcome of that global strategy.

- Capacity building (disciplines) of home country institutions is enhanced as host country academic personnel are mentored by host country institution counterparts;
- Institution-to-institution links between home and host country universities are strengthened and provide increased learning and professional development opportunities in both locations;
- *Administrative* capacity within home country institutions is improved through institutional administrators' observation of host country university practices;
- Potential success-oriented students may be more likely to apply (for a scholarship) if they will be required to complete a lesser time studying in a host-country, away from their home, work or support networks;⁴
- Language skills are enhanced – particularly technical language – in both institutions;
- Strategies to model greater transparency in student and course management are promulgated through observation of host country practices;
- Potential exists for “flow-on” international self-funded student recruitment benefits to the host country;
- Split-degree courses offer more cost-effective implementation, through lower comparative costs of home country course components;
- Suited to students with social constraints, e.g. on account of caring responsibilities or disability.

Challenges in implementing split-degree courses

- There can be a mismatch between the quality of courses offered at home and host universities;
- Often, there is limited lecturer experience in home country in supervising higher degree students, particularly if students are located off-shore for part of their study program;
- Many universities in developing (home) countries lack appropriate technical resources, creating the need for students arriving in host countries to quickly gain the expertise needed to optimise the use of such resources;
- The quality of assessment of students' work can vary significantly across participating institutions, often depending on lecturers' expertise;
- If the split-degree program is home-government-sponsored, the potential for inequitable allocation of funding to host universities exists;
- Students from home countries may find the courses in the host country too demanding (given their tertiary experience to date), which may result in high student drop-out rates;
- There is usually a limited capacity of the home country to even part-fund split-degree programs;
- A *limited* length of time spent studying in the host country may negate / diminish the cross-cultural experience benefits of a split-degree course;
- Activity costs involved in developing and implementing a split-degree program may be excessive, and therefore of limited cost-benefit to the overall initiative.

⁴ This is particularly relevant for (a) some women candidates who (depending on social / cultural factors and the level of expected support by their partner or spouse) may consider the demands of managing a household, child-caring and completing a study program while in an Australian institution to be excessive and unrealistic, and thus be dissuaded from applying; and/or (b) mid-career professionals who are not prepared to be away from their work environment for an extended period (2-4 years).

Annex 8: Feasibility Study of Vietnam TVET

See separate file

Annex 9: Strategies for Promoting Leadership Pathways for Female Australia Awards Alumni in Vietnam

See separate file

Annex 10: Program-level M&E Framework

The M&E Framework (MEF) identifies anticipated program-level indicators, data sources, timing, and available/ required baseline data – for EOPOs and for Intermediate Outcomes. The MEF provides a guide for the appointed Contractor to prepare and gain approval for an updated M&E Framework, and a Performance Assessment Framework (PAF).

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
End of HRD Program Outcome Indicators⁵				
	Records of actual changes in organisations linked to activities/advice of alumni/trainees	Survey of employer organisations Alumni surveys	Annual	Limited baseline data available
	Third-party observations of relative effectiveness of changes implemented by Australia Awards scholarship and short-term training alumni	Case studies Independent reviews Media reports	As required	Limited baseline data available
Program EOPO #1				
Male and female alumni use new skills and knowledge to make positive contributions to selected priority areas	Percentage increase annually of graduates of Australia Awards in agreed categories returning to Vietnam and taking up employment in work areas relevant to use of new advanced knowledge/skills.	Surveys	Annual	Baseline data available
Intermediate Outcomes⁶				
Male and female alumni have increased knowledge, skills and confidence	Percentage of Australia Awardees (disaggregated by gender, sector, location) who complete planned course in Australia successfully (including % who do not require variations)	<ul style="list-style-type: none"> OASIS data Program MIS DFAT Variations data 	On-going, with particular emphasis at end-Semesters	Data from previous Programs' MIS
	Percentage of Alumni (disaggregated by gender, sector, location) who (advise that they)	<ul style="list-style-type: none"> Reintegration Workshop (#2, in 	<i>Workshops and</i>	<i>Useful baseline data</i>

⁵ Data for End-of-HRD Program Outcome Indicators informed by Annexe E: Performance Assessment Framework, in *Vietnam HRD Strategy*, 2014, DFAT

⁶ Note that many of the *Intermediate Outcomes* contribute to more than one of the Program *EOPOs*; however, for ease of organisation, they are aligned in this table with the EOPO which has the greatest relevance for them

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
	have been able to use their Australia Award technical or management skills and knowledge in their job	Vietnam) <ul style="list-style-type: none"> Review Workshop Year 1 surveys Year 2 surveys 	Surveys: Annual	<i>may not be available</i> Also dependent upon employer and position upon return
	Proportion of alumni (disaggregated as above) who have been employed / re-employed in a position appropriate to their award skill set. within a period of 3 months/ 6 months/ 1+ years – after return to Vietnam	<ul style="list-style-type: none"> Review Workshop Year 1 surveys Year 2 surveys 	Workshop and Surveys: Annual	Alumni database – Vietnam and APN data
	Proportion of alumni (disaggregated) who have been promoted within a period of 1 year / 2 years / 3 years – after return to workplace	<ul style="list-style-type: none"> Review Workshop Year 1 surveys Year 2 surveys 	Workshop and Surveys: Annual	HRD profiles / disaggregated data of agencies and organisations which employ AA alumni AA Leadership program data on individual awardees
	Proportion of alumni (disaggregated) who, if necessary, have transferred to other jobs to make greater use of their Australia-Award acquired skills	<ul style="list-style-type: none"> Review Workshop Year 2 surveys Case studies 	Workshop and Surveys: Annual Case studies: On-going	<i>Useful baseline data may not be available</i>
	Proportion of alumni who continue to use their English Language skills in their professional and social environments, within identified periods (e.g. 1, 2, 3 years) after return	<ul style="list-style-type: none"> Tracer studies Year 1 Survey Year 2 Survey Review workshop Alumni events 	Workshop and Surveys: Annual Tracer studies & Alumni events: <i>as scheduled</i>	Baseline IELTS scores, pre-departure Any EL test results from in-Australia studies period
Male and female alumni apply and transfer their new knowledge and skills to contribute positively to their profession	Verifiable examples of Alumni using their Scholarship-, STT-, or TVET-acquired skills and knowledge to develop policies, processes, and practices which enhance Vietnam's social development and economy, within the graduate's sector	<ul style="list-style-type: none"> Case studies Review & Reintegration Workshops Year 2 surveys 	Case studies: On-going Workshops and Surveys: Annual	Number of <i>existing, current</i> policies in one or more of the Program's <i>Priority Sectors</i>
	Proportion of alumni who report having reported at workshops, seminars or meetings, at which they presented information about the topic /	<ul style="list-style-type: none"> Case studies Year 1 Survey Year 2 Survey 	Case studies: On-going Surveys: Annual	<i>Useful baseline data may not be available</i>

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
	discipline / sector in which they studied while on Award			
	Extent of targeted agencies and organisations are using their Scholarships, STT, and TVET Alumni effectively and productively	<ul style="list-style-type: none"> Employer interviews Review Workshop Year 1 surveys Year 2 surveys 	<i>Employer interviews:</i> On-going <i>Workshops and Surveys:</i> Annual	Disaggregated data about/ case studies and interviews with individuals from previous case studies, profiles and tracer studies
	Percentage of alumni in government organisations and in the private sector, making satisfactory progress against their REAP in each Priority Sector	<ul style="list-style-type: none"> Review & Reintegration Workshop #2 	<i>Workshops:</i> Annual	Available REAPs for individuals
End of HRD Program Outcome Indicators ⁷				
PROGRAM EOPO #2				
Stronger workplace enabling environments for improved skills utilisation in selected priority areas	(a) Number of Australia Awards alumni who report effective skills use and transfer; (b) Number of staff who complete tailored short course training in targeted workplaces; (c) Agreed integrated HRD TA & training activities completed and assessed as satisfactory by participating agencies / organisations All organisational-level activities meet equity and inclusion targets; (d) Proportion of HRD TA activities that are designed primarily for the needs of specific target groups; (e) Proportion of HRD TA activities that contain design features to enhance skills of female mid-career managers.	Surveys Review Workshops Tracer Studies	<i>Survey and Workshops:</i> Annual <i>Tracer Studies:</i> as scheduled by DFAT	Tracer Study data (2011 and 2014) will offer some (Scholarships) baseline data.
Intermediate Outcomes				
Male and female alumni	Economic development in Vietnam resulting	<ul style="list-style-type: none"> Review & Reintegration Workshops 	<i>Workshops:</i> Annual	<i>Women in Leadership</i>

⁷ Data for End-of-HRD Program Outcome Indicators informed by Annexe E: Performance Assessment Framework, in *Vietnam HRD Strategy*, 2014, DFAT

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
and selected institutions have increased exposure to gender equitable leadership models/ concepts	from Australia Award graduates' contributions is providing more opportunities for greater empowerment of women alumni	<ul style="list-style-type: none"> Year 2 Surveys 2011 and 2014 Tracer Studies 	Surveys: Annual	program preparatory (baseline) data Previous and current alumni workplace disaggregated data for period from 2010 HR profiles of alumni agencies
	Alumni demonstrate personal and professional commitment to inclusive development that optimises the skills of both men and women alumni of Australia Awards	<ul style="list-style-type: none"> Case studies Alumni conferences, seminars, workshops 	Case studies: On-going Alumni Conferences: Annual: or Biennial Alumni Seminars & Workshops: Agenda and participant feedback data	Useful baseline data may not be available
	Policies in agencies, NGOs/ CSOs and private sector organisations with alumni in a policy-making role demonstrate more inclusive employment and promotion policies for women	<ul style="list-style-type: none"> Case studies Year 1 Survey Year 2 Survey 	Case studies: On-going Surveys: Annual MIS data: Annual check of MIS	Useful baseline data may not be available A difficult Indicator to impact on positively, and measure
	Vietnamese institutions benefiting from an intervention by an Australia Awards Vietnam program HRD activity develop policies which outline their commitment and practices implemented to achieve gender equitable leadership skilling and development	<ul style="list-style-type: none"> Case studies Tracer Studies 	Case studies: On-going Tracer studies: As implemented by DFAT	Useful baseline data may not be available, although some GoV employment statistics may be of value
	Increase in proportion of women, persons with disability, and ethnic minority individuals who are Australia Award alumni, collaborating across sectors to improve skills utilisation	<ul style="list-style-type: none"> MIS data 	MIS data: Annual check of MIS	Contractor MIS data from 2008-2015 VGAC membership data
	Women candidates and people with disability represent an increasing proportion of AAS and STT awardees (and TVET awardees, when sub-program introduced)	<ul style="list-style-type: none"> MIS data 	MIS data: Annual check of MIS	Previous MIS data from 2008-2015

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
Improved skills utilisation practice in selected institutions (e.g. good HR practices, competency based frameworks)	Proportion of alumni who work in the private sector or in government agencies which are responsible for policies which directly impact Vietnam's development – in Priority Sectors and Target Agencies / Organisations	<ul style="list-style-type: none"> Year 1 surveys Year 2 surveys 	Surveys: Annual	Previous alumni workplace data (disaggregated) for period from 2008
	Number/ percentage of Priority Sector agencies and organisations applying (new) TVET competency standards following training by Australian organisations	<ul style="list-style-type: none"> Survey data Employer interviews Review Workshops 	All: On-going, annual at minimum	MoET & MoLISA data on extent of TVET skills in targeted organisations and agencies
	Proportion of alumni who report using non-technical / non-discipline skills within their organisation (e.g. staff development, team building, time management, reporting) to improve HR practices	<ul style="list-style-type: none"> Year 1 surveys Year 2 surveys Case studies Review workshops 	Case studies: On-going Surveys: Annual	Previous Tracer study data – where available
	Level of involvement / interest by ministries, CSOs and the private sector in participating in AAV-supported HRD Program planning and Review activities	<ul style="list-style-type: none"> Contractor reports Minutes of PCC meetings 	Contractor Reports: On-going PCC Minutes: Annual	Anecdotal from Post personnel, prior to 2015
	Reports provided by (other) DFAT program / sector managers and Post HRD Program personnel on commitment to shared planning and review by agencies and organisations	DFAT program/sector manager reports	DFAT Reports: On-going	Anecdotal information available from 2008-2015 Contractor reports
	Private sector and community organisations in the target sectors, continue to accept DFAT invitations to participate meaningfully in discussing or reviewing HRD Program components	<ul style="list-style-type: none"> DFAT reports 	DFAT Reports: On-going	Only limited data available
End of HRD Program Outcome Indicators ⁸				
Program EOPO #3				
Australia and Vietnam have stronger,	(a) Percentage of Alumni who demonstrate positive attitudes to Australia;	Surveys	Surveys and	Some data potentially available from

⁸ Data for End-of-HRD Program Outcome Indicators informed by Annexe E: Performance Assessment Framework, in *Vietnam HRD Strategy*, 2014, DFAT

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
sustainable links in selected sectors / agencies	(b) Percentage of Alumni who demonstrate continuing relationships maintained through regular contact with Australians; (c) Percentage of Alumni who actively foster new or expanded professional/business relationships focussed on pro-active cooperation for development; (d) Increased numbers of Australian organisations seek to participate actively in cooperative development activities with Vietnam partner organisations .	Review Workshops Tracer Studies Austrade reports	<i>Workshops: Annual</i> <i>Tracer Studies: As scheduled by DFAT</i> <i>Austrade reports: As available / requested</i>	Austrade and A-VCC.
Intermediate Outcomes				
Alumni establish and maintain effective networks/ partnerships across Vietnam and Australia	Percentage of alumni who maintain links with their academic colleagues / supervisors in Australia, TVET teachers, and with fellow students from their STT program	<ul style="list-style-type: none"> • Year 1 Survey • Year 2 Survey • Review Workshop 	<i>Surveys and Workshops: Annual</i>	DFAT arrival and on-going survey data; 2008-2015 Program survey data
	Extent of individual alumni networking across private sector and with relevant government agencies and NGOs/CSOs in Vietnam and/or Australia	<ul style="list-style-type: none"> • Review & Reintegration Workshop #2 	<i>Workshops: Annual</i>	<i>Useful baseline data may not be available</i>
	Australia Awards alumni maintain links with the communities of interest in which they were involved in Australia	<ul style="list-style-type: none"> • Case studies • Review workshop • Year 2 survey 	<i>Case studies: On-going</i> <i>Review workshop: Annual</i> <i>Year 2 survey: Annual</i>	<i>Useful baseline data may not be available, although Vietnamese Student Clubs in Australian universities may have recent baseline data</i>
	Proportion of Australia Award alumni who maintain people-to-people links with Australians (<i>not specifically involved in their Award program</i>)	<ul style="list-style-type: none"> • Year 1 Survey • Year 2 Survey • Tracer studies 	<i>Surveys and Workshops: Annual</i> <i>Tracer studies: Annual, according to DFAT schedule</i>	2008-2015 Program survey data; Previous tracer study data
	Proportion of alumni who maintain institutional links with Australian organisations or businesses they encountered while in Australia	<ul style="list-style-type: none"> • Year 2 Survey • Tracer studies • Case studies 	<i>Surveys and Workshops: Annual</i>	2008-2015 Program survey data

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
			<i>Case studies:</i> On-going	
	Number of AAV alumni employed in (or contracted to) a GoA-funded facility or program	<ul style="list-style-type: none"> Organisational HRD records Tracer studies 	<i>HRD records:</i> On-going <i>Tracer studies:</i> According to DFAT Canberra schedule	Previous tracer study data - disaggregated
	Number of AAV alumni employed in an Australian-owned or partnered private sector organisation	<ul style="list-style-type: none"> Individual organisational HRD records Austrade contact data Tracer studies 	<i>As above</i> <i>Austrade data:</i> as available	Previous tracer study data
Australia's education and contribution to Vietnam's HRD is recognised and valued in Vietnam	The delivery of Short-term Training and TVET courses demonstrate increasingly equitable partnerships (in terms of skilled inputs) between course providers in Australia and in Vietnam	<ul style="list-style-type: none"> Contractor subcontracts for STT delivery 	<i>Subcontracts data:</i> In Years 3, 4 & 5 only	Limited data available, although DFAT Canberra SCA data from 2007-2014 may be useful
	Extent of collaborative input by Australian and Vietnamese universities, colleges and sector organisations into other GoA or private sector initiatives and facilities in Vietnam	<ul style="list-style-type: none"> Reports from other DFAT initiatives Advice from Austrade 	<i>Reports:</i> as available, on-going <i>Austrade data / advice:</i> as available ⁹	Data from Australian institutions which have existing Vietnam relationships (e.g. RMIT, Chisholm TAFE)
	Number of sustainable and realistic (<i>new</i>) MoUs signed between Australian and Vietnamese agencies and organisations	<ul style="list-style-type: none"> DFAT & Austrade liaison / support records Advice from institutions 	<i>As available</i>	DFAT & Austrade records on previous support provided
	Australian volunteers provide a valued and sustainable service to the agencies and organisations within which they work	<ul style="list-style-type: none"> AVID and ABV Contractor records and reports Discussions with agencies using volunteers Feedback from VGAC volunteers, when placed 	<i>Contractor reports:</i> As available - annual <i>Discussions:</i> When opportunities arise	Previous volunteer program Contractor reports

⁹ In August 2014, MoET announced its official list of 265 twinning programs; of these 27 are approved Australian twinning programs, with 16 Vietnamese institutions collaborating with Australia.

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia				
Outcome	Indicators	Main data source	Timing	Baseline data
	Number of DFAT and Contractor personnel who report specific positive comments about Australian education and training	AAV Post program personnel, Contractor personnel	<i>Records:</i> On-going	DFAT arrival and on-going survey data
	Level of interest expressed / # roadshow attendees / # enrolments completed by Vietnamese students for self-funded tertiary studies in Australia	Austrade Education sector inquiry, application and enrolment data	<i>AEI / Austrade:</i> On-going (usu. Quarterly)	Previous years' Austrade / AEI data
	Proportion of Vietnamese Government-funded scholarships awardees who choose to undertake their scholarship in Australia	<ul style="list-style-type: none"> MoET Project 911 and 599 data CPV Project 165 Data Other sources for Mekong 1000, HCM City 500, Project 922, and Haiophon 100 	<i>Contractor to seek annual reports from data sources</i>	Previous years' data from sources at left
	Recognition of Australia as an active and responsive partner in Vietnam's development is increasing	<ul style="list-style-type: none"> Media monitoring DFAT program / sector manager reports 	<i>Media:</i> On-going <i>DFAT reports:</i> On-going	Any baseline data will be <i>perception-based</i> - by DFAT personnel
	There is an increase in Vietnamese media positive coverage of GoA activities in Vietnam	Media monitoring	<i>Media:</i> On-going	DFAT historical data on extent of positive media coverage about Australian development initiatives in Vietnam
	Extent of acknowledgement by partner ministries / organisations that Australia Awards have contributed to Vietnam's economic development	<ul style="list-style-type: none"> Case studies Employer interviews 	<i>Case studies:</i> On-going <i>Employer interviews:</i> On-going	<i>Useful or valid baseline data may not be available</i>
	Number of other GoA initiatives in Vietnam that involve participation by an Australia Awards Vietnam alumni; or by an agency / CSO / organisation which has a critical mass of AAV Alumni	<ul style="list-style-type: none"> Project / initiative HRD records Tracer studies Case studies 	<i>HRD records:</i> On-going <i>Case studies:</i> on-going <i>Tracer studies:</i> According to DFAT Canberra schedule	Previous 2011 and 2014 tracer study data from Post and DFAT Canberra
	Increasing opportunities for senior positions available to alumni in government, private sector, and CSOs in Vietnam	<ul style="list-style-type: none"> Agency HRD strategies Review Workshop Year 2 surveys 	<i>HRD strategies:</i> On-going <i>Case studies:</i> on-going	Country HR profiles of alumni agencies 2011 and 2014 Tracer

Above the line GOAL: Vietnam accesses and uses high level professional and technical knowledge, skills and competencies, to contribute to the country's sustainable economic and social development, and enduring links with Australia

Outcome	Indicators	Main data source	Timing	Baseline data
		<ul style="list-style-type: none">Case Studies	<i>Workshops and Surveys: Annual</i>	Studies

Annex 11: Monitoring and Evaluation Methods and Tools

The Program will use a range of qualitative and quantitative M&E tools. Most methods, such as case studies, workshops and surveys are inclusive and involve a range of stakeholders. Others focus on assessing specialised areas of program operation such as assessing English Language Training and Human Resource Development technical advice assessments to establish baselines and monitor subsequent progress.

It is important that, as well as quantitative data, extensive perception and attitudinal data be recorded at key stages of program implementation. Such data should include surveys of alumni and key stakeholders in relation to: their perceptions of Australia; the Vietnam HRD Program implementation; contribution of award studies to graduates gaining promotions, and /or more productive employment; the value in participating in alumni activities; and perceptions of the quality of Australian education. Similarly, the perceptions of major (Priority Sector) government agency partners, private sector organisations and NGOs / CSOs should be sought and analysed regularly. Access to such data not only provides better opportunities to make more effective use of lessons learned, but also offers greater potential to maximise the public diplomacy outcomes of the program.

A Mid-term Review (MTR) or an Independent Progress Review (IPR) will be completed in June 2018, approximately 30 months after the start of the program. The review, commissioned and funded by DFAT, will consider program outcomes and Contractor performance. Its findings will help inform the need or otherwise for any changes required in the remaining program period. An end-of-program review will provide a comprehensive assessment of the program in meeting its stated outcomes and outputs.

Prior to that time, however, and subsequently, a range of on-going program monitoring, assessment, review and evaluation mechanisms need to be maintained; these include:

Management Information System (MIS)

While the Contractor will use OASIS and the emerging Global Alumni Network as much as possible, these management information systems do not currently capture all the requirements for management of a HRD program which is broader than Australia Awards Scholarships. Accordingly, the Contractor will develop and use a program-specific MIS which supports management of delivery of the complete range of Australia Awards Scholarships and Short-term Training, from application to alumni, as well as the delivery of the *Women in Leadership Program*, any TVET support provided to targeted organisations or individuals, and responsive HRD involvement with Priority Agencies and Organisations. The MIS will also be designed to capture sex-disaggregated outcomes, as well as accountability for gender equality and social inclusion throughout the program.

Baseline data (Australia Awards only)

Substantial baseline data on the Australia Awards component of the Vietnam HRD Program is already available, much of it in the form of annual or purpose-specific reports provided by the current and earlier Contractors. Other data sources include:

- OASIS and MIS data since 2008;
- MIS data from earlier Australian Development Scholarships records, 2002–2008;
- Short Course Awards delivered since 2007 involving Vietnamese participants¹⁰;
- Alumni / graduate data for the current program period from 2008;
- 2011 and 2014 DFAT tracer study data;
- Contractor MIS data from 2008–2015;

¹⁰ Refer Annex **: Graph showing comparison of Rounds 1-14 of Australia Award Fellowships

- DFAT Canberra arrival and ongoing survey data;
- Information on existing GoV legislation and policies in key sectors;
- Equity of Access Fund 2013, and Gender and Social Inclusion Strategy update from 2014
- Anecdotal data on scholarship management issues prior to 2008 – from Post personnel
- Data / reports on implementation of ELT Program and in-Vietnam Engineering degree, delivered by RMIT to 2014;
- Website user-hit and usage data since 2010;
- Lessons Learned 2013 Study Report
- November 2013 Situational Analysis Report
- DFAT and Contractor historical data on extent of media coverage of Australian development initiatives in Vietnam;
- Current and previous years' Department of Education and Training data on Vietnamese self-funded student trends (all levels);
- 2008–2015 program surveys' data by Contractor;
- Australia Awards Vietnam Alumni Small Grants Scheme – Internal Review Report.

However, it should be noted that the scope, extent and accuracy of the data will vary considerably. A continuing challenge facing most Australia Awards programs is the lack of consistent, longitudinal quantitative data on awardees. This deficiency usually results from:

- (a) changes to the structure of Australia's scholarships programs which presents problems in trying to match 'like-with-like' award types;
- (b) regular changes to country (managing) contractors with the resulting limited transfer of historical data; and
- (c) corporate history gaps in DFAT because of the highly mobile nature of the departmental workforce.

It is often challenging to determine public diplomacy baseline data, particularly in programs such as the Australia Awards, where the promotional activities and communicating program outcomes are often restricted to a discrete or specific audience. Nevertheless, by using media monitoring or sampling strategies, over recent years and during the program implementation period, some comparisons will be possible to assist in determining the success or otherwise of the program's public diplomacy outcomes.

To circumvent the potential for ongoing paucity of baseline data in the future, all quantitative baseline data currently available should be collated by the Contractor within the first three months of mobilisation, and continue to be updated throughout the program period.

Case studies (Individual, Group, or Historical)

Case studies identify good practice and encourage consistency of approach to / questioning of HRD Program beneficiaries and participants. This approach informs learning, particularly related to Australia Awards implementation, and that of other proactive and responsive program components. The approach also encourages stakeholders to consider and evaluate the data available from case studies, which seek to explore the effects of scholarships, short-term training, and other program initiatives - on individuals and organisations. Although the focus is predominantly on good practice, individual case studies should also explore challenges in scholarship experiences. All case studies should use a set of pre-determined questions to help identify lessons learned.

Thematic studies

While case studies usually involve individuals, (although they can focus on a discrete organisation), thematic studies investigate issues requiring investigation, a cohort of awardees, a priority sector or a target agency. Some possible topics for thematic study are:

- assessing outcomes for alumni studying in a specific field (e.g. Agriculture) or sector;

- examining a sample of global or near-regional Australia Awards alumni with a comparable sample of Vietnam alumni;
- investigating a group of scholars who withdrew, or were terminated while on award;
- focusing on a specific category of awardees (e.g. young women, or awardees with a disability, awardees from the targeted districts, an ethnic minority);
- determining experiences of family members who accompany an Australia Awards scholar to Australia;
- assessing the effectiveness of communications between employers / supervisors and awardees while in Australia, and the effectiveness of the REAPs;
- completing a *most significant change* study to explore changes in a workgroup which has been the beneficiary of a targeted HRD analysis and intervention;
- determining the relative impact of volunteers on a participating organisation, when compared with other more formal interventions.

Where possible, thematic studies will integrate with (or be informed by) case studies, possibly on a specific sectoral basis.

Australia Awards Scholarships Graduate workshops

Workshops are opportunities for stakeholders to reflect on and share perceptions of the scholarship experience and explore issues such as enabling and constraining factors and management approaches. Following from the in-Australia Reintegration Workshops, for *returnees back in their home country for around 6 months*, the in-Vietnam workshops can also involve employers / supervisors. The program will involve spouses in workshops, as appropriate, particularly with a view to supporting female alumni in their professional and leadership aspirations and balancing home responsibilities.

As well as a source of first-hand data, *Reintegration Workshops* (potentially shared with Welcome Back Ceremonies and/or graduation ceremonies) welcome and support graduates' reintegration, promote reflection on the scholarship experience in Australia, help readjustment to their workplace, and offer opportunities to share knowledge and skills gained on-Award. During workshops, the Program Contractor should canvass suggestions for improvement. In some cases, *Reintegration Workshops* are also opportunities for alumni to update REAPs.

With a slightly different focus, *Review Workshops* are held for alumni who have been back in Vietnam for approximately two (2) or more years. These *Review Workshops* provide the opportunity for a more considered assessment of the graduate's professional and personal progress and skill implementation. They also offer program personnel the opportunity to optimise opportunities for lessons learned from an experienced cohort of alumni.

Review of Promotion and Communication activities

Currently, the review of the Promotion Strategy is reported in September each year. This reporting should continue, and its timing maintained, as the strategies to be used to communicate and promote the next round must begin implementation from October (*Refer Annex 2: Australia awards scholarship Process*).

The data available to DFAT and the Contractor from this annual report on promotion and communication activities will not only identify the challenges and successes of the previous round's activities, but also will propose suggestions for improvements in subsequent years.

Note, however, that while reporting on Australia Awards Scholarships activities is likely to comprise the majority of the data presented in the September report, analyses of promotion of the short-term training courses, HRD support for targeted agencies and organisations, the *Women in Leadership* program, and TVET institutional support must also be included.

Surveys

The program will involve several surveys, mainly using the online survey tool *Survey Monkey*, primarily for cross-sectional analysis to allow comparisons between categories of scholars over time. For example, views of outgoing scholars from a particular intake can be compared with those from other intakes to identify changes to pre-departure briefing; and changes in awardees' satisfaction levels can be tracked and used to plan for future intakes. This approach identifies inherent strengths or issues and the effect of changes. It will be possible to track responses from individual scholars longitudinally over a period of four or more years; from pre-departure, up to two years after they return.

Program-specific surveys (as distinct from DFAT arrival, on-going and tracer study surveys) are listed below. NOTE that all surveys (a) to (g) apply to long-term awards (Australia Awards Scholarships); survey (d) is the only program-specific survey intended for short-term training awardees, as well as for scholarship graduates.

- (a) *Exit surveys* at any public *Scholarships Information Sessions* allow program personnel to assess the effectiveness of promotional activities and applicants' knowledge about Australia Awards;
- (b) *Surveys of applicants who began, but did not complete their OASIS/ Scholar applications* can provide data on the perceptions of potential applicants of application processes and the extent to which they are realistic about study and career goals;
- (c) A *Pre-departure Survey* administered immediately prior to departure for Australia, focuses on the experiences of awardees scholars across the application and selection cycle, including the support they received from employers and the program team;
- (d) *Completion Surveys* seek to gain immediate perceptions of new Scholarship graduates about their in-Australia study or short-term training experience. While individual Short-term Training sub-contractors will also seek these data through their own course completion surveys, there is value in gaining a broader understanding of and comparisons across the complete set of courses delivered in Vietnam and/or Australia;
- (e) *Year 1 Surveys* are administered approximately one year after graduates return to their home country, to explore their experiences / initial implications of their Award. It considers their courses of study and institutions, living and studying in Australia, relationships and linkages made in Australia, reintegration to the workplace and to Vietnam, support from employers after return, the effectiveness of the knowledge and skills gained and applied, and their future plans;
- (f) *Year 2 Surveys* allow comparisons with Year 1 data, will continue to capture awardees' on-going experiences with a particular focus on support from employers, career and social promotion, continuing links with Australia, engagement with their local alumni organisation and future plans;
- (g) *Selection Panel Surveys* Although a small group, selection panel members will be surveyed to inform processes to improve selections for following years.

Profiles and success stories

The main purpose of these public documents is to provide an interesting profile of successful awardees, for publication. Data can include: awardee background; family history; previous employment; studies in Australia; prior studies in their home country; outside interests; places visited in Australia while on award; current position in their organisation and future study and life plans. They are different to *Case Studies* in that they have a limited M&E value, focusing instead on public diplomacy outcomes.

Annex 12: Planning and Reporting Schedule

Report	Content and format	Timing
<i>Mobilisation Plan</i>	<p>A comprehensive plan outlining all program transition and mobilisation requirements to ensure continuity of services to existing and new program clients.</p> <p>It will include:</p> <ul style="list-style-type: none"> operational plan for office establishment and personnel mobilisation; plan for mobilising awardees for the intake commencing in 2016 academic year and preliminary plan for recruitment and selection of the 2017 academic year. 	Due one month after contract signature and prior to mobilisation
<i>Inception Plan</i>	<p>The Inception Plan will identify the preparatory activities the Contractor will undertake from January-May 2016 to inform the development of the 2016-17 Annual Plan. Activities will likely include scoping, research/investigation, and consultations on the following:</p> <ul style="list-style-type: none"> alumni network arrangement/governance and support for alumni network/s; sub program options, short term training and women in leadership; Australian Volunteers for International Development and New Colombo Plan programs, including proposal of Contractor responsibilities. <p>a)</p>	Due 29 February 2016
<i>Finance and Operations Manual</i>	<p>The Manual will include:</p> <ul style="list-style-type: none"> a statement of the QA principles underpinning the operations of the program; all program administrative and financial procedures, and requirements, including auditing and anti-fraud / ant-corruption strategies. <p>The Finance and Operations Manual will be updated on an ongoing basis and will be available for inspection by DFAT or its designates.</p>	Included with first Annual Plan, due 31 March 2016
<i>Annual Plan</i>	<p>The Annual Plan will include:</p> <ul style="list-style-type: none"> Work Plan and budget for the following financial year for each HRD Program activity, including descriptions of initiative approaches and their management; Contractor Staffing Plan, including strategies to monitor and assess staff performance; Monitoring and Evaluation (M&E) strategy and plan for approval by DFAT; a plan for implementing the gender and inclusiveness strategy; a plan for quality assurance/risk and fraud management, including updating/renewing Quality Assurance Manuals. 	Due 31 May 2016; and annually thereafter by 31 March
<i>Annual Report</i>	<p>The Annual Report will inform each Annual Plan and DFATs Aid Quality Check. It will cover each activity/investment by the Contractor. It will include:</p>	Due annually by the end of January for the previous year (from

Report	Content and format	Timing
	<ul style="list-style-type: none"> a summary and analysis of outputs and outcomes for the year in question, required by the M&E Framework including a summary of progress against outcomes and outputs; a review of implementation issues addressed and adjustments to strategy as a consequence; evidence of how the program has followed a responsive learning model of implementation; a report on the progress made in applying the M&E Framework, including any desired adjustments; all sub-reports as specified in this table; maximum of 15 pages (plus annexes if required). 	2017)
<i>Six-monthly Progress Report (one report - 2016 – only)</i>	<ul style="list-style-type: none"> content similar to that provided in the Annual Report; maximum 10 pages. 	Due 31 July 2016
<i>Monitoring and Evaluation Plan</i>	The M&E Plan is intended to ensure that all Program participants, clients and stakeholders are aware of the M&E strategies being used to determine the success or otherwise of program implementation, guided by the program logic. It will provide consistent and clear approaches as to how and when program data is collected, analysed and evaluated – with a focus on program outcomes and outputs - and the evidence is required to demonstrate whether or not those outcomes and outputs have been achieved.	Due 31 July 2016, annually thereafter it will be submitted with the Annual Plan (31 March)
<i>Australia Awards ELT Reports</i>	English Language Training (ELT) reports are to be prepared by the ELT sub-contractor and submitted to the Contractor on a quarterly basis. The Reports are to include detailed attendance and student progress records, identifying any potential students (conditional awardees) at risk, and providing strategies to be used to resolve any such risks.	To be determined by the Contractor
<i>Exception Reports</i>	Exception Reports will address key implementation issues, relating to program delivery that need to be brought to the attention of the DFAT Hanoi as a matter of urgency. Exception Reports should include a proposed solution and/or strategy to resolve any outstanding issues identified.	As required
<i>Gender Equality and Social Inclusion Plan</i>	This is a documented strategy for ensuring that women, persons with disability, and ethnic minorities are facilitated in their participation in all aspects of the Program and that any emerging issues are identified and incorporated in adjustments to program implementation. The Plan will include specific procedures for management of the <i>Equity of Access Fund</i> to support targeted Australia Awards applicants.	Due 31 July 2016, annually thereafter with the Annual Plan (31 March)
<i>Promotion & Communication Plan</i>	This is a documented strategy covering all Program activities, which covers targeting approaches, promotion and advocacy strategies and arrangements and procedures for communication and reporting; and also provides strategies for increased participation of women, for addressing the needs of people with disability; and people from disadvantaged areas.	Due 31 July 2016, annually thereafter with the Annual Plan (31 March)

Report	Content and format	Timing
<i>Alumni Engagement Plan</i>	This is a documented strategy that covers all mechanisms for engaging with and supporting alumni.	Due 31 July 2016, annually thereafter with the Annual Plan (31 March)
Annual Academic Outputs Report	<p>This report will include information collected that is available from universities, tracking details of scholars' progress during the study in Australia, by semester, noting in particular:</p> <ul style="list-style-type: none"> • deferrals, extensions, suspensions, upgrades and drop-outs, together with individual course outcomes highlighting high achievers and students who may be at risk and the measures taken to mitigate the situation; • details of completed scholarships, including information on pass/failure rates, with a detailed analysis of the reasons for failure and suggestions for areas where improvements could be achieved; • details of post-graduation monitoring activities, focusing on recording of returned graduates in each year, locations of resumption of employment on return and information on the expected areas of contributions to development from the initial employment taken up by the graduates. This will include details of take-up of the reintegration support services, and of the activities arranged in conjunction with the alumni associations. 	Due annually as part of the Annual Report (31 January)
Annual Selection Report	<p>This Report will be prepared to inform strategy development by DFAT and the GOV before the commencement of the next selection round. This Report shall as a minimum cover:</p> <ul style="list-style-type: none"> • the features of each annual recruitment round detailing selection and screening activities (with clear disaggregation of profiles, gender, disability, location, fields of study, level of study, indicated area of development contribution) and with details available at each stage of the program, including applicant recruitment, candidates, awardees accepted; • the results of English Language Training and proportions achieving required grades, and pass/failure rates, together with reasons for fail rates (utilising contributions from the ELT provider, integrated into the Annual Selection Report through coordinated contractor action). 	Due annually as part of the Annual Report (31 January)
<i>Australia Awards Alumni Small Grants Fund Guidelines</i>	These Guidelines will provide the criteria within which funding can be allocated to individuals and organisations registered as Australia Awards alumni. Should DFAT Canberra continue its previous (global) alumni grants program, flexibility will be required to avoid duplication of outcomes sought.	Due 31 July 2016, annually thereafter (as required) with the Annual Plan (31 March)
<i>Risk Management Plan (RMP)</i>	<p>An initial Risk Management Plan is included as an annex to the Program Design.</p> <p>The RMP will identify the most significant risks to the</p>	Due with <i>Six-monthly Progress Report (31 July 2016)</i> and as required thereafter

Report	Content and format	Timing
	<p>program achieving its objectives.</p> <p>It will be updated on an as-needed basis. Updates will be discussed in the Annual Plan.</p>	
Joint Selection Committee (JSC) Reports	A mini-report (up to 3 pages) prepared to update the co-chairs of the JSC on outcomes of the shortlisting (JSC1), and outcomes of the interviews (JSC2). Reports will include clear disaggregation of profiles, gender, disability, location, fields of study, level of study, indicated area of development contribution. Maximum 3 pages for each.	Due one week prior to each JSC meeting
Quarterly Financial Reports and Monthly Financial Updates	<p>Quarterly Financial Reports will detail all expenditure in the past quarter and foreshadowing the projected expenditure for the next six months.</p> <p>Monthly Financial updates will detail the same as above and are required monthly in the last three months of each financial year.</p>	Quarterly and monthly for April, May and June
<i>Program Completion Report</i>	The Program Completion Report will detail the activities and assess the performance of the program against its objectives.	Three (3) months prior to the completion of the Program

Annex 13: Roles of major stakeholders in program monitoring and evaluation

The table below identifies the major stakeholders involved in Program M&E:

Stakeholders	Role in M&E
Program Coordinating Committee	<ul style="list-style-type: none"> ▪ Provide strategic or policy directions to the program ▪ Review program results against the AIP goal and major outcomes ▪ Recommendations to improve policy and strategic directions of the program ▪ Providing guidance to effectively implement the program activities in line with GoA and GoV policies
HRD Team at Hanoi Post	<ul style="list-style-type: none"> ▪ Review and monitor Program management and implementation progress in line with the actions and outcomes included in the SoR ▪ Support effective implementation and administration of the Program M&E activities ▪ Participate in M&E activities such as Review and Reintegration workshops, ▪ Liaise with Program personnel regarding emerging issues and results with particular relevance for stakeholders ▪ Identify results and lessons applicable to other context, and transfer learning from other contexts ▪ Report key achievements, best practices and lessons learned from program implementation ▪ Recommend options to improve the program administration and management
ELT provider	<ul style="list-style-type: none"> ▪ Monitor and report ELT progress against the requirements and outcomes expected from the Contractor ▪ Provide DFAT and Contractor with data and information for assessment of ELT performance ▪ Recommend options to improve ELT quality and results
Universities and Short Course providers (Australia and Vietnam)	<ul style="list-style-type: none"> ▪ Monitor awardee's study performance ▪ Provide data and information for assessment of awardee's study progress and changes ▪ Recommend strategies and necessary academic support for awardees to successfully manage studies and living in Australia ▪ Provide an appropriate level of follow-up contact and support to alumni – for Scholarships, Short-term Training, and TEVT courses
GoV Ministries and agencies, organisations, employers	<ul style="list-style-type: none"> ▪ Communicate with scholars on study progress and knowledge and skills expected from study ▪ Participate in development and subsequent review and implementation of REAPs (where appropriate and where drafted by graduates) ▪ Ensure internal organisational accountability to the intent and goal of the HRD Program ▪ Provide appropriate levels of support to maximise benefits for participants in the scholarship program ▪ Participate in Program workshops and focus groups to assist with program planning and review
Joint Selection Panels	<ul style="list-style-type: none"> ▪ Monitor interview processes and report results ▪ Assess scholarship applicants' suitability for tertiary study in Australia and identify weaknesses and advantages of individual applicants, and cohorts ▪ Monitor selection process and identify lessons learned from selection process ▪ Recommend ways to improve interview process and selection criteria

Alumni	<ul style="list-style-type: none"> ▪ Participate in program M&E activities to assist in optimising awardees' knowledge and skills obtained in Australia ▪ Participate in workshops, surveys and case studies ▪ (As invited) participate in and monitor awardee selection processes ▪ Provide feedback to improve effective cooperation between alumni, DFAT and the Contractor
Scholars (on award)	<ul style="list-style-type: none"> ▪ Participate in arrival and on-going survey data being conducted by DFAT Canberra ▪ Provide feedback on studies and lives in Australia ▪ Participate in Program workshops / meetings in Australia (<i>including Reintegration Workshop #1</i>) ▪ Report study progress to supervisors / employers, as appropriate, during in-Australia studies
Contractor	<ul style="list-style-type: none"> ▪ Conduct program monitoring and evaluation in close cooperation with all stakeholders identified ▪ Contribute to capacity building and learning environment of stakeholders in M&E including M&E that is responsive to gender equality and social inclusion ▪ Assess and report on ELT performance ▪ Facilitate participation and support by key stakeholders in monitoring and evaluation of the program ▪ Report key achievements, best practices and lessons learned from program implementation ▪ Recommend options to improve the program administration and scholarship cycle management ▪ Monitor scholars on award, through liaison with DFAT Canberra and individual institutions ▪ Analyse data and information from DFAT Canberra on arrival and ongoing surveys ▪ Value-add to DFAT's arrival and on-going survey data to ensure those data reflect the participating country's social and political priorities

Annex 14: DRAFT Risk Register

See separate file

Annex 15: Contractor Key Staff Responsibilities

The Program will be managed and implemented by a team of international and local professional and administrative staff, in a structure determined by the successful Contractor. At a minimum it is expected that the Contractor core professional team will need to include a Program Director (full time), and personnel to fulfil the responsibilities related to Gender Equality and Social Inclusion, HRD, and M&E. The Program Director is Specified Personnel.

The Contractor will be required to have the capacity to engage additional high quality staff on short-term basis when required. Key responsibilities of the in-country team include:

Specified Personnel

Program Director

Key responsibilities

- Leadership and overall management of all aspects of delivery of the in-country HRD Facility, including strategic and technical advice to DFAT as required , and strategic and operational management of all the aspects of the Facility such as AAS, global programs (AAF, AVID, NCP), sub program development, short-term training, technical assistance and non-formal learning; and oversight of ELT;
- Oversee the ongoing development and implementation of program planning and management systems, monitoring and evaluation, and fraud management;
- Ensure preparation and delivery of all program outputs and ensure professional standards in reporting;
- Manage communication and stakeholder relationships, including a strong working relationship with DFAT Hanoi and relevant GOV officials, and participate in high-level meetings and other functions to represent the Australia Awards;
- Maintain a sound understanding of Australian aid program policies, and of the social, cultural, political and institutional factors affecting development in Vietnam;
- Management of the office, staff, finances and sub-contracting;
- Liaise with other donors/and providers of international scholarship programs and support networking for learning from each other and contributing to harmonisation of approaches where appropriate;
- Initiate and manage a process of continuous improvement to support use of the most effective and efficient administration of all tasks necessary for the implementation of the Facility; advise DFAT on improvements to processes that can improve management or outcomes of the Facility;
- Ensure efficiency and probity in management of the finances provided by DFAT for the contractor and arrange for independent auditing of accounts as required.

Skills, Experience and Qualifications

- 15 years' experience in strategic leadership and senior management of international development programs, ideally relating to scholarships, capacity building or training
- High level program planning and management skills and ability to adapt and respond to changing circumstances

- Proven capacity to develop, manage and oversee significant budgets
- Demonstrated skills in effective communication, negotiation, and collaboration with stakeholders, including DFAT and partner governments
- Outstanding verbal and written communication skills, including report writing experience for DFAT
- High ethical standards and a commitment to demonstrating integrity and professionalism
- Experience and capacity to manage staff (both local and international) and build teams, working respectfully in a way that builds staff capacity, commitment, ownership and performance
- Relevant tertiary qualifications
- Demonstrated understanding of development, in particular the Vietnam education and human resource development context (*desirable*)

Other Core Personnel

Human Resource Development

Key responsibilities

- Developing working relationships with key ministries/agencies/universities, peak bodies in the private sector, and civil society, in order to target and prioritise applications from potential quality scholarship candidates;
- Post-award support including advice and support to scholars and employers on reintegration following completion of study awards, in order to strengthen scholars' return to work (whether in existing or new positions) and the utilisation of new skills and knowledge;
- Engagement with DFAT Hanoi and development of short-term training programs, awareness raising and promotion of non-AA HRD opportunities;
- Identification of strategies and assist in the development and strengthening of the alumni network;
- Investigation and development of sub programs and ad hoc capacity building initiatives.

Gender Equality and Social Inclusion

Key responsibilities

- Leadership and advice on the principles, practical strategies, tools and networks for the promotion and integration of gender equality and social inclusion throughout the scholarships cycle and broader program;
- Development of a Gender Equality, Disability and Social Inclusion Plan, with annual report of progress and outcomes;
- Review and refinement, if needed, of the Equity of Access Fund;
- Review of core program products and processes, including pre- and post-briefing programs, to ensure optimum attention to gender equality and social inclusion;
- Maintaining relationships with key government, academic, and non-government partners for the dissemination of Australia Awards;
- Identification of short term courses that respond to the professional and leadership interests and advancement needs of women, people with disability and the rural disadvantaged;

- Leadership of the formulation of the support to WiPPA;
- Ensuring availability of disaggregated data adequate for measuring accountability and outcomes for women, people with disability, and rural disadvantaged awardees;
- Communicating lessons learned, achievements and case studies of successful awardees;
- Providing mentoring and capacity development of national program staff counterparts to undertake gender equality and social inclusion activities;
- Maintaining a sound understanding of DFAT policies and guidance on gender equality and women's empowerment and disability-inclusive development.

Monitoring and Evaluation

Key responsibilities

- Refining the draft Monitoring and Evaluation Framework (MEF) included in the Program Design Document;
- Developing, in consultation with DFAT Hanoi, development effectiveness measures for the Program which align with DFAT's development priorities for Vietnam;
- Developing, in conjunction with other Program contractor personnel, including the Gender Equality and Social Inclusion Adviser, output and outcome indicators for all program activities;
- Defining the summary information that is required to be generated from the MIS database, and the level of detail and disaggregation (sex, disability, rural disadvantaged) necessary for effective reporting;
- Ensuring appropriate recording and analysis of information collected under the M&E Framework, using program databases and MIS/web resources;
- Supporting the Facility Director in preparing all reports, financial reporting information and other data required;
- Revising or updating the M&E Framework and its application as necessary to improve its effectiveness or efficiency;
- Promoting greater understanding of monitoring and evaluation methods with partners;
- Providing other advice on M&E and related issues, as requested by the Facility Director.

The Contractor (and any sub-contractors) is required to be fully compliant with relevant DFAT policies, including in relation to child protection.

Annex 16: Glossary of terms used in the Program Design Document

Accountability	Obligations of partners to act according to clear defined responsibilities, roles and performance expectations, including the sensible use of resources.
Activities	In a logic model, theory of change, or performance assessment framework, these are the processes, tools, events, technology, and actions of the planned program, and may include products, services, and capacity used to bring about desired results.
Assumptions	Conditions that are necessary for the success of a program, which already exist; however they are not (usually) within the control of the program. They can include hypotheses about factors or risks which could affect the progress or success of an intervention.
Attribution	The extent to which observed development effects can be attributed to a specific intervention or to the performance of one or more partners, taking account of other interventions.
Baseline study	An analysis describing the situation prior to a development intervention (or stage in an intervention), against which progress can be assessed or comparisons made.
Capacity building	The process of developing competencies and capabilities in individuals, groups or organisations, which will lead to sustained and self-generating performance improvement.
Case study	An empirical inquiry that investigates an individual, situation or environment in its real-life context; and in which multiple sources of evidence are used.
Counterfactual	The situation or condition which hypothetically may prevail for individuals, organisations, or groups if there were no development intervention.
Data collection tools	Methodologies used to identify information sources and collect information during monitoring and evaluation, including formal and informal surveys, direct and participatory observation, interviews, focus groups, case studies, etc.
Dependencies	(See “Assumptions” above)
Effect	Intended or unintended change due directly or indirectly to an intervention.
Effectiveness	The extent to which the development intervention’s objectives were achieved, or are expected to be achieved.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Evaluation	The systematic and objective assessment of an on-going or completed project, program or activity.
Foundational activities	(See “Inputs” below)
Gender	The socially constructed roles and relationships between women and men.
Goal	The higher-order objective to which an intervention is intended to contribute.
Impact	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.
Indicator	Quantitative or qualitative factor or variable that provides a valid and reliable means to assess achievement, changes, or progress towards a particular objective.
Input	Resources applied to implement the activity or program.
M&E Plan	A regularly updated document which describes the theoretical and practical elements of the M&E arrangements, including a comprehensive M&E Framework (MEF), linked directly to the ToC.

Monitoring	A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders with indications of the extent of progress and the achievement of objectives and progress in the use of allocated funds.
Objective	Intended purpose or aim of the activity in contributing physical, financial, institutional, social, and/or other benefits to a society or community, via one or more interventions.
Outcome	The specific changes in program participants' (or institutional) behaviour, knowledge, skills, status and level of functioning as results of intervention's outputs.
Output	The tangible results (products and services) of program implementation that are under the direct control of program managers.
Relevance	A measure of whether an intervention is suitable in terms of achieving its desired effect and working in its given context. (also referred to often as <i>Appropriateness</i>)
Review	An assessment of the performance of an intervention, periodically or on an <i>ad hoc</i> basis. <i>Reviews</i> tend to emphasise operational aspects.
Stakeholders	Agencies, organisations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation.
Social Inclusion	Creating conditions for the opportunity for all people to participate in and benefit from development, without discrimination.
Sustainability	The continuation of benefits after major assistance from external sources has been completed.
Theory of Change	A diagram representing the relationships within, and logical structure of, a program, to describe the activities needed for change, and their linkages to program outcomes.