

Going Global Partnerships

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# Going Global Partnerships grant guidelines

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# Introduction

[Going Global Partnerships](#) builds stronger, more inclusive, internationally connected higher education and TVET systems which support economic and social growth.

Through this British Council programme, you can connect, collaborate and innovate with universities, colleges, education policy makers and other partners in the UK and around the world.

The overall expected outcomes of the programme include:

- **Enabling research:** supporting research, knowledge, and innovation collaboration to address local and global challenges and promote inclusive growth
- **Internationalising higher education and TVET institutions:** creating an enabling environment while supporting institutions and individuals to benefit from internationalisation
- **Strengthening higher education and TVET systems:** improving the quality and efficiency of institutions and systems
- **Enhancing student outcomes:** improving the qualities of global graduates (e.g., soft skills, employability, community outcomes).

## Opportunities

Going Global Partnerships offers you vital international opportunities - the chance to build relationships, to share ideas and good practice, to access grant funding for collaborative partnerships and more.

You can see current and upcoming Going Global Partnerships opportunities on our website: [www.britishcouncil.org/education/he-science/going-global-partnerships/connect-collaborate](http://www.britishcouncil.org/education/he-science/going-global-partnerships/connect-collaborate). We have many opportunities being launched at this time, so please check this page regularly.

This document refers to the **UK-Viet Nam Partnerships for Quality and Internationalisation opportunities in:**

1. Leadership and governance – Higher Education leadership for Social Inclusion and Gender Equality programme
2. Preparing Viet Nam higher education qualifications for future development of transnational education (TNE) and international recognition
3. Towards the excellence in teaching, research, innovation, and knowledge transfer

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# UK-Viet Nam Partnerships for Quality and Internationalisation

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## Guidelines for applicants

Call closes: 29 October 2021 (23:59 GMT)

Latest updated: 12 October 2021

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## 1. About the UK-Viet Nam Partnerships for Quality and Internationalisation

The British Council in Viet Nam works in partnership with Higher Education Department, Ministry of Education and Training (MOET) to support its implementation of the revised Higher Education Law 2018 and ambition to raise quality of higher education (HE) sector toward regional and international standards in teaching, learning, research, innovation and knowledge transfer in the upcoming three years from 2021 to 2024.

The GGP in Viet Nam aims at supporting development and strengthening quality tertiary system in Viet Nam and internationalisation of higher education strategies in both UK and Viet Nam through:

- Exchange experience, sharing insights and create connection between UK and Viet Nam HE sectors and support policy development
- Enabling and creating sustainable, diverse and inclusive HE partnership and network between UK, Viet Nam and other EA countries in teaching, research, innovation and knowledge transfer
- Strengthening performance of Viet Nam HE sector
- Promoting mobility and exchange for students and academics

The GGP in Viet Nam includes the following strands:

- **Connections and Insights** through annual international conferences, research and insight reports and UK-Viet Nam bilateral visits
- **Leadership and governance** - HE Leadership for Social Inclusion and Gender Equality This includes scoping research on inclusive leadership in Viet Nam's higher education, dialogues and networking opportunities as well as training and shadowing opportunities
- **Preparing Viet Nam HE Qualifications for Future Development of TNE and International Recognition:** this strand includes qualification benchmarking analysis for a number of programmes at undergraduate, master and PhD levels; capacity building training packages, and student mobility opportunities
- **Toward the excellence in teaching, research, innovation and knowledge transfer:** this strand includes
  - (i) a baseline survey on existing performance key indicators and frameworks on quality teaching, research, innovation and knowledge transfer at Vietnamese HEIs
  - (ii) development of institutional frameworks on the above areas of institutional performance referencing highlighted indicators from UK frameworks such as TEF, REF and KEF which will be used for relevant local ministries to refer to when developing performance assessment frameworks; and institutional capacity building; and
  - (iii) piloting a Social Innovation or impact driven University model referring to SGDs for identifying future direction for university adaptation and in line with the Ministry's

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orientation in developing frameworks for evaluating universities in terms of teaching, research, innovation and knowledge transfer.

## 2. Funding opportunity

- The GGP in Viet Nam provides funding opportunities for partnership projects that align with the overall expected outcomes of the GGP and the main aims and priorities of the GGP in Viet Nam as mentioned above.
- The invite for proposal in 2021 is now open to three (03) programmes:
  - Leadership and Governance - HE Leadership for Social Inclusion and Gender Equality
  - Preparing Viet Nam HE Qualifications for Future Development of TNE and International Recognition
  - Toward the excellence in teaching, research, innovation and knowledge transfer

Detailed expectations and deliverables for each project are included in the appendices.

- Partnership funding ranges from GBP 30,000 to GBP 60,000 per partnership project with expectation of matching fund in cash at the ratio of 1:0.3 from participating UK and Vietnamese universities and organisations
- Partnership proposals are for three years of implementation from December 2021 to March 2024.

## 3. Funding rules

- Applicants may bid for a partnership project within a range of GBP 30,000–GBP 60,000 from the GGP partnership funding support in from December 2021–March 2024. The funding is for the duration of the project.
- Applicants are required to contribute cash matching funding towards the partnership from year 2 of project implementation. Cash matching funds should be on ratio 1:0.3 with the funding support from the British Council.
- The matching fund is transferred to the British Council in Vietnam who then distributes the total funding in instalments to participating HEIs in accordance with the partnership agreement. Release of funding will be subject to satisfactory performance against the work plan.
- The full amount of the funding is to be used solely for project implementation.

### 3.1. Payment of the Grant

- Following announcement of the results, the British Council will sign Grant Agreements with the successful applicants on the UK side. The UK institutions are expected to allocate funding to their Vietnamese partners to co-deliver the project.
- Unless otherwise stated, the British Council will administer 90% of the Grant within 60 days of receiving the signed Grant Agreement. All funded applicants must submit a

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declaration confirming they have received the funds. The 10% balance of the Grant will be paid by March 2024 upon completion of project.

- The British Council reserves the right to recover payment in full if the final report and supporting documents are not satisfactory, or the activities have not been delivered as planned.
- In cases where the project expenditure is less than the funding awarded, the underspend cannot be used for further activity unless agreed by the British Council. Requests to utilise the underspend should be sent to [GGP.Vietnam@britishcouncil.org.vn](mailto:GGP.Vietnam@britishcouncil.org.vn) prior to additional expenditure. Requests should be submitted before 31 Dec 2023.”

### 3.2. Eligible cost (updated as of October 2021)

Eligible costs are costs incurred for undertaking the following activities during the project timeframe:

- Travel: Travel fares (economy class) to the UK/Viet Nam. Visa fees, and medical insurance and roaming charges for travel essential to the project, to the UK and Viet Nam. On a case by case basis and if applicable, quarantine cost (not exceeding GBP400 per fully vaccinated person for seven (07) days in Viet Nam) can be considered
- Local travel in the UK and overseas (public transport to and from the airport and for meetings/visits is encouraged where possible)
- Reasonable accommodation and subsistence costs for staff for visits to their partner organisation in the UK or overseas, following the British Council travel rate
- Reasonable hospitality costs (not self-entertaining costs)
- The cost of staff time for full-time personnel working directly on the project, plus the costs of temporary personnel and other temporary staff recruited to work solely on the project
- Reasonable consultancy fee not exceeding 30% of total project budget (where specific expertise required and to be procured externally)
- Reasonable production costs (e.g. for the development of materials but not including the staff time relating to such development of materials)
- Translation/interpretation costs (where procured externally)
- Costs of meetings, training events, workshops, public engagement events and seminars integral to the project, but not the fee to pay participants to attend the workshops and conferences
- Publication costs directly related to the collaboration - this includes web page development by external providers, if appropriate. We particularly encourage open access publishing.
- Online platform and relevant costs for digital delivery can be included
- Costs relating to resources of a specific nature to the project. This is by negotiation with the British Council and is not likely to include purchase of equipment. Software may be eligible but only when approved in advance by the British Council and will depend on a rational and clear written justification
- All of the above activities must be directly related to the development and delivery of the agreed project. Partners will be asked to complete expenditure information and provide evidence with receipts to British Council for monitoring and auditing purposes.

### 3.3. Ineligible cost

The following items of expenditure will **not** be covered by the grant award:

- Full economics costs (FECs)
- Participating organisations' staff costs. The funds are not intended to contribute towards the direct costs of staff time associated with the project
- Promotional activities which are solely concerned with the recruitment of overseas students
- Institutional overheads including administration fees and other indirect costs
- Costs relating to activities which have already taken place at the outset of the project
- Costs relating to capital spend (e.g. hardware, software – see note above re possible software expenditure)
- Costs associated with Master's and PhD studentships are not eligible under this call (including stipends).
- Exchange rate costs/loss and other banking related costs
- Office software and office equipment including desks, chairs, filing cabinets, photocopiers, printers, fax machines
- Mobile phone costs Including rental or purchase
- IP costs, Patents, copyright, licensing or other IP-related costs
- Costs relating to the construction, procurement or rental of physical infrastructure, (e.g. office buildings, laboratory facilities) - It is expected that rooms and facilities essential for the routine operation of collaboration are provided as an in-kind contribution by the participating institutions. These can be detailed as an in-kind contribution in the budget breakdown.
- Entertainment costs such as: gifts; alcohol; restaurant bills or hospitality costs for personnel not directly participating in the project; excessive restaurant costs; excessive taxi fares.
- No profit or fees to be charged during the period of this grant funding

## 4. Timeline

Activity	Timeline
Call for proposal	3 September 2021
Clarification questions submitted by applicants and response from British Council	6 September– 25 October 2021
Q&A webinar	1 October 2021
Application deadline and submission of amendments to Terms of Contracts (if any)	29 October 2021 (23:59 GMT)
Proposal assessment and due diligence	1–12 November 2021



Notification of proposal's outcome	15 November 2021
Agreement signing	30 November 2021
Allocation of funding	December 2021
Inception meeting	January 2022
Matching fund contribution	April 2022
Project implementation	January 2022
Mid-term reports	Every six months
Submission of final reports	1 March 2024

## 5. Eligibility criteria

The GGP opens for proposals from UK and Vietnamese universities, organisations, businesses who work in a consortium to deliver a project.

The consortium may include:

- One UK leading applicant
- One Vietnamese leading applicant
- Up to five more UK and Vietnamese members from universities, organisations and businesses

## 6. Assessment criteria

Project proposals will be assessed based on the information provided in the application form by a review panel including representatives from the British Council, the Ministry of Education and Training and sector experts.

Proposals will be assessed as follows:

<b>Selection Criteria (Max score = 100)</b>	<b>Weight of Score</b>
<p><b>Potential to deliver target outcomes and impacts (40 per cent)</b></p> <ul style="list-style-type: none"> <li>• Proposals must clearly explain what the project will achieve and how this will contribute to creating opportunities for individuals and/or increasing collaboration between and benefits to the UK and Vietnam in alignment with the objectives of the call as outlined in section 1 and 2 of this document</li> <li>• The extent to which the project demonstrates a strengthening of internationalisation in higher education</li> </ul>	40%

<ul style="list-style-type: none"> <li>• The theory of change that the project will bring to support Vietnam HE development</li> <li>• The involvement of professional bodies, businesses and industries from either country and in the East Asia region is an added value.</li> <li>• A demonstration on innovative approach to digital delivery to ensure impact, reach and inclusion and value for money</li> <li>• Monitoring and evaluation: Proposals must have a clear monitoring and evaluation plan. The plan should explain what the key performance indicators are and how monitoring will be carried out. Tangible milestones should be set, with an explanation as to how they will be measured. A risk management plan should also be included.</li> <li>• The extent to which the proposal is inclusive in relations to gender participation at all stages and activities of the proposal as stated in session 11</li> </ul>	
<p><b>Alignment with strategic objectives (30 per cent)</b></p> <ul style="list-style-type: none"> <li>• Proposals must show a clear understanding of and fully address the programme objectives.</li> <li>• Proposals must demonstrate the ability to generate outcomes that meet the programme strategic objectives</li> <li>• Proposals must explain clearly what kind of opportunities they will create for individuals in the UK and Vietnam, and how this will be achieved.</li> </ul>	30%
<p><b>Capacity to deliver on time and within budget (30 per cent)</b></p> <ul style="list-style-type: none"> <li>• Projects must be led by a team with the skills and experience necessary to successfully deliver the proposed work.</li> <li>• The commitment of cash matching funding meeting the ratio 1:0.3 with the grant from the British Council, and a clear grant management arrangement</li> <li>• Sustainability: The potential of sustainability of the partnership beyond the funding period (e.g. commitment of the project team and project target audience after the project time, the possibility of extending the project using the available resources of the participating institutions, etc.)</li> <li>• Proposal demonstrates commitment of the project team towards successfully developing the programme</li> <li>• Value for money: Proposals must achieve the best possible outcomes with the funding and resources available, while ensuring funding and resources are used effectively, economically and without waste.</li> </ul>	30%

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<b>Total</b>	<b>100%</b>
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## 7. Implementation

All funded projects must be implemented in accordance with the approved proposals, any additional conditions stipulated by the British Council, and the grant agreement signed with the British Council. Any changes to the proposed activities must be approved by the British Council before going ahead. More detailed terms and conditions will be stipulated in each project grant agreement.

## 8. Digital Platform

- The British Council's Global Information Security Policy has banned Zoom usage in the British Council and for contracted suppliers and grant award holders. The British Council strongly recommends using Microsoft Teams to deliver virtual activities and workshops.
- Principal Applicants, who want to use other online tools or online platforms, must follow British Council's safeguarding and security protocols. Please email British Council for the protocols or if you have any questions.

## 9. Monitoring and Evaluation

The British Council monitors and evaluates partnership projects to assure quality performance, help support partnerships to maximise the benefits and impact of the project and help deal with any challenges. Monitoring and evaluation includes:

1. A benchmarking study and analysis will take place in the first six months of the partnership. The initial study will be followed up with a final benchmarking study and analysis at the end of the partnership project. This process will allow the partners and the British Council to monitor and evidence change and impact, as a result of the project
2. Interim reports are required after every six months. The British Council will review the report and communicate with partners if required.
3. A final report is required at the end of the partnership project. The report will include the benchmarking analysis and results. The British Council will provide detailed feedback to the partnership upon completion of all of the monitoring assessment activities
4. A detailed record of activities, including important communications, documents and spending, should be kept in case an external audit is carried out.

## 10. Application process

The proposal should be submitted by either the UK or Vietnamese leading applicant and should include:

- a completed application form
- a completed budget proposal
- and signed letters of support and contribution of matching fund (if any) from the senior leaders from all members of the consortium

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Full pack of proposals should be sent to [GGP.Vietnam@britishcouncil.org.vn](mailto:GGP.Vietnam@britishcouncil.org.vn) by indicated deadline as in section 4 above.

## 11. Diversity and Gender statement

### 11.1. Diversity

The British Council is committed to equal opportunities and diversity in all our activities. This includes avoidance of bias due to gender, disability, racial or ethnic origin, sexual orientation, or religious belief. Applicants are therefore encouraged to include participation by participants from under-represented groups in the teams implementing their proposed research. Applicants may apply for funding to cover extra costs for such participation, for example, for people with disabilities who may otherwise not be able to participate, or for childcare. Please describe any action you are taking to encourage diversity on your application form and make costs necessary to cover this inclusion clear within your application.

### 11.2. Gender statement

To comply with the International Development (Gender Equality) Act 2014, applications must outline how they have taken meaningful yet proportionate consideration as to how the project will contribute to reducing gender inequalities in the Gender Equality Statement section of the application form. Applicants are required to consider the impact their project will have on gender. We aim for projects to be gender sensitive. This will be an assessment criterion for this call. This should be about the project specifically – the outputs and outcomes; the make-up of the project team; participants, stakeholders and beneficiaries of the project; and the processes followed throughout the partnership programme. It should not be a re-statement of your Institution's policy, you may refer to the policy, but should show how the policy will be implemented in terms of the project. The Gender Statement must address the below criteria, with an understanding that, depending on the nature of the proposal, not all questions will be applicable. If a question is not applicable, you will need to articulate the reasons why.

- Have measures been put in place to analyse the needs and to ensure equal and meaningful opportunities for people of different genders to be involved throughout the project? This includes the development of the project, the participants of the research and innovation, and the beneficiaries of the project.
- The expected impact of the project (benefits and losses) on people of different genders, both throughout the project and beyond.
- The impact on the relations between people of different genders and people of the same gender. For example, changing roles and responsibilities in households, society, economy, politics, power, etc.
- How will any risks and unintended negative consequences on gender equality be avoided or mitigated against, and monitored?
- Are there any relevant outcomes and outputs being measured, with data disaggregated by age and gender (where disclosed)?

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The British Council reserve the right to reject the application if no consideration has been given to gender equality or if the proposal is assessed to result in a negative impact for gender equality.

## 12. Data Protection

The British Council will use the information that you provide for the purposes of processing your application, making any awards, monitoring and review of any grants. The legal basis for processing your information is agreement with our terms and conditions of application (contract).

We may share all application data with Ministry of Education and Training in order to assist with management of the application process. We may share data with agencies responsible for monitoring and evaluation of the UK-Viet Nam Going Global Partnerships.

The British Council complies with the General Data Protection Regulations 2016/679 (EU GDPR). We process and handle personal information according to these regulations. The personal information that you provide on this form will only be used for the processing of your application. The information will be viewed by British Council, Ministry of Education and Training staff and those who are part of the decision-making process. Your information will not be used/shared beyond the partners listed above for any other purpose without your specific consent. British Council and Ministry of Education and Training reserve the right to publish and share anonymised aggregated information with stakeholders.

Organisation details, where collected, are used for monitoring and evaluation and statistical purposes. Gender information and country of origin, where collected, is used solely for statistical purposes. If we need to contact you, we will do so using the contact details you have provided.

Under UK Data Protection law, you have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you want more information about this, please contact your local British Council office or the Data Protection Team [infogovernance@britishcouncil.org](mailto:infogovernance@britishcouncil.org) or see our website: [www.britishcouncil.org/privacy-cookies/data-protection](http://www.britishcouncil.org/privacy-cookies/data-protection). We will keep your information for a period of seven years after the project.

## 13. Applicant screening

In order to comply with UK government legislation, the British Council may at any point during the application process, carry out searches of relevant third party screening databases to ensure that neither the applicant nor any of the applicant's employees, partners, directors, shareholders is listed:

- as an individual or entity with whom national or supranational bodies have decreed organisations should not have financial dealings
- as being wanted by Interpol or any national law enforcement body in connection with crime
- as being subject to regulatory action by a national or international enforcement body

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- as being subject to export, trade or procurement controls or (in the case of an individual) as being disqualified from being a company director; and/or
  - as being a heightened risk individual or organisation, or (in the case of an individual) a politically exposed person

If the applicant or any other party is listed in a Screening Database for any of the reasons set out above, the British Council will assess the applicant as ineligible to apply for this grant call.

The applicant must provide the British Council with all information reasonably requested by the British Council to complete the screening searches. Please read the text to this effect on the application form and tick the box to show that you understand this.

## 14. Templates

Below include templates for the GGP in Vietnam

- Annex 1: UK-VN\_GGP\_Proposal\_application\_form
- Annex 2: UK-VN\_GGP\_Activity-based-budget\_template
- Annex 3: UK-VN\_GGP\_Grant\_agreement\_template (a bilingual template will be provided in due course)

## 15. Contact details

All enquiries should be directed to [GGP.Vietnam@britishcouncil.org.vn](mailto:GGP.Vietnam@britishcouncil.org.vn)

## Appendix 1: Leadership and Governance – Higher education leadership for Social Inclusion and Gender Equality

	<b>Leadership and governance – Higher education Leadership for Social Inclusion and Gender Equality</b>
<b>Context</b>	<p>Globally, the higher education sector has witnessed a major shift in the methods of teaching, learning, research and innovation to address emerging global challenges. These will require university leaders to rethink and reshape their institutions to make them more inclusive and equitable.</p> <p>In 2020, THE World University Rankings stated that only 39 of the top 200 universities in the 2020 ranking had a female leader, seven of whom were based in the UK, including the world’s highest ranking university, the University of Oxford.</p> <p>Gender equality has been promoted in Viet Nam’s education context with some specific actions through an action plan in the period 2016-2020. However, the role of gender equality in higher education management and leadership has been less defined. In Viet Nam, universities play an important role in the country’s economic and social development. The revised Higher Education Law 2018 allows greater autonomy and accountability to university leaders enabling changes being implemented across the sector.</p> <p>British Council commits to continue supporting leadership development for universities in Viet Nam in the coming years to strengthen university governance and autonomy in an effort to support Viet Nam and improve the quality and efficiency of institutions and systems contributing to Viet Nam’s higher education reform agenda. At the same time, we commit to social inclusion and gender equality in higher education leadership by supporting an increase in greater participation of female leaders, building on UK experience and expertise as a world leader in quality and inclusion. Therefore, we are seeking to develop capacity building opportunities in university leadership and governance for Vietnamese higher education leaders, taking social inclusion and gender equality into account, over the next three years.</p>
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Providing an inclusive and gender equality HE leadership capacity building programme for middle and senior managers at universities in Vietnam for improved governance and autonomy (from Vice Deans/Deputy Heads of Department and above) in the context of disruption and technological development.</li> <li>• Encouraging more female participation in the programme.</li> <li>• Creating a network of UK and Viet Nam university leaders (community of practice) for exchange and dialogue that can lead to future partnership and collaboration.</li> </ul>



	<ul style="list-style-type: none"> <li>• Organising forums and dialogues on empowering women in higher education leadership.</li> <li>• Providing an evaluation report and recommendations at the end of the three-year project for future policy development.</li> </ul>
<b>Project duration</b>	January 2022 – March 2024
<b>Proposed partners</b>	<ul style="list-style-type: none"> <li>• UK universities and organisations who are experienced in university leadership training.</li> <li>• Vietnamese universities who are committed to support professional development for their management staff (from Vice Deans/Deputy Heads of Department and above) and promoting inclusion and diversity from participating in training to piloting, implementing learning into practice, and evaluating outcomes.</li> </ul>
<b>Proposed activities</b>	<ul style="list-style-type: none"> <li>• Training on university leadership for Vietnamese HE leaders, taking gender equality into account; adapting innovative delivery digitally to ensure impact, reach and efficiency.</li> <li>• Dialogues on inclusive leadership in higher education based on the outcomes of *scoping research on inclusive leadership in higher education, in coordination with ASEAN Dialogue Partner research on gender equality in higher education. (*This scoping research is independent from this call as it is being coordinated on a regional basis.)</li> <li>• Leadership shadowing activities and continuous professional development based on the outcome of the training programme and the scoping research.</li> <li>• Continuing the mentoring and coaching to establish and develop a community of practice in university leadership, including mentors.</li> <li>• Providing professional development for mentors by UK experts.</li> <li>• Producing a final evaluation report with recommendations for policy brief.</li> </ul>
<b>Expected outcomes and outputs</b>	<p><b>Outcome 1 - Internationalising higher education institutions:</b> <i>Increased knowledge and skills on HE leadership and governance in the new context of HE development and increased networking and partnership with improved access and equity for universities academics and staff.</i></p> <p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>1.1. An inclusive and gender equality training programme on HE leadership and governance for senior and middle managers at participating Viet Nam universities.</li> <li>1.2. A network of HE leaders and academics between UK, Viet Nam and ASEAN countries.</li> <li>1.3. A group of mentors who are providing continuous mentoring on HE leadership and governance.</li> </ol>



	<p>1.4. A network of HE leaders for exchange and knowledge sharing.</p> <p>1.5. At least 50% of participants are female.</p> <p><b>Outcome 2 - Strengthening systems:</b> <i>HE system in Viet Nam strengthened through improved leadership and governance and UK is recognised as a partner of choice in quality and inclusive higher education.</i></p> <p><b>Outputs</b></p> <p>2.1. An evaluation report on leadership and governance outcomes focusing on social inclusion and gender equality for policy development.</p> <p>2.2. New UK – Viet Nam partnership created using and referencing UK university governance system and best practices.</p>
<b>Expectations</b>	<p>Apart from the overall criteria as set out in section six of this document, applicants of this the proposal are expected to:</p> <ul style="list-style-type: none"> <li>• Come from organisations and institutions with a track record of experience in university leadership training, coaching, mentoring and evaluating throughout the learning process of learners.</li> <li>• Provide relevant leadership training programme that is aligned with the Viet Nam context and participants (e.g. case studies and best practices will be preferred to basic theories and models as participants will already occupy HE leadership roles).</li> <li>• Provide an effective pre-during-post evaluation plan to measure the impact of training on learners and their professional development.</li> <li>• Suggest a model of training and community of practice that can be sustained beyond the life of the project.</li> </ul>
<b>Budget</b>	<p>British Council: GBP50,000</p> <p>Expected matching fund ratio 1:0.3</p>
<b>Contact</b>	<p>Phi Phan, Programme Manager, <a href="mailto:GGP.Vietnam@britishcouncil.org.vn">GGP.Vietnam@britishcouncil.org.vn</a></p>

## Appendix 2: Preparing Viet Nam higher education qualifications for future development of transnational education (TNE) and international recognition

	<b>Preparing Viet Nam Higher Education qualifications for future development of TNE and international recognition</b>
<b>Context</b>	<p>This TNE strand builds on the UK-VN Higher Education Partnership (2018-2020) and past collaborations in quality assurance of TNE programmes in Viet Nam to open opportunities for UK HEIs to develop partnerships with HEIs in Viet Nam that build capacity and improve quality. It opens opportunities for UK HEIs by working with partners on qualifications benchmarking, regulatory change and mutual recognition of qualifications.</p> <p>For the Ministry of Education and Training (MOET) in Vietnam, it is expected that the GGP in general and the TNE strand in particular will contribute to key government education policies which include:</p> <ul style="list-style-type: none"> <li>• <a href="#">Decree 86</a> on international cooperation and investment in education</li> <li>• <a href="#">Circular 38</a> on online and blended joint training programmes with international HEIs which allows up to 30% of training can be delivered online and get accredited</li> <li>• <a href="#">Programme 89</a> on government scholarships which provides funds to enhance the competencies of universities' academics in Viet Nam through overseas training and joint programmes at PhD and master's levels.</li> </ul> <p>The GGP and its TNE strand will contribute to British Council's commitment to support more engagement for UK HEIs with Viet Nam's higher education system and qualifications, increasing education exchange between HEIs in the UK and Viet Nam, and enabling UK student mobility in Vietnam.</p>
<b>Aims</b>	<p>The strand will provide funding for international partnerships between HEIs in the UK and Viet Nam, especially in the areas of priorities for the UK and Viet Nam such as AI, green energy, mobility, agriculture, health science and creative industries.</p> <p>The British Council will use our network to connect HEIs in Viet Nam and the UK to work on TNE development supporting areas which include qualifications benchmarking, regulatory change, mutual recognition of qualifications. HEIs will also work in partnership to build capacity, enable exchange of practice and improve quality.</p>
<b>Project duration</b>	January 2022 – March 2024

<b>Proposed partners</b>	<ul style="list-style-type: none"> <li>• Ministry of Education and Training (MOET) including the Higher Education Department and Quality Management Department</li> <li>• HEIs representing a geographical spread across the UK and Viet Nam</li> <li>• Accrediting and quality assurance agencies in the UK</li> <li>• Centres for Education Accreditation in Vietnam</li> </ul>
<b>Proposed activities</b>	<p>The strand should include two key components:</p> <ul style="list-style-type: none"> <li>• Qualifications Benchmarking</li> <li>• Capacity building and professional development package which includes online and digitally enhanced learning</li> </ul> <p><b>1. The qualifications benchmarking (QB) will provide:</b></p> <ul style="list-style-type: none"> <li>• A mapping of HE qualifications from English as Medium of Instruction (EMI) programmes in Vietnam to UK qualifications. Core components of Vietnamese and UK qualifications will be benchmarked against each other to determine comparable academic standing (e.g. entry requirements, curriculum, assessment, learning outcomes, IT infrastructure, LMS).</li> <li>• Quality assurance processes and standards frameworks will be assessed in the benchmarking exercise to ensure that Viet Nam HE providers have robust quality assurance (QA) systems in place to provide confidence that qualifications delivered to learners are safeguarded.</li> <li>• A review of the provision of EMI programmes.</li> <li>• An insight report of QB will be produced to elaborate/analyse gaps, findings of the in-depth evidence review and make recommendations for improving qualifications in Viet Nam to a desired level/ UK recognition and quality enhancement of EMI delivery of courses (undergraduate, master's, PhD).</li> </ul> <p><b>Qualifications selected for Qualifications Benchmarking</b></p> <p>There are three funding packages for TNE development in science and engineering and in areas of priority for the UK and Viet Nam such as AI, green energy, science and engineering, mobility, agriculture, health science and creative industries. Each partnership will deliver QB for three levels (undergraduate, master's and PhD levels) in each priority area and then TNE development.</p> <p><b>2. Capacity building and professional development package</b></p> <p>Based on findings and recommendations in the QB report, HEIs in the partnership will design packages for capacity building and professional development to HEIs in Vietnam. The packages might include the development of documented materials that can be used as guidance/ standard frameworks and professional development training in some or all of the following areas:</p> <ul style="list-style-type: none"> <li>• Robust internal QA systems</li> </ul>

	<ul style="list-style-type: none"> <li>• Programme design/curriculum development for staff</li> <li>• Learning outcomes and learning assessment</li> <li>• Comparability IT infrastructures for blended learning in TNE</li> <li>• Standard frameworks and capacity building for delivery EMI programmes</li> <li>• Online learning and capacity building for teaching in blended modes</li> <li>• Data management, LMIS or other relevant training programmes as identified in the Benchmarking</li> <li>• Guidance to raise quality standards of qualifications in order to gain international recognition and enhance reputation</li> <li>• Guidelines and tools re professional development and system improvement</li> <li>• Others as relevant to the needs of HEIs.</li> </ul>
<p><b>Expected Outcomes and Outputs</b></p>	<p><b>Outcome 1 - Internationalising HE institutions:</b> <i>Creating an enabling environment through improved market understanding through qualifications benchmarking and adaptation of UK quality standards that will enable market access and scale up UK TNE with innovative models of digital delivery. HEIs are better able to establish and deliver international HE partnerships which enable greater collaboration with the UK and enhance the benefits of internationalisation on individuals.</i></p> <p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>1.1. Production of insight research such as Qualifications Benchmarking reports which help HEIs in the UK and Viet Nam improve market understanding, local practices, opportunities and access for academics of UK HEIs.</li> <li>1.2. Partnerships created between UK and Viet Nam HEIs.</li> <li>1.3. Methodologies and guidelines to raise quality standards of qualifications and make recommendations on a route map for international recognition of Viet Nam higher education (HE) qualifications leading to the implementation of Mutual Recognition of HE Qualifications.</li> <li>1.4. Development of TNE programmes which deliver academic, cultural, economic and social benefits to partners in the partnerships.</li> <li>1.5. Development of compatible IT infrastructures for blended learning in TNE.</li> <li>1.6. Upskilling of academic staff in curriculum design and learning outcomes development, assessment, blended teaching and learning approaches in EMI programmes.</li> </ol> <p><b>Outcome 2 - Strengthening systems:</b> <i>Improved frameworks (QA, LMIS) will lead to policy and system improvements which enable an environment in which international relations can be built and flourish and strengthen the efficiency, quality standards and credibility of institutions.</i></p> <p><b>Outputs</b></p>

	<p>2.1. Adopting UK/ international standards in the development of robust internal quality assurance, EMI standards frameworks, and data management and LMIS frameworks aimed at stronger systems allowing HEIs to successfully fulfil the role of knowledge and innovation centres.</p> <p>2.2. UK and Viet Nam educational sectorial and professional bodies to be connected in the project through exchange knowledge, experiences and technical inputs that lead to longer term collaboration.</p> <p><b>Outcome 3 - Enhancing student outcomes:</b> <i>Students exposed to new opportunities or approaches of improved quality qualifications/TNE qualifications will lead to them becoming global graduates with the skills, knowledge and values required for a global community.</i></p> <p><b>Outputs</b></p> <p>3.1. Mapping and benchmarking qualifications as part of TNE development that include improvement in curriculum content addressing ‘real-world’ issues, updating and maintaining the relevance of content in consultation with community and industry.</p> <p>Expected values brought to UK and Vietnamese HEIs include:</p> <ul style="list-style-type: none"> <li>• Higher education leaders recognise the value of partnerships that result in positive perceptions and advocacy for the UK HE sector among Vietnamese academics, leaders, and stakeholders who engage in the GGP TNE strand. The UK grows as an international leader in higher education, attracting more and deeper engagement with researchers, educators, and students in Vietnam.</li> <li>• HEIs taking part in the TNE strand will be enabled to enhance capacity in priority areas such as internal quality assurance, learning outcomes development, online learning, professional development for academic staff, and student mobility.</li> <li>• Centres of Education Accreditation in Vietnam have opportunities to engage and apply the UK quality framework in the Viet Nam higher education context and broaden quality assurance experiences from traditional in-person delivery to online and digital learning.</li> </ul>
<b>Budget</b>	<p>British Council: GBP 30,000 – GBP 60,000 per consortium</p> <p>Expected matching fund ratio 1:0.3</p>
<b>Contact</b>	<p>Chi Nguyen, Programme Manager, <a href="mailto:GGP.Vietnam@britishcouncil.org.vn">GGP.Vietnam@britishcouncil.org.vn</a></p>

## Appendix 3: Towards excellence in teaching, research, innovation and knowledge transfer

	<b>3A. Towards excellence in teaching, research, innovation and knowledge transfer (TRIKT)</b>
<b>Context</b>	<p>Recognising the role the higher education sector plays in contributing to Viet Nam’s socio-economic development and the aspiration to become an upper middle income country by 2035, the Ministry of Education and Training is developing a new Higher Education Strategy/Master Plan (2021–2035 with a vision to 2045)</p> <p>The Ministry of Education and Training aims to improve the quality and performance of its higher education sector through learning from international experience and adapting best practices. Through exchange visits, leadership training and partnerships between UK and Viet Nam universities under the British Council’s Higher Education Partnership (HEP) programme in 2018-2020, the Ministry and Viet Nam universities’ leaders are interested in learning more about how the UK ensures quality and assesses the performance of its HE sector.</p> <p>In 2021-2024, the British Council under the GGP programme is supporting the Ministry to develop a strand on the development of and piloting of performance metrics, including indicators and measures on teaching, research and innovation at universities, with reference to highlighted indicators under the UK TEF, REF and KEF.</p> <p>Improving university quality and performance, enhancing research and technology transfer through teaching excellence schemes, performance-based funding and promoting university-industry links are also recommendations from the World Bank in its report “Improving the performance of Higher Education in Viet Nam”.</p> <p>Building on the foundation of the UK–VN HE Partnership programme, the British Council will seek to engage UK expertise through partnerships with Viet Nam universities to implement the project “Towards excellence in teaching, research, innovation and knowledge transfer”.</p>
<b>Aims</b>	<p>This strand aims to support Vietnamese universities in their ambition to improve quality and excellence in teaching, research, innovation and knowledge transfer.</p> <p>The short-term aim is to support Vietnam universities and research institutes to develop institutional TRIKT metrics including measures/indicators that benchmark to UK standards.</p> <p>Longer-term aims include:</p>

	<ul style="list-style-type: none"> <li>• Preparing universities to act as hubs or centres of excellence for quality and skilled graduates, knowledge transfer and leading research to tackle national and global challenges</li> <li>• Enhancing human resources for Viet Nam to international standards across the full academic spectrum within Viet Nam’s HE system</li> <li>• Increasing institutional and sectoral capacity</li> <li>• Better financing for the HE sector</li> </ul>
<b>Project duration</b>	January 2022 – March 2024
<b>Proposed partners</b>	<ul style="list-style-type: none"> <li>• Ministry of Education and Training</li> <li>• UK and VN universities</li> </ul> <p>Additional stakeholders on invitation for consultation</p> <ul style="list-style-type: none"> <li>• Ministry of Science and Technology</li> <li>• Ministry of Finance</li> <li>• World Bank</li> <li>• UK organisations such as UKRI; Office for students, QAA, HEFCW, SQA etc.</li> </ul>
<b>Proposed activities</b>	<ul style="list-style-type: none"> <li>• Formation of partnership consortium</li> <li>• Joint baseline survey/scoping study on participating VN universities</li> <li>• Dissemination workshops with MOET, other stakeholders and participating universities</li> <li>• Production of policy briefs</li> <li>• Development of metrics including measures and indicators at institutional level</li> <li>• Piloting and capacity building</li> <li>• Monitoring – Evaluation – Learning (MEL) loop</li> <li>• Workshop on progress and learning</li> <li>• Production of policy briefs</li> <li>• Piloting – Training – Monitoring, Evaluation and Learning (MEL)</li> <li>• Consolidating institutional metrics and prestaton to MOET and relevant stakeholders</li> <li>• Evaluation by MOET and relevant organisations to consider escalating to national TRIKT (Teaching, Research, Innovation and Knowledge Transfer) assessment frameworks for HE quality and performance</li> </ul>



<p><b>Expected Outcomes and Outputs</b></p>	<p><b>Outcome 1 - Enabling Research:</b> <i>Enhancing the research capacity and skills of academics at Viet Nam HEIs through the development and conducting of shared research.</i></p> <p><b>Outputs</b></p> <p>1.1. A baseline survey including impact assessment of HEIs in teaching, research, innovation and knowledge transfer.</p> <p><b>Outcome 2 - Internationalising institutions:</b> <i>The UK system is better understood and referenced with greater opportunities for partnership and collaboration that support increased internationalisation of both UK and Viet Nam universities.</i></p> <p><b>Outputs</b></p> <p>2.1. At least one consortium partnership established with four sub-groups in teaching, research, innovation, knowledge transfer.</p> <p>2.2. A set of institutional performance indicators and measures of teaching, research, innovation and knowledge transfer metrics with reference to highlighted indicators of UK TEF, REF and KEF.</p> <p>2.3. A capacity building package for participating institutions against the measures and indicators.</p> <p>2.4. A series of workshops to share the outcomes of sub-group work in progress to ensure a consistent approach in metrics development.</p> <p><b>Outcome 3 - Strengthening System:</b> <i>Improved performance of the higher education sector in Viet Nam on teaching, research, innovation, and knowledge transfer. HE system in Viet Nam is strengthened for regional and international integration.</i></p> <p><b>Outputs</b></p> <p>3.1. An institutional piloting of TRIKT metrics with indicators and measures referencing UK standards.</p> <p>3.2. Policy briefs on the impact of institutional excellence frameworks towards national ones.</p> <p>3.3. Institutional partnerships for system impact through piloting institutional transformation and feedback to MOET through workshops and consultation.</p>
<p><b>Expectations</b></p>	<ul style="list-style-type: none"> <li>• Institutional partnerships for system impact through piloting institutional transformation and feedback to MOET through workshops and consultation.</li> <li>• Institutional consortium with four sub-groups in teaching, research, innovation, knowledge transfer (Social Innovation as a separate impact sub-group under 3B).</li> </ul>



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	<ul style="list-style-type: none"><li>• Outcomes of sub-group work will be shared among member institutions.</li></ul>
<b>Budget</b>	British Council: GBP 30,000 – GBP 60,000 per consortium Expected matching fund ratio 1:0.3
<b>Contact</b>	Phi Phan, Programme Manager, <a href="mailto:GGP.Vietnam@britishcouncil.org.vn">GGP.Vietnam@britishcouncil.org.vn</a>

	<p><b>3B: Towards excellence in teaching, research, innovation and knowledge transfer</b></p> <p><i>Social innovation driven university model</i></p>
<p><b>Context</b></p>	<p>Social Innovation globally: Social innovation can be defined as ‘<i>changes in the cultural, normative or regulative structures [or classes] of the society which enhance its collective power resources and improve its economic and social performance</i>’ (Heiscale, 2007:59).</p> <p>The 10-year economic development strategy 2021–2030 of the Viet Nam Communist Party Central Committee emphasizes the theme of generating aspirations for national development and sustainable development based around basic science, technology and innovation in the global context.</p> <p>Universities are a centre/hub of training, research, innovation, and knowledge transfer, and play an important role in the implementation of the Government’s economic development strategies and their commitment to the SDGs. The Government of Viet Nam is also committed to the United Nations’ Sustainable Development Goals (SDG) as a criterion for its sustainable development economy. HEIs in Viet Nam are contributing to the SDGs, particularly:</p> <ul style="list-style-type: none"> <li>• SDG 1: No Poverty</li> <li>• SDG 3: Good Health and Wellbeing</li> <li>• SDG 4: Quality Education</li> <li>• SDG 8: Decent Work and Economic Growth</li> <li>• SDG11: Sustainable Cities and Communities</li> <li>• SDG11: Climate Action.</li> </ul> <p>The British Council has significant insights around social innovation and its importance for the Higher Education space in East Asia (and what the UK can provide in support). A key piece of British Council insight on the importance of social innovation to Higher Education, published in partnership with the University of Northampton 2020, was entitled <a href="#">Social innovation and higher education landscape in East Asia Comparative study</a>. This explored the importance of social innovation to the East Asia Higher Education system across research, teaching, community engagement and the creation of social value (to both the UK and East Asian markets).</p> <p>Some of the key finding that inform this intervention are outlined below. The report found that:</p> <p><b>In research</b>, social innovation is growing by 54% each year. However, it is too focussed on theory and needs a greater focus on practical relevance. This is one of the areas where partnerships with the UK sector can add significant value.</p>



	<p><b>In teaching</b> there is a 31% annual growth in the number of courses/modules that are available to students. However, there were issues around the quality of the curricula and criticism of slow or old-fashioned accreditation processes which presented a major barrier. If universities in East Asia, and Viet Nam in particular, are going to be able to effectively partner with the UK sector as effective Transnational Education (TNE) partners, this is an area that will need to be improved. The report drew particular attention to the lack of reward for innovative teaching methods outside the classroom and the lack of support for place-based learning, all areas where the UK has expertise.</p> <p><b>In community engagement</b>, the report showed growing impact and collaboration (which would also raise opportunities for engagement with the UK sector) particularly between non-governmental organisations, schools, and public bodies. However, barriers were present around institutional support and low levels of government support for community engagement.</p> <p><b>In Social Value Creation</b> the report showed that countries, including Viet Nam, needed to focus more on <b>social impact and social value creation</b> in their performance management and quality assurance frameworks. From 2018 – 2020, the British Council had partnered with the Department of Political Education and Student Affairs at Ministry of Education and Training in promoting social innovation (social entrepreneurship and global citizenship) at universities in Vietnam. The partnership outcomes demonstrated strong evidence of positive changes on universities, lecturers and students through embedding social issues in teaching, learning and community engagement. Social innovation teaching was seen as a critical element in undergraduate students’ development, it taught them communication skills; empathy; problem-solving and analytical thinking, which has never been taught before. Social Action projects have been implemented by trained students as a result of social innovation teaching.</p>
<b>Aims</b>	<p>In Viet Nam, there are two types of university, ones primarily oriented towards teaching, and those orientated towards research.</p> <p>Within GGP, Viet Nam is looking to build a focus around Excellence in teaching, research, innovation and knowledge transfer. We would therefore like to introduce the <b>social innovation driven university model</b>.</p> <p>This model would encourage universities to focus more on <b>social impact and social value creation</b> in their performance, management, and quality assurance frameworks. The component would aim to ensure that universities in Viet Nam, and their leadership, were more open to social innovation in teaching, research as well as to enhancing opportunities for cooperation/ association with community organizations and businesses. This would allow them to incorporate real social issues into curricula, research topics, and inspire social innovation in the community, making academics become “pracademics”. This would build on British Council insights from the</p>

	<p><a href="#">Comparative Study</a> mentioned above into the need for the HE sector in Viet Nam and wider East Asia to combine academic study with active, practical community and field engagement.</p> <p>This will also be a pilot model to identify future types of social innovation partnership between the UK and Viet Nam in order to improve the quality of its higher education sector and gain international recognition.</p>
<p><b>Project duration</b></p>	<p>January 2022–March 2024</p>
<p><b>Proposed partners and partnership model</b></p>	<p>Suggested partners:</p> <ul style="list-style-type: none"> <li>• Ministry of Education and Training</li> <li>• UK and VN universities and SI organisations</li> </ul> <p>Suggested partnership model:</p> <ul style="list-style-type: none"> <li>• Institutional partnerships for system impact through piloting - taking the <a href="#">Social Innovation Linkage Knowledge Exchange Network (SILKEN)</a> model as a case study to call for Vietnamese and UK universities to establish a cross sector partnership between HEIs and related organizations such as businesses, social enterprises, government, etc.</li> <li>• Institutional consortium (i.e. SILKEN) will address the following themes: <ul style="list-style-type: none"> <li>○ Social innovation in teaching</li> <li>○ Social impact in research</li> <li>○ Social innovation in knowledge transfer (through incubation/start up to engage community to involve real social issues in curriculum, etc.)</li> </ul> </li> <li>• Outcomes of this sub-group work will be disseminated with relevant MOET departments and among participating universities.</li> </ul>
<p><b>Proposed activities</b></p>	<ul style="list-style-type: none"> <li>• Call for partnership formation and grant</li> <li>• Formation of consortium and sub-groups</li> <li>• Dialogues/seminars/conferences to raise awareness of social innovation in teaching and research, overall awareness and specific knowledge, resource knowledge and dissemination workshops and promotion with MOET, other stakeholders and participating universities</li> <li>• Monitoring and evaluation of the implementation and defining a road map for expansion</li> </ul>

<p><b>Expected Outcomes and Outputs</b></p>	<p><b>Outcome 1: Enabling teaching and research:</b> <i>social innovation would become an indicator in research frameworks to address local and global challenges to contribute to inclusive growth.</i></p> <p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>1.1. Integrating social innovation teaching and research into different aspects of social innovation taking place in the UK and Viet Nam through knowledge exchange, capacity building and mobility for academics and students in social innovation between UK and Viet Nam HEIs.</li> <li>1.2. Organising research collaborations (at least two) with UK and Viet Nam community organizations and businesses to incorporate real social issues into curricula, research topics, and inspire social innovation in the community, making academics becomes “pracademics” (fusing academic study and community/field level practice).</li> <li>1.3. Identifying opportunities (at least three) for further collaboration and engagement from both within higher education institutions and also from national funding bodies/ government to support social innovation research and teaching.</li> </ol> <p><b>Outcome 2: Internationalising HE institutions:</b> <i>create opportunities and support bilateral and multilateral institution partnerships through knowledge exchange, capacity building and mobility for academics and students in social innovation.</i></p> <p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>2.1. Developing resources, and where needed specialist knowledge for knowledge exchange within Viet Nam and UK universities, allowing social innovators to emerge from and work with at least five (05) universities in Viet Nam and other institutions in other networks</li> <li>2.2. Launching regional and local policy dialogues which lead to Government policy and encourage funding support for incubators within higher education institution, which can help kick start start-ups and scale up social enterprises.</li> </ol> <p><b>Outcome 3: Strengthening systems:</b> <i>establish a pilot model of a Social Innovation driven university for future expansion across HEIs in UK and Viet Nam through the creation of a network of Social Innovation Eco-system builders.</i></p> <p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>3.1. Creating a virtual platform, which will serve as a repository for storing and accessing the results of the project and relevant online tools by ensuring best-practice around social innovation and ensuring this is shared with UK and Vietnamese HEIs</li> </ol>
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	<p>3.2. (Through institutional partnerships between UK and Viet Nam) undertaking comparisons and benchmarking of performance between similar higher education institutions to highlight areas of institutional strength/ weakness that can inform future development with the aim of ensuring that HEIs in Vietnam commit to working towards submissions to the Times Higher Education Impact Rankings, which focus on higher education institutions' work around a minimum of four SDGs (including SDG 17: Partnership for Achieving the Goals).</p> <p><b>Outcome 4: Enhancing student outcomes:</b> <i>graduate students are equipped with a social innovators' mind-set, including social entrepreneurship and global citizenship skills, to demonstrate requisite 21<sup>st</sup> century skills and match employment opportunities.</i></p> <p><b>Outputs</b></p> <p>4.1. Working with universities to develop opportunities for student engagement in practical activities that support social innovation and social value creation - this could include activities focussed on life skills or enterprise development activities.</p> <p>4.2. Defining best practice for student engagement in social innovation and social value creation based on student feedback and using this to measure student outcomes.</p> <p>4.3. Developing opportunities for staff/student exchanges between UK and Viet Nam HEIs (virtually) to improve the practice of social innovation and social value creation in UK and Vietnamese university settings.</p>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Institutional partnerships for system impact through piloting institutional transformation and feedback to MOET through workshops and consultation.</li> <li>• Institutional consortium with four social innovation sub-groups in teaching, research, innovation, knowledge transfer.</li> <li>• Outcomes of sub-group work will be shared among member institutions.</li> </ul>
<b>Budget</b>	<p>British Council: GBP50,000</p> <p>Expected matching fund ratio 1:0.3</p>
<b>Contact</b>	<p>Gam Tran, Senior Programme Manager, <a href="mailto:GGP.Vietnam@britishcouncil.org.vn">GGP.Vietnam@britishcouncil.org.vn</a></p>