

Position Description

Scholarships and Higher Education Adviser



Position Title	Scholarships and Higher Education Adviser
Work Area	Higher Education and Engagement
Supervisor	Aus4Skills Program Director / Manager - Higher Education and Engagement
Duration of Assignment	Up to 25 days of inputs over 3 months, expected from June to September 2026
Location	Remote inputs

Tetra Tech International Development

Tetra Tech has a 40-year history in successfully delivering international development projects on behalf of donors right around the world. Our people work side by side with local partners to support stability, economic growth and good governance, positively changing people's lives.

Tetra Tech International Development is part of global consulting firm Tetra Tech. The International Development team implements and manages projects designed to strengthen social and economic infrastructure and improve the lives of people in the Asia Pacific region.

We welcome applicants of all genders, disabilities, ages, ethnicities, and language group.

Our Values

We are a values-based organisation, and our values reflect who we are and what we stand for, and strengthen our engagement with colleagues, partners and clients through our shared values and behaviours.



Overview of Aus4Skills

Aus4Skills Phase 3 is a AUD 90 million investment of the Australian Government over ten years, (2025 to 2035) to progress the goal of enabling Vietnam to realise its human resource development priorities in agreed sectors while promoting a stable, secure and prosperous Vietnam. Building on previous phases of the program, Aus4Skills Phase 3 will continue to support Government of Vietnam partner ministries to support policy priorities, while maintaining flexibility to respond to emerging needs and opportunities.

Australia and Vietnam are long-standing partners in the human resource development sector through a decade of bilateral support and enduring institutional linkages. To date, [Aus4Skills](#) has supported delivery of [Australia Awards Scholarships](#) (AAS) and alumni engagement, vocational education and training (VET) sector strengthening, and public sector leadership strengthening through the [Vietnam Australia Centre](#) (VAC).

Aus4Skills Phase 3 will contribute to building Australia's reputation as a trusted and visible partner in supporting a stable, secure and prosperous Vietnam through a focus on three key components that align with Vietnam's National Socio-Economic Development Strategy for 2021-2030 (with a vision to 2045) priorities and the Australia-Vietnam Development Partnership Plan 2024-2028:

- i. Higher Education and Engagement (HEE) including support for AAS, alumni engagement and targeted activities overseen by the Ministry of Education and Training (MOET) with the End of Program Outcome (EOPO) "Australia's alumni leverage their skills, knowledge and networks to contribute to bilateral development priorities and stronger relations between Australia and Vietnam"¹
- ii. The VAC delivered in partnership with the Ho Chi Minh National Academy of Politics, in collaboration with the Australian Embassy (Hanoi), the Office of the Government and the Ministry of Foreign Affairs with the end of program outcome "Vietnam and Australia have a strengthened strategic partnership for public sector governance that fosters increased leadership capability and networks, advances women in leadership, and promotes inclusive green growth and institutional innovation" and
- iii. Industry informed VET overseen by MOET in collaboration with the Department of Vocational and Continuing Education and Training (DVCET) with EOPO "Vietnam strengthens delivery of inclusive, climate-adaptive, industry-informed vocational education and training (VET) in key sectors, ensuring that workforce development meets industry demands and promotes social equity.

Position Summary

The Scholarship and Higher Education Adviser will assist Aus4Skills by developing a concise, evidence-based 10-year Scholarship and Higher Education Strategy for Phase 3, a foundational document needed to guide strategic investment decisions and to produce a practical roadmap that aligns scholarship and higher-education investments with national workforce and equity and inclusion goals and to improve the program's effectiveness over the next decade. The strategy will cover Australia Awards Scholarships (AAS), new modality of Vocational Education and Training (VET) scholarships and pathways for equity and inclusion (through, AAS and other mechanisms), VET; and related higher education support such as fellowships for higher education research and/or short courses.

The program targets inclusive access² for women, people with disability, people from ethnic minority groups and people from disadvantaged rural areas.³

The strategy is to be grounded in lessons from Aus4Skills Phases 1 and 2, and informed by robust stakeholder consultations, but should aligned to:

- Australia Awards global policy and guidelines
- Aus4Skills Phase 3 End of Program Outcome (EOPO 1) being: Australia's alumni leverage their skills, knowledge and networks to contribute to bilateral development priorities and stronger relations between Australia and Vietnam; and other enhanced features indicated in the Phase 3 design such as innovation, localisation
- Vietnam's socio-economic current development priorities, public sector reform, workforce skills need, and the Australia-Vietnam Comprehensive Strategic Partnership (CSP)

¹ Aus4Skills Phase 3 program logic

² Further details will be provided in the Phase 3 Invest Design Document

³ The definition of disadvantaged rural areas for the following year may change based on the Government of Vietnam's criteria.

Position Summary

- Phase 3 design cross-cutting priorities: gender equality, disability equity and social inclusion (GEDSI), climate-resilient development, and inclusive growth.

Key Responsibilities

In consultation with the Aus4Skills Program Director and Manager - Higher Education and Engagement, and Cross-cutting Director, the Scholarships and Higher Education Strategy Adviser will undertake the following activities:

Activity 1: Review and as necessary redefine elements and approach to development of the Scholarship and Higher Education Strategy for approval by Aus4Skills and DFAT Vietnam, in the form of an inception brief.

Activity 2: Review Aus4Skills Phase 1 and Phase 2 scholarship data, performance, lessons learned, alumni impact data (e.g., Alumni Development Impact Survey (ADIS) findings, evidence of bilateral linkages, and GEDSI impacts), and other relevant evaluations and reports including Investment Design Document.

Activity 3: Analyse Vietnam's workforce needs including recent Government of Vietnam public sector reform priorities, skills demand in priority sectors (for example green growth, climate adaptation, green skills, STEM, regional economic development, and leadership), and alignment with the Australia-Vietnam CSP and Development Partnership Plan (DPP).

Activity 4: Consult with key stakeholders Australian Embassy/DFAT, MOET, MOHA, other GoV agencies, Organisations of People with Disability (OPDs), DFAT Canberra (AAS/MAP), Australian institutions, alumni, and other programs like ACIAR⁴ and VAC and other AAS programs.

Activity 5: Design a scholarship portfolio that reflects Aus4Skills Phase 3 Investment Design Document (IDD) parameters, including:

- Australia Awards Scholarships (AAS): long-term awards for postgraduate study at Australian institutions, with strong inclusion targets (including aspirational 8% for people with disability as benchmark).
- Exploration of new delivery modes for AAS: flexible/part-time/diploma pathways, links to Australian institutions with regional footprints (for example Malaysia/Singapore), coordination with other scholarship programs servicing Vietnam (for example MAP Scholarships).
- Vocational Education and Training (VET) Scholarships: aligned to EOPO 3 for inclusive, climate-adaptive, industry informed VET; global Australia Awards objectives and priorities of GoV; focus on equity pathways for disadvantaged groups (including ethnic minorities and people with disability) into higher education and support improved employment pathways
- Short courses, fellowships or exchanges: options to respond to CSP priorities (e.g., climate, public policy, STEM), joint funding opportunities (e.g., with other DFAT funded programs in Vietnam such as Aus4Growth, Aus4Adaptation, MAP), and research collaborations via Vietnam Australia Centre (VAC) and MOET.

Activity 6: Develop targeted strategies to increase public sector participation (Targeted Category, 30% of awards), including engagement with MOET and Ministry of Home Affairs for prioritisation (if appropriate) and addressing barriers to supporting/releasing public sector personnel.

Activity 7: Review the 2024 Split-Site Research Paper and incorporate practical options for split-site Masters and other flexible modalities. Provide an update to current partnerships of Australian institutions delivering Masters level qualifications in Vietnam (research can be supported by the Aus4Skills team).

⁴ Australian Centre for International Agricultural Research

Key Responsibilities

Activity 8: Integrate gender equality, disability equity, and social inclusion principles, including specific measures for equity in access (partnerships with OPDs for promotion, alumni ambassadors with disabilities, tailored pre-departure/orientation support, flexible study options). Consider integrating climate action principles, including prioritisation of scholarships in climate-relevant fields, and localisation principles, including strengthening local ownership, building Vietnamese institutional capacity, and supporting pathways that retain skills in-country.

Activity 9: Revisit key stakeholders to test assumptions and suggested approaches.

Activity 10: Develop a practical implementation framework, including:

- Scholarship categories (i.e. Open 70% / Targeted (public sector) 30%).
- Key components (promotion, pre-departure English training with third-language acquisition pedagogy, On-Award Enrichment Program, alumni engagement linkages).
- Outcomes, monitoring, evaluation, and learning (MEL) considerations aligned with the program MEL Framework.
- Alignment with broader alumni engagement strategy and mission-level efforts, where relevant
- Potential co-funding arrangements with other DFAT programs and partners⁵, and coordination with MAP and other Scholarships⁶ where jointly funded.
- Detailed recommendations for the VET scholarship offering, including modality, targeting, and sequencing for the first three-year timeframe.
- A practical approach to related higher education support, including fellowships for higher education research and/or short courses, with recommendations on scope, eligibility, and integration with the broader scholarship portfolio
- An assessment whether changes should be recommended regarding the qualification level for AAS noting that the current Master's offering is a core commitment.

Activity 11: Develop draft Scholarship and Higher Education Strategy for submission to DFAT Vietnam for feedback in addition to a 3 year implementation plan (2027 – 2030).

Activity 12: Finalise Strategy incorporating feedback.

Other activities from time to time which may be reasonably requested by the Program Director or Manager HEE in preparing the Strategy.

Key Deliverables

Deliverable No. 1 (June/July 2026)

Inception brief and confirm scope with Aus4Skills; outlining detailed methodology, work plan, and consultation plan including key stakeholders; desktop review completed.

Deliverable No. 2 (August 2026)

A stakeholder consultation summary (key findings, feedback, and relevance) and a draft Aus4Skills Phase 3, 10-year Scholarship Strategy.

Deliverables No. 3 (September 2026)

Final Scholarship and Higher Education Strategy (including annexes) incorporating feedback, ready for

⁵ Co-funding arrangements with other partners (e.g. universities) have demonstrated potential to expand scholarship numbers subject to relevant policy considerations.

Key Responsibilities

implementation, providing options analysis and risk assessment, prioritised, sequenced recommendations, a 2025–2035 implementation roadmap, an activity plan for 2027 to 2030 and a practical implementation framework with monitoring considerations aligned with the Aus4Skills Phase 3 MEL Framework.

Selection Criteria

Experience, Knowledge and Skills

- Proven expertise in international scholarships: at least 5 years' experience managing or advising on scholarship programs, with specific knowledge of Australian Awards Scholarships (AAS) policies, including long-term awards (Postgraduate Diploma, Certificate, PPD, Master's), and ideally flexible modalities (split-site, short courses, postdoctoral exchanges).
- Demonstrated experience working within or alongside DFAT-funded or equivalent donor programs, including effective engagement with government counterparts at senior levels to inform, validate, and build ownership of program strategies
- Scholarship strategy design in development contexts: Direct experience (2+ projects) developing multi-year scholarship strategies for bilateral aid programs in developing countries (highly desirable).
- Strong understanding of the Australian Vocational Education and Training (VET) system, higher education pathways (e.g., diploma-to-degree) and equity pathways.
- Strong writing skills (in English) with demonstrated experience in developing concise and effective reports/plans or strategies including desk reviews, consultations with stakeholders, developing inception briefs, iterative drafting, and incorporating beneficial feedback.
- Demonstrated ability to embed GEDSI principles into strategy, including for example targets for women (high proportion), people with disability, people from rural disadvantaged areas and people from ethnic minority groups.
- Excellent analytical skills and understanding of framework design (outcomes, monitoring, MEL alignment).

The candidate should be able to provide a copy / exert of a previous report/plan or scholarship strategy that they have personally developed.

Code of Conduct

In accordance with Tetra Tech's Code of Conduct and Client Service Standards, all staff are expected to display professional behaviour, communicate respectfully, and perform their duties responsibly.

Child Protection

Tetra Tech International Development is committed to protecting the rights of children. We reserve the right to conduct police checks and other screening procedures to ensure a child-safe environment.

Gender Equality, Disability and Social Inclusion

Tetra Tech International Development does not discriminate on the basis of ethnicity, race, colour, religion, disability, sex, sexual orientation, gender identity or expression, national origin, veteran status, marital status, or any other identity. We strongly encourage applications from minoritized groups and promise to ensure our application process is accessible and inclusive.

Protection from Sexual Exploitation, Abuse and Harassment

Tetra Tech International Development is committed to respectful workplaces and does not tolerate sexual exploitation, abuse or harassment of any kind.

A position description is not intended to limit the scope of a position but to highlight the key aspects of the position. The requirements of the position may be altered in order to meet the changing operational needs of Tetra Tech International Development.