

Aus4Skills Phase 2 Mid-Term Review Report

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Preface

This assessment was carried out by OPM in partnership with Mekong Economics and our consultants Sara Webb and Huan Do. The project manager is Susan Lee. For further information contact Susan Lee (susan.lee@opml.co.uk).

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The Mid Term Review (MTR) team acknowledges the open and generous engagement received from all partners and stakeholders involved in the review. The team thanks the Aus4Skills team, led by Kaye Eldridge and especially the MEL team of Nguyen Thi Kim Hoa and Le Van Khoa; and the officials of the Australian Embassy and Consulate, particularly Julie Hart and Nguyen Thu Hang. The guidance and support received was invaluable and the team is most grateful.

Executive summary

Aus4Skills is a ten-year AUD 86 million human resource development (HRD) program (2016-2025). It aims to improve the quality of Vietnam's human resources to contribute to Vietnam's Socio-Economic Development Plans. Immediately before Aus4Skills (the Program) began in 2016 the focus was long-term scholarships provision, but the Program expanded the investment to a broader conception of HRD, including support for higher education in Vietnam and to the vocational education and training (VET) sector. Phase 1 was concluded in 2021, and implementation continued into the second phase.

Aus4Skills' three End-of-Program Outcomes (EOPOs) are:

- 1. Inclusive alumni use new skills and knowledge to make positive contributions in targeted areas of Vietnam's development.
- Selected Vietnamese Government, private sector, civil society organisations and other partners demonstrate organisational change through improved policies, practices, or performance standards in targeted areas.
- 3. Australia and Vietnam have stronger sustainable links and partnerships in selected agencies and sectors.

In Phase 2 there are five components which are intended to contribute to the overall program outcomes:

- 1. Australia Awards Scholarships (AAS)
- 2. Alumni Engagement
- 3. Higher Education capacity building
- 4. Promoting Industry Linkages with VET, including the development and strengthening of the Logistics Industry Reference Council (LIRC)
- 5. Vietnam Australia Centre (VAC)

In addition to the key components above, Aus4Skills also delivers activities financed through the Mekong Australia Partnership - Building Human Capacity (MAP BHC) and the ASEAN Digital Transformation and Future Skills program. These comprise mainly short-term training activities. Aus4Skills is delivered by a managing contractor, Tetra Tech International Development under a contract which runs from 2021-2025, continuing on from the contract for Phase 1 of Aus4Skills.

At this mid-way mark of Phase 2, the Department of Foreign Affairs and Trade (DFAT) commissioned this independent MTR of Aus4Skills to identify what is working well in the Aus4Skills program, what should continue or be replicated, what should be improved, and what should or could cease. In addition, due to in-country overseas development assistance (ODA) approval processes, DFAT will commence the design of the next phase of Australia's HRD support in early 2024 to ensure continuation of AAS and the VAC beyond December 2025. Therefore, the outcomes of this MTR will also contribute to the design.

Findings

It is clear that Aus4Skills is an important, high quality, and well-regarded feature of Australia's development cooperation program with Vietnam. The Program team is highly professional and skilled, with strong leadership, and has developed effective and trusting

relationships with the diverse range of partners and stakeholders which are essential to Program implementation.

The Program team, and the DFAT HRD team, are strongly committed to the work of the Program and to achieving its intended outcomes. As such, they are open to responding to advice, adjusting activities and approaches, and adapting to the constantly changing context for their work.

Program implementation would be assisted by work to strengthen the articulation of intended outcomes by the end of Phase 2, primarily through reviewing and improving the program logic and monitoring and evaluation frameworks, to provide a stronger basis for manging towards outcomes. This will also assist with strengthening reporting and communications around progress towards those outcomes. Program governance and management arrangements are sound, with the three Program Steering Committees (PSC) delivering value which well outweighs the increased administrative workload.

The AAS component is progressing effectively, with modest opportunities to explore new modes of delivery which could assist with increased reach and efficiency. Alumni engagement is high quality and well regarded by alumni. However it is under considerable pressure from high expectations within the Embassy and an expansive definition of alumni which pulls the Program beyond its resourcing and scope. The very small higher education component has supported some useful activities, but there are questions about how much can be achieved within such a small budget.

The VET component, Promoting Industry Linkages with VET, is proceeding well and making effective progress towards most of its intended outcomes. There have been many important achievements over Phase 2 and, before that, Phase 1 of Aus4Skills, creating a sizeable cohort of VET college teachers, administrators and leaders who have benefited from professional development support. The 16 target VET colleges have substantially expanded their logistics program offerings and are utilising competency-based training and assessment, the new Occupational Standards and Occupational Skills Standards, greater collaboration with enterprises, and improving their teaching methods.

The LIRC is a highly significant element of the VET component and is well established in the south of Vietnam. It is delivering a range of tangible benefits to the industry, with strong engagement from colleges, business sector champions and the Vietnam Chamber of Commerce and Industry (VCCI) in Ho Chi Minh City (HCMC). However there remain challenges expanding the LIRC to the north and central regions and there is not yet evidence that the LIRC is a sustainable entity or model. Considerable further support and a patient and strategic approach to that support is required to deliver the ultimate aims of establishing sector skills councils within the Vietnamese system.

The VAC is a significant and increasingly prominent feature of Aus4Skills. It has implemented several high profile and well regarded activities and events, indicating that there is significant trust and engagement after little more than a year of implementation. This provides a strong foundation to continue building momentum. In doing so, however, it will be essential to ensure that the interests of all foundational partners are reflected in VAC activities, that a focus on delivering development outcomes remains central, and that there is no drop (or perceived drop) in the commitment to gender equality research and women's leadership development.

Aus4Skills has managed well the substantial growth in budget, expenditure and activity since the start of Phase 2. It has supported very significant expansion in the Program team

to support this growth, and has consistently delivered high quality. There are areas where some adjustments to program staffing may be warranted, and professional development for the existing team may also be worthwhile, particularly in qualitative MEL, thinking and working politically, and the provision of strategic and technical advice, especially in VET.

There is a reliance on Australian providers, particularly in VET and VAC. Reviewing this reliance to identify opportunities to further increase the use of Vietnamese and other expertise and service providers may deliver greater value in some areas, while also reflecting the Australian Government's strengthened commitment to localisation.

Finally, there are opportunities to better harness the high level of Embassy engagement in Aus4Skills which goes far beyond DFAT and its development team. The MTR also makes a number of recommendations specifically relating to the way DFAT and Aus4Skills work together, and work to advocate for improvements in the Vietnamese system towards the intended outcomes.

The MTR has identified 28 recommendations arising from its consultations and analysis, which are documented throughout the report. They provide opportunities to enhance implementation of Aus4Skills in the immediate term, as well as long-term issues for consideration, particularly during the design of the next phase of HRD support. The full list of recommendations is provided on page 32.

Table of contents

Exec	cutive sur	mmary	II
List	of abbrev	riations	vi
1	Intro	duction	1
	1.1	Context	2
2	Mid-1	4	
	2.1	Evaluation questions	4
	2.2	Method	5
	2.3	Limitations	6
3	Findi	7	
	3.1	Effectiveness	7
	3.2	Efficiency	19
	3.3	Monitoring, evaluation and learning	24
	3.4	Other findings	28
	3.5	Additional findings for DFAT and Aus4Skills	29
4	Cond	31	
	4.1	Summary of recommendations	32
Anne	ex AEvalı	uation questions	37
Anne	ex B Docu	uments reviewed	39
Anne	ex CPeop	ole consulted	40

List of abbreviations

AAGF Australian Alumni Grants Fund

AAS Australia Awards Scholarships

ARF Adviser Remuneration Framework

DFAT Department of Foreign Affairs and Trade (Australia)

DVET Directorate of Vocational Education and Training

EOPOs End-of-Program Outcomes

GEDSI Gender equality, disability and social inclusion

GeLEAD Centre for Gender and Women's Leadership (HCMA)

GiZ Deutsche Gesellschaft fur Internationale Zusammenarbeit

HCMA Ho Chi Minh National Academy of Politics

HCMC Ho Chi Minh City

HRD Human resources development

LIRC Logistics Industry Reference Council

MAP Mekong Australia Partnership

MEF Monitoring and evaluation framework

MEL Monitoring, evaluation and learning

MOET Ministry of Education and Training

MOFA Ministry of Foreign Affairs

MOLISA Ministry of Labour, Invalids and Social Affairs

MTR Mid Term Review

ODA Official development assistance (as defined by the Organisation for Economic

Co-operation and Development)

OOG Office of the Government

OPM Oxford Policy Management

OS Occupational standards

OSS Occupational skills standards

PSC Program Steering Committee

SA Subsidiary Arrangements

STA Short-term Adviser

VAC Vietnam Australia Centre

VET Vocational education and training

VCCI Vietnam Chamber of Commerce and Industry

WILJ Women in Leadership Journey

1 Introduction

Aus4Skills is a ten-year AUD 86 million human resource development (HRD) program (2016-2025). It aims to improve the quality of Vietnam's human resources to contribute to Vietnam's Socio-Economic Development Plans. Aus4Skills builds on a long history of Australian support for education and skills development in Vietnam which dates back to the first scholarship was awarded to a Vietnamese student for study in Australia, in 1974. In the period before Aus4Skills (the Program) began in 2016, the focus was mainly on long-term scholarships provision, but the Program expanded the investment to a broader conception of HRD, including support for higher education in Vietnam and for the vocational education and training (VET) sector.

Aus4Skills' three **End-of-Program Outcomes (EOPOs)**, which remained largely consistent between Phases 1 and 2, are:

- 1. Inclusive alumni use new skills and knowledge to make positive contributions in targeted areas of Vietnam's development.
- Selected Vietnamese Government, private sector, civil society organisations and other partners demonstrate organisational change through improved policies, practices, or performance standards in targeted areas; and
- 3. Australia and Vietnam have stronger sustainable links and partnerships in selected agencies and sectors.

Phase 1 was completed in June 2021 and provided lessons, including independent assessments, which informed the Phase 2 design. Phase 2 saw the continuation of some elements of Phase 1, with adjustments to a number of other areas of focus:

- Australia Awards, alumni engagement and VET support (called Promoting Industry Linkages in VET) continued;
- The Improving Quality in North Western Universities (QUNIS) component concluded, while higher education support continued at a significantly reduced budget and scope;
- Components which provided for flexible support in response to emerging needs and opportunities across Australia's engagement in Vietnam were subsumed into the new Vietnam Australia Centre (VAC), which was launched in Phase 2;
- The Advancing Women in Leadership component was also subsumed into the VAC.

So, in Phase 2 Aus4Skills there are five components which are intended to contribute to the overall program outcomes:

- Australia Awards Scholarships (AAS): the management and administration of long-term scholarships for Master's level study at Australian universities. At present there are 60 scholarships offered each year, with inclusion targets for women, people with disability, and those from ethnic minorities and rural disadvantaged areas of Vietnam.
- 2. **Alumni Engagement:** support for alumni who studied in Australia or through Australian providers to continue contributing to Vietnam's development and to maintain and strengthen links between Vietnam and Australia.

- 3. **Higher Education capacity building:** provision of small-scale support to the Ministry of Education and Training (MOET) and selected universities in leadership skills and the implementation of the Vietnam Qualifications Framework.
- 4. Promoting Industry Linkages with VET: activities to support selected VET colleges (now 16 in total) to develop and deliver logistics sector knowledge and skills study programs, to strengthen quality assurance in those colleges, and promote social inclusion in the colleges and the logistics sector. This component also supports the development and strengthening of the Logistics Industry Reference Council (LIRC) as a best practice model for industry-led VET, and utilises Australia Awards Short Courses to deliver some of the capacity building support.
- 5. Vietnam Australia Centre (VAC): is designed to deliver short courses and workshops in leadership and strategy, to build lecturers/trainers, researchers and policy makers' capacities, and to support research and policy studies including significant strategic research projects.

In addition, Aus4Skills also delivers activities financed through the Mekong Australia Partnership - Building Human Capacity (MAP BHC) and the ASEAN Digital Transformation and Future Skills program. These comprise mainly short-term training activities.

Aus4Skills is delivered by a managing contractor, Tetra Tech International Development under a contract which runs from 2021-2025, continuing on from the contract for Phase 1 of Aus4Skills.

Governance arrangements in Phase 2 are formalised through three Subsidiary Arrangements (SAs), a shift from the single SA which oversaw Phase 1. The first three components of the Program are managed under a partnership with the MOET; the VET component with Ministry of Labour, Invalids and Social Affairs and implemented in collaboration with the Directorate of Vocational Education and Training (DVET); and the VAC with the Ho Chi Minh National Academy of Politics (HCMA), with foundational partners External Relations Commission, Office of the Government, the Ministry of Foreign Affairs and the Australian Embassy in Vietnam. All three SAs provide for Program Steering Committees (PSCs) which bring together the Australian and Vietnamese partners for twice-yearly strategic and governance purposes. At the management and operations level, tailored arrangements are in place to meet the specific needs of each SA and component.

Aus4Skills also seeks to empower and provide opportunities for: women; people with disability; and other disadvantaged people, including rural and ethnic minority peoples. A gender equality, disability, and Inclusion (GEDSI) strategy, comprising a theory of change, GEDSI objectives, targets, principles, and strategic actions, guides the GEDSI approach embedded in all Aus4Skills components.

1.1 Context

Vietnam has made significant development gains. Economic reforms since the launch of Doi Moi in 1986, together with global development, has seen Vietnam shift from being one of the world's poorest nations to a middle-income country. In the 20 years between 2002 and 2022 GDP per capita increased by 3.6 times, and poverty rates dropped from 14% in 2010 to 3.8% in 2020¹. Vietnam's development aspirations see it aiming to become a high-income country by 2045. With an ageing population and rapid global economic and technological

¹ https://www.worldbank.org/en/country/vietnam/overview

transformation underway, the role of Vietnam's human resources will be central to achieving this ambition. It is in this context that Australia provides HRD support through Aus4Skills.

Phase 2 of Aus4Skills was designed and mobilised in the shadows of the COVID-19 pandemic, with uncertainty about the immediate future for implementation, and for the global context. The Australian policy context for Phase 2 for the period covered by this Mid Term Review (MTR) was primarily shaped by the overarching policy *Australian aid: promoting prosperity, reducing poverty, enhancing stability,* and the more recent *Partnerships for Recovery: Australia's COVID-19 development response* (published in May 2020).

A new Government of Australia was elected in May 2022. It released a new policy framework for the international development cooperation program in August 2023: Australia's International Development Policy: for a peaceful, stable and prosperous Indo-Pacific. The new policy guides the program from this point onwards and will be especially prescient in the design of the next phase of HRD support, but it also informs recommendations made in this report for the immediate future of Aus4Skills.

Key commitments in Australia's new international development policy which are relevant for the Program include:

- Building effective, accountable states that drive their own development;
- Basing all efforts on principles of quality, accountability and responding to partner priorities;
- Connecting with Australia and regional architecture;
- Supporting all people to fulfil their potential, with renewed commitment to gender equality and disability inclusion; and
- Supporting local leadership and local actors.

There is thus a complex policy and strategic context for Aus4Skills, which is continuing to shift along with the ever-changing regional and global environment.

2 Mid-term Review overview

The independent MTR of Aus4Skills was commissioned by DFAT to identify what is working well in the Aus4Skills program, what should continue or be replicated, what should be improved, and what should or could cease.

In addition, due to in-country overseas development assistance (ODA) approval processes, DFAT will commence the design of the next phase of Australia's HRD support in early 2024 to ensure continuation of (at least) the Australia Awards Scholarships and the Vietnam Australia Centre components beyond December 2025. Therefore, the outcomes of this MTR will also contribute to the design.

The specific objectives of the Mid-term Review (MTR) are:

- 1 To review the program implementation in Phase 2; re-assess the program's scale, scope, and implementation approach; its theory of change, the assumptions underlying the theory of change and the end of program targets, both for the overall program and each component.
- 2 Based on this assessment, the MTR will also provide recommendations for improvement of the efficiency and effectiveness for the remainder of the program.
- 3 To inform DFAT Management on whether and how to include additional resourcing to meet the increasing demands for human resource development under the bilateral partnership.

The MTR assessed the program against these objectives, with reference to the DFAT quality and performance framework and the OECD Development Assistance Committee criteria with a focus on Effectiveness, Efficiency, and Monitoring and Evaluation. It provides recommendations to DFAT with respect to adjusting the current program and its implementation of the remainder of the phase to 31 December 2025. The MTR also offers DFAT evidence on program performance which can inform decisions on the next phase of Australia's HRD support for Vietnam. The primary users of the MTR will be DFAT (particularly Vietnam post) and the implementation and management team of Aus4Skills.

2.1 Evaluation questions

The MTR assesses the performance of the program against the following priority criteria and key evaluation questions:

Effectiveness

- 1 To what extent is the program's logic and theory of change robust and applicable, including the underlying assumptions?
- 2 To what extent is the program making the expected progress towards the intended outcomes?

Efficiency

- How efficient has the program been in terms of use of time and resources, including leveraging resources and co-contributions from other partners, to deliver the component outputs and whole-of-program outcomes?
- 4 Are the program's funding and timeframe sufficient to achieve expected outcomes?
- To what extent is the program's aid modality and its management, governance and resourcing arrangements (through partnerships with government agencies, private sector, civil society) promoting value for money and efficient delivery of aid program resources?

Monitoring and Evaluation

- To what extent have the M&E arrangements been effective in terms of measuring the results of the program at different levels and generating timely evidence for program's learning and adaptation?
- 7 There is a significant amount of learning that is generated by Aus4Skills M&E products and of value to policy dialogue. How well has the program been utilising this to assist policy dialogue, and how might this be improved?

These evaluation questions are expanded in Annex A for reference.

2.2 Method

The MTR is a mixed methods assessment based on a review of the program's documentation and semi-structured interviews with relevant personnel and stakeholders, utilising individual and group interviews, with both physical and virtual meetings in Vietnam and Australia. Data collection was complemented by the qualitative and quantitative data held by the Program. The MTR was conducted by a two-person team including a Vietnamese VET sector specialist and led by an Australian evaluator, supported by translation and interpreting when required.

The terms of reference for the MTR, and the detailed planning by the team, also endeavoured to avoid duplication (or perceived duplication) in data collection and in interviewing certain stakeholders, given that Aus4Skills was finalising a VET College Organisational Change Case Study and had recently completed a GEDSI Case Study. Both studies instead formed part of the document review within the MTR, together with a number of earlier reviews.

The MTR was also invited to consider other quality and performance criteria – relevance, gender equality, sustainability, disability inclusion and risk management – if, and to the extent possible, that time allowed. These areas of program performance were not addressed in detail during data collection or document analysis, but several observations and recommendations did emerge as a result of the MTR and these are offered within this report for Program and DFAT consideration.

The MTR team spent two weeks in Vietnam, interviewing Vietnamese partners and stakeholders, Program staff, and Government of Australia officials. Across Hanoi and Ho Chi Minh City the team interviewed 77 individuals, consulted 20 organisations and reviewed

more than 30 documents. Interviews were identified and prioritised through discussion between the MTR team, DFAT and Aus4Skills, and with reference to the evaluation questions and the significance of key stakeholders in the program.

Following the conclusion of the data collection phase in Vietnam, the MTR team collaborated on data analysis and the development of key observations and recommendations. These were shared with DFAT and other Embassy officials through a formal debrief and sense-checking discussion in late November 2023. This provided a valuable opportunity for the MTR team to test its analysis, which informed final report preparation in early December 2023.

2.3 Limitations

The MTR worked within the available timeframe for interviews and other data collection, and with the available documentation, as agreed with DFAT at the time of review design. It was thus not able to collect detailed primary data to inform assessments of progress towards each individual end-of-program outcome, nor could it undertake a comprehensive assessment of value for money.

The reliance on interpreting support for some interviews, or for parts of some interviews, does create a risk that some nuances and details may not have been fully conveyed between the Team Leader and the interlocuters. The contributions of the Vietnamese consultant as a cross-check did assist with mitigating this risk somewhat.

As noted above, several significant Program studies were available late in the MTR process, notably the Review of the Logistics Industry Reference Council, the GEDSI Case Study, and the VET Colleges Organisational Change Case Study. These reports (two still in draft form) were considered in during the analysis and reporting phase. It is noted that all three reports offer detailed recommendations in their area of focus, some of which overlaps with areas of MTR consideration, and in more granular detail. The MTR has not undertaken a detailed assessment of the quality or scope of the studies (this is the role of Aus4Skills) and does not offer a detailed assessment of their recommendations. However, where significant observations arise, they are included in this report.

3 Findings

Aus4Skills is a professional and well-managed program with a strong and committed team. There was a consistent and widespread message to the review team about the very high quality of Aus4Skills activities and events. There is consensus amongst partners and stakeholders that the program team delivers highly professional and well-managed activities which run smoothly and are implemented in line with plans and budgets, and that they are responsive, skilled and hard-working. The strength and consistency of this message is notable, and the team and Program leadership should be commended for building and sustaining such a positive reputation.

The positive perception of Aus4Skills would also be making a strong contribution to Australia's reputation in Vietnam, particularly within the Government partners and stakeholders and in the diverse alumni community. There is a high level of Embassy engagement with the program across multiple whole-of-government partners represented in Vietnam, aided by the strong foundation provided by Program implementation and operations.

3.1 Effectiveness

3.1.1 To what extent is the Program's logic and theory of change robust and applicable, including the underlying assumptions?

Aus4Skills is a five-component program with three overarching EOPOs, as well as EOPOs for each component. These EOPOs are contained within program logic models at both levels, which provide the frameworks for program monitoring, evaluation and learning (MEL). The MEL team developed these in collaboration with the Program team, building on and updating the program logics included in the Phase 2 Investment Design Document and the original VAC Design (which was prepared in 2020 via a desk-based exercise due to pandemic restrictions). The MEL has annual meetings with each component team and the Communications team to review the program logics and MEL frameworks to identify any adjustments which may be needed.

The whole-of-program EOPOs are:

- 1. Inclusive alumni use new skills and knowledge to make positive contributions to selected areas.
- Selected Vietnamese, private sector, civil organisations and other partners demonstrate organisational change through improved policies, practices or performance standards in targeted areas.
- 3. Australia and Vietnam have strong sustainable links and partnership in selected agencies and sectors.

EOPOs are important within the DFAT system. They should describe the end-point, or the end-state, to which an investment aims to get by the end of its implementation period. Robust EOPOs describe who will be doing what differently, in what way, and by when. Often the MEL framework can play an important role in defining EOPOs when the EOPO statements themselves do not sufficiently specify the expected change, so the MTR has considered the EOPOs, program logics, and the accompanying MEL frameworks as a whole.

EOPOs should also serve as a marker to help a program decide what it is going to do, and importantly, what it will *not* do. However, in Aus4Skills the whole-of-program EOPOs are so broad that they do not in practice assist with this key element of program management and implementation.

The whole-of-program EOPOs also do not sufficiently capture all that is being done, and all the outcomes being sought, across the five components of Aus4Skills. DFAT and the Program had a clear rationale for retaining the EOPOs from Phase 1 to Phase 2, but in effect this means that the EOPOs omit key, and increasingly important, aspects of Aus4Skills work. The whole-of-program program logic, in fact, spotlights this limitation. The focus on 'alumni' (i.e., individuals who participate in formal education and training) and 'organisational change' does not adequately reflect, for instance, the work to reshape the VET sector through the creation of a demonstration model sector skills council. The increasingly significant VAC work in research and leadership development is also not reflected in the narrow focus of 'alumni', 'organisations' and 'links'.

The component level EOPOs are more specific to the areas of work in each component and are more useful for Program management and implementation. In fact the three distinct areas of Program work could easily function as stand-alone programs (i.e. the AAS, alumni engagement and higher education components, the VET component, and the VAC component). Therefore, the relative lack of intersection between them at whole-of-program level is less significant than it would be within an ostensibly 'single' program design such as Aus4Skills.

The narrow program level EOPOs risk underplaying key elements of Aus4Skills work in Phase 2. They also do not give sufficient guidance for program implementation, creating the risk of program drift and scope creep. However, the MTR concludes that, with only two years remaining in Phase 2 and the imminent commencement of the design process for the next phase of HRD support, there is little rationale for a significant exercise to amend the EOPOs. The relative specificity of component level EOPOs also somewhat mitigates the issues with the whole-of-program EOPOs. Greatest benefit will come from ensuring that the design process for future support is well-planned and resourced for the development of the program logic and theory of change.

The theory of change and the underlying assumptions behind the program design would benefit from further refinement, especially during design of next phase. This is of primary concern in the VET and VAC components. In particular, the assumptions and theories around how system-level and policy change really happens in Vietnam, in the specific sectors and organisations where the program is working, could be more nuanced and politically informed. The theory of change should stretch beyond the current focus on developing skills and knowledge, building links, and demonstrating how a model can work. In short – how change happens is not just evidence-based and skills-based – it's also highly political and contextual, and often limited in the extent to which outsiders (such as a development program) can enable change. Contributing to system, sector and even organisational change requires development partners to work politically as well as technically, analysing, navigating and working within diverse relationships, histories and the blockers and enablers of change.

Recommendation 1. DFAT should ensure that the design of the next phase of HRD support allows for a robust analysis of context and assumptions, and the development of a program logic that more fully captures the breadth of intended work. The design should also build in a process during inception of the next phase for a genuine review and revision to the program logic and EOPOs, to ensure that the EOPOs and logic which will guide implementation as relevant and specific as possible. This is especially important with the expected long time period between design and mobilisation. DFAT should also ensure that the design of the next phase of support integrates a broader understanding of how change happens in the specific sectors and contexts of Vietnam and supports a genuinely thinking and working politically approach which can support ongoing adaptation.

3.1.2 To what extent is the Program making the expected progress towards the intended outcomes?

The program is consistently delivering the activities set out in its Annual Plans, and it is meeting or exceeding most quantitative targets in those Plans. The review team was also provided with consistently positive feedback from partners and stakeholders about the effectiveness of the Aus4Skills program, across all its components. The positive assessment of effectiveness is also shared across many agencies represented within the Australian Embassy.

There is general consensus amongst partners and stakeholders that Aus4Skills is a high performing and effective program. This, in the absence of robust evidence against program and component EOPOs, is still an indication of the extent to which the Program is *meeting expectations*. Areas of concern identified by stakeholders and through MTR analysis are generally at the margins of program effectiveness, offering opportunities for improvement rather than significant weaknesses in performance.

However, there is relatively little evidence in program reporting and documentation to triangulate the stakeholder feedback on effectiveness, particularly *when effectiveness is assessed against the specified end of program outcomes*. There is a limited basis for determining the extent to which the consistent implementation of planned activities actually represents sufficient progress towards the articulated end-of-program outcomes (either at whole-of-program level or component level). Assessment of the extent to which the Program is making progress towards the intended outcomes is hampered by the issues with the EOPOs, and gaps in MEL at outcome level which are addressed in Section 3.3, below.

Based on available evidence, a number of observations regarding Effectiveness across the Program can still be made.

Australia Awards Scholarships

EOPOs:

- Male and female alumni contribute to socioeconomic development priorities in Vietnam
- 2. Male and female alumni contribute to cooperation between Australia and Vietnam

The delivery and management of Australia Awards Scholarships within Aus4Skills is effective. The team, the processes, and the operational system which underpins the scholarships cycle are polished, proven and well-implemented, with a solid approach to

continual improvement. There is evidence that the Program is actively managing risks and issues, and identifying adjustments in response to those risks and issues. For example, the drop in applications from the public sector was addressed by changes in eligibility rules, which resulted in a considerable increase in applications for the most recent intake. This is illustrative of sound scholarships management.

There is strong evidence that the EOPOs for Australia Awards Scholarships are being consistently achieved. The EOPOs for this component are well-aligned with the activities and intended results, and the monitoring, evaluation and learning approach for this component is refined and effective. Together this creates a solid foundation for assessing effectiveness. The program consistently monitors and reports the scholarships cycle, including the extent to which it achieves its important inclusion targets and its specific efforts to address any shortfalls. Scholarships alumni are reporting tangible contributions to development and ongoing links with Australia at expected levels, and the MEL system is robustly capturing this data, including through the comprehensive routine Alumni Development Impact Surveys.

The Program is exploring opportunities to continually develop and refine the way scholarships are offered, and this is encouraged. The 2023-24 Annual Plan includes exploratory work into potential new modalities such as split site delivery and further work to support pathways for potential applicants with disability who might otherwise not have access to postgraduate international scholarships. The MTR supports these initiatives and the potential for split site delivery is discussed in further detail in Section 3.2 below.

Alumni engagement

EOPOs:

- 1. Enhanced alumni contributions to Vietnam's socioeconomic development through strengthened application of leadership, skills and knowledge
- Active and sustainable alumni networks led by leaders, advocates and influencers, based on professional interests and the development needs of Vietnam
- 3. Enhanced alumni contributions to links and partnership between Vietnamese and Australian people and institutions
- 4. Australian alumni in Vietnam are viewed as making valuable contributions by Vietnam by the Vietnamese community

Aus4Skills worked with DFAT to develop a new Alumni Engagement Strategy, which was finalised in 2022, to guide activities to 2025 (the end of Phase 2). It is founded on an expansive definition of alumni:

'Australian alumni covers alumni in Vietnam who have significant study connections with Australia, including those who have studied, researched or trained with an Australian education institution in Australia, Vietnam, a third country or online. It includes formal qualifications, short courses and professional training. Alumni are included in this definition regardless of funding source, such as students who studied in Australia through scholarships from the Australian Government, the Government of Vietnam or other sources, or through private funding.'

This definition, together with the ambitious objectives of the Strategy, create a number of challenges and risks. The Strategy acknowledges these, particularly the creation of additional workload for the Program.

Delivery of alumni engagement activities is high quality, including for significant public alumni events, although evidence of the achievement of the component EOPOs is less robust. Aus4Skills consistently implements a range of alumni activities, particularly in Hanoi and Ho Chi Minh City, and activity has been especially intense in 2023 due to the 50th anniversary of diplomatic relations between Australia and Vietnam. There is an appetite for more alumni engagement outside the two main capitals, and the Program is already exploring ways to respond. The weaknesses in outcome level evidence are primarily due to the focus on output level data and reporting, and gaps in outcome-level MEL and reporting. These are discussed in more detail in Monitoring and Evaluation, below, and including recommendations to strengthen outcome level MEL.

However, the Program is not resourced to service the entire alumni community in Vietnam. Implicit or explicit expectations that it will do so place unreasonable demands on the team and the Program. It is reasonable to include people who have completed substantial non-Australia Awards education within the alumni *network*. This can help to build the wider network of individuals who have completed Australian training and education. But Aus4Skills is ODA-funded, so its alumni engagement work must focus primarily on ODA-funded alumni. The Program is largely doing this, in practice, but the wide scope of the Strategy creates varying levels of expectation which could create difficulties in future.

Recommendation 2. DFAT and Aus4Skills should reconfirm that the primary focus for Program-funded alumni engagement activities remains on ODA-funded alumni. While non-ODA alumni will be included in alumni activities, communications and broad networks, the Program should target ODA alumni with the more intensive activities, including the expansion and maintenance of alumni data (in whatever formats and platforms).

Recommendation 3. DFAT and the rest of the Embassy could seek additional public diplomacy funds to support broader alumni engagement (depending on internal funding processes, and any limitations associated with existing Subsidiary Arrangement provisions), which could be used to procure Aus4Skills services for delivery of expanded alumni activities. This may be most feasible in the next phase of the program (given limits imposed by existing Subsidiary Arrangement provisions), so should be allowed for in the design.

Expecting the alumni network to become self-sustaining is unrealistic. The first strategic objective in the Alumni Engagement Strategy is to create an 'active and increasingly self-sustaining alumni community'. However education institutions the world over commit resources to building and sustaining their alumni networks in perpetuity, so DFAT should equally expect to do this over the long term. Further, the Embassy and DFAT place significant value on the alumni network and aim to have access to that network for a wide range of activities and relationships. This warrants an ongoing investment.

Recommendation 4. The Program should relinquish any consideration of making alumni networks or even the Professional Groups self-sustaining, and focus on the implementation and strengthening of the network utilising the available resources, targeting the achievement of end-of-program outcomes.

Higher education capacity building

EOPOs:

- 1. Targeted universities demonstrate improved policy, practice or performance in governance and/or quality assurance
- 2. MOET strengthens its higher education policy development and oversight in university governance and quality assurance

Funding for this component is extremely modest, only \$400,000 over the entirety of Phase 2. Activities are limited to short courses and training for university staff and MOET officials, and modest support for MOET oversight of the higher education sector. This was an important continuation of larger assistance in Phase 1, but the extremely limited budget raises questions about the value of a higher education component at such a small scale.

There have also been some challenges in implementing the higher education component. There are indications that MOET's priorities and plans have been shifting. For example, only 4 of the 6 planned activities in 2022-23 were implemented, meaning that only 67% of the modest budget was utilised. Aus4Skills and DFAT are working to strengthen the collaborative planning of Program activities with MOET, to ensure that activities are tightly targeted and aligned with MOET timeframes, availability and priorities – within the limited scope of the Program. This should continue for the remainder of Phase 2, while the design closely examines if, and how, to include a meaningful level of support for MOET priorities.

Promoting logistics industry linkages with vocational education and training (VET)

EOPOs:

- 1. The pilot Logistics Industry Reference Council (LIRC) is established and implements its activities effectively and sustainably
- Targeted VET colleges and enterprises deliver training in logistics-related occupations based on the knowledge and requirements that learners need to acquire after graduating
- 3. Targeted VET colleges and enterprises implement education quality frameworks for skills development in the logistics and allied sectors
- 4. Targeted VET colleges and enterprises promote inclusive skills development and employment in the logistics and allied sectors

The long-standing investment in targeted VET colleges is proceeding well with effective progress towards intended outcomes. Program reporting, although limited at outcome level, still provides tangible information supporting an assessment of effectiveness. Targeting this investment to a select group of colleges, and the focus on the logistics sector, has enabled the Program to achieve definite results. There have been strong achievements (over Phases 1 and 2) including the introduction of logistics courses in many colleges which had not previously offered logistics training, the introduction of competency-based training approaches, institutional quality assurance, development of logistics Occupational Skills Standards and Occupational Standards, and the strong investments in building more inclusive colleges which support increasing numbers of women, people with disability and people from ethnic minorities and rural disadvantaged areas.

There is now a sizeable cohort of college teachers, administrators and leaders who have participated in Program activities and developed new skills and experiences as a

result. The December 2023 draft VET Organisational Change Case Study report states that 1,825 people have been supported², including through multiple training and professional development opportunities, over Phases 1 and 2 of Aus4Skills. Most of these staff are within the targeted VET colleges but they have actually been drawn from as many as 58 different colleges, delivering wider Program reach. Data shows that those participants value their new skills and knowledge, although there is less evidence to confirm that they are contributing to material improvements in teaching quality or organisational management, as the data is largely self-reported.

The target group of VET colleges, recently expanded from 10 to 16, also demonstrate achievements towards the intended outcomes of the VET component. Colleges have introduced new approaches and systems, initially in logistics, but in some cases, this is being expanded to other areas within individual colleges. Program and Case Study data shows significant increases in the delivery of logistics programs as measured by student enrolments, which indicate very significant expansion of logistics offerings. There are also examples of improved learning quality management, expanded links with industry (enterprises), investments in logistics teaching and learning facilities, and progress towards disability inclusion and other equity and inclusion issues.

The Case Study identifies areas of achievement including:

- Reviewing and revising teaching and learning curricula for logistics and non-logistics programs, with competency-based training and assessment;
- Improving student assessment based on Skills Standards/Occupational Skills Standards;
- Collaborating with more enterprises for practical training sessions focusing on skills learning;
- Improving teaching methods, e.g., shifting to more use of student-centred approaches;
- Engaging more in professional communities of practices for knowledge sharing, including action research which links teachers from different partner colleges.

However, the evidence regarding the extent to which reported changes are delivering against the expectations of the end-of-program outcomes is less strong, particularly when it comes to graduate outcomes and the level of employer satisfaction with the calibre of graduates. Ultimately, through Aus4Skills support there is now a pipeline of trainees and graduates in logistics skills, including women and people with disability, feeding into the large-scale workforce needs of the logistic sector. While it is recognised that there is a significant time lag before graduate outcomes can be assessed, this should be given a high priority within the program. Robust evidence from graduates and industry regarding post-college outcomes would confirm the relevance and quality of the training being provided, but this seems largely to remain the responsibility of individual colleges rather than Aus4Skills. While it is noted that the pipeline is only recently producing graduates into the workforce, a comprehensive assessment of graduate employment outcomes, and of employer feedback on graduate quality, would be a valuable input to the ongoing development of logistics training within targeted colleges, and for the industry as a whole. It would also be a worthwhile measure of Program effectiveness as it approaches the final years of Phase 2.

Recommendation 5. There would be value in the Program prioritising logistics graduate outcomes studies as soon as possible, to assess the extent to which the new logistics offerings are meeting industry needs. The study should also collect employer feedback and

² The MTR notes that the Case Study relies heavily on already reported Program data, thus providing only modest additional insights regarding Program achievements.

evidence about the extent to which employers have to supplement college training with onthe-job and enterprise training, as a measure of training quality and relevance.

The focus on developing individual skills and experience through short courses, workshops, and symposia is the primary avenue used by the Program to support organisational change in the VET colleges. Building on what is already underway within the Program, and to bolster this, Aus4Skills could provide more support for college staff who complete professional development through the Program to share their learnings with colleagues and peers³. Within the relatively small number of targeted colleges, this could enable effective cross-college skills transfer and multiply the reach of the Program in a locally-led way.

This may require some shift from individual-focussed training and short course delivery to a greater focus on colleges (or at least on the relevant faculties within the colleges), offering packages of varied support for them. It may also be necessary to make adjustments to the type of expertise within the Program team, with increasing technical assistance and ongoing mentoring and advice to complement ongoing provision of structured training. These moves could also include greater utilisation of Vietnamese expertise, including but not limited to alumni within partner colleges. This could deliver efficiencies and support further development of additional expertise and experience within the targeted colleges, while also reflecting Australia's new commitment to localisation.

Recommendation 6. Aus4Skills should continue with its focus on increasingly providing structured support for college staff to share their learnings with colleagues, and for colleges which have been involved for some years to provide peer support and advice to colleges which have more recently joined the Program. This could include teacher exchanges, sharing of resources, technical advice and peer review, and collaboration activities.

The LIRC is clearly well established in the south of Vietnam, but there is not yet evidence of its effective expansion in the north of Vietnam. Run in the south from the Secretariat in the Vietnam Chamber of Commerce and Industry (VCCI) in Ho Chi Minh City (HCMC), the LIRC is well regarded in the logistics industry in the south, and within DVET. The LIRC has enabled some important results, including the development of the first industry skills forecast (with a second, for the ports sector, being finalised, as well as an updated logistics industry skills forecast). Feedback to the MTR confirmed that the LIRC in the south has delivered significant value for VET colleges and for enterprises, with extremely high commitment from key business sector champions and the VCCI in HCMC.

The original EOPO for Phase 2 aimed to see the LIRC established at a national level, but the shift to regional establishment was reflected in an adjustment to the EOPO. That said, there remains an ambition to see it functioning across the country (or nationwide). Also, the intention that the LIRC provides a compelling demonstration of how a sector skills council can succeed for Vietnam as a whole underpins much of the engagement work in this component.

Advocacy by the Embassy and the Program frequently emphasises the success of the LIRC and its status as a proven sector skills model for the Vietnam context. Certainly, it has delivered successes, including the development of nine occupational skills in logistics which DVET has used to formulate nine new qualifications, and the first Industry Skills Forecast for

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³ Aus4Skills advises that it is implementing plans to increase this, such as support for the Logistics Skills Development Practitioner Network, increased efforts on communications and making learning materials and products accessible, and increased activities between course cohorts.

the logistics sector. However, the success of the LIRC *as an institution, or a mechanism*, in the south is not yet apparent, or even emerging, elsewhere. Thus, there are questions about whether the model really is 'proven' for Vietnam, or just for the south. Nevertheless, it is important to acknowledge that the development of the LIRC in the south has been ongoing for 7 years, while the expansion to the north has only been underway for a year or so. There are signs that individual champions of the LIRC in the south, including in the business sector, have been instrumental in its success so far. The longevity of Aus4Skills funding, support and input has been equally important, and this has not yet been in place in the north. Patience and consistent support is therefore necessary, along with realistic expectations about the pace of expansion and measured claims about the extent of success. This must be accompanied by an ongoing robust monitoring of progress, and careful analysis of the drivers and blockers of expansion. There must be sufficient evidence of progress, however slow, to justify the necessary long-term support that will enable success nationwide.

Recommendation 7. The Program should continue to pursue LIRC expansion to the north of Vietnam, perhaps focusing there before turning attention to the central region. Development in the north should be founded on a multi-year plan to identify and support individual champions, maximise links with the key stakeholders in the south (including VCCI HCMC) so they can provide peer support and advice from within the Vietnam system, alongside Program support.

There remain questions about the ultimate sustainability of LIRC, and the timeframe for achieving sustainability may be prolonged. The ongoing contributions of business sector members over many years is an important marker towards sustainability, particularly because these contributions have been voluntary. The importance of this cannot be underestimated as a key contributor towards sustainability. Otherwise, though, the Program has financed much of LIRC, including financial contributions to the VCCI HCMC to support the secretariat function, the MTR understands the VCCI has contributed beyond what is funded by Aus4Skills.

The ultimate test of the sustainability of a new institution is whether it continues operation without program funding and at present there is no sign that this would be the case. As one interlocuter commented: 'As long as there is Aus4Skills there will be LIRC.'. But while the model is still being piloted, the expansion to other regions is still in its early days, and the Program is still providing support at the existing level, movement towards self-financing cannot reasonably be expected. It is also understood that shifts in the financing arrangements are dependent on amendments to the Employment Law. In anticipation of that, what is needed is a sustainability strategy, which charts the likely path towards sustainability and how the Program can work towards it. Program work on possible (theoretical) financing models for LIRC will be a central component of such a plan. This will assist with the remainder of Phase 2 and the design and implementation of future support.

Recommendation 8. As part of the upcoming design for a new phase of support the Program should build on its work exploring potential financing models for the LIRC as part of the development of a sustainability strategy. This would form a key element of the next phase of the investment and also feed into the work to advocate for the skills council model more broadly in Vietnam.

The ambiguous legal status of the LIRC and of skills sector councils in general is a key risk to sustainability and institutionalisation of industry-led/ demand-oriented VET. This is widely acknowledged and is already a high priority for the Program, DFAT and for other partners. In light of this risk, and with an increasing focus on contributing evidence to the

legislative and regulatory framework for industry-led/demand-oriented VET, the Program is now well placed to go further.

A number of strategies could assist with advancing this key ambition for this component, at least some of which are already on the agenda for DFAT and the Program. These include revitalising links with other development partners pursuing similar aims such as GiZ and the European Union. It is well understood that legislative and regulatory processes can be time-consuming in Vietnam, and it is noted that the current timeline for amending the Employment Law in 2024-25 provides a window of opportunity and an imperative to accelerate stakeholder efforts. Strategic planning for effective ways to continue engaging with the processes will pay dividends. This should include more explicit analysis of the political economy for the legislative and regulatory changes. The Program has begun developing an advocacy strategy, which provides the ideal basis to focus on the most effective ways to support DVET to advance the formalisation of the LIRC and of sector skills councils in the VET system. The strategy should be developed and implemented jointly by the Program and the Embassy.

Recommendation 9. The Program should work closely with DFAT and other key Embassy representatives to ensure that its new advocacy strategy for the VET component is detailed, nuanced and politically informed. It would benefit from being *jointly developed* by Aus4Skills and DFAT, with a detailed analysis of opportunities and obstacles and specific tactics for building relationships with the key individuals and agencies which will enable the LIRC, and the broader sector skills council model, to achieve its legal status. The advocacy strategy should be jointly implemented by Aus4Skills and the Embassy, utilising all the relationships and entry points which exist across both parties. It should also increasingly build a coalition of development partners – GiZ and others – to advance the aims of the VET sector component. Partners have varying relationships and entry points but often shared ambitions (regardless of terminology) and thus could work more closely together to support VET sector development in the areas of focus.

The VET component, like the rest of Aus4Skills, emphases showcasing Australian models and approaches, including in the LIRC and in key areas such as competency-based training. The Program reports that these approaches are adapted to Vietnam's needs and context, but the MTR did receive feedback indicating there are still perceptions that the Program is transplanting an Australian system into the very different Vietnam one. It may be that this is mainly about terminology and perceptions, as indications are that in practice there *have* been careful adaptations to the way new approaches are being introduced. But terminology and perceptions are important and can be powerful enables or obstacles to acceptance. Perceptions of 'the Australian model' rather than a Vietnamese model may even be a factor in some of the challenges in securing the legal status for sector skills councils. There is some history in this regard, with past development programs finding resistance to terms such as 'industry-led', and current partners also finding that shifting terminology has been important in their work. Reconsidering language, the framing of advice, and the reliance on Australian providers may all have a role in demonstrating the focus on Vietnam's specific context and preferences.

Recommendation 10. The Program should collaborate with partners, especially in the Government of Vietnam, to review the terminology it utilises and promotes, including terms such as 'industry-led', to ensure it is sufficiently flexible in shifting to terminology which will work best in Vietnam and be most meaningful and comfortably accepted.

Vietnam Australia Centre

EOPOs (phase 2):

- 1. Flagship leadership capability development program (including a senior leadership certificate program) and policy advisory and research service are established and favoured by the Vietnamese leadership.
- 2. Functional, vibrant VAC attracts high level men and women leaders from both countries (government, academia, research and the private sector) and is seen as a centre of choice for engagement and discussions in areas that are priorities for both governments.

EOPOs (by 2030, from the program logic/ by end of Phase 2 in MEF)

- Vietnam has strengthened leadership, improved public sector management skills and evidence informed policy to promote its national development and international engagement.
- 2. Vietnam and Australia have a stronger, more positive and sustainable relationship based on shared interest and mutual benefits.

The VAC is a significant and increasingly prominent feature of Aus4Skills. Its budget has grown markedly, from 16% of the annual budget in 2022-23 to 33% in 2023-24. This is partly explained by the prolonged process of finalising approvals for VAC which meant that budget was reallocated to later years. The scale of budget also reflects the level of interest in the VAC and the priority being placed on it. In fact, there is enormous interest in VAC at the highest levels of the Embassy and across all whole-of-government partners represented at the Embassy, in addition to its significance for the development cooperation program.

In its first full year of operation, the VAC has implemented a number of high profile and well-regarded activities which indicate significant trust and engagement. The second year of VAC activity – now underway – is substantially larger and more established. Highlights of early VAC activity include the August 2023 Vietnam Australia Forum, which brought together more than 600 Vietnamese and Australian officials, industry experts, and researchers to share insights and consider possibilities on key regional priorities. The Forum was opened by the Honourable Penny Wong, the Australian Minister for Foreign Affairs, and Professor Dr Nguyen Xuan Thang, President of the HCMA.

Also notable is the completion of Cohort 4 and commencement of Cohort 5 in the flagship Women in Leadership Journey (WILJ) program, with the transition to a new provider (Curtin University). A number of additional tailored training activities have been completed, as well as a high-level study tour to Australia, examining governance and leadership in the public sector.

In the research component of VAC, important work is underway to develop a pilot Provincial Gender Equality Index through collaboration between the HCMA Centre for Gender Studies and Women's Leadership (GeLEAD) and the University of Technology, Sydney. VAC also concluded research on industrial mapping and supported several workshops on key topics. Research activities within VAC offer valuable opportunities to contribute knowledge and analysis but also to enable the creation and deepening of key relationships and collaborations between Australia and Vietnam, not least of which is the link between DFAT and GeLEAD.

The 2023-24 workplan for VAC was substantially amended through the VAC Program Steering Committee to allocate a sizeable proportion of the annual budget. The budget will support a series of significant research studies as part of the Government of Vietnam's upcoming review towards the 40-year anniversary of the Doi Moi economic reform initiated in 1986, designed to create a socialist-oriented market economy. The VAC input incorporates research studies as well as the development of policy briefs and recommendations which may inform the development of national socio-economic and political development plans for the 14th National Congress. The request for Australian input to the review, through VAC and utilising Australian research capacity, is unique for development partners. It is a significant marker of trust. There is a risk the VAC could be perceived as primarily benefiting HCMA. The allocation of significant budget to towards the Doi Moi research, which is led and managed by HCMA, required a number of agreed activities to be reprioritised, i.e., postponed or removed from the program. Aus4Skills and DFAT will need to take care that all foundational partners feel supported through the range of activities delivered through VAC. This will sustain the strong start made by the VAC now that it has been able to fully establish operations.

Recommendation 11. DFAT, and the Program, should take care to allocate sufficient attention and support to *all* foundational partners in VAC (noting that their size, needs and absorptive capacities vary), to ensure all partners remain engaged and perceive value from VAC for their development.

The complexities of the VAC and the political and strategic significance of the relationships mean that the initial design and implementation plans require review to reflect experience, and the current context. The original design for VAC was prepared remotely, in 2020, in the early months of the COVID-19 pandemic. Negotiation with the foundational partners and the development and finalisation of the Subsidiary Agreement for VAC, plus the experience of implementation since mid-2022, mean that the shape and nature of VAC is somewhat different from the original design. Even current Program documentation presents inconsistent information about the intended outcomes of the VAC (e.g. Annual Reports, M&E Framework), as illustrated above. This leaves room for misunderstandings between partners about the focus and purpose of the VAC.

The high profile of VAC and the strategic value the VAC is accorded by the Embassy is both a strength and a challenge, particularly when there is not complete and consistent clarity about the overall, and immediate, intentions. Expectations are high, particularly in terms of the strategic and diplomatic value it may create through the collaboration between Australian officials and organisations and the significant Vietnamese agencies who are the foundational partners. The risk however is that this will dilute the focus on supporting development outcomes for the benefit of Vietnam, in favour of delivering for the bilateral political and economic relationship. These are not mutually exclusive, but they require careful balance. Therefore, the plan to undertake a review of VAC is extremely sound and strongly supported by the MTR. It will provide a valuable opportunity to refresh the shared vision for the VAC through active collaboration between all foundational partners, drawing on experience to date.

Recommendation 12. The VAC Review should proceed as planned in 2024 and be given a high priority. Included in the review should be consideration of the intended outcomes of VAC, the way gender equality and other inclusion factors are integrated, ways to enhance the decision making (including regarding budget and activity allocations), and the reconfirmation of the VAC focus on development outcomes as the primary purpose.

There is a risk that gender equality and women's leadership is perceived as less of a priority in Phase 2, with the establishment of VAC. The Women in Leadership Journey (WILJ) was a stand-alone component in Phase 1 and was therefore prominent; it was a showcase activity demonstrating the Program's commitment to gender equality. Subsuming it into VAC brings benefits but also risks, particularly if it appears to be overshadowed by other VAC activities. The way the VAC program logic is structured also suggests that gender equality is a more marginal priority – it is literally on the edge of the program logic, rather than reflected in all the outcome statements.

The shift from a standalone component on Women in Leadership in Phase 1 to integration of WILJ and gender equality research within the VAC can be read as downgrading the Program and DFAT's commitment to gender equality and women's leadership development. There are some signs that this perception is emerging in some quarters. Challenges meeting the gender equality and other inclusion targets for some VAC activities may further contribute to this perception. Given the importance of gender equality – and particularly the gender equality research and the role GeLEAD can play in informing and contributing to wider HCMA work – the Program and DFAT should work to ensure this perception does not become entrenched and that gender equality remains a highly visible priority for VAC, as it is for the rest of the Program.

Recommendation 13. All partners should remain alert to the importance of clearly maintaining the commitment to, and visibility of, gender equality and women's leadership within Aus4Skills, and particularly within VAC. Gender research and WILJ activities should receive – and be perceived to receive – at least as much attention, priority and prominence as other VAC activities.

The original conception of VAC included the creation of a VAC Alumni Network, as a specific cohort of Australian alumni. However, it is clear that the notion of an alumni network in any way like the wider Australian alumni network would be inappropriate and unlikely to succeed. Neither is it likely to meet the aims of the Embassy to create the deep strategic links which Embassy leaders hope to see arising through VAC. The aspiration regarding an 'alumni network' is more likely a relic of the origins of Aus4Skills as a training and scholarships program, rather than an appropriate component of the unique and strategic multi-faceted partnership which is the reality of VAC. Some VAC participants may value joining the general alumni network and should be encouraged to do so if they choose to. But there are alternatives which would deliver more practical value to participants while still enabling Aus4Skills and the Embassy to remain connected with past VAC participants, such as communities of practice.

Recommendation 14. Attempts to create a VAC Alumni Network should be abandoned in favour of directing Program (and DFAT) resources towards other more appropriate approaches to support the creation of robust and meaningful networks through VAC activities. A focus on communities of practice which have meaningful value for participants, such as that within WILJ, would likely be more worthwhile.

3.2 Efficiency

3.2.1 How efficient has the program been in terms of using time and resources, including leveraging resources and co-contributions from

other partners, to deliver the component outputs and whole-of-program outcomes?

Aus4Skills has delivered substantially increasing levels of activity and expenditure since the beginning of Phase 2. The Program is now in its third financial year of the phase, and the overall expenditure/budget has increased from \$6,243,987 in 2021-22 to \$15,752,337 in 2023-24. This represents a 152% increase in the scale of activity and management resources over a short period of time. Some of this is explained by the need to 'catch up' after the restrictions during the COVID-19 pandemic. Another component of this increase results from the addition of funding from the Mekong Australia Partnership (MAP) and funding for ASEAN Scholarships, which added approximately \$5.1m over the first three financial years of Phase 2.

Table 1: Phase 2 Budget (to date)

Activity/Component	% Budget	\$ Budget	
Australia Awards (excluding course costs)	7%	2,359,891	
Alumni engagement	6.4%	2,144,442	
Higher education	1.2%	400,000	
VET	29.3%	9,753,948	
VAC (including Women in Leadership) ⁴	43.7%%	14,568,234	
Mekong Australia Partnership	12.2%	4,073,475	
Total	-	33,299,990	

Alongside the rapidly upscaling expenditure and activity, there have been substantial increases in the staffing of Aus4Skills. Overall staffing (including provision for unallocated short-term inputs from national and international specialists) has expanded by more than 50%, as has the budget for personnel inputs.

This has been important in enabling the team to continue delivering the high quality and professional activities and events which characterise the program's reputation. After the first year of Phase 2 the Program expanded its international full-time staff from 2 to 3, reclassifying the Contract and Services Director to an international position, in addition to the existing Program Director and International VAC Director. The number of international short-term positions has also been expanded to 9 roles in the current financial year, plus provision for several unallocated inputs by international consultants.

Table 2: Human resources summary to date

Staff	2021-22 # positions	2022-23 # positions	2023-24 # positions	% change
National staff	19	25	28.5	50%
International (ARF) staff	2	3	3	50%

⁴ Within this, the Women in Leadership training and research budget is \$3,500,000 or 10.5% of the Phase 2 budget to date.

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Staff	2021-22 # positions	2022-23 # positions	2023-24 # positions	% change
National part-time (STA) inputs, including unallocated	2	2	4	100%
International part-time (STA) inputs, including unallocated	7	8	11	57%
Total	30	38	46.5	55%

Aus4Skills has managed the increased budget and level of activity well. Expenditure has been well aligned with budgets, even as they expanded. There is evidence that DFAT and the Program have worked well together to address the changing level of activity, and certainly there has been a very sizeable increase in human resource capacity within the Program team to support the expanded scale. There is also evidence that this has created considerable pressure on the team and Program leadership, and it has been possible to keep delivering and expanding scale due to the very hard-working team of staff, assisted by robust operational systems and processes. There has been some staff turnover, including at leadership levels, although it is not possible to determine whether this is linked to the heavy workload. It will be important to ensure that the workload does not become an issue which results in increased staff turnover or decline in wellbeing.

Rigorous procurement processes are evident. The Program has a robust and well defined process for tendering, contracting and managing sub-contracts with indications that all parties are generally satisfied with the way the processes operate in the practice. This provides a sound foundation for value for money.

There is a reliance on Australian sub-contractors and service providers particularly for VET and VAC which raises questions about value for money and efficiency. As noted, the MTR was not designed to do a comprehensive value for money assessment but the default position of always procuring training and services from Australian providers does warrant closer examination. This focus on Australian providers is a means to showcase Australian capacity and to build links between Australia and Vietnam as required by EOPO3. However, Australia's development program is untied and does not need to utilise Australian providers, except for training which is branded as Australia Awards. Further, a country as developed as Vietnam already has capabilities, including in the specific areas of Aus4Skills work and especially after 8 years of investment (building on previous investments as well as the work of other development partners).

There are opportunities to expand the utilisation of Vietnamese expertise. The Program is utilising Vietnamese co-presenters across its activities, especially in alumni engagement and scholarships, and there is attention being paid to ways to support VET colleges which have been involved for many years to provide support to colleges at an earlier stage of development. There is also some use of local expertise in MEL case studies and the WILJ. This utilisation of Vietnamese expertise should continue and be further expanded. There is also some funding directed to partner government agencies as salary offsets, particularly in VET and VAC. However, there is plenty of scope to explore these opportunities further. Not only would this potentially increase value for money, it would also expand the ways in which Vietnamese specialists and service providers can develop their capabilities and experience.

Finally, increased support for Vietnamese expertise in program implementation is especially important in the context of Australia's commitment to localisation and locally-led development in the new International Development Policy, which commits to supporting local leadership, solutions, and accountability, including by channelling funding to local actors⁵.

Recommendation 15. The Program should undertake a comprehensive assessment of areas where it can shift to greater utilisation of Vietnamese expertise and contractors, either as primary sub-contractors or as co-providers with the support of Australians. There should be a process of assessing the extent to which Australian providers are required for each planned activity, considering the extent to which there is an explicit priority on building Australian links within that activity.

Partners are making some valuable in-kind contributions, particularly in the VET component and in support of the VAC. The LIRC is particularly notable in the extent to which it is attracting voluntary contributions from members in the business sector, and those contributions have been ongoing for up to 7 years. The LIRC Secretariat service provided within VCCI HCMC is also an important contribution towards Aus4Skills. The contributions from many partners (including VCCI HCMC and the HCMA) are complemented by Program funding for operational and activity implementation costs. There may be scope over time to negotiate increased partner inputs, although this is likely best addressed through the future design process.

Delivery of Australia Awards is high quality and efficiently managed, with opportunities to further explore efficiencies. In particular, there is now renewed interest within the Program and the Government of Vietnam in developing and testing split site offerings within AAS. Split site delivery would involve scholars completing part of their Master's program in Vietnam – either at a Vietnamese university or perhaps an Australian university in Vietnam – and then part in Australia. It could offer a number of potential benefits, in addition to cost savings through reduced Australian tuition fees and lower stipend requirements.

Split site may be more accessible for a number of groups facing disadvantage, such as people with disability, and those with significant caring responsibilities (who are most often women). It may also provide an opportunity to further support the development of Vietnam's higher education institutions, especially to complement the very small higher education component. The feasibility of split site offerings would need to be tested, before being piloted. It is likely feasible now that multiple Australian universities have a presence in Vietnam, and because Vietnamese universities are increasingly linked with Australian institutions.

Recommendation 16. Working within what is possible in the DFAT context, the Program and DFAT should assess the feasibility of, then develop and pilot split site Australia Awards offerings which would combine in-Vietnam and in-Australia studies while also creating potentially more scholarships opportunities within the same budget envelope.

⁵ Commonwealth of Australia, DFAT, Australia's International Development Policy, August 2023, p33

3.2.2 To what extent is the program's aid modality and its management, governance and resourcing arrangements promoting value for money and efficient delivery?

One of the most significant shifts from Phase 1 to Phase 2 was the change from a single Subsidiary Arrangement (SA) and single Program Steering Committee (PSC), to three of each. One continues to operate with MOET, and oversees the Australia Awards Scholarships, Alumni Engagement and Higher Education components. A second SA is between DFAT and the DVET for the VET component, and a third, between DFAT and HCMA, governs the VAC.

There is no doubt that three governance arrangements have increased the workload associated with participating in, and supporting them. This has been the case for the Program team and for the Embassy team (particularly DFAT). A number of Program documents identify this as a risk and note the potential inefficiencies which may arise from having three governance bodies for a single Program. However, in reality, Aus4Skills is not a fully integrated single program, as the VET and VAC components are sufficiently distinct from the rest. As such, they warrant separate arrangements. And it is evident that the shift to these arrangements has proven effective. There is feedback that the level of DVET engagement in the VET component is considerably increased as there is now a strong sense of ownership and collaboration through the direct SA relationship. And the VAC could not have been implemented any other way than through a direct SA with HCMA,. It is clear, therefore, that the governance arrangements are sound.

The three Program Steering Committees in fact offer important platforms for relationship building, collaboration and policy engagement. Rather than seeing this as a cost and a risk – as currently articulated – the PSCs are opportunities, especially as the program focus is shifting to policy engagement rather than just service delivery and professional and organisational development. They are not just 'a cost of doing business' or a necessary formality to enable the real work of the program to take place. Rather such bodies can be understood as playing a useful role in engagement. The increased level of engagement from DVET in the VET component is evidence of this – and there could be more made of this aspect of PSC relationships.

3.2.3 Are the Program's funding and timeframe sufficient to achieve the expected outcomes?

In light of the findings in Effectiveness relating to the lack of definition of the EOPOs, it is difficult to assess the extent to which the Program's funding, human resources and timeframe are sufficient to achieve the intended outcomes.

The human resources for Program implementation have already expanded considerably, along with the expansion in financial resources. As the program continues to develop, there should be consideration of additional expertise in policy engagement in the Vietnam context. It appears that there has been a reasonable process for adjusting the team composition over time, and this should continue through ongoing open discussion between Aus4Skills and DFAT. There should always be scope to amend the team composition in response to Program needs, and there should be particular attention to ensuring that there are not excessive demands placed on the Program team.

The MTR notes that the full-time program team is mainly Vietnamese and this is applauded, for many reasons. It aligns with Australia's commitment to localisation and means there is a

team which already knows the Vietnam context intimately – a necessary foundation for increasing attention to thinking and working politically. As noted, it is timely for the Program to build momentum in its move beyond service delivery and a focus on education and training implementation to more technical assistance and strategic relationships. To further support this shift, the program should consider whether additional adjustments in the program team are necessary to support the increasing focus on policy engagement and sector or system changes.

Recommendation 17. With the shifting focus towards more strategic approaches to achieving the EOPOs, the Program should consider adding more expertise in strategic and policy engagement in the Vietnam context. This could take the form of short-term inputs (either Vietnamese and/or international), or the addition of full-time personnel roles, to complement the ongoing strategic work of DFAT and other Embassy officials.

There are also indications that the DFAT team in the Embassy has been carrying a heavy workload associated with Aus4Skills. The HRD Team is responsible for approximately one-third of the bilateral aid program as well as elements of regional programs such as MAP and ASEAN Scholarships. The team has just expanded with the addition of one more staff member, but the pressure continues to be considerable, particularly as the emphasis in Aus4Skills is increasingly turning to strategic relationships, in which DFAT plays a key role. The coming 12-24 months will also see a significant additional task in the design of the next phase of HRD support the procurement and mobilisation of a managing contractor, and the negotiation of new Subsidiary Arrangements. If there is any scope within DFAT resourcing, the HRD team would benefit from additional support.

Recommendation 18. DFAT is encouraged to review the workload and personnel allocations in the Embassy to ensure that the HRD team is sufficiently resourced to support the ongoing implementation of Aus4Skills (among other responsibilities) while also shepherding through the design of the next phase of HRD investment.

3.3 Monitoring, evaluation and learning

- 3.3.1 To what extent have the M&E arrangements been effective in terms of measuring the results of the program at different levels and generating timely evidence for program's learning and adaptation?
- 3.3.2 There is a significant amount of learning that is generated by Aus4Skills M&E products and of value to policy dialogue. How well has the program been utilising this to assist policy dialogue, and how might this be improved?

Monitoring, evaluation and learning (MEL) in Aus4Skills is systematic, well managed and good quality. It is driven by a strong and professional team, demonstrating a positive relationship with each other and rest of the team. Reporting is polished and there is evidence that the systems for data collection, management, analysis and reporting are sound, utilising a range of tools and mechanisms across the program. The extensive MEL system was largely implemented by a single staff member until the MEL team was expanded in mid 2023, representing a significant achievement. These increased resources have enabled some expansion of MEL scope, and there is more to do over the remainder of Phase 2.

Utilisation of evidence for program management, improvement and reporting is part of regular practice within Aus4Skills. The Program, supported by the MEL team, utilises the data it collects to identify areas where it needs to do more work. The MEL team will initiate discussion and even formal reflection and improvement meetings when it identifies issues identified through data, such as failure to meet quantitative participation targets. This systematic collection and use is commended.

There are a number of areas where the MEL system and practice within Aus4Skills could be strengthened, within this broad picture of sound operations.

The definition of the Program's expected outcomes (EOPOs), both at Program level and for each component, do not provide a strong basis for MEL, even while there is robust monitoring at the 'lower' levels of the program logics. As noted above, the whole of program EOPOs reflect the Program's history as mainly a scholarships and training program. And while there was a conscious decision by DFAT to retain those EOPOs in Phase 2, they do not sufficiently capture some of the most significant work in Aus4Skills. For example, particularly in the VET component and the VAC, the work goes beyond the limited focus of the EOPOs on 'alumni', 'organisations' and 'links' between Vietnam and Australia. Demonstrating a significant new approach to VET through the creation and promotion of the LIRC, for example, is more than just organisational development, it is system and policy change.

While the component level EOPOs are clearly much better reflections of the component level ambitions, the value of the program level EOPOs is weak. There is also inconsistency across key documents, particularly when it comes to the VAC EOPOs (see Section 3.1.2). The VAC Monitoring and Evaluation Framework (MEF) includes a program logic with 'Endof-Phase 2 Outcomes' which are presented as the 'long-term objectives' of VAC in other key documents such as the 2022-23 Annual Report. By contrast, the Annual Plans present two different EOPOs for Phase 2. The indicators specified for VAC in the MEF are presented in such a way that it is not clear whether they are designed for the former or the latter EOPOs, and reporting does not clarify this.

Recommendation 19. The overall issue of the EOPOs is best addressed in the imminent process to design the next phase. However, the 2024 review of the VAC should pay particular attention to clarifying the EOPOs and their timeframes in advance of the next phase design, and should lead into a refreshed and more robust MEL Framework to support the implementation and management of VAC activities in the short and medium term.

In the meantime, the more pressing issue is the extent to which the MEL system insufficiently specifies the level and type of results the EOPOs require. There is a large number of indicators in the MEL system, but the outcome level indicators are weak and do not adequately capture all the intentions of the program. They do not provide a basis for assessing progress towards, or achievement of, outcomes. Neither the EOPOs nor the outcome indicators make it clear what 'success' would be, or what 'enough' achievement would be considered success. Further, the indicators do not help the Program, nor DFAT, nor partners, understand what would constitute failure or under-performance. Addressing the gaps in outcome level indicators in the immediate term would mitigate the need to revise the EOPO statements themselves, so this can be the focus of the longer-term design process.

Program indicators also rely heavily on quantitative measures, which are often not appropriate, or inadequate on their own, at outcome level. This can tell us a lot about how much the program is doing but relatively less about whether what it is doing is making a

difference, and whether any differences observed are taking the Program towards the EOPOs.

For example, EOPO1 for the VET Component is: *LIRC is established and implements its activities effectively and sustainably.* Two indicators are specified: 'industry-led mechanism is referred to in a positive manner in GoV legislations/ policies' and 'qualitative data on impact of LIRC as a national platform'. There is a target specified for the first indicator of '2 mentions (in the Labour Code, and Decision 24)'. However, those indicators do not adequately measure either the *effectiveness* nor the *sustainability* of the LIRC. There are quantitative targets established for both indicators, as well as three performance questions. However, Program reporting, such as the 2022-23 Annual Report, does not discuss the significance of any data against those two indicators or how the data demonstrates progress (or lack thereof) towards the EOPO, and neither is there substantive reference to the performance questions (which, in fact, relate more to outputs than outcomes)⁶.

The challenges of MEL and reporting at EOPO level are not unknown to the Program team, nor the MEL team, and means to address them are already under consideration, particularly now that MEL staffing has been expanded. This is commended. This work should be given priority in the final two years of Phase 2, especially in the more complex change domains of VAC, and the work in the VET component around the LIRC and sector skills council. The Program should continue exploring the introduction of rubrics for a richer and more meaningful assessment of progress towards outcomes. This qualitative tool is often well suited to monitoring progress to more complex outcomes which cannot be monitored through quantitative targets and indicators, and can be utilised in a range of ways, including in collaborative reflection and analysis processes with partners.

Recommendation 20. Aus4Skills should review the MEF and the VAC MEF (the latter as part of the overall review and refresh of the VAC) and strengthen the outcome level indicators to utilise more complex and robust measures of progress and performance. This should include qualitative as well as quantitative indicators with a more comprehensive coverage of the nature and scale of change the Program is aiming to achieve.

Outcome level monitoring and evaluation is greatly enhanced with qualitative and mixed methods assessments, which can unearth meaningful evidence of change and help identify valuable lessons about how change happens, and in what circumstances, which can assist with learning and program improvement. There have been at least six such studies since late 2022 (Annex A provides details). The more in-depth case studies and smaller scale evaluations which have been undertaken in the last year reflect a move in this direction, and the Program is encouraged to further invest in this type of MEL activity and ensure that they are resourced sufficiently to deliver high quality findings.

Recommendation 21. Aus4Skills should increasingly invest in evaluation work at the outcome level, including Case Studies which focus on specific outcome areas, and evaluations of key investments such as the development outcomes of a sample of Short

⁶ The performance questions are:

Has the planned advocacy for a formal legal framework for the LIRC approach occurred?

To what extent has an industry-led VET model of skills development been promoted?

[•] To what extent have LIRC processes, capabilities and functions been supported?

All three questions relate more to activities (did the Program do what it planned to do?) and outputs, than they do to outcomes. There is no reference to whether anything has changed – or is in the process of changing. This would constitute outcome level M&E.

Courses. These should be designed to assess the achievement of outcomes more deeply and to identify areas for continual improvement.

Program reporting does not sufficiently document progress towards the intended outcomes either at whole-of-program level or component level. The MTR acknowledges that reporting – particularly the Annual Reports – faces the challenge of reporting against five components, some quite distinct from others, without delivering a 150 page report. It is also understood that contractual requirements regarding the Annual Report have driven the current structure and level of detail. However, what is generally presented is so summarised that it loses the richness of what is happening and, most importantly, to lose the significance of what is being done.

There is a significant gap in Program reporting at the EOPO level, both per component and at whole-of-program level. This gap is linked to the issues discussed above where indicators for the EOPOs do not fully capture the extent of change being sought. It is not possible, from Annual Reports or other documents, to see measurement or analysis of the extent of progress towards the EOPOs. Reporting is heavily focused on reporting against the annual targets and workplans in each Annual Plan, with little or no narrative describing the significance of what has been done, whether (or to what extent) the quantitative data provides any evidence of performance. There is also no indication of what annual results signify in terms of progress over time, even noting that Phase 2 reporting has only covered two years of implementation thus far. The limitations of the whole-of-program EOPOs further constrain the meaningful presentation of progress at that level. Reporting at component level makes no reference to component level EOPOs at all, which is a gap, especially considering that component EOPOs are more meaningful and comprehensive representations of the whole scope of work.

Recommendation 22. Program reporting should shift focus to EOPO reporting, both at whole-of-program and component levels, clearly presenting the extent of progress towards and achievement of outcomes. The range of data and analysis within the Program MEL systems should be utilised as the evidence base for this reporting, but detailed data such as reporting against annual targets, would be better situated in report annexes for cross-referencing as required.

Budget allocation for MEL is less than DFAT's benchmark and could be increased.

There is a budget allocation for MEL which represents approximately 2-3% of total Program budget. The MTR team did not have full access to the financial details, and it is understood that while total expenditure on M&E would be marginally more than this, it is still below the general expectation of 4-7% at least. Such a shortfall would be worthwhile addressing in any program, but it is particularly justified in the final two years of a significant, two-phase investment where the focus is shifting to more complex considerations, including the achievement of outcomes. It would also assist with valuable analysis and evidence to inform the development of the investment design for the next phase of HRD assistance.

Recommendation 23. DFAT should consider increasing the MEL budget so the Program can undertake more evaluative work in the final two years of Phase 2, especially focusing on EOPOs at component level. This would be of greatest value in Year 4 of Phase 2, so it can support evaluative work as an input to the design of the next phase.

Alongside consideration of budget, the MEL team would benefit from some enhancement to support the increased attention to outcome level MEL and the introduction of more complex qualitative methods. This could comprise a combination of increased professional development and/or additional human resources. Work in the VAC in particular would benefit

from some additional MEL resources. There is already some discussion about the possibility of a dedicated MEL-Communications role focused on specific Aus4Skills components. Care should be taken when considering a MEL-Comms combined role, as there is always a risk that the focus will tend towards the Comms role, and the collection and communication of good news. In a complex and long-term change agenda such as that within some Aus4Skills components, there is certainly a need to utilise strategic communication and communication for development. However too much focus on 'good news' and 'achievements' risks losing the crucial learning and improvement which can come from openly engaging with mistakes, lack of progress, and 'wrong turns' as a core element of robust MEL.

Recommendation 24. Aus4Skills should further invest in MEL skills, experience and capacity in the overall Program team (including component leads), particularly to support the VAC with its complex political economy, and to strengthen the scope for more strategic and outcomes focussed evaluative work which is less about reducing to quantification of qualitative changes, and more qualitative overall – capturing the nature and significance of the changes arising from Aus4Skills work.

3.4 Other findings

3.4.1 Gender equality, disability and social inclusion

The Program concluded a GEDSI Case Study in November 2023, providing a basis for this MTR to direct little attention to issues of gender equality, disability inclusion or the inclusion of other disadvantaged groups. This report will not re-state the findings of the Case Study. However, the MTR does make two observations regarding gender equality.

Partners and stakeholders across all components are aware of the importance of gender, disability and social inclusion in Aus4Skills, and some are integrating inclusion into their activities more generally. Certainly 'GEDSI' was mentioned frequently in interviews, and it was identified as a priority for Australia and for the Program: it is part of the Aus4Skills 'brand' in Vietnam.

Although the Program is identified within DFAT as an exemplar in gender equality, a strong and deep engagement with gender equality is not as prominent in Program reporting as this would suggest. Similarly, there is an observable tendency to utilise the 'GEDSI' term, which is unique to Australia's development cooperation approach. This risks losing necessary focus on the specific issues of gender equality, disability inclusion, and the inclusion of other disadvantaged groups. While consideration of intersectionality is important, the issues with each of these equity priorities are also distinct and different and must be addressed individually. The summarised reporting and communication which characterises Aus4Skills (as noted above), underplays the depth of gender equality work across the program.

Recommendation 25. The Program, and DFAT, should take care not to over-use the 'GEDSI' term, at the risk of losing the meaning and distinct issues associated with addressing gender equality, disability inclusion and the inclusion of other disadvantaged groups.

Recommendation 26. Program documents should expand their reporting of gender equality outcomes (not just participation numbers) and ensure the significance of gender equality achievements are more fully documented.

Gender equality and inclusion considerations could be further enhanced throughout the Program and its documentation. This would really demonstrate that the Program's approach to gender equality goes beyond providing opportunities for women, to integrating issues of gender equality within other activities and including approaches which specifically target men and gender attitudes in the Vietnam context. Program reporting emphasises the achievement of participation targets, as well as the specific activities which specifically support women, such as the WILJ and Women in Diplomacy workshops. But there would be great value in ensuring that the program increasingly turns its attention towards addressing the social norms and attitudes which enable or constrain the advancement of women, people with disability, and other disadvantaged groups. This would include careful mainstreaming of gender equality, disability and social disadvantage issues throughout all activities (including training courses, technical assistance, research and policy engagement work). It may be that approaches beyond these are included in the Program and they are simply not evident in the documentation and reporting made available to the MTR. It is also acknowledged that the MTR did not investigate gender equality issues in depth.

The Program GEDSI team is experienced, committed and highly engaged and there may be opportunities to explore these aspects of gender equality in the program more fully – or at least to amplify these aspects of the GEDSI work in all Program reporting and other documentation beyond the focus on participation targets.

The MTR notes that the GEDSI Case Study explores this issue and concurs with the Case Study recommendation in this sphere, such as the creation of a VAC program on gender equality for men, and recommending the mainstreaming of gender equality, disability and social inclusion in VET work.

3.5 Additional findings for DFAT and Aus4Skills

A notable feature of Aus4Skills is the scale and scope of Embassy engagement in the program, across multiple Australian whole-of-government partners. For example, the Counsellor, Education, is included on all three PSCs, and A-based representatives for Political, Economic and Trade matters (and their locally-engaged colleagues) are engaged more than is often the case. This breadth of involvement brings opportunities for Australian officials to contribute to the achievement of the EOPOs by utilising their relationships and entry points to complement the work of DFAT and the Program team. Also – and this is likely of greater interest to Australian officials – the activities and achievements of the Program can contribute to stronger diplomatic and trade relationships and provide entry points and opportunities for engagement. At best, these links can be mutually-reinforcing. They can amplify the development outcomes of the Program as well as contributing to the bilateral relationship. However, it is essential that the focus on development outcomes remains the top priority, reflecting the fact that Aus4Skills is an ODA investment. There would be value in investing in a deliberate process to clarify expectations internally within the Embassy.

Recommendation 27. There would be value in all whole-of-government partners within the Embassy with an interest in the Program participating in a partnership brokering exercise, or similar facilitated process, to ensure there is clear and shared understanding of the intended outcomes of Aus4Skills, to confirm roles and responsibilities, and to jointly develop plans and tactics for their contributions towards the intended outcomes.

There is already an acknowledgement within DFAT and the program, which is reflected in reporting and other documentation and in discussions, that directing greater focus on policy engagement will require a shift in approach and perspectives. The scale of this adjustment

will likely be more than is yet evident. For example, the 2022-23 Annual Plan sets out the planned approach to engaging with a partner with the aim of repositioning and strengthening the relationship, but it is described as requiring 'up to three engagement opportunities provided for the partner, including in program promotions and delivery'. In other words, a quantitative target is offered to guide what is actually complex strategic and political work. This raises concerns that the depth of understanding and planning around the policy engagement work requires strengthening. This may require new and enhanced skills and perspectives within the Program team, as well as increased open collaboration between the Program and the DFAT and Embassy teams.

Recommendation 28. The Program should consciously consider how to increase its attention to thinking and working politically, to more deliberately understanding and navigating the political economy which shapes the way change happens in the areas of Program activity, as this is central to achieving sustainable outcomes. As part of this the Program should provide professional development for the program team to build their familiarity with, and capacity for, practical political economy analysis and/or thinking and working politically. This would be a worthwhile investment in supporting the transition to a more politically-informed and strategic approach to implementation over the remaining two years of this Phase.

4 Conclusion

It is clear that Aus4Skills is an important, high quality, and well-regarded feature of Australia's development cooperation program with Vietnam. The Program team is highly professional and skilled, with strong leadership, and has developed effective and trusting relationships with the diverse range of partners and stakeholders which are essential to Program implementation.

The Program team, and the DFAT HRD team, are strongly committed to the work of the Program and to achieving its intended outcomes. As such, they are open to responding to advice, adjusting activities and approaches, and adapting to the constantly changing context for their work.

Program implementation would be assisted by work to strengthen the articulation of intended outcomes by the end of Phase 2, primarily through reviewing and improving the program logics and monitoring and evaluation frameworks, to provide a stronger basis for manging towards outcomes. This will also assist with strengthening reporting and communications around progress towards those outcomes. Program governance and management arrangements are sound, with the three Program Steering Committees delivering value which well outweighs the increased administrative workload.

The Australia Awards Scholarships component is progressing well and very effectively, with modest opportunities to explore new modes of delivery which could assist with increased reach and efficiency. Alumni engagement is high quality and well regarded by alumni. However, it is under considerable pressure from high expectations within the Embassy and an expansive definition of alumni which pulls the Program beyond its resourcing and scope. The very small higher education component has supported some useful activities, but there are questions about how much can be achieved with such a small budget.

The VET component, is proceeding well and making effective progress towards most of its intended outcomes. There have been many important achievements over Phase 2 and, before that, Phase 1 of Aus4Skills, creating a sizeable cohort of VET college teachers, administrators and leaders who have benefited from professional development support. The 16 target VET colleges have substantially expanded their logistics program offerings and are utilising competency-based training and assessment, the new Skills Standards and Occupational Skills Standards, greater collaboration with enterprises, and improving their teaching methods. However, there are gaps in evidence regarding graduate outcomes and employer satisfaction which limits overall assessment of effectiveness.

The LIRC is a highly significant element of the VET component and is well established in the south of Vietnam. It is delivering a range of tangible benefits to the industry, with strong engagement from colleges, business sector champions and the VCCI in Ho Chi Minh City. However there remain challenges expanding the LIRC to the north and there is not yet evidence that the LIRC is a sustainable entity or model. Considerable further support and a patient and strategic approach to that support is required to deliver the ultimate aims of establishing sector skills councils within the Vietnamese system.

The VAC is a significant and increasingly prominent feature of Aus4Skills. It has implemented several high profile and well regarded activities and events, indicating that there is significant trust and engagement after little more than a year of implementation. This provides a strong foundation to continue building momentum. In doing so, however, it will be

essential to ensure that the interests of all foundational partners are reflected in VAC activities, that a focus on delivering development outcomes remains central, and that there is no drop (or perceived drop) in the commitment to gender equality research and women's leadership development.

Aus4Skills has managed well the substantial growth in budget, expenditure and activity since the start of Phase 2. It has supported very significant expansion in the Program team to support this growth, and has consistently delivered high quality. There are areas where some adjustments to program staffing may be warranted, and professional development for the existing team may also be worthwhile, particularly in qualitative MEL, thinking and working politically, and the provision of strategic and technical advice, especially in VET.

There is a heavy reliance on Australian providers across all components. Revisiting this reliance to identify opportunities to increase the use of Vietnamese and other expertise and service providers may deliver greater value in some areas, while also reflecting the Australian Government's strengthened commitment to localisation.

Finally, there are opportunities to better harness the high level of Embassy engagement in Aus4Skills which goes far beyond DFAT and its development team.

4.1 Summary of recommendations

Effectiveness

Recommendation 1. DFAT should ensure that the design of the next phase of HRD support allows for a robust analysis of context and assumptions, and the development of a program logic that more fully captures the breadth of intended work. The design should also build in a process during inception of the next phase for a genuine review and revision to the program logic and EOPOs, to ensure that the EOPOs and logic which will guide implementation as relevant and specific as possible. This is especially important with the expected long time period between design and mobilisation. DFAT should also ensure that the design of the next phase of support integrates a broader understanding of how change happens in the specific sectors and contexts of Vietnam and supports a genuinely thinking and working politically approach which can support ongoing adaptation.

Effectiveness – Alumni Engagement

Recommendation 2. DFAT and Aus4Skills should reconfirm that the primary focus for Program-funded alumni engagement activities remains on ODA-funded alumni. While non-ODA alumni will be included in alumni activities, communications and broad networks, the Program should target ODA alumni with the more intensive activities, including the expansion and maintenance of alumni data (in whatever formats and platforms).

Recommendation 3. DFAT and the rest of the Embassy could seek additional public diplomacy funds to support broader alumni engagement (depending on internal funding processes, and any limitations associated with existing Subsidiary Arrangement provisions), which could be used to procure Aus4Skills services for delivery of expanded alumni activities.

Recommendation 4. The Program should relinquish any consideration of making alumni networks or even the Professional Groups self-sustaining, and focus on the implementation

and strengthening of the network utilising the available resources, targeting the achievement of end-of-program outcomes.

Effectiveness - VET

Recommendation 5. There would be value in the Program prioritising logistics graduate outcomes studies as soon as possible, to assess the extent to which the new logistics offerings are meeting industry needs. The study should also collect employer feedback and evidence about the extent to which employers have to supplement college training with onthe-job and enterprise training, as a measure of training quality and relevance.

Recommendation 6. Aus4Skills should continue with its focus on increasingly providing structured support for college staff to share their learnings with colleagues, and for colleges which have been involved for some years to provide peer support and advice to colleges which have more recently joined the Program. This could include teacher exchanges, sharing of resources, technical advice and peer review, and collaboration activities.

Recommendation 7. The Program should continue to pursue LIRC expansion to the north of Vietnam, perhaps focusing there before turning attention to the central region. Development in the north should be founded on a multi-year plan to identify and support individual champions, maximise links with the key stakeholders in the south (including VCCI HCMC) so they can provide peer support and advice from within the Vietnam system, alongside Program support.

Recommendation 8. As part of the upcoming design for a new phase of support the Program should build on its work exploring potential financing models for the LIRC as part of the development of a sustainability strategy. This would form a key element of the next phase of the investment and also feed into the work to advocate for the skills council model more broadly in Vietnam.

Recommendation 9. The Program should work closely with DFAT and other key Embassy representatives to ensure that its new advocacy strategy for the VET component is detailed, nuanced and politically informed. It would benefit from being *jointly developed* by Aus4Skills and DFAT, with a detailed analysis of opportunities and obstacles and specific tactics for building relationships with the key individuals and agencies which will enable the LIRC, and the broader sector skills council model, to achieve its legal status. The advocacy strategy should be jointly implemented by Aus4Skills and the Embassy, utilising all the relationships and entry points which exist across both parties. It should also increasingly build a coalition of development partners – GiZ and others – to advance the aims of the VET sector component. Partners have varying relationships and entry points but often shared ambitions (regardless of terminology) and thus could work more closely together to support VET sector development in the areas of focus.

Recommendation 10. The Program should collaborate with partners, especially in the Government of Vietnam, to review the terminology it utilises and promotes, including terms such as 'industry-led', to ensure it is sufficiently flexible in shifting to terminology which will work best in Vietnam and be most meaningful and comfortably accepted.

Effectiveness - VAC

Recommendation 11. DFAT, and the Program, should take care to allocate sufficient attention and support to *all* foundational partners in VAC (noting that their size, needs and

absorptive capacities vary), to ensure all partners remain engaged and perceive value from VAC for their development.

Recommendation 12. The VAC Review should proceed as planned in 2024 and be given a high priority. Included in the review should be consideration of the intended outcomes of VAC, the way gender equality and other inclusion factors are integrated, ways to enhance the decision making (including regarding budget and activity allocations), and the reconfirmation of the VAC focus on development outcomes as the primary purpose.

Recommendation 13. All partners should remain alert to the importance of clearly maintaining the commitment to, and visibility of, gender equality and women's leadership within Aus4Skills, and particularly within VAC. Gender research and WILJ activities should receive – and be perceived to receive – at least as much attention, priority and prominence as other VAC activities.

Recommendation 14. Attempts to create a VAC Alumni Network should be abandoned in favour of directing Program (and DFAT) resources towards other more appropriate approaches to support the creation of robust and meaningful networks through VAC activities. A focus on communities of practice which have meaningful value for participants, such as that within WILJ, would likely be more worthwhile.

Efficiency

Recommendation 15. The Program should undertake a comprehensive assessment of areas where it can shift to greater utilisation of Vietnamese expertise and contractors, either as primary sub-contractors or as co-providers with the support of Australians. There should be a process of assessing the extent to which Australian providers are required for each planned activity, considering the extent to which there is an explicit priority on building Australian links within that activity.

Recommendation 16. Working within what is possible in the DFAT context, the Program and DFAT should assess the feasibility of, then develop and pilot split site Australia Awards offerings which would combine in-Vietnam and in-Australia studies while also creating potentially more scholarships opportunities within the same budget envelope.

Recommendation 17. With the shifting focus towards more strategic approaches to achieving the EOPOs, the Program should consider adding more expertise in strategic and policy engagement in the Vietnam context. This could take the form of short-term inputs (either Vietnamese and/or international), or the addition of full-time personnel roles, to complement the ongoing strategic work of DFAT and other Embassy officials.

Recommendation 18. DFAT is encouraged to review the workload and personnel allocations in the Embassy to ensure that the HRD team is sufficiently resourced to support the ongoing implementation of Aus4Skills (among other responsibilities) while also shepherding through the design of the next phase of HRD investment.

Monitoring and evaluation

Recommendation 19. The overall issue of the EOPOs is best addressed in the imminent process to design the next phase. However the 2024 review of the VAC should pay particular attention to clarifying the EOPOs and their timeframes in advance of the next phase design, and should lead into a refreshed and more robust MEL Framework to support the implementation and management of VAC activities in the short and medium term.

Recommendation 20. Aus4Skills should review the MEF and the VAC MEF (the latter as part of the overall review and refresh of the VAC) and strengthen the outcome level indicators to utilise more complex and robust measures of progress and performance. This should include qualitative as well as quantitative indicators with a more comprehensive coverage of the nature and scale of change the Program is aiming to achieve.

Recommendation 21. Aus4Skills should increasingly invest in evaluation work at the outcome level, including Case Studies which focus on specific outcome areas, and evaluations of key investments such as the development outcomes of a sample of Short Courses. These should be designed to assess the achievement of outcomes more deeply and to identify areas for continual improvement.

Recommendation 22. Program reporting should shift focus to EOPO reporting, both at whole-of-program and component levels, clearly presenting the extent of progress towards and achievement of outcomes. The range of data and analysis within the Program MEL systems should be utilised as the evidence base for this reporting, but detailed data such as reporting against annual targets, would be better situated in report annexes for cross-referencing as required.

Recommendation 23. DFAT should consider increasing the MEL budget so the Program can undertake more evaluative work in the final two years of Phase 2, especially focusing on EOPOs at component level. This would be of greatest value in Year 4 of Phase 2, so it can support evaluative work as an input to the design of the next phase.

Recommendation 24. Aus4Skills should further invest in MEL skills, experience and capacity in the overall Program team (including component leads), particularly to support the VAC with its complex political economy, and to strengthen the scope for more strategic and outcomes focussed evaluative work which is less about reducing to quantification of qualitative changes, and more qualitative overall – capturing the nature and significance of the changes arising from Aus4Skills work.

Gender equality, disability and social inclusion

Recommendation 25. The Program, and DFAT, should take care not to over-use the 'GEDSI' terminology, at the risk of losing the meaning and distinct issues associated with addressing gender equality, disability inclusion and the inclusion of other disadvantaged groups.

Recommendation 26. As an extension of the recommendation regarding, Program documents should expand their reporting of gender equality outcomes (not just participation numbers) and ensure the significance of gender equality achievements are more fully documented.

DFAT and Program recommendations

Recommendation 27. There would be value in all whole-of-government partners within the Embassy with an interest in the Program participating in a partnership brokering exercise, or similar facilitated process, to ensure there is clear and shared understanding of the intended outcomes of Aus4Skills, to confirm roles and responsibilities, and to jointly develop plans and tactics for their contributions towards the intended outcomes.

Recommendation 28. The Program should consciously consider how to increase its attention to thinking and working politically, to more deliberately understanding and

navigating the political economy which shapes the way change happens in the areas of Program activity, as this is central to achieving sustainable outcomes. As part of this the Program should provide professional development for the program team to build their familiarity with, and capacity for, practical political economy analysis and/or thinking and working politically. This would be a worthwhile investment in supporting the transition to a more politically-informed and strategic approach to implementation over the remaining two years of this Phase.

Annex A Evaluation questions

Effectiveness

Evaluation question/ sub-question		Sub-questions
1.	To what extent is the program's logic and theory of change robust and applicable, including the underlying assumptions?	 1.1. What has changed in the context and priorities for the program and has the program logic and theory of change (TOC) sufficiently adjusted? 1.2. How recently has the TOC and its assumptions been tested and updated, and who was involved? 1.3. How much does the TOC and program logic guide program management and implementation? 1.4. Are there gaps in the theory of change and program logic and what implications might this have for the program and its performance?
2.	To what extent is the program making the expected progress towards the intended outcomes?	 2.1. What have been the more or less effective interventions within Aus4Skills, and what factors influenced this? 2.2. To what extent are the different components of the program working together, or to complement each other (i.e. how interlinked are the components) and how could this be improved? 2.3. What factors are influencing the program's progress towards outcomes, and how should the program respond to these factors?

Efficiency

Evaluation question/ sub-question		Sub-questions
3.	How efficient has the program been in terms of use of time and resources, including leveraging resources and co-contributions from other partners, to deliver the component outputs and whole-of-program outcomes?	3.1. How has Aus4Skills managed the increased activity and budget since 2022, after delays in government approvals and from COVID restrictions?3.2. How does the program manage for value for money, and to what extent is it being achieved?
4.	Are the program's funding and timeframe sufficient to achieve expected outcomes?	4.1. What are the resourcing implications (for Aus4Skills and for DFAT) arising from the expansions in the program and the need to respond to emerging priorities?

Evaluation question/ sub-question		Sub-questions
ŧ	i. To what extent is the program's aid modality and its management, governance and resourcing arrangements (through partnerships with government agencies, private sector, civil society) promoting value for money and efficient delivery of aid program resources?	5.1. How well are the governance arrangements operating, and supporting the program to progress towards outcomes?

Monitoring and evaluation

Evaluation question/ sub-question	Sub-questions
6. To what extent have the M&E arrangements been effective in terms of measuring the results of the program at different levels and generating timely evidence for program's learning and adaptation?	 6.1. To what extent is the M&E system sufficiently focused on assessing progress towards outcomes? 6.2. What evidence is there of how M&E is being used to guide management decisions, and who is using it? 6.3. How is Aus4Skills documenting, sharing and using the lessons arising from implementation and the M&E? 6.4. How well does the M&E system integrate gender equality, disability, and other social inclusion priorities?
7. There is a significant amount of learning that is generated by Aus4Skills M&E products and of value to policy dialogue. How well has the program been utilising this to assist policy dialogue, and how might this be improved?	 7.1. How much has policy dialogue been a feature of each component of the program, how effective has it been, and how might it be enhanced? 7.2. Who is playing the most significant role(s) in terms of policy engagement within Aus4Skills and its areas of focus in Vietnam? 7.3. To what extent is Aus4Skills utilising M&E (evidence) in its public and more targeted communications activities, and how might this be strengthened so as to further progress towards intended outcomes?

Annex B Documents reviewed

Aus4Skills Phase 2 documents

- Aus4Skills Phase 2 Investment Design Document,
- Annual Plan July 2021 June 2022
- Annual Report July 2021 June 2022, 30 September 2022
- Annual Plan July 2022 June 2023
- Annual Report July 2022 June 2023
- Annual Plan July 2023 June 2024
- Annual Report July 2021 June 2022
- Vietnam Australia Centre Design Document Revised External Consultation Draft, June 2020
- Monitoring, Evaluation and Learning Strategy 2021-2025, April 2022
- Vietnam Australia Centre Monitoring, Evaluation and Learning Framework 2023-2030 (drafts)
- Gender Equality, Disability and Social Inclusion (GEDSI) Strategy, April 2022
- Aus4Skills Communications Strategy, March 2022
- Australian Alumni Strategy 2022-2025, August 2023
- Vietnam Australia Centre Strategy 2023-2026
- Program Steering Committee Minutes (VET Component, Vietnam Australia Centre, Scholarships and Higher Education Components), Phase 2

Program studies

- Impact of the Australian Alumni Grants Fund Case Study Report, October 2023
- Contributions of Australia Awards Scholarships Alumni to Vietnam's COVID-19 Response, April 2023
- Australia Awards Scholarships PhD Alumni Case Study Report, December 2022
- Aus4Skills Gender Equality, Disability and Social inclusion Case Study, November 2023
- Logistics Industry Reference Council (LIRC) Review (final draft), November 2023
- VET Colleges Organisational Change Case Study (draft), December 2023

Phase 1 documents

- Mid Term Review of Aus4Skills: Evaluation Report, December 2018
- Design of Non-Scholarship HRD Components, January 2017
- Australia Vietnam Human Resource Development Strategy 2014-20
- Vietnam Australia Partnership for Human Resource Development 2016-2020, Final Design Document
- Aus4Skills Phase 1 Completion Report (February 2016 June 2021), June 2021

Annex C People consulted

C.1 Directorate of Vocational Education and Training (DVET), Ministry of Labour, Invalids and Social Affairs (MOLISA)

- Dr Pham Vu Quoc Binh, Director General, DVET
- Ms Vu Lan Huong, Deputy Chief of Office, DVET
- Mr Lê Nho Luyện, Deputy Director, Department of Teacher Affairs
- Ms Đào Thị Tuyết Nhung, Chief of Office, Vocational Education and Training Accreditation Agency
- Ms Nguyễn Thị Thanh Bình, Senior Officer, Department of Formal Training
- Mr Nguyễn Đình Sơn, Officer, Department of Occupational Skills
- Mr Nguyễn Văn Cường, Officer, Department of Continuing Training
- Mr Nguyễn Thành Công, Deputy Head of Division, DVET Office
- Ms Pham Thi Hoàn, Director, National Institute of Vocational Education and Training

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- Assoc. Prof. Dr Hoàng Văn Nghĩa, Director General, Department of International Cooperation
- Dr Đào Nguyệt Hằng, Deputy Director General, Department of International Cooperation
- Assoc. Prof. Nguyễn Thị Thanh Hải, Deputy Director, Institute of Human Rights
- Ms. Châu Mỹ Linh, Gender Specialist, GeLEAD
- Ms. Lê Thu Hằng, Department of International Cooperation

C.3 Ministry of Education and Training

- Assoc. Prof. Dr Pham Quang Hung, Director General, International Cooperation Department
- Ms Nguyen Thi Thuy Ha, Principal Official, International Cooperation Department

C.4 Office of the Government

- Mr Nguyen Hoang Tuan, Deputy Director, Personnel and Organisation Department
- Ms Do Thi Thanh Binh, Head of Training Division, Personnel and Organisation Department

C.5 Commission for External Relations, Communist Party of Vietnam

- Ms Nguyen Thi Bich Thuan, Deputy Director General, Personnel Organisation Department
- Ms Le Anh Thu, Official, Personnel Organisation Department

C.6 Vanuatu Chamber of Commerce and Industry (VCCI)

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- Ms Do Thi Ngoc Thinh, Lecturer, Logistics

C.9 Thu Duc College of Technology

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- · Ms Nguyen Hoanh Nguyen, Student

C.10 Ho Chi Minh City College of Transportation

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C.11 Vocational College of Machinery and Irrigation

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C.12 Australian Embassy in Vietnam

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- Ms Dinh Thi Viet Anh, Senior Program Manager
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- Tran Thanh Van, Project & Admin Officer (Education)
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- Ms Cecilia Brennan, Economic Counsellor
- Mr Benjamin Davis, First Secretary, Economic
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C.13 Australian Consulate General, Ho Chi Minh City

- Ms Sarah Hooper, Consul-General
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C.14 Ministry of Foreign Affairs (MOFA)

• Mr Le Duc Thien, Deputy Director General, Department of Organisation and Personnel

C.15 Disability Research and Capacity Development Center (DRD)

• Mr Nguyen Van Cu, Deputy Director

C.16 Logistics Industry Reference Council (LIRC)

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C.17 Programme for the Reform of TVET in Vietnam II, GiZ (Deutsche Gesellschaft für Internationale Zusammenarbeit

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- Ms Ha Thi Thu Huong, VET Project Manager
- Ms Le Hong Viet, Senior Education Officer (ASEAN/Higher Education)
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- Ms Cara Ellickson, GEDSI Adviser

C.19 Aus4Skills Service Providers

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C.20 Australian Alumni

- Ms Ly Thi Thuy Duong
- Ms Dao Thu Huong
- Dr Tran Tho Dat
- Mr Ksor Minh
- Mr Nguyen Huu Cuong
- Ms Vo Thi Hoang Yen