



Australia Awards

Australia Awards
Global Tracer Facility

Tracer Survey Report
Year 3 2018-19

Alumni of 2011 to 2016



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Acronyms and Abbreviations

ACIAR	Australian Centre for International Agricultural Research
DFAT	Australian Government Department of Foreign Affairs and Trade
IELTS	International English Language Testing System
M&E	Monitoring and Evaluation
NGO	Non-Government Organisation
PNG	Papua New Guinea
SCB	Scholarships and Alumni Branch (DFAT)
UN	United Nations
UQ	University of Queensland

Executive Summary

This report details the findings of a global Tracer Survey of alumni who completed scholarships or fellowships as part of the Australia Awards or predecessor programs between 2011 and 2016. The survey is the third global data collection of alumni outcomes by the Australia Awards Global Tracer Facility (the Facility).

The purpose of this Tracer Survey was to build a better understanding of the long-term outcomes of the Australia Awards through the insight and feedback of alumni themselves. In total, 3,768 alumni in the 2011-2016 completion cohort from more than 120 countries participated in the online survey. Of these respondents, 517 also took part in a telephone follow-up interview. The results from the survey offer data and evidence that is statistically robust and representative of the alumni of this cohort at the global and regional level, as well as by gender and award type.

Key Findings

Outcome 1: Contributions to development

- most alumni (98 per cent) indicated they have passed on their skills and knowledge to others in their country on return from their award
- most alumni (96 per cent) indicated they had introduced improved practices and innovations in their work on return from their award.

Outcome 2: Cooperation

- more than 50 per cent of alumni have maintained frequent contact with fellow scholarship alumni, while 40 per cent have frequent contact with friends in Australia and 33 per cent with Australian students/alumni
- alumni were less likely to have maintained frequent contact with Australian organisations, with 22 per cent having frequent contact with universities, 14 per cent with Australian businesses and 10 per cent with Australian Embassies, High Commissions or Consulates.

Outcome 3: Partnerships with Australia

- almost half (44 per cent) of alumni have had a professional link with an Australian organisation at some time following award
- of these links, the most common were with Australian universities (49 per cent). Other partnerships were with Australian NGOs (16 per cent) and with states or the federal government (a further 16 per cent), while 10 per cent of these connections were with the private sector in Australia.

Outcome 4: Views of Australia

- for most alumni, their experience in Australia positively influenced their perception of Australia (97 per cent of alumni) and their perception of Australian skills and expertise (95 per cent)

- almost all alumni (97 per cent) have provided positive advice to people in their home country about pursuing opportunities in Australia – most commonly in relation to study options.

Helping alumni succeed

In achieving the outcomes described by alumni in this survey, the most commonly cited things that enabled contributions and connections were:

- the quality and use of the new skills and knowledge they had gained on award;
- support through networks established on award; and
- support from their employers on return from Australia.

Barriers to alumni success

Alumni noted a number of challenges to their contributions and post-award partnership building. Some alumni mentioned the following in relation to making development contributions:

- limited employment opportunities that match skills gained on award;
- lack of recognition of new skills in the workplace; and
- bureaucratic and cultural resistance to change.

Alumni also noted the following issues that have impeded their ability to make connections and partnerships with Australia:

- no time on award to make professional networks;
- lack of time to devote to relationship building once home; and
- no awareness of information about how to make lasting connections.

Gender equity and social inclusion

The Tracer Survey also explored the contribution of the Australia Awards to gender equity, disability inclusiveness and increasing opportunities in rural and remote areas. In relation to these issues of equity:

- alumni – both women and men – are contributing to gender empowerment in their countries through advocacy, implementation of policy and programs, and mentorship of young women
- while women now consistently make up 50 per cent of the Australia Awards cohort, there is still notable patterns of traditional gender segmentation when fields of study are examined. Women are notably underrepresented in STEM fields
- alumni with disability provided a relatively small but important voice in the Tracer Survey, with 125 respondents identifying as having disability. Overall, this group of alumni are as likely as other alumni to currently be in employment, and express positive views about the use of their expertise following their scholarship or fellowship.

- Australia Awards alumni are working on projects and policies across the world that promote and enable the participation of people with disability and people from rural and remote areas in education, work and equal access to health care.



Australia Awards

Global Tracer Facility



Tracer Survey 2018-2019 Overview

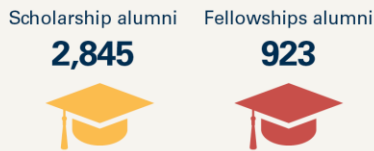
participants

3,768 Alumni

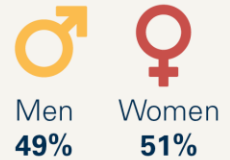
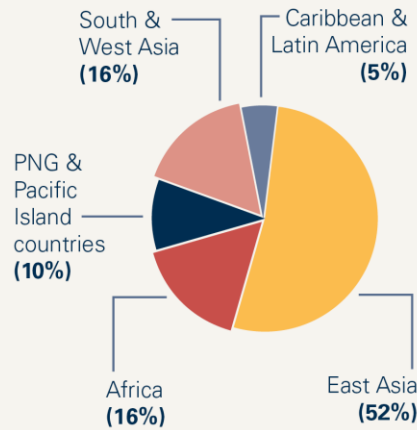
Alumni who completed a scholarship or fellowship between 2011 and 2016.



From 123 countries



regions



125 3.3% of alumni
Identify as having disability

13.2% of alumni
In rural or remote areas

key outcomes

98% of alumni Passed on skills and knowledge to others



96% of alumni Introduced improved practices and innovations at work



95% of alumni Say their awards experience positively influenced perception of Australian skills and expertise

44% of alumni Developed professional links with Australia



Percentage of alumni who often have contact with:

Host institution **22%**

Other scholarship alumni **51%**

Friends in Australia **40%**

Australian alumni **33%**

Australian Embassy or High Commission **10%**



1. Background

1.1 The Global Tracer Facility

The Australia Awards Global Tracer Facility (the Facility) is a four-year project funded by DFAT and administered by the Australian Council for Educational Research. Through this project, DFAT assesses the development contributions and public and economic diplomacy outcomes of Australia's investment in the Australia Awards.¹ The key research and reporting activities being undertaken are a Tracer Survey and qualitative Case Studies, which are prepared concurrently throughout the four years of the project.

This report gives the key findings from the Year 3 Tracer Survey – the key quantitative research element of the Facility. This survey focussed on alumni who had completed their award between 2011 and 2016. Fieldwork was undertaken from mid-November 2018 to early-February 2019.

Research undertaken by the Facility is framed around the four long-term outcomes of the Australia Awards as articulated in the *Australia Awards Global Strategy: Investing in the next generation of global leaders for development 2016-2018* (the Global Strategy) and the Australia Awards Global Monitoring and Evaluation Framework (M&E Framework). These are:

Outcome 1: Alumni are using their skills, knowledge and networks to contribute to sustainable development

Outcome 2: Alumni are contributing to cooperation between Australia and partner countries

Outcome 3: Effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries

Outcome 4: Alumni view Australia, Australians and Australian expertise positively.

In addition to these long-term outcomes, the Australia Awards aims to address issues of gender equality and disability inclusiveness. As such, the analyses and reporting of the Facility explores these cross-cutting issues, as well as other factors relating to disadvantage that impact the ability of alumni to contribute to these outcomes following their award.

1.2 The Tracer Survey

The Facility Tracer Survey is undertaken annually, focusing on a different cohort of alumni each year. It is designed as a large-scale, global data collection, gathering information from alumni of the Australia Awards and predecessor scholarship programs. The quantitative data and examples of alumni contribution collected in the survey informs analysis of the Australia Awards long-term outcomes and

¹ See <http://dfat.gov.au/people-to-people/public-diplomacy/Documents/public-diplomacy-strategy-2014-16.pdf> and <http://dfat.gov.au/trade/economic-diplomacy/pages/economic-diplomacy.aspx>

provides evidence on which to build qualitative research through Case Studies undertaken by the Facility in the year following the survey.

This report details the development, fieldwork and findings of the Facility's third Tracer Survey, which focussed on alumni who completed their scholarship or fellowship between 2011 and 2016. The report begins with an outline of the approach to the survey and provides detail on the sample of alumni who participated in the Year 3 Tracer Survey.

The findings of the survey are divided into five chapters. These chapters cover each of the four long-term outcomes for the Australia Awards listed above, exploring contributions to development, professional links and partnerships, cooperative relationships, and views of Australians and Australian expertise. The final chapter approaches the survey data from the perspective of examining the impact of sex, disability and geography on the ability of alumni to contribute once they return from their award.

2. Approach and responses

Each year, the Facility's Tracer Survey provides quantitative data to help inform DFAT and stakeholders of the long-term outcomes of the Australia Awards and predecessor scholarship programs. Survey responses also offer rich examples from alumni of the types of contributions they are making, the way in which they are using their award, and the things that help and hinder them in reaching their potential. This annual survey collection sits alongside other research activities of the Facility, particularly Case Studies.

2.1 Survey instrument and fieldwork

The instrument for conducting the Tracer Survey was developed by the Facility in its first year of operation (2016-2017), and has been relatively consistent in application for each of the three Tracer Surveys of the Facility.

The primary focus of the questions in the Tracer Survey are to examine the four long-term outcomes in the Australia Awards Global Strategy and M&E Framework (listed in the previous chapter). The survey instrument includes four sections, each addressing a different Australia Awards long-term outcome.

Each section is structured to include both 'open' and 'closed' questions. This approach involves a group of statements relating to a specific area being presented to participants, requesting their level of agreement on a response scale, followed by one or a number of open questions relating to these areas, prompting alumni to provide examples of significant activities/impacts. The Tracer Survey also includes a range of items collecting demographic, employment and contact details of alumni in order to update databases and assist in analyses.

The survey instrument used for implementation can be found in Annex 3.

Fieldwork and data collection was undertaken by Wallis Consulting for the Facility between November 2018 and February 2019. Alumni in the target population were sent an invitation email by the Facility, with a unique URL to link them to the survey. Non-response was monitored through-out fieldwork and reminder emails were sent as needed. Follow-up telephone phone interviews were carried out with a selection of alumni who had completed the online survey and indicated an interest in discussing their answers further (see Annex 4 for the instrument used in these interviews).

2.2 Target population

Each year the Facility targets a specific alumni cohort for the Tracer Survey, with the aim of securing at least 1,000 responses within this identified target population. The key criterion used by the Facility in targeting for the Tracer Survey is year of award completion. For Year 3, the Tracer Survey focussed on alumni who completed their award between the year 2011 and 2016.

The Facility extracted information on alumni who fit the target population from DFAT's Global Alumni database. Based on the final identified target population,

response quotas (or targets) for the survey fieldwork were assigned by region and gender so as to ensure a balanced distribution of responses were collected. This collection method was designed to reduce bias in results and increase the confidence levels of reportable outcomes.

2.3 Survey respondent population

In total, the Facility secured 3,768 online responses from alumni who fit the target group for the Year 3 Tracer Survey. Of this group of respondents, 517 also participated in a follow-up telephone interview (see Annex 1 for details relating to this group).

The response numbers represent a response rate of 25.9 per cent was secured from the target population. Table 1 summarises participation statistics for the Tracer Survey. This response rate compares favourably with the yields of similar surveys (and is similar to previous Tracer Surveys by the Facility), and is relatively good given that these alumni have graduated between 3-8 years prior to the Tracer Survey. For comparison, another similar recent survey, the International Graduate Outcomes Survey, which contacted Australian international university alumni who had graduated between 2012 and 2017, had a response rate of four per cent.² In addition, a 2014 study of research methodology used in evaluations of international scholarship schemes, found that large-scale post-programme surveys tended to have lower response rates than those involving current recipients.³

Analysis of response numbers and target population suggest that at a global level the data collected in the Tracer Survey can be reported at a 95 per cent confidence level within a 5 per cent margin of error. This outcome is substantially more reliable than the initial aims of the Facility to gather global data at the 90 per cent confidence level within a 10 per cent margin of error.

While the global margins are robust, it is important to note that confidence levels and error margins are lower when analyses are undertaken at the sub-group level.

² Australian Department of Education (2018, unpublished), “*International Graduate Outcomes Survey 2018 – Methodology Report*”, Australian Council for Educational Research.

³ Mawer. M, (2014), “A study of research methodology used in evaluations of international scholarship schemes for higher education”, Commonwealth Scholarship Commission UK.

Table 1: Participation statistics

Selection	Details	All alumni
Entire Population	All alumni who completed their award between 2011 and 2016	16,350
Target Population	All alumni who completed their award between 2011 and 2016, and have an email address. ⁴	14,541
Survey	Survey start date	20/11/2018
	Survey end date	02/02/2019
Response	Response number	3,768
	Response rate ⁵	25.9%
Follow-up phone interviews	Telephone interview participants	517

Table 2 reports the number (#) and percentage (%) of alumni respondents based on demographic and scholarship characteristics. Overall, three quarters of respondents were scholarship alumni and one quarter were fellowship alumni. The figures in the table below show response data for each of these award categories. Overall these figures show there was almost an even number of men and women across the alumni respondents, that more than half (56.8 per cent) were aged between 30 and 39 years, and a further 30 per cent were aged 40 to 49 at the time of the survey. Alumni respondents from this cohort were predominantly from the East Asia region and studied in a broad range of fields of study. About a quarter of respondents reported they had received other scholarships in addition to their Australia Awards scholarship.

⁴ Alumni with email addresses that were invalid (i.e. the Facility received a 'bounce-back' message when invitation for survey was sent) are excluded from this number. It is not possible to identify the extent to which 'valid' email addresses are currently used by alumni and as such this figure is likely to be larger than the actual *reachable* population.

⁵ The response rate is calculated as the number of in scope responses divided by the total number of alumni in the target population, expressed as a percentage.

Table 2: Demographics of alumni respondents

Focus	Demographic	Scholarship		Fellowship		All Alumni	
		#	%	#	%	#	%
Sex	Female	1475	51.8%	453	49.1%	1928	51.2%
	Male	1370	48.2%	470	50.9%	1840	48.8%
Identify as having a disability	Yes	71	2.5%	54	5.9%	125	3.3%
	No	2728	96.0%	853	92.7%	3581	95.2%
	Refused	43	1.5%	13	1.4%	56	1.5%
Age at time of Survey	20 to 29 years	96	3.4%	15	1.6%	111	3.0%
	30 to 39 years	1856	65.3%	278	30.4%	2134	56.8%
	40 to 49 years	768	27.0%	376	41.2%	1144	30.4%
	50 to 59 years	122	4.3%	188	20.6%	310	8.3%
	60 to 69 years	2	0.1%	50	5.5%	52	1.4%
	70 and older	-	-	6	0.7%	6	0.2%
Region	Caribbean	31	1.1%	13	1.4%	44	1.2%
	East Asia	1506	52.9%	442	47.9%	1948	51.7%
	Latin America	115	4.0%	38	4.1%	153	4.1%
	North Africa and the Middle East	15	0.5%	11	1.2%	26	0.7%
	Pacific Island Countries	114	4.0%	75	8.1%	189	5.0%
	Papua New Guinea	154	5.4%	22	2.4%	176	4.7%
	South & West Asia	453	15.9%	158	17.1%	611	16.2%
	Sub-Saharan Africa	421	14.8%	157	17.0%	578	15.3%
	Unknown*	36	1.3%	7	0.8%	43	1.1%
Year of graduation from award	2011	252	8.9%	130	14.1%	382	10.1%
	2012	367	12.9%	179	19.4%	546	14.5%
	2013	438	15.4%	193	20.9%	631	16.7%
	2014	478	16.8%	179	19.4%	657	17.4%
	2015	659	23.2%	222	24.1%	881	23.4%
	2016	651	22.9%	20	2.2%	671	17.8%
Field of Study[^]	Natural and Physical Sciences	130	4.6%	35	4.1%	165	4.5%
	Information Technology	92	3.3%	8	0.9%	100	2.7%

Focus	Demographic	Scholarship		Fellowship		All Alumni	
		#	%	#	%	#	%
	Engineering and Related Technologies	171	6.1%	26	3.1%	197	5.4%
	Architecture and Building	39	1.4%	6	0.7%	45	1.2%
	Agriculture, Environmental and Related Studies	416	14.9%	135	16.0%	551	15.1%
	Health	369	13.2%	237	28.0%	606	16.6%
	Education	244	8.7%	81	9.6%	325	8.9%
	Management and Commerce	445	15.9%	53	6.3%	498	13.7%
	Society and Culture	841	30.1%	238	28.1%	1079	29.6%
	Creative Arts	21	0.8%	1	0.1%	22	0.6%
	Food, Hospitality and Personal Services	16	0.6%	2	0.2%	18	0.5%
	Mixed Field Programmes	8	0.3%	1	0.1%	9	0.2%
Alumni undertaken other awards	Yes (specify)	681	24.0%	275	29.9%	956	25.4%
	No	2144	75.4%	635	69.0%	2779	73.9%
	Don't know	17	0.6%	10	1.1%	27	0.7%

Notes: * Percentages within groups may not sum to 100 due to rounding. The 'unknown' category is used for alumni who requested not to have personal information published in reporting.
 ^ 28 responses (5 scholarship, 23 fellowship) were not assigned a field of study.

Table 3 provides further information relating to participant numbers and response rates by region (see Annex 2 for further figures by sex, region and country).

Table 3: Participation statistics by region

Region	# Survey respondents	Target population	Response rate
Caribbean	44	180	24.4%
East Asia	1,948	7,723	25.2%
Latin America	153	404	37.9%
North Africa and the Middle East	26	61	42.6%
Pacific Island Countries	189	940	20.1%
Papua New Guinea	176	746	23.6%
South & West Asia	611	2,401	25.4%
Sub-Saharan Africa	578	2,117	27.3%
Total*	3,768	14,541	25.9%

Note: *Total also includes alumni who requested not to have personal information included in reporting (in survey respondent column) and alumni in original target population without a region identified.

2.3.1 Alumni employment and leadership roles

Further context relating to the alumni respondent population is provided in the figures below. The majority of alumni (92 per cent) were employed at the time of the survey, with Figure 1 showing of all alumni, 87.7 per cent were employed full-time, and 3.6 per cent were studying.

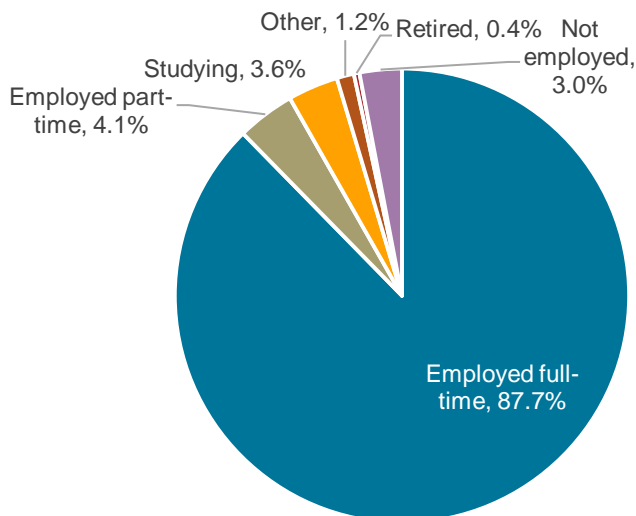


Figure 1: Employment status of all alumni (n=3,768)

Alumni were asked about the level of leadership they have in their current job. Overall, 62 per cent of respondents indicated that they have a formal leadership role, while a further 30 per cent noted that they have an informal leadership role. This outcome shows that alumni have a high level of responsibility and potential influence in their occupations.

Figure 2 shows these outcomes by award type. The pattern indicated in this figure is that fellowship alumni were more likely to be in formal leadership roles (69 per cent) compared with scholarship alumni (60 per cent).

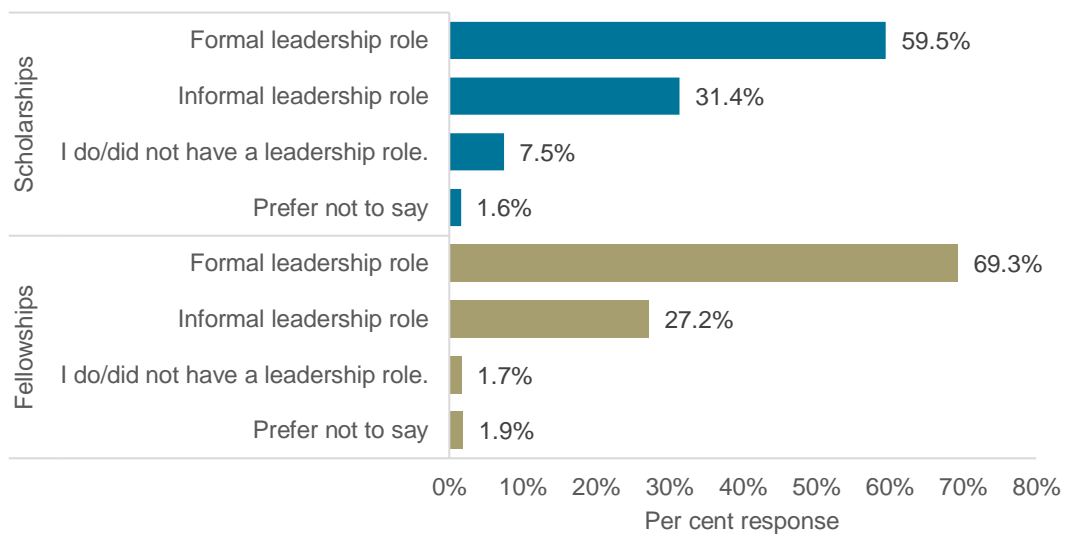


Figure 2: Alumni level of leadership in their current job by award type (n=3,358)

3. Contributing to Development

3.1 Introduction

To better understand how Australia Awards impact the lives of alumni and their countries, alumni were asked to rate how strongly they agree to a number of statements about the skills, practices and networks formed as a result of their scholarship.

Alumni were also asked to provide examples of their contributions to development in their home countries and explain the factors relating to their scholarship or fellowship that have enabled them to make these contributions. Moreover, alumni were asked about the things that have made it difficult for them to contribute following their return from their award.

These questions were designed to provide evidence to explore long-term **Outcome 1 of the Australia Awards: ‘alumni are using their skills, knowledge and networks to contribute to sustainable development’.**

The chapter begins with an overview of the outcomes for alumni and then details the ways in which alumni have used their award to contribute to the development of their home country. It then explores factors which have helped alumni to make these contributions and the issues seen as challenges to their ability to contribute.

3.2 Overview of outcomes

Alumni are overwhelmingly positive in their response to core statements about passing on skills and knowledge and introducing improved practices and innovations through their work.

In total, 98 per cent of alumni surveyed either agreed or strongly agreed that they had passed on new skills and knowledge learnt in Australia while on-award to others. Similarly, 96 per cent of alumni indicated that they had introduced improved practices and innovations through their work on return. As shown in

Figure 3, there are very similar outcomes for scholarship and fellowship alumni.

This positive response reflects the same response seen in the previous two Facility Tracer Surveys, indicating that across the different cohorts of alumni there is consistency in the extent to which alumni are finding their award to be relevant in enabling them to contribute on return to their home country.

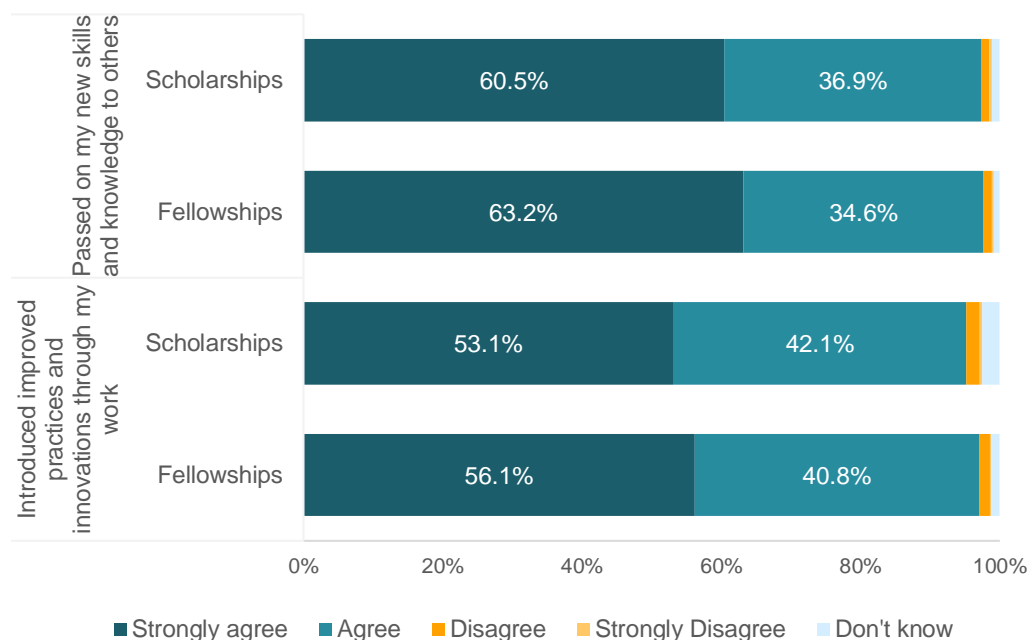


Figure 3: Use of skills and introduction of improved practices following Australia Award (n=3,760)

3.3 Passing on skills and knowledge for development

Across regions, sex and field of study, alumni are consistently able to pass on the skills they have developed on-award, as shown in Figure 4. This indicates that alumni across a range of contexts are able to make contributions following their award, and that broadly, this ability to contribute does not appear to be affected by location, sex, field of study or whether or not they identify as having disability.

However, the findings do suggest that those with a leadership position are more likely to have passed on their skills and knowledge. For example, 68 per cent of those in formal leadership positions ‘strongly agree’ they have done this, while the figure for those not in a leadership position is substantially lower at 36 per cent.

Alumni who identify as having disability also are more likely than most to have strongly agreed that they have passed on their skills and knowledge with 67 per cent doing so.

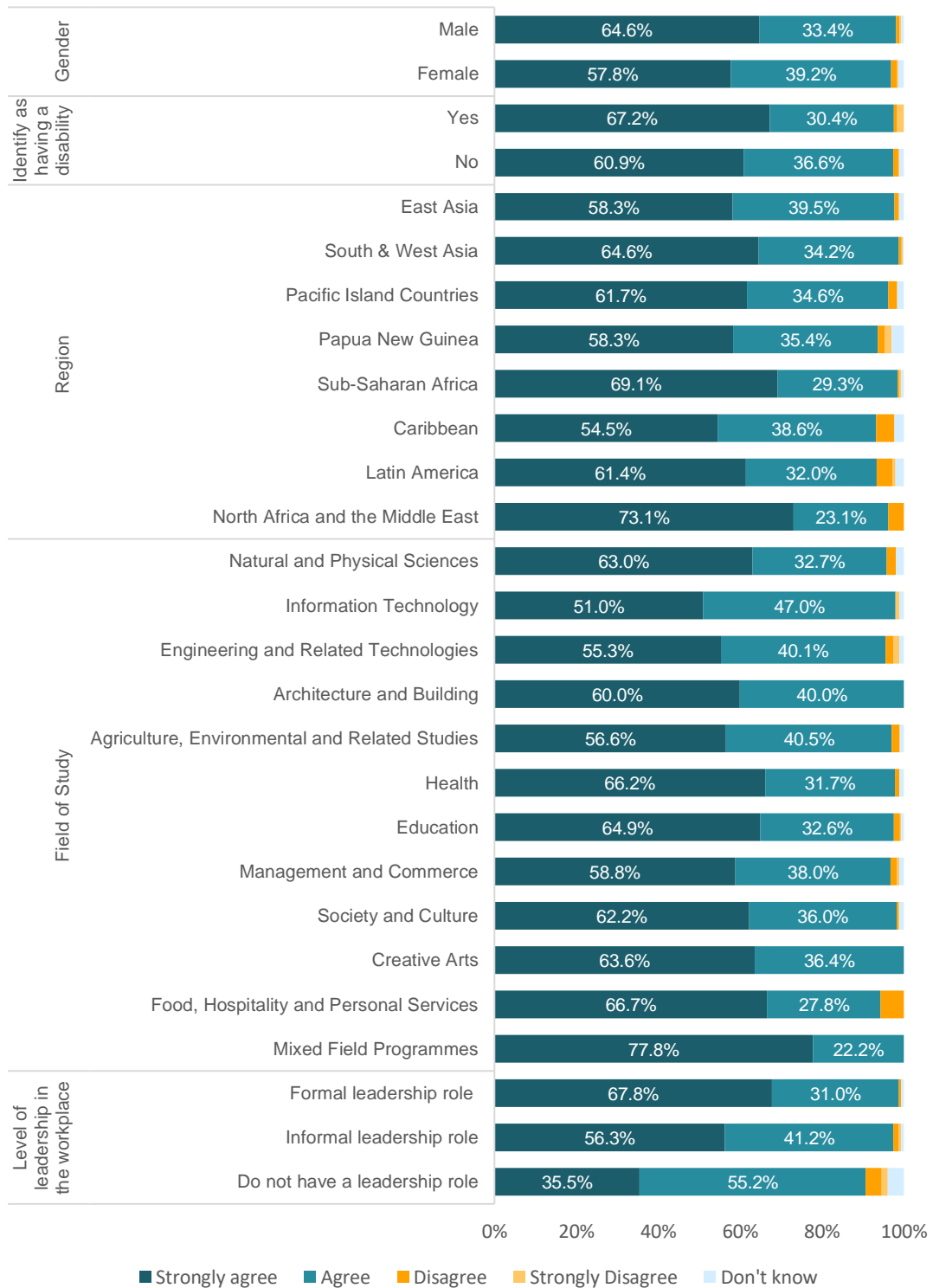


Figure 4: Passed on new skills and knowledge to others, by region, gender, identify as having disability, field of study, and position level (n = 3,760)

Alumni were asked to share the ways in which they have used their skills and knowledge to contribute to their country's development, and provided a range of examples. Overall, the more common ways of passing on knowledge and skills indicated by alumni were through:

- training and mentoring within their workplaces to develop capabilities of colleagues (just over a quarter of all alumni)
- formal teaching in their role as educators in schools, universities and technical colleges (just under one in every five alumni)
- implementing reforms and new approaches in their workplace (Just over one in ten alumni).

Examples provided by alumni of contributions to **training and mentoring within their workplaces** include both formal and less-formal approaches being implemented. On the less-formal side, an alumnus from Ghana noted:



I have built the capacity of my team with the knowledge and experience acquired on award such that team members have the confidence to implement project activities in my absence and with minimal supervision. Alumnus from Ghana

Formal training within the workplace are exemplified by the quotes below from alumni from Nigeria, Vietnam and Fiji:



I have conducted a number of internal trainings for the staff of my department on best international practices in managing mine closure. This has increased awareness and enlightenment on the area of mine closure and decommissioning as it pertains to Ministry of Mines in Nigeria. Alumna from Nigeria



I have held seminars in my organization to share with junior researchers about the skills and knowledge I learnt from Australia. I have also given advice to many junior researchers on how to develop research proposal, developing research skills. Alumna from Vietnam



I was able to put into practice latest techniques of Plant Pathology for identification of diseased plants as well as collection of insects which I have trained by staffs on ways of conducting research and experimental trials based on my knowledge and skills gained from my studies. Alumnus from Fiji

Passing on skills through occupations in education was a common theme, with the examples below showing the implementation of this by alumni in Vietnam, Solomon Islands and Pakistan in a number of different contexts.



I'm a lecturer so I teach my students about "critical thinking", the skill that I learnt while I was studying in Australia. Alumna from Vietnam



After my return I contributed to the establishment of new curriculum for Construction Management at the Solomon Islands National University under support of Australian Government through DFAT. Alumna from Solomon Islands



I applied my knowledge in public health programs and taught epidemiology to Masters of Public Health students. Alumna from Pakistan



From my findings in my minor thesis of my master course, I have designed and conducted the employability skills training for students with visual impairments, which have not been introduced in Samaritan's Purse projects before. Alumna from Vietnam

Workplace reforms were offered as examples by a number of alumni in the survey. These examples spanned a range of sectors. The examples below show the way in which three alumni have used their skills to make changes to their workplace in the area of social inclusion in India, health audits in Tanzania, and organisational culture in Vietnam.



I am helping the Red Cross in finalizing their policies and practices in relation to Protection, Gender Equality and Inclusion (mostly, disability inclusive development). Alumna from India



After finishing my Masters in Public Health, I convinced my supervisor to conduct regular maternal death audits which was not held regularly in the past. After the audit we discovered a lot of contributing factors were within our reach and we managed to develop small interventions which reduced problems in the delivery room by 60%. Alumna from Tanzania



I have changed working culture in our company in a more friendly way, so people treat each other like family members. Also, I have changed the leadership style, namely no distance between employers and employees. Alumna from Vietnam

3.4 Introducing improved practices

The vast majority of alumni who responded to the survey indicate that they are introducing improved practices and innovations as a result of their scholarship or fellowship.

As shown in Figure 5, results are relatively consistent by region, sex, field of study and alumni who identify as having disability, suggesting that alumni are able to make positive contributions through their work following their award, regardless of broad context. The largest difference in this survey question was again found when examining those in leadership positions, and those who identify as having disability, who were more likely to have introduced improved practices than those who did not have this level of responsibility.

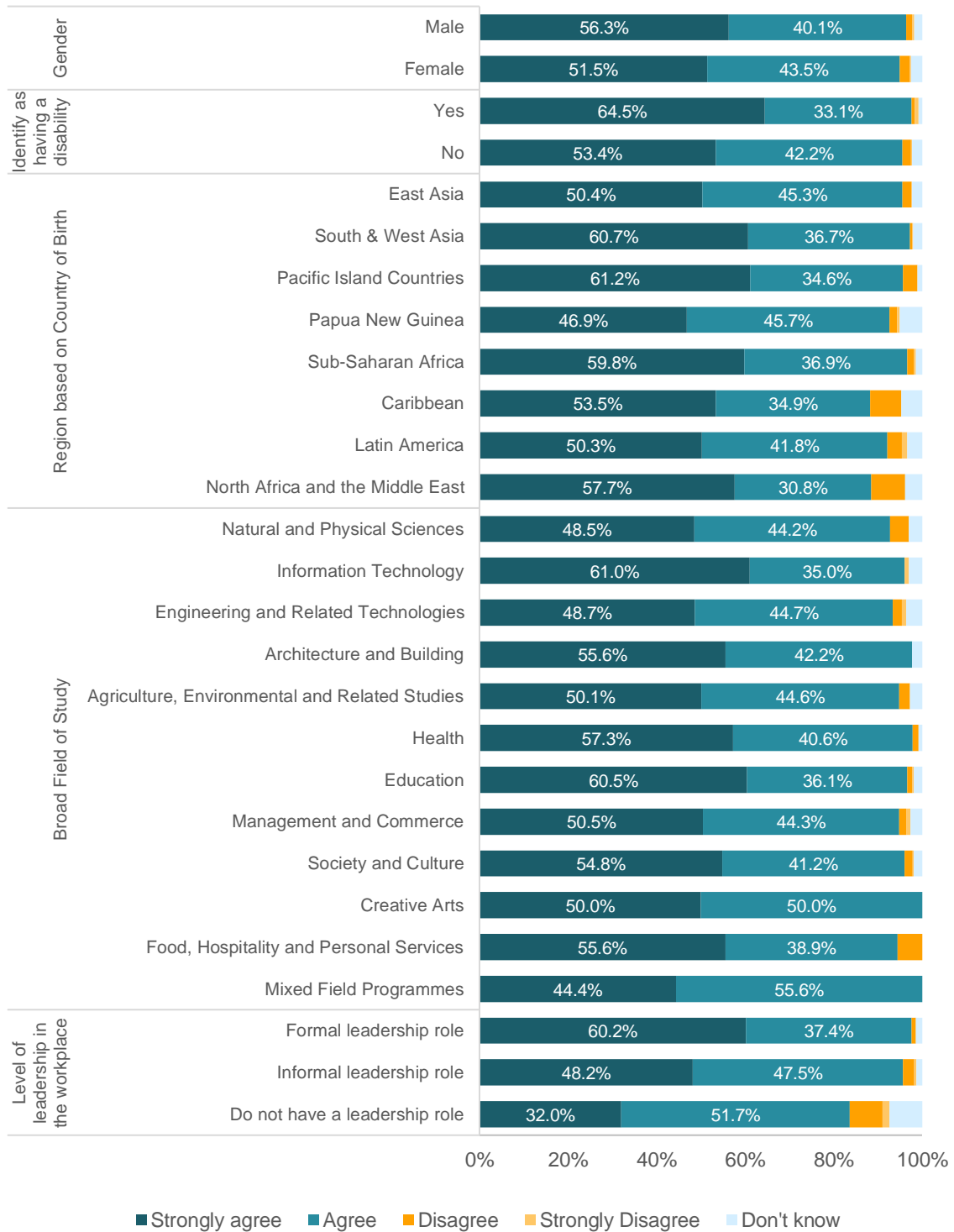


Figure 5: Introduced improved practices and innovations through work by region, gender, and field of study (n=3,756)

Alumni provided examples of the types of innovations and improved practices they have introduced. Examples were analysed by ‘how’ it was introduced, if it included technical knowledge and practice or cultural change, and if it addressed social equity issues. The most commonly shared examples alumni provided in their reflections of actions contributing to the development of their country include:

- improving systems, processes and practices (just over a third of alumni who shared an example)
- conducting research projects that promote or exemplify innovation (around one in ten alumni who shared an example)
- delivering formal and informal training, conferences/seminars and workshops (around one in ten alumni who shared an example).

In Papua New Guinea (PNG), an alumnus highlighted his role in **improving systems, processes and practices** from a governance perspective following his return from award:



I have contributed to drafting of the Performance Assessment Framework and the Monitoring, Evaluation and Learning Plan, undertook technical reviews of policies and provided technical briefs on how the economic governance and inclusive growth partnership priorities can best be aligned with the policy priorities. Alumnus from PNG

An alumna in the Maldives used her newly acquired skills to improve policy and practice for monitoring school attendance:



Have created attendance policy of national schools. Have created the new behaviour management policy and guidelines required to implement it. Have designed and carried out workshops to facilitate implementation of these. Alumna from Maldives

Another strong policy contribution in building better systems across the government sector is highlighted through the contribution of an alumnus from Botswana:



I initiated a process to establish Ministry-wide knowledge transfer initiative. This was a policy documents sharing initiative, which entailed developing a document depository. It was meant to improve knowledge sharing within the organisation thereby ensure policy analysts within the various units in the Ministry are up to date on what other units are doing. Alumnus from Botswana

The contributions of alumni to **research projects designed to innovate** and assist in development are highlighted through the three examples below. These include the development of new methods for analysis to help understand crop yields in Africa, using data to drive innovations in the evaluation of school meal programs in Bhutan, and advanced quality control practices in Indonesia.



I have with other scientists developed analytical techniques that have improved data generation for crop improvement studies in wheat, resulting in a publication in the top scientific Journal, Science. I have

also developed methods that are currently under study to improve the yield of Cassava crop for African farmers. These methods will inform future virus control strategies that have impacted on cassava crop yields for poor African farmers in East Africa. Alumnus from Kenya



Through data analysis and analytics, I was able to gain insights and provide data driven solutions. In the performance audit of school feeding programme, we did a major analysis on the quantity of food given to each student and quantity of food intake and the WHO recommended dietary requirements. We found major deviations from the recommended daily dietary requirements. The audit report was published and presented to the parliament. We provided recommendations which the Ministry of Education implemented in collaboration with the Ministry of Health. Alumna from Bhutan



Based on my research skills gained from my study, I have been involved in some experiments using advanced chemical instruments and methods (that I have learned during my study in Australia) which leading to potential anti-bacterial, renewal energy resources, mineral resources and quality control of several new products. Alumna from Indonesia

Other alumni have delivered training, and presented at conferences, seminars and workshops, with a focus on **helping people within their country to innovate, or better understand practices and skills** they acquired in Australia:



I presented on a topic of interest at a local industry conference of my professional association. I also hosted a 'lunch and learn' event at my company. I help to open the conversation so others can share their expertise as well. Alumnus from Vietnam



In our fashion company I have taught my colleagues skills on drafting patterns and using commercial patterns, taking measurements and constructing garments. I teach them how to operate properly the tools and variety of sewing machines, provide fashion shows to showcase their work. Alumna from Tonga



I teach my students to learn and improve their skill by using internet, teach them to use certain software and certain approaches of education to carry out their own study, also teach the people in administration (under language service centre) to use excel for simple calculation, and learn from internet for solve practical problems that they encounter in daily basis. Alumna from Indonesia



I am in the process of developing training courses for staff members in better proficiency in some Architectural software platforms. Alumnus from Belize

3.5 Factors enabling alumni to contribute

Data was collected from responses to the survey and the follow-up interviews relating to the factors which have enabled alumni to make contributions to the

development of their country. The key factors identified by alumni as facilitating their contributions are listed below in order of prominence:

- the new skills and knowledge acquired through their award (around two-thirds of alumni who shared an example)
- support through networks and friends made during award (around one-quarter of alumni who shared an example)
- support from employers on return from award (just under a quarter of alumni who shared an example).

Almost two-thirds of all alumni specifically mentioned the fact that **new skills and knowledge acquired** through their award was the key enabling factor that has helped in their contributions on return from awards. This substantial response is a strong indication of the relevance and quality of the study these alumni have experienced. The five examples below offer some insight into the importance of this to alumni.



The most significant factor is the skills and knowledge we get on award because here in Africa we are lacking knowledge in many domains. Technologies transfer from Australia to Africa is the most significant help we are gaining. Thanks to Australian Government and Australian people. Alumnus from Cameroon



The most significant factor has been my leadership qualities developed while on Award and the continued engagement and mobilisation of my capacity as an Australia Award alumna. Alumna from Nepal



Actually, through my masters degree, I learnt a lot about evaluation of social development projects. I appreciate all the theory regarding community development that I got. One thing I think I learnt, while I was there, was to do research on the web, and I use that a lot in my daily work, and I identify potential stakeholders for fundraising this way. Alumna from Peru



I think it is thanks to both the skills and knowledge developed by the Award prior to our departure from Australia, and the networks established by the Award student contact coordinator(s) at our institution in Australia. Alumna from Vietnam




Australia Awards scholarship has sharpened my analytical and critical faculties. This has distinguished me from my colleagues. Alumnus from Pakistan


Networks and friends from award providing support have no doubt helped alumni in making their contributions. The examples below from Indonesia, Nepal and Kenya offer typical examples of this element as a factor enabling alumni on return to their home country:




Having a common platform where we can exchange and share information, and give each other opportunities based on expertise that each individual has in the different areas of peacebuilding has helped me a lot. Alumnus from Kenya


 *I had support from fellow awardees who were experienced in returning from AAS and understand the uncertainty that scholars face as well as the high expectations of recent graduates. It was important confidence building needed to re-enter the workforce after a period of absence.*
Alumna from Fiji


 *The network developed by Australian Alumni are instrumental. These networks are also backstopped by the local high commissions in Thailand and Nepal.* Alumnus from Nepal

 *Networks developed on award is the main factor because with this channel, we can discuss in many ways even when we are busy with the everyday program.* Alumnus from Indonesia

The third most prominent enabling factor that was found in the alumni responses was **support from employers on return from award**. This support comes in many different forms, such as ongoing encouragement to apply for grants, overall confidence shown by organisation to support skills, and facilitation to implement skills and develop leadership capabilities.

 *Through the support of my employer, I have been able to access small grant and direct aid programme from Australia Award to carry out projects that helped in the implementation of my reintegration action plan.* Alumnus from Nigeria

 *I think one important factor is the support of my organization in the success of my application of the new competencies learned from the Award. I get to apply my learnings while I am working, in this way, the Australian education I have was able to have an impact.*
Alumna from the Philippines

 *My employer has been magnificent in assisting me realise my plans. On my return, my immediate boss gave me the space to execute my leadership skills, so it was easy for me to organise myself for better work plan. An extra office was offered to me to expand my reproductive health care services.* Alumna from Cameroon

3.6 Barriers to contribution

Alumni were also asked to provide information on issues that have challenged their ability to use their new knowledge, skills or networks to contribute when they return from award. The section below outlines the most common issues identified by alumni which largely centred on the workplace. The following four issues were the most commonly referenced barriers to contribution by alumni – both women and men, and across regions – in order of prominence:

- lack of employment opportunities that match the skills acquired on award (around one in five alumni who shared an example)
- lack of recognition of skills in current employment (around one in six alumni who shared an example)
- inflexibility, bureaucratic or cultural barriers to innovation (around one in six alumni who shared an example)

- inadequate funding or access to infrastructure to fully utilise skills (around one in seven alumni who shared an example).

These barriers can often be interrelated, with one being a symptom of the other. As a result, some of the barriers to contribution faced by alumni are complex and multifaceted.

On the issue of **lack of employment opportunities** that match the skills acquired on award, alumni offered a range of contexts and reasons for this situation:



Lack of work opportunities, corruption, nepotism were very common problems that I faced after my return. Also, people who previously encouraged me to continue my studies, turned their back to me because they saw me as a competitor or threat for their job positions. One of the most remarkable situations was to be called "Overqualified" when I applied for a job at a University. Alumnus from El Salvador



Work opportunities are spaced out as some skills that I acquired are still growing in the Ugandan market. Alumna from Uganda



The biggest challenge I faced when returning to my home country and applying to jobs was the lack of recognition to my achievements and skills, since, most of the places I applied to didn't accepted me for being "overqualified". Alumna from Nicaragua



The biggest constraint to me is the appropriate environment that I can apply the knowledge and skill in practice owing to lack of work opportunities. Alumnus from Vietnam

Even among alumni who have found employment, there were some who emphasised a frustration at their **skills not being recognised** as beneficial to their current employer:



Lack of recognition of skills due to superiors feeling threatened can limit many other opportunities for one. Nepotism is also a constraint. Alumna from Vanuatu



Very few in my industry acknowledged and showed interest in my new knowledge and skills in the field of governance and public policy, which I developed in Australia. Alumna from Peru



Sometimes there is a lack of skill recognition since seniority or authority in position is the most important thing to get attention and suggest solutions or innovations. Alumnus from Indonesia



The most significant constraints are (i) the need for the employer to place an awardee in a job where he/she can best utilize his/her skills, and (ii) nepotism/corruption which prevents an awardee from being able to rise higher in the organisation. Alumnus from Vanuatu



In this country most people are still unaware of the planning profession which adversely affects doing the job. Alumnus from Sri Lanka

Bureaucratic or cultural barriers to innovation were common themes among alumni who have had challenges on their return home. These impediments are exemplified in the following examples.



The biggest challenge generally is where some organisations in the country tend to apply traditional HR recruitment standard instead of aligning recruitment to the Company Strategic Plan and recruit people with the necessary capabilities to make a significant difference.
Alumnus from Namibia



Hierarchical decisions at the top is one barrier that limits my capacity to give more as I wish to deliver. Decisions have to be made from the top management. Alumna from PNG



One of the constraint that I noticed would be willingness and adaptability issues. When I come up with new ideas like in development of curriculum in accountancy in line with Bhutan Accounting Standards, most of the teachers were not accepting my ideas as they have hardly studied Accounting Standards and were not willing to get out of their comfort zone. Alumna from Bhutan



Being female and young, sometimes older managers and mentors do not take you as seriously. Alumna from Maldives

At a more practical level, constraints relating to funding or access to infrastructure were noted by some alumni as hampering their ability to utilise the skills they learnt on award. The examples below provide some further insight into this issue from the voice of alumni themselves.



Infrastructure constraints - poor access to Internet facilities, electricity, office equipment and supplies make it hard for me.
Alumna from Nigeria



I have faced with the challenge of lacking laboratory facilities to apply some of the skills that I have learnt to effect livestock genetic improvement schemes. Sometimes, inadequate funding has limited my mobility to other research centres within our institute to meet other scientists so that I can impart the skills. Alumnus from Tanzania



I think lack of support (mainly financial) is the biggest constraint. Working and living in rural area makes me bit difficult to join in events held for Australia Awards Alumni. Alumna from Indonesia



I think there is a lack of technical support. For example, I cannot access journal articles while working from home. Alumna from Pakistan



A shortage in human resources as well as consumables have not allowed me to fully practice clinical oncology. Alumna from Fiji



I would say the most significant constraint is finance. It has not been easy to conduct research with limited funding. Alumna from Kiribati

4. Cooperation with Australia

4.1 Introduction

Australia Awards long-term Outcomes 2 and 3 pertain to the achievement of positive relationships between Australia and partners. The Australia Awards Global Monitoring and Evaluation Framework outlines Outcome 2, cooperation, as the connections and networks between alumni and Australia which represent the people-to-people links, such as alumni associations, friendships, or professional connections with former lecturers. This is differentiated from the relationships in Outcome 3 which 'looks beyond the individual links' and 'articulates Australia's intention to see organisational links' occur as formal partnerships.

This chapter specifically focuses on **Outcome 2 'alumni are contributing to cooperation between Australia and partner countries'**, as such, the analysis examines the people-to-people links developed on-award by alumni and maintained following their award. Outcome 3, partnerships, is discussed in the next chapter.

Analysis here explores the frequency of contact and the types of people and organisations that alumni are maintaining this contact with following their award. It also examines the types of cooperative relationships that alumni have made with Australians, using a range of examples provided by alumni to illustrate the contributions of this group of alumni towards ongoing cooperation with Australia.

4.2 Overview of outcomes

In understanding the cooperative relationships that alumni have been involved with, the survey asked alumni to indicate their agreement with the statement: 'I have built networks with Australians and Australian organisations'. In Figure 6 the outcomes of this question by gender and award type are shown.

Overall most alumni (73 per cent) agree or strongly agree that they have built networks, with no statistically significant differences across groups. Figure 7 explores this question by age of alumni and shows that alumni aged between 30 and 49 tend to be most likely to agree with this statement. Although the pattern is slightly different by award type, with the scholarship alumni in the 40-49 age group being most likely to have networks with Australia, while those in the 30-39 age group among fellowship alumni were the most likely.

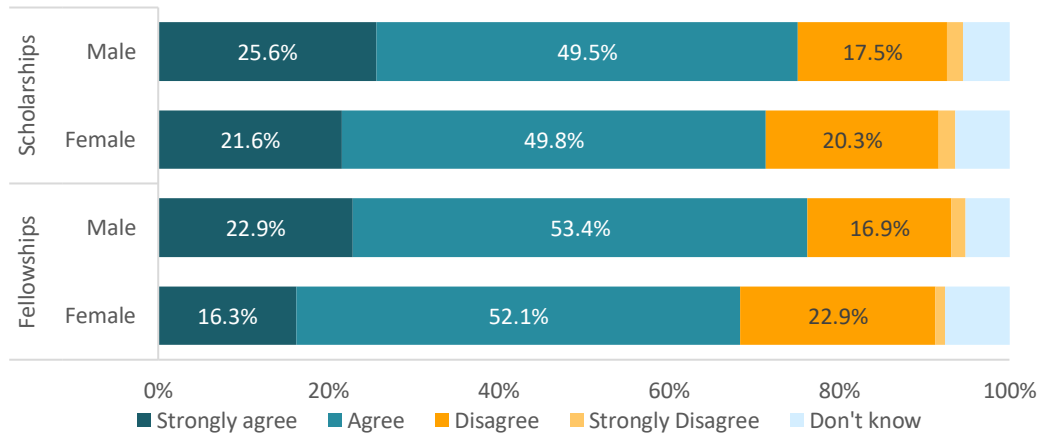
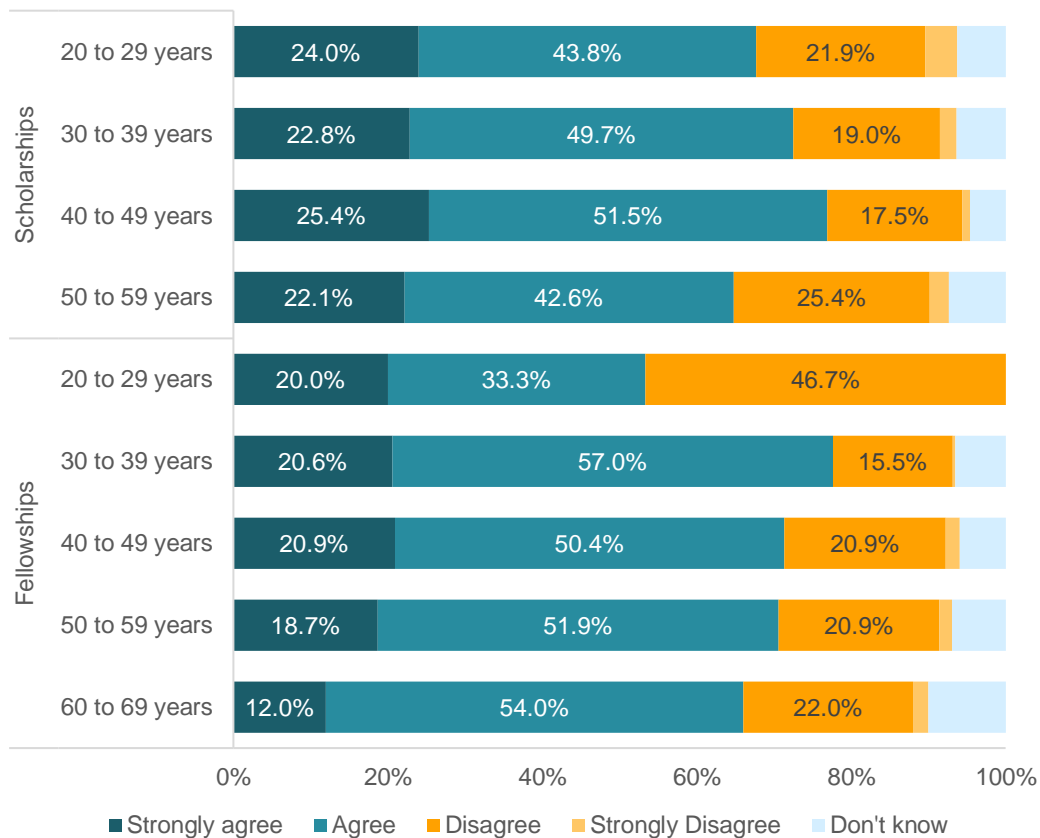


Figure 6: Formed networks with Australians or Australian organisations (n=3,753)



Notes: Scholarships 60 – 69 years, and Fellowships 70 -79 years have not been included as the response numbers were less than 10.

Figure 7: Formed networks with Australians or Australian organisations by age group (n=3,743)

Alumni were also asked about the frequency of contact they have with various groups they would have come into contact with as a result of their scholarship or fellowship. Overall, alumni are most likely to have frequent contact with other award alumni (50 per cent) and friends in Australia (40 per cent). The third most frequent contact is with Australian students (33 per cent). Contact with Australian universities (22 per cent having frequent contact), businesses (14 per cent) and the relevant high commission (10 per cent) is less frequent among alumni.

Figure 8 displays the proportion of alumni who indicate they have frequent contact (i.e. they responded they 'Always' or 'Often' having contact) with various groups by award type. As shown in the figure, the scholarship alumni tend to have higher rates of contact with these groups. In particular, notable differences in the contact with fellow award recipient (54 per cent for scholarship and 39 per cent for fellowship alumni), and contact with friends in Australia (45 per cent scholarship and 26 per cent fellowship alumni). It is likely that the longer time spent in Australia by scholarship awardees – who will usually be undertaking a full degree – compared with fellowship recipients – whose time in Australia can be anywhere from a few weeks to a few months – has a substantial influence on this outcome. No major differences in this regard were apparent by region, gender or field of study.

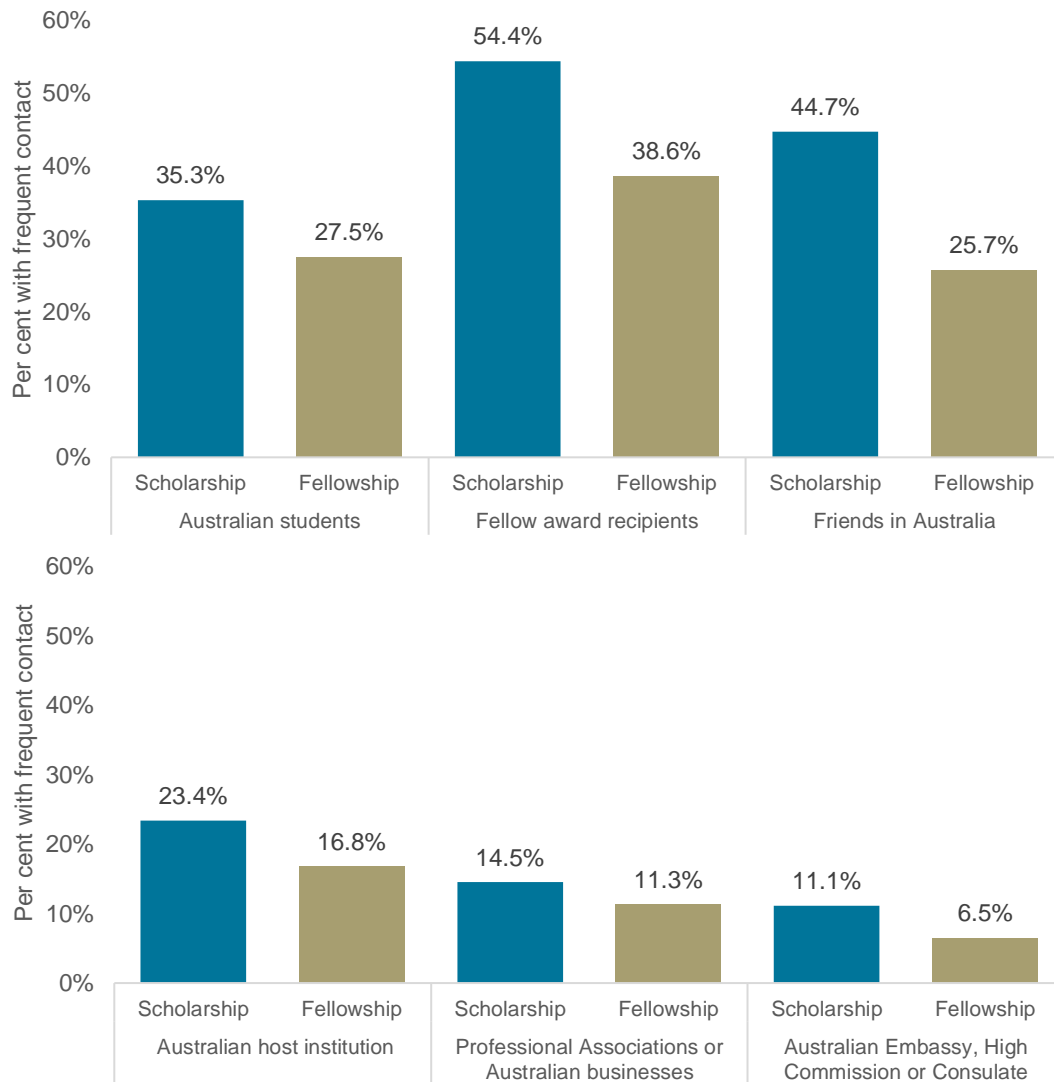


Figure 8: Per cent of alumni in frequent contact with various groups, by award type (n=3,386)

4.3 Alumni examples of cooperation

Alumni were asked to provide examples of the types of contact and cooperation they have had post-award. The examples provided suggest that **alumni interactions with Australians are predominantly based on social interactions** and accounted for about one third of all examples of cooperation provided by alumni.

Most alumni mention keeping in touch with each other **through informal social networks**, for example:



During study we made good friends. Therefore, know if we need some support/ ideas we discuss issue online. Alumnus from Fiji



Many awardees become my friends afterwards and we still keep contact until now. Sometimes we meet each other to remind about our good memories in Australia. Alumna from Vietnam



We have a WhatsApp group for our cohort that trained together in Australia and we post information to update one another on our progress and various opportunities that arise in various countries. Alumna from Zambia



I maintain a semi-social group, who are all awardees I met at UTS, through social media. Alumnus from Tuvalu

While not as common as the social interaction detailed above, some alumni (around one in ten) did mention ongoing links with people in Australia to share knowledge and learning opportunities. This cooperation included engagement and interaction leading to further visits to Australia by alumni, and visits by Australians to the home country of alumni:



I have an ongoing relationship with a group of PhDs from my cohort. There are 6 of us in the group who worked as a learning group during our PhD process and I have continued the sharing learning process through email and online platforms. I have also visited Australia twice since graduating and we managed to catch up as a group. The nature of relationship in this group is ongoing support, mentoring, learning and sharing of resources. This has been an important group for me as all the Australian friends in this group are academics in various tertiary institutions in Australia. Alumna from Nepal



During my study at Victoria Uni, I met a lot of international students from different backgrounds and cultures. We are helping each other during the study and I also get helped from my AusAID liaison officer at VU. Every time I'm back to Melbourne, I will catch up with them. Alumna from Timor-Leste



I joined the Australian Computing Society while I was studying. They send me news and event updates now and then. I also attended an IT conference while I studied. I am still Facebook friends with some people I met there. Alumnus from Samoa



I often have contact with friends who stay in Australia to keep update information and find job opportunities as I would love to come back to Australia for work or higher education. Alumna from Vietnam

As well as revisiting or planning to revisit Australia, alumni also provided examples of where they have invited Australians to visit their home country following their scholarship or fellowship:



Through my organisation we invited my former lecturer from Australia to conduct workshops and field training for organic fertilizer in early November 2018. Alumna from Mongolia



I still keep contact with advisors, sometimes invite them to Vietnam for teaching or attending International conferences. We use this contact to join together for projects between Vietnam and Australia. Alumna from Vietnam



I brought one of the lectures across from Australia to help design a psychology course at the Maldives National University. Alumna from Maldives

In addition to these avenues for cooperation, some alumni (around one in ten) mentioned the role of **alumni associations for Australian graduates** in helping them to maintain ongoing cooperative relationships. Some examples of maintaining contact through alumni associations with Australian connections include the following alumni from a range of regions:



I'm a member of the Swaziland Australian Awardees. We have finished renovating a children's ward in the Mbabane hospital. And we are in a process of doing a project with girls, empowering them in one of the rural areas in Swaziland. Alumna from Swaziland



I am currently a member of PNG AAA but I hope to play a more active role with my new work mates who are also awardees in the years ahead. Our vision for PNG AAA is to see members contributing directly to issues and providing alternative policy solutions as an independent think tank. I also keep in touch with other recipients who are mostly public sector employees and meet from time to time to share ideas and discuss issues to influence good governance practices at work place. Alumnus from PNG



As an AAS Awardee from East Nusa Tenggara province, I have joined few Alumni Dinner with other awardees. The last dinner, we have discussed several ideas about how AAS alumni can participate and contribute directly to develop East Nusa Tenggara province by forming a specialized team under Government in order to deal with issues and problems in the province. Alumna from Indonesia



I actively participate in AAS Alumni Network activities which allow me to keep up with AAS recipients from diverse industries. Through this, we connect and share our experience and knowledge looking for a way to directly and indirectly help larger communities. Alumnus from Laos



I have joined the Australia Awards Alumni association here and together we have adopted a rural school where we do mentoring and have also planted trees around the school. Alumna from Malawi

For those alumni who mention ongoing cooperation with Australians, the most common conduit for this came through **links with university lecturers** (around one in six). These kinds of relationships included ongoing help in technical areas, development of research collaborations and providing references for work.



I am in contact with La Trobe University professors from the School of Public Health. I often contact them in relation to technical issues such as research methodology whenever I need clarification or want to learn more. Alumnus from Nepal



I have a strong connection with my supervisors and colleagues in Australia to build research projects for Vietnam. For example, I cooperated with my former supervisors and colleagues to raise funds for conservation of a critically endangered species in Cat Ba Island. We are also raising funds for water resource management and ocean plastic management in Hai Phong City, Vietnam. Alumnus from Vietnam



I liaise with professors and other researchers within University of Queensland on matters that we do need the assistance of the qualified experts. More of our staff are able to go take further studies in UQ due to strong networks with UQ. Alumnus from Samoa



I have successfully built a network with prominent lecturers in the University of Sydney. As a result, my institution was appointed to conduct the first Inter-Asia Cultural Studies international conference in Indonesia. Personally, my network with those figures has excelled me to advance to my current doctorate study. Alumnus from Indonesia



I still have good relationship with folks at Griffith. After coming back to my city, I published a paper where one of the Griffith lecturer is a co-author. Moreover, I am working with her to develop new concept notes/proposal for new research project. Alumnus from Maldives

5. Creating Partnerships

5.1 Introduction

This chapter focuses on Australia Awards long-term **Outcome 3: ‘effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries’**. Outcome 3 emphasises partnerships, and this chapter explores the achievement of alumni in contributing to positive relationships between their country and Australia.

The Tracer Survey asked alumni the extent to which they have developed professional links with Australian organisations including government departments, institutions, private sector businesses and non-government organisations (NGOs). For those alumni who indicated they had made such links, examples of these partnerships were collected in the survey and follow-up interviews. Those who had not made these links were asked to reflect on the challenges that they faced in this regard.

This chapter details the findings for Outcome 3, examining the responses of alumni to better understand the extent of partnerships and links that have been developed, and then detailing specific examples provided by alumni of these partnerships.

5.2 Overview of outcomes

As a basis for understanding the achievement of alumni contributions to partnerships, alumni were asked if they had developed any professional links with an Australian educational institution, organisation or business. These included Australian national or state government departments, private sector businesses, universities and NGOs. Of the 3,426 alumni who responded to this question, **just under half (44 per cent) indicated they had developed a professional link** with an Australian organisation (Figure 9).

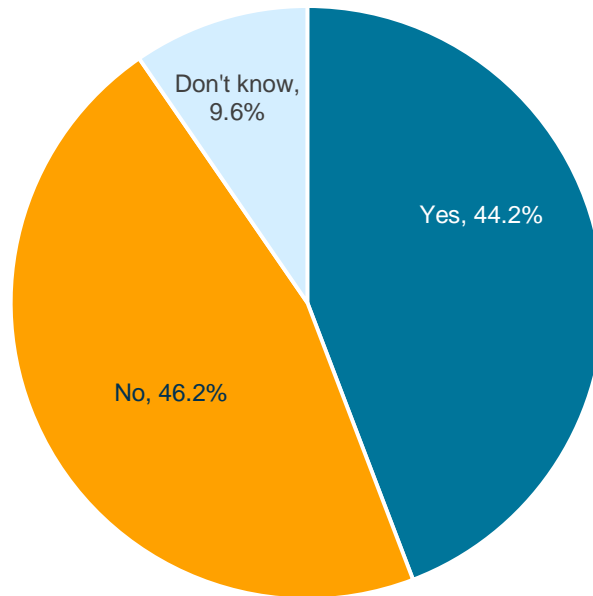


Figure 9: Proportion of alumni who developed professional links with at least one Australian organisational group (n=3,426)

Figure 10 explores this outcome in more detail. For award type and disability there was little difference between alumni in terms of whether or not they have made a professional link with Australia. However, differences are apparent for other characteristics explored in the figure. By gender, males (47 per cent) were slightly more likely to have made a professional link than females (41 per cent), and alumni in leadership positions were also more likely to have made a link. Among the different fields of study, a range of different outcomes are apparent in the data.

When regions are compared, the outcomes show that alumni from PNG were the most likely to have had some professional relationship with Australia, with nearly 60 per cent of these alumni having a link. On the other hand, only about one third of alumni from the Caribbean have had a professional link with Australia following their award.

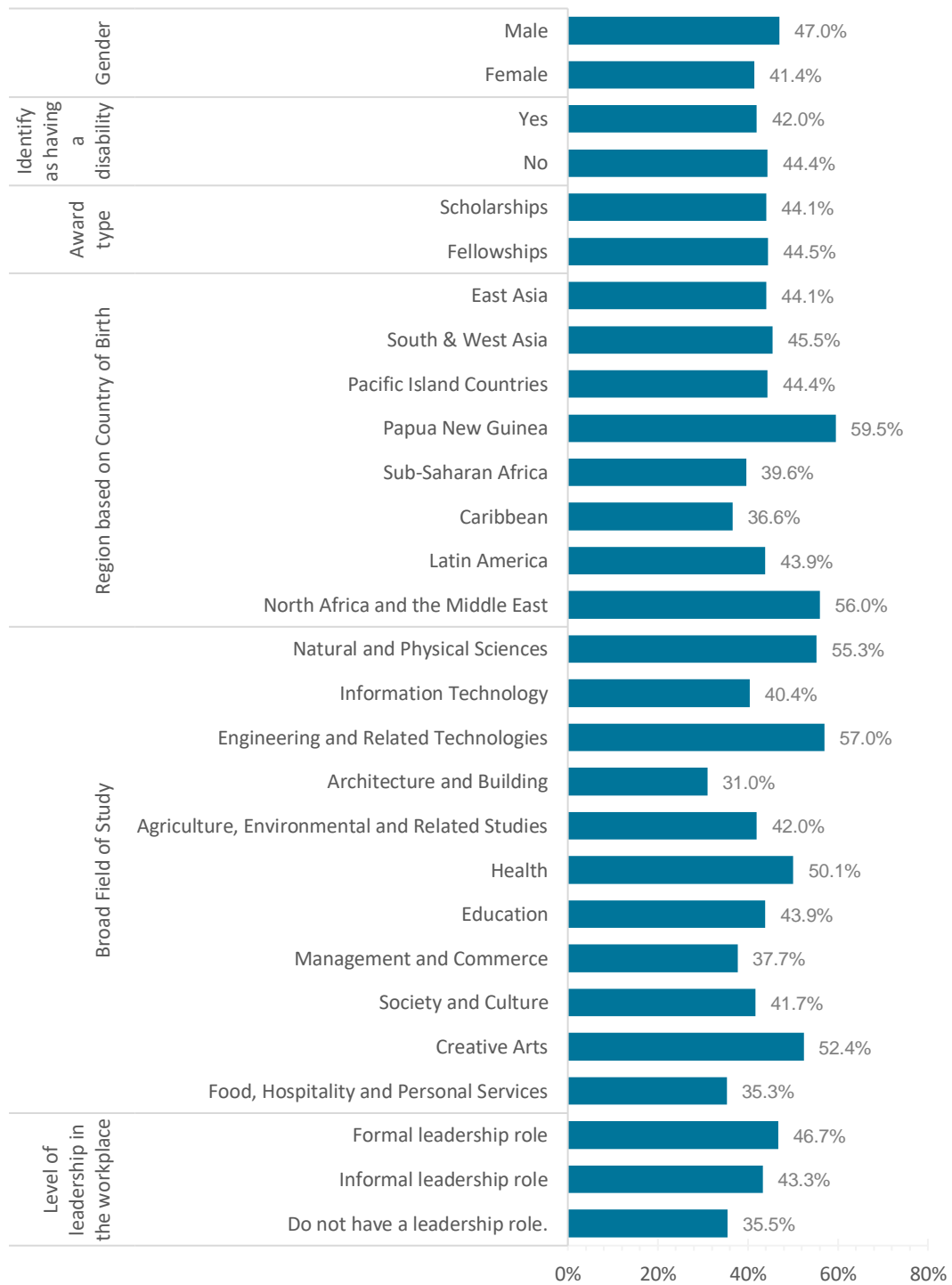


Figure 10: Proportion of alumni who developed professional links with at least one Australian organisational group by selected characteristics (n=3,426)

To further understand the types of professional links alumni have formed, alumni were encouraged to describe their partnerships in the survey. These verbatim responses were coded and if alumni were linked with multiple types of organisations, each link was counted in for the analysis below and in Figure 11.

Of all the links identified by alumni through the Tracer Survey, by far the most common link was with an Australian university (49 per cent of all partnerships) (Figure 11). This reflects the role universities have in hosting the majority of scholarships awardees, and the opportunities to build networks of a professional nature with university staff. More detailed examples in the following section indicate that these links are being developed in both teaching and research pursuits.

Alumni working in the public sector (47 per cent) were the most likely to indicate they had developed at least one professional link with Australia (Figure 12). Included in the public sector grouping are government ministries and departments as well as government bodies such as research institutes. The prevalence of links formed by public sector alumni also reflects the sector from which most Australia Awards scholars and fellows are selected.

The low number of professional links formed with Australian Embassies/Consulates and Australian Government funded programs within alumni's country (1.5 per cent) indicates that this could be an area for further exploration. With regard to opportunities to continue building professional links post award, Australian Embassies and Consulates are geographically the most accessible for alumni engagement.

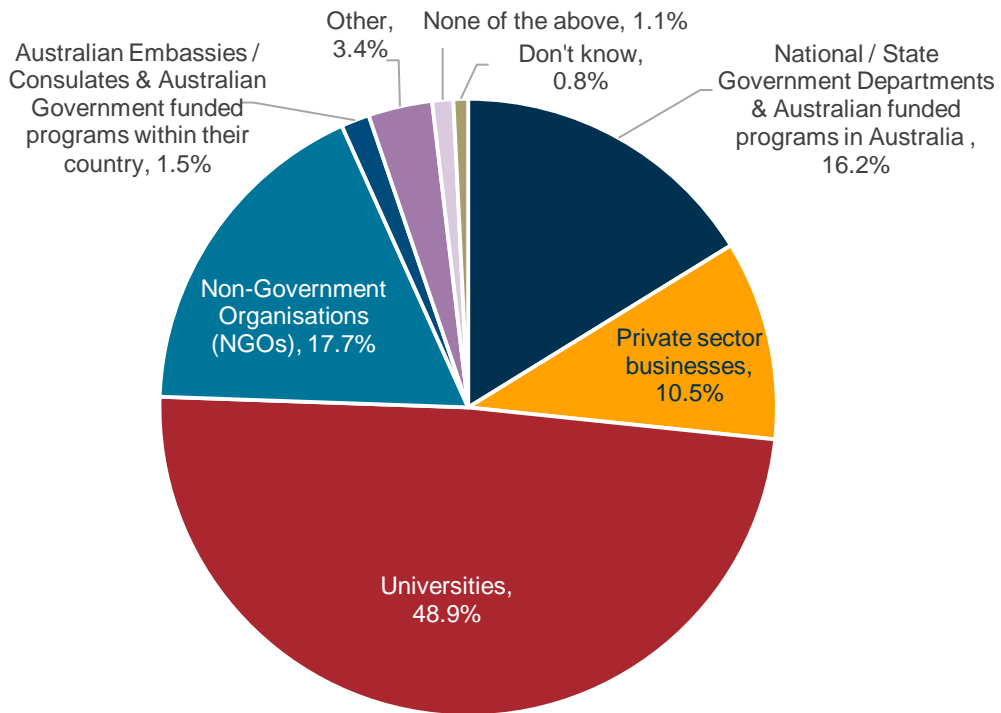


Figure 11: Type of Australian organisations with which alumni have established professional links (n=1,490)

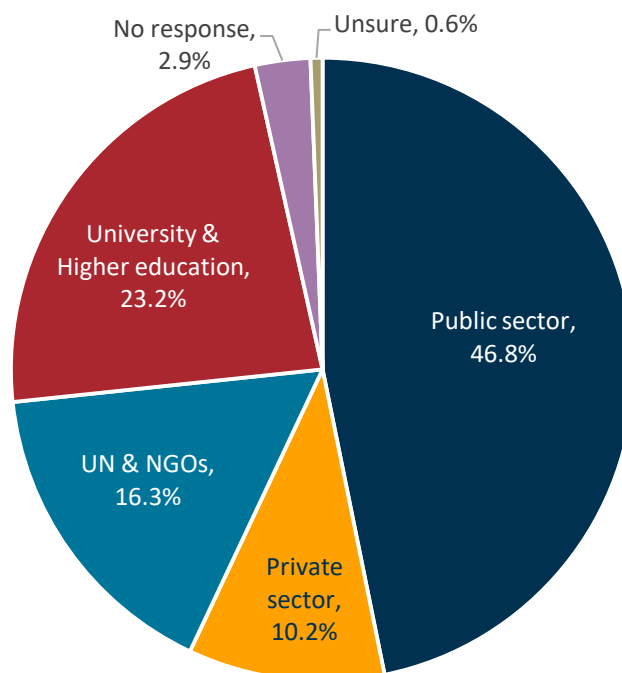


Figure 12: Work sector of alumni who have developed professional links with an Australian organisation (n=1,286)

5.3 Alumni examples of partnerships

The following examples are descriptions provided by alumni of their experiences in linking with Australian organisations. The detail in these examples helps in further understanding the impact of this group in relation to Outcome 3. The quotes included here by alumni cover the four most common types of professional links in order of prominence – Australian universities, national and state government departments, NGOs, and the private sector.

Purposes for partnering with Australian universities primarily relates to research (around one in seven alumni who have partnerships), although **exchange of knowledge** (around one in ten alumni who have partnerships), especially relating to teaching in specialist fields, also factor in the relationships being formed by alumni.

Alumni mention partnerships in developing **research papers** and articles:



Mostly I communicate with my previous supervisor in ANU because we work on an article for publication. I also frequently communicate with a lecturer in ANU as I involved in her research project in Indonesia. We are in touch almost every month. Alumna from Indonesia



My relationship with my thesis supervisor is still going on, helping me write articles and planning to continue in PhD in Australia. So we are working on a topic and looking for PhD scholarship. Alumnus from Cameroon



With my former supervisor and research project coordinator at The University of Western Australia, we are planning to publish an article and have the manuscript ready. They have recommended me for a PhD scholarship, whereby I am already enjoying my PhD studies at The University of Hohenheim. Alumna from Uganda

Other alumni are involved in specific collaborations in research grants and projects with Australian universities:



I have kept contact with my supervisors and collaborate in research projects. Alumnus from Mexico





I am currently and for the last few years worked in research projects between the University of New South Wales and my employer, PNG Institute of Medical Research. Alumnus from PNG

While research is a significant means for partnership, a number of alumni also mentioned **formal collaborations to undertake or develop courses** within universities. Example from Lesotho and Indonesia are highlighted below:




La Trobe University through my supervisor, I am now part of Far Labs community which is a platform aimed at assisting high school teachers and University lecturers in delivering lab classes effectively and efficiently without worrying about resource availability. Alumna from Lesotho


 *The University of the Sunshine Coast and my organisation work as a team to strengthen teachers' capabilities in West Papua.*
Alumna from Indonesia


 *We work with the University of Wollongong, running regional training and workshops for Pacific Islanders.* Alumnus from Marshall Islands


 *Once a year, the Australia RUILI Consortium (Regional Universities of Indonesian Language Initiatives) send their students to study Bahasa Indonesia with us at my institution. Serving as their teacher, it is an excellent moment to apply my skills and knowledge, at the same time to gain lesson, learn from interacting with them. In a larger scale, this program is an excellent opportunity to introduce Indonesian culture to Australian students, at the same time the students gain an opportunity to immerse in the local culture. It is also an opportunity to promote our island and its beauty to our Australian students.*
Alumna from Indonesia


Alumni described a range of engagements they have through their work with **Australian national and state government departments**. Examples of these were found across a range of regions, including the following:

 *My office, Directorate General of Surveillance for Marine and Fisheries Resources has cooperation with Australian Government to deter and combat Illegal, unreported and unregulated Fishing. It's a multi-year cooperation. Yes, it's mutually advantageous for both countries.*
Alumnus from Indonesia

 *We work with WA's Department of Mines, Industry Regulation and Safety. We have received training that has boosted our capacity.*
Alumnus from Kenya

 *We work with ACIAR. They have many scientists and researchers coming to Fiji from time to time hence I get to meet them and talk to them. We share ideas and learn.* Alumnus from Fiji

 *I worked under the DFAT program for women empowerment. I keep in contact once a month. There is a benefit in this network we have established because of the exchanging knowledge for both countries. I can bring the local contacts, and from the Australia side, they can assist me with knowledge. The benefit for Australia, they can understand better about Indonesian policy and Indonesian network and government.* Alumna from Indonesia

 *During my degree, I worked on a QLD department of agriculture and food funded project on mango value chain development. I worked for three months with the team and we are also currently discussing issues to the value chains of mangoes in Pakistan. Yes, it mutual learning from each other experiences.* Alumnus from Pakistan



I have contacted and arranged meetings for my organisation with representatives of the Australian Embassy Vietnam to discuss cooperation opportunities about agriculture, water and women and gender equality. Alumna from Vietnam

Alumni involved in development projects in their home country shared examples of working with **Australian NGOs** to facilitate joint projects. Some examples of this type of partnership highlighted below were found in El Salvador, Bangladesh, and Zambia.



A relationship with OzGreen was created, through this it has been possible to have contact with other young people who have received scholarships in Central America and joint work has been carried out. More than doing a direct job with an Australian organization, it has helped intermediate to learn and create new ideas. Alumna from El Salvador



Because of the scholarship I had few wonderful field trips across Far North Queensland and Indonesia. The trips helped me to build network with University of Manado and few Australian Aboriginal Organisations. Alumna from Bangladesh



I have still maintained contact with Spine and Limb Foundation in Perth, a place where I did my Public Health Practicum. I communicate with former co-workers on a quarterly basis to learn about the work of the organisation. The advantage is that I am able to learn about innovations and progress that organisation is making. Alumna from Zambia

Collaboration and partnership with the **Australian private sector** was less common than the other sectors discussed above. However, a selection of examples of these partnerships are provided below.



I look after the clients in the Latin American region for an Australasian energy software company. The partnership is mutually advantageous for Australian and all the Latin American region (not only my country). Alumna from Panama.



I have a partnership with an Australian mining company. I helped establish links with the Tax office and I offer tax advice or assistance when needed. Alumna from Sierra Leone



I did some work for a private enterprise in Sydney while I was studying and now still maintaining that relationship. I am still maintaining their internal office networks remotely. Alumna from Vanuatu



An Australian company is mentoring me for a project funded by the Australia Awards. We are in touch once a quarter. It is beneficial to get further knowledge on education for sustainability through this consultancy. Alumna from Sri Lanka

5.4 Factors enabling partnerships

Factors that helped in building partnerships were in some ways similar to those highlighted in the previous chapters. In particular, half of alumni emphasised strong **university support** and **support through the embassy or Australia Awards alumni activities** as having a positive impact on their ability to stay connected with Australia.

Examples relating to **university support** include the following four quotes:



I have been enabled by the ongoing support and collaboration by the host institution (UNSW) towards my work in PNG. Alumnus from PNG



I think the most prominent factors in developing the set of skills I currently possess is due to two reasons; one is the academic support and direction given by the hosting university and the academic freedom from the supervisor and research coordinators - that being open to new ideas and having thoughtful discussions on the subject matter. On the other hand, second reason is the kind of support by the other staff engaged in knowledge-based services such as library and available library faculties and access to the world body of knowledge without any restriction. Alumnus from Sri Lanka



My support from my supervisor really helped me. My immediate supervisor is also a former Australian awardee and he has been working closely with me to implement my activities. Alumna from Gambia



Relationship with my Australian supervisor and school have been maintained. In addition, I have benefited by networking with other awardees from other countries. Alumnus from Pakistan

Examples of **embassy or alumni association support** for building partnerships are shown in the following alumni quotes:



I had great support from the team at the consulate in Abuja. Networks developed after the Award, from other alumni. My employer was very supportive when I returned as well. Alumnus from Nigeria



Being elected as the Executive Committee Member for Bhutan Australia Alumni Association and the close professional support provided by the Australia Awards in Bhutan during my tenure as the ECM have been the two most crucial factors in helping me develop links with Australia. Alumna from Bhutan



The Australia Awards Facility here has provided a lot of opportunities for networking. Alumna from PNG

5.5 Barriers to developing partnerships

Alumni who have not had professional links with Australian institutions or organisations were asked if they have wanted to make such links, and if they had experienced barriers which have prevented them in achieving this.

Figure 13 below shows that **the vast majority (91 per cent) of alumni yet to make a link indicate they have wanted professional links with Australia**. The factors which have prevented these alumni who are interested in developing professional links with Australia are explored below.

Overall this strong desire to establish partnerships indicates there is potential for further achievement under long-term Outcome 3.

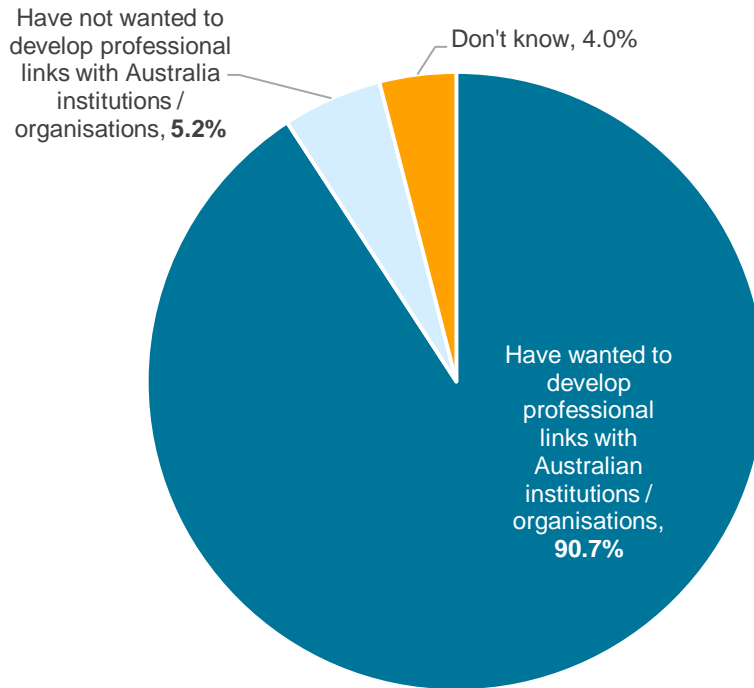


Figure 13: Desire to create links with Australian institutions and organisations among alumni who have not made professional connections (n=1,581)

When this particular question is explored by a range of different characteristics (see Figure 14) such as region, gender and field of study, there are no statistically significant differences apparent among alumni. As with a number of the other analyses undertaken in this report, the largest difference here was seen between those who have a leadership position and those who do not, with the latter group being less likely to indicate interest in pursuing connections.

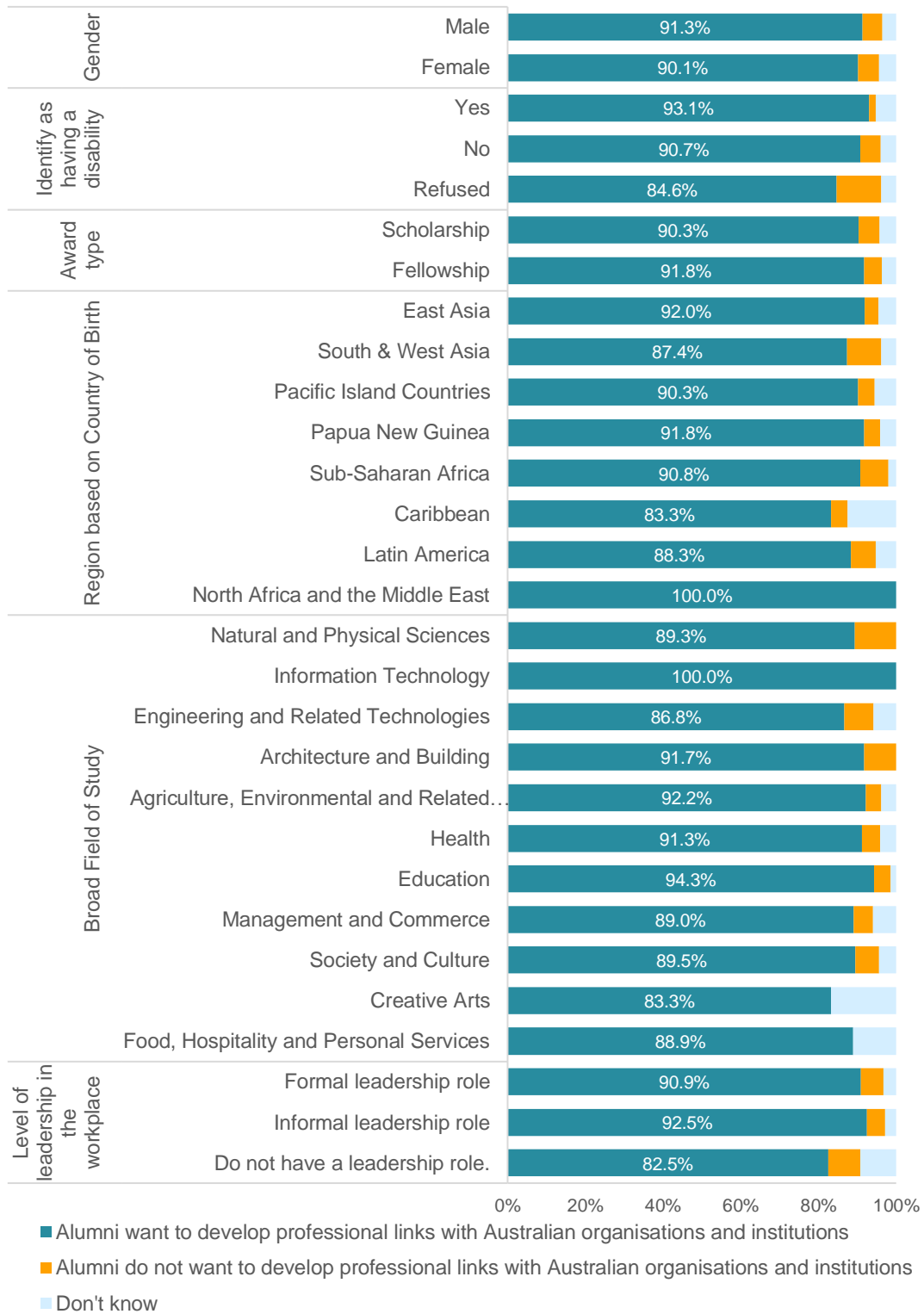


Figure 14: Alumni who have wanted to develop professional links with Australia institutions and organisations by region and gender

Of the alumni who indicated that they want to develop links with Australian institutions and organisations, the main factors listed which prevented this are identified as:

- lack of opportunities to network, both once returned and while on award (just under half of alumni that want to develop links)
- not having time to devote to building partnerships (almost one in five alumni that want to develop links)
- lack of awareness or information about how to make connections (almost one in five alumni that want to develop links).

In discussing these constraints, the examples below first examine alumni quotes relating to their experiences while on award, and then present the thoughts of alumni once they have returned home.

Alumni mentioned a number of factors relating to lack of opportunities, limited time, and not being equipped with the knowledge or no-how to establish connections **while on award in Australia**.

In relation to the lack of opportunities to network during their time in Australia awardees sometimes noted issues such as the examples below:



Obtaining a master by coursework which exclude a thesis prevented me from having professional connections with Australian institutions. Alumna from Vietnam



The awardees never had activities together with other Australian institutions. The connections were made with fellow classmates, independent on whether they were awardees or not. As I was part of the last Latin American batch of awardees, very few follow up was made with the awardees. Alumna from Guatemala



While in Australia I did not get opportunities like dialogues and events that would enable formation of links. Alumnus from Tanzania


On a more practical note, alumni mentioned that during their studies, they simply did **not have the time to get out and network** as well as keep up with the academic demands of their study:




It was only a one-year degree program and I did not get a chance to involve in much of the opportunity to develop professional links. The award did not support to attend a professional conference starting from 2015 although it allowed previously. Sometimes, it is difficult for a scholarship awardee to go back to Australia and develop more competency or maintain professional links. Alumna from Myanmar





During my stay in Australia our access to the Institutions and Organization was limited. It was not possible to work with them part time. Alumnus from Sri Lanka


 Australian organizations have no ties with my home country. I did not spend enough time in Australia to develop a strong relationship with an Australian organization. Alumnus from Guatemala


In addition, alumni suggested that **being equipped with the knowledge and practical advice about how to network would have been helpful** while on award, and may have assisted in building ongoing partnerships with Australia:


 There was a lack of information on how to do it or whether I was authorized to do it while being an awardee. Alumnus from Mozambique

 The new comer from other part of the world is not aware of organisations or how to establish links with Australian organisation. A little guidance or access can always help from relevant institutions and the Australia Awards team. Alumna from Pakistan


 I did not know any agencies in Australia. The course did not provide any link or experience with relevant agencies and organizations in line with my field of study. Alumna from PNG


 I did not know how to do networking with Australian institutions (such as volunteering at one of the organizations though it won't be part of my studies). I needed to be a bit more of a risk-taker and open my eyes a bit more than I did when I studied. Alumna from Myanmar


 There was a lack of networking spaces to meet people and find possible ways to work together or find support in local research or exchange lessons learned to improve processes and projects. It was difficult to approach Australian organisations without knowing well their interest in working with Colombia entities or projects. Alumna from Colombia

 I don't know how to reach them or where to get their contacts. Online exists but if there could be a way to be linked without it being cold. Alumna from Indonesia

When they had returned home, a number of alumni also reflected on the limitations on their ability to develop partnerships in Australia. These included the simple fact that their current employment did not facilitate or need such links. Key examples included quotes such as:

 For us, there is a language barrier, we always wanted to develop some projects with Australian institutions but most people in Paraguay don't speak English. Alumnus from Paraguay

 In Cebu in particular we don't have gatherings for alumni like in Manila where the Australian Embassy is and Australian Institutions are also prevalent. Alumna from the Philippines

 Don't know how to link with Australia institution or organization because we live at provincial level and international partners are not seen as important. Alumnus from Solomon Islands



We do not have MOU with any university in Aus. In addition, the academic requirement for scholarship consideration is quite high, e.g.: English proficiency, GPA. Alumna from Colombia



There's a gap in what management in my organisation want, they have no exposure and linkages, no joint team working environment was given so far – so there is little interest in partnerships. Alumnus from Pakistan



My work place was newly founded and they were not ready for international collaboration. Alumna from Indonesia

In other cases, the simple issue of lack of time to pursue opportunities to partner were apparent among these alumni, who return home to busy jobs and competing priorities:



Most of my work is traveling to provinces a lot, most of the time I do not have time to attend the meeting or gathering with them if they meet on working days. Alumna from Cambodia



Between my day job and nothing much else, I just can't make much time to freelance; putting my ideas into practice. I need to sell my business concept to get momentum to move out and move up to get to a point when I can make these connections. Alumnus from PNG

6. Views of Australians and Australian Expertise

6.1 Introduction

An important facet of the Australia Awards is to provide exposure to the expertise that Australia has to offer and is explicit in **Outcome 4 - alumni view Australia, Australians and Australian expertise positively**. The M&E Framework notes that this will be achieved through experiences on-award, including completing 'good quality, relevant education, training, other professional development and research activities', and 'positive experience of life in Australia' for alumni and their families.

The Tracer Survey explores these issues by asking alumni two specific questions, (1) the extent to which their views of Australia changed as a result of their time on-award, and (2) whether they have offered advice to others in their country relating to opportunities that could be pursued in Australia. This second question in particular seeks to provide constructive evidence of positive perceptions through actions and limit the potential for positive response bias.

This chapter examines alumni responses to these issues, beginning with an overview of responses broadly, and then examining in more detail examples of the advice that alumni have provided others in relation to Australia.

6.2 Influence of award on perceptions of Australia

Alumni were asked about the extent to which their on-award experience influenced their perception of Australia as a country, Australian people and the knowledge, skills and expertise of Australians. Overall, alumni developed a positive perception of each of these facets of Australia while on their award.

As shown in Figure 15, for each of these questions, a substantial proportion of alumni indicate that they became 'much' more positive about Australia. These large and positive responses were similar across alumni regardless of gender and field of study.

However, as shown in Figure 16, alumni from PNG and Pacific Island countries were slightly less likely than those from other regions to indicate their time on award led to a 'much' more positive view of Australia (64 and 73 per cent respectively). A potential explanation for this is that many in this region may already have formed strong views about Australia prior to their award experience due to the pre-existing familiarity with Australia given geographic proximity and Australia's long term, strong bilateral engagement.

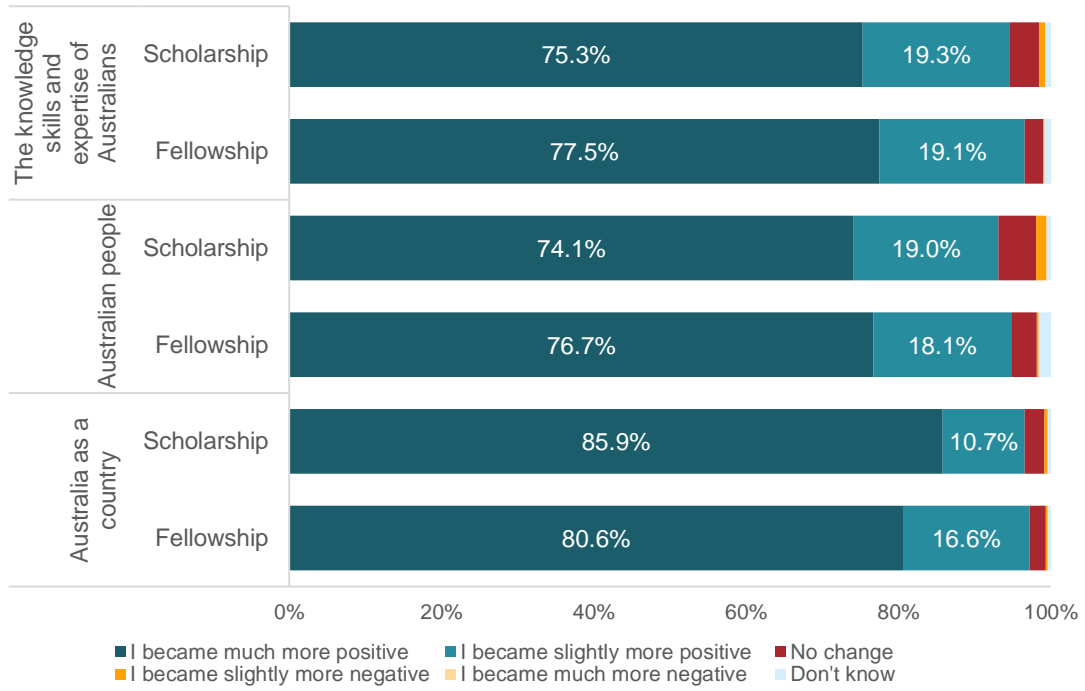


Figure 15: Alumni perceptions as a result of their Australian experience (n=3,341)

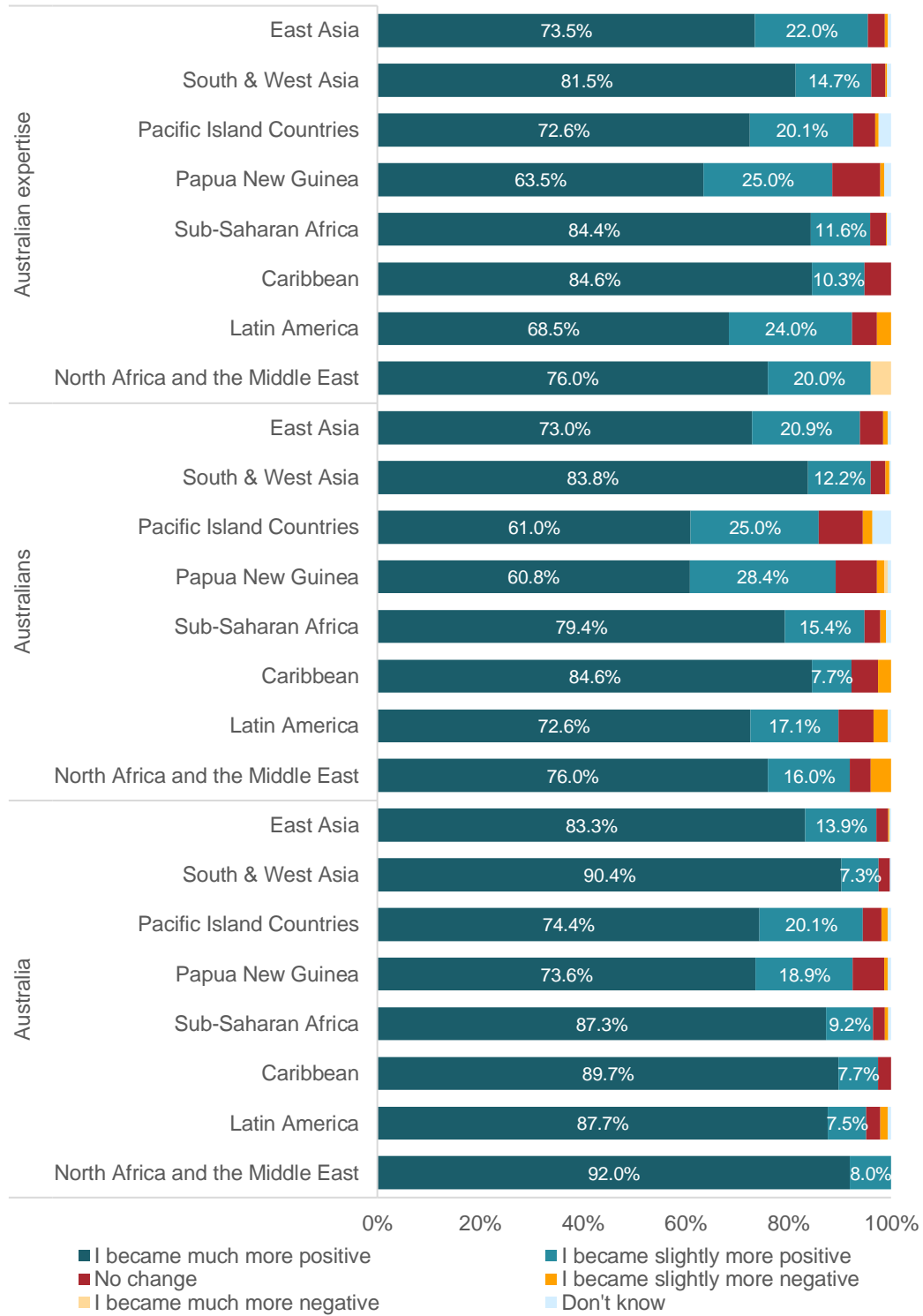


Figure 16: Alumni perceptions as a result of their Australian experience by region (n=3,341)

6.3 Providing advice about Australia

Almost all alumni (97 per cent) who responded to the Tracer Survey indicated that they have provided positive and helpful advice to people from their country in relation to pursuing opportunities in Australia.

This rate was higher for scholarship alumni than it was for fellowship alumni (Figure 17), and there was some minor variation across regions (Figure 18).

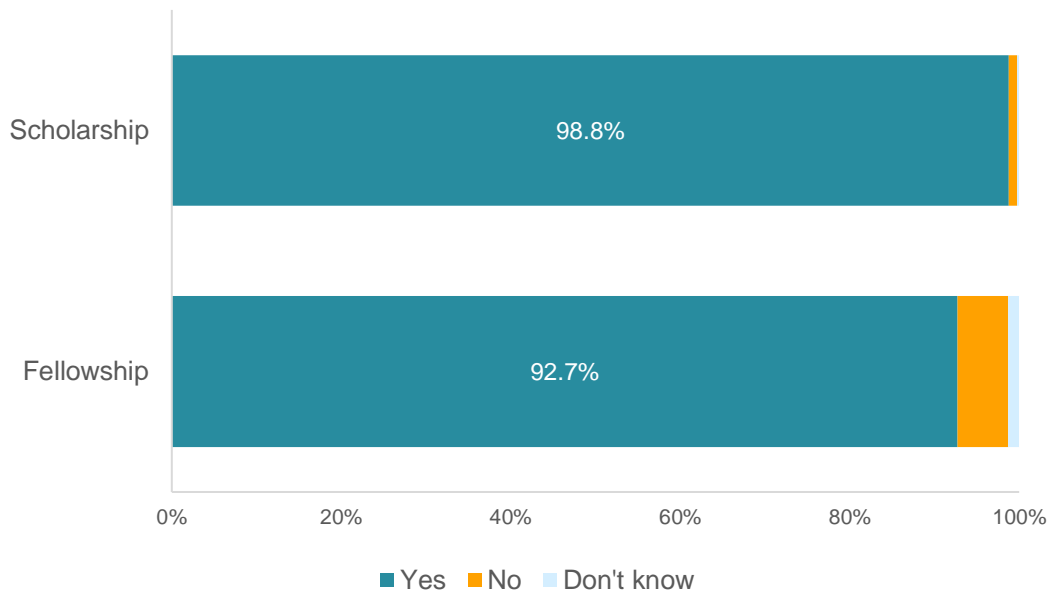


Figure 17: Alumni who indicate they have provided advice to people from home country in relation to pursuing opportunities in Australia (n=3,336)

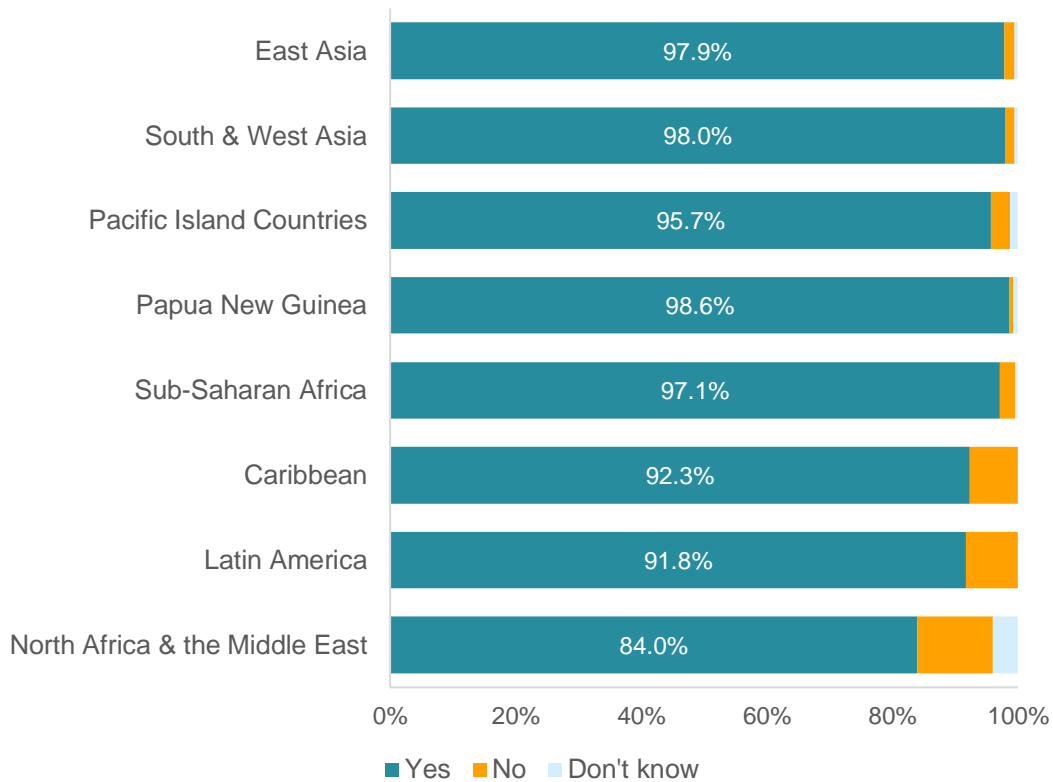


Figure 18: Alumni by region who indicate they have provided advice to people from home country in relation to pursuing opportunities in Australia (n=3,297)

Through the survey and follow-up interviews, alumni provided examples and insight into the type of advice they were providing in regard to study opportunities in Australia. These examples are explored in more detail below.

Alumni indicated they were motivated to help a range of different people in pursuing opportunities in Australia, with the four most commonly mentioned groups (in order) being:

- colleagues (around one in five alumni who gave advice)
- friends (just under one in five alumni who gave advice)
- other students (around one in ten alumni who gave advice)
- family (just under one in ten alumni who gave advice).

Alumni discussed how they provide this advice in a range of ways, including through mentoring (almost a third of alumni), sharing experiences through networks (just over one in five alumni) and providing help to individuals during their application for scholarships or private study (almost a quarter of alumni).

The approaches discussed by alumni highlight the wide range of ways in which they are providing advice about Australia. Information is being offered in **formal** settings, such as through Australian Embassy events, through the co-opting of

alumni as ‘ambassadors’ by post or by Australia Awards country programs, or through workshops and presentations within government departments, universities, and communities:



As alumni ambassador, I have been briefing and assisting university, government officials etc. about training opportunities as well as bilateral opportunities available in Australia. I have been lobbying with government officials to open an embassy in Australia. I have represented Australia in several official meetings.

Alumnus from Malawi



I presented Australia Awards program in Bandung in collaboration with AIYA [Australia-Indonesia Youth Association] and AAS Indonesia.

Alumna from Indonesia



Through the alumni association in Nigeria we have organised workshops regarding Australia Awards. During the Department of Trade education promotions we also participate and promote Australia Awards.

Alumnus from Nigeria



I have done school presentations in my home province, Autonomous Region of Bougainville, on how students can apply for scholarships. I have mentored students in filling out their application and have also provided links of scholarship information. Due to this, a group of us Bougainvillean Australian Awardees have formed a group that assist students in their quest to apply for scholarship.

Alumna from PNG

Informal discussions were also an integral part of the way in which alumni are providing advice and professing their positive views of Australia. As shown below, alumni are constantly sharing their experiences with others in conversation, or are being sought out by friends, family or acquaintances for advice:



Many of my friends and colleagues have asked me about the Australian Awards Scholarship and I have given as much advice as I can. I have also assisted them in preparing documents, shared experience in taking IELTS/PTE, writing CVs. I have also shared experiences of living and studying in Australia and encouraged them to follow their dream to study in universities in Australia.

Alumna from Vietnam



I have given talks at events hosted by the Australian Consulate for the Caribbean on UWI Campus. I have shared my experience with family members, the youth department at my church, as well as friends in other developing countries.

Alumna from Jamaica



I'm very active promoting people to study in Australia through several organisations such as Islamic Student Association Alumni (the biggest Islamic student organization in Indonesia) and International Forestry Student Association or IFSA.

Alumnus from Indonesia

In their advice, alumni are **highlighting the quality of Australian education**, and in many cases noting the high quality in addition to other positive aspects such as the friendliness and openness of Australian culture.



I advised that Australia really provides a quality higher education with good resources and the life experience is amazing. Alumna from Kiribati



I told them Australia is a naturally beautiful country with a high standard of living. Of course, the quality of education is highly recognized and world class. Alumna from Vietnam



I encourage them first to study abroad because of the higher quality of education and also because it's a life changing experience. I share my experience with the Australian scholarship, culture and life, how this was a great opportunity and tell them to consider visiting/studying in Australia. Alumna from El Salvador

When providing examples of the quality of education in Australia, a consistent theme from alumni is the benefit of **learning critical thinking and problem solving** in the Australian educational context. Many alumni noted that this is a key element of the advice they give people in their country. Examples below are typical of the feedback from alumni:



I advised colleagues and friends to further their current skill sets/knowledge to get an international flavoured qualification which can be a life changing opportunity. The experience of studying abroad can elevate our level of understanding, problem solving, and addressing things differently, appreciate change, multicultural interaction and help build a greater network either socially/professionally to contribute to nation building. Alumna from PNG



I have been to Universities and talk to students. I tell them that what I learned in Australia was critical thinking. One of the most important or essential parts in making a decision. I also learned about different cultures in Australia, including the indigenous culture. Also have indigenous people where we live too. Alumna from Philippines



I also have provided series of advice for those who seek a scholarship in Australia. I put forward the strong points about having an opportunity to study in Australia such as its great excellence in critical thinking and other issues. Alumnus from Indonesia



I do give a lot of advice and I do encourage them to apply, particularly for the Australian scholarship. I think Australia was one of the countries where I didn't feel discriminated against, because of where I come from. It was conducive to study. I did realise that the training was different to other programmes, more student-centred and students are made to think critically and are very solution-oriented. Critical thinking and analysis helps us solve problems. We can be a great country if more of us learn these skills. Alumna from Cameroon

The specific facets of advice that alumni are providing span a huge range of areas. Alumni indicate that they provide advice about **life and culture in Australia**



I tell people: be prepared, make the most of your time during your study and build connections within Australia. The universities in Australia are fantastic with their supportive environment. Take time to learn about the cultures and observe the humanity.

Alumnus from Cambodia



I advised on scholarship opportunities and the benefits of living abroad in a country like Australia as it opens one up to diverse experiences in terms of culture, education methods, independent living and thinking.

Alumna from Swaziland



I have advised them regarding the choices offered by different institutions and the way of living. I have encouraged others to take this golden opportunity to study and experience a true multicultural society like Australia. Alumnus from Bhutan

7. Impact of Australia Awards on Addressing Equity Issues

This chapter explores the impact of the Australia Awards in addressing equity and disadvantage. In particular it examines the impact and contributions of alumni in addressing issues of equity within their home countries. The groups of focus for this discussion are women, people with disability and rural populations.

7.1 Alumni and gender equality

7.1.1 Outcomes for male and female alumni

Overall the data from the survey exploring the long-term outcomes of the Australia Awards are relatively consistent for alumni regardless of region, gender, awards type or other key variables tested. As noted in the earlier chapters of the report, on many of the key measures examined (such as skill development and utilisation, development of networks, sharing of knowledge and skills, and views of Australia), there were no statistically significant differences between the responses of female and male alumni. However, the Year 3 Tracer Survey did find some interesting differences when exploring the demographic, employment and course characteristics between female and male alumni.

The Australia Awards strives for equal gender representation, and in the past decade or so, this focus has consistently resulted in a close to 50-50 gender split in awardees globally year-on-year – and the response profile of the alumni from this survey of completers between 2011 and 2016 also reflects this achievement. The section below is intended to further explore the characteristics of each sex to better understand the characteristics of these alumni. These differences are interesting to highlight because they help in developing a picture with which to better understand how the scholarships and fellowships are helping men and women to develop.

When age at time of award completion is examined, female alumni were more likely than males to be aged in the 20 to 29 years category (26 per cent of females compared with 16 per cent of males), while males were slightly more likely to be in the 30 to 39 year and the 40 to 49 year age groups. Exploring this further, by award type (Figure 19), it is clear that the pattern of female alumni tending to be younger is consistent for both scholarships and fellowships, although overall scholarship alumni are younger than fellowship alumni regardless of sex.

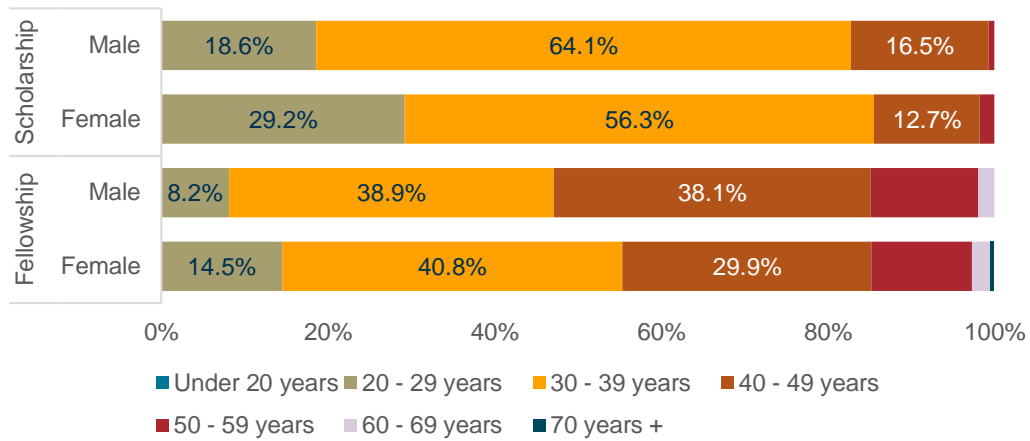


Figure 19: Alumni by age at time of graduation, by award type and sex (n=3,757)

Exploration of employment status shows that while employment rates are high across all alumni, female alumni were slightly less likely to be employed full-time, and more likely to be part-time, studying or not currently working than their male counterparts (Figure 19).

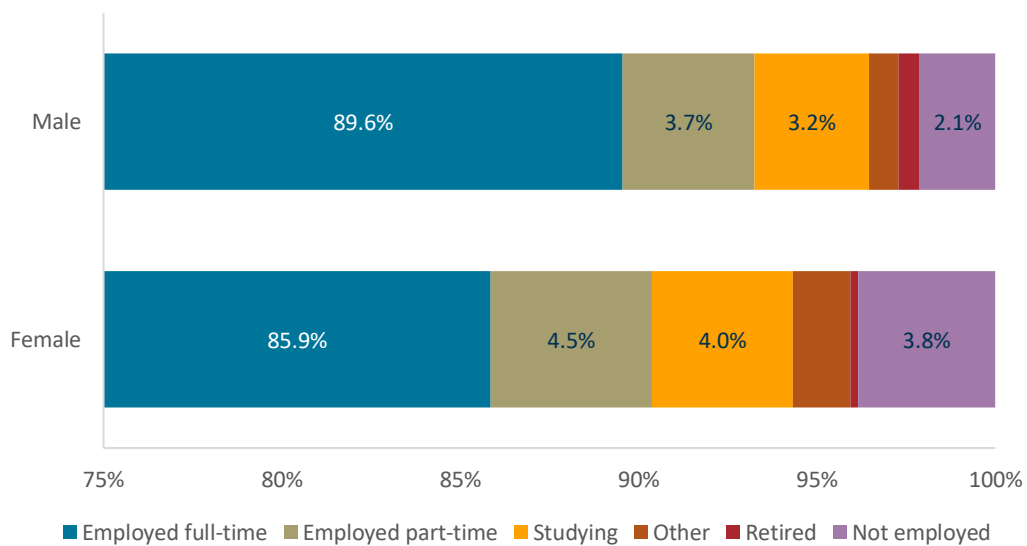


Figure 20: Alumni employment status by sex (n=3,761)

As show in Figure 21, among those currently working, female alumni were less likely to be in formal leadership positions than males, but were more likely to indicate they have informal leadership roles (some examples of this are explored later in this chapter).

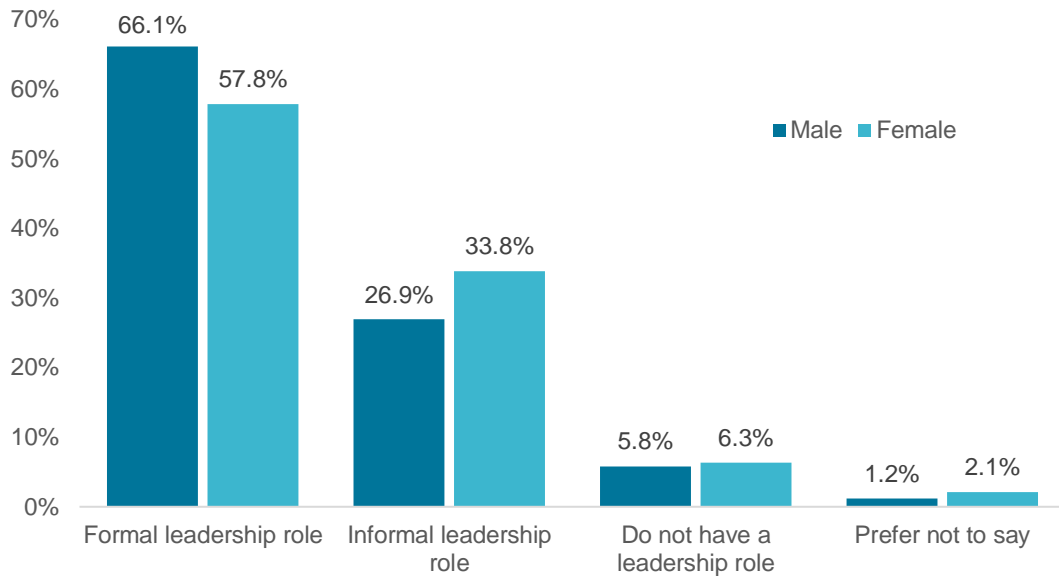


Figure 21: Leadership positions of employed alumni by sex (n=3,358)

Among the different characteristics of alumni, one of the most interesting from a gender equality perspective is the distribution of alumni by field of study. As shown in the figure below, there is a distinct gender gap in a number of traditionally ‘blue’ and ‘pink-collar’ fields. Despite the even gender composition of alumni across the whole Australia Awards, there are still substantially fewer women alumni in ‘STEM’ fields of science, engineering, agriculture and IT, and an over-representation of women in areas such as education, health and society and culture and creative arts.

This gendered distribution by field is interesting and perhaps now that the overall gender target of equal representation of male and female awardees is being achieved, the diversification of awards to achieve more balance within fields of education could be the next challenge for the Australia Awards.

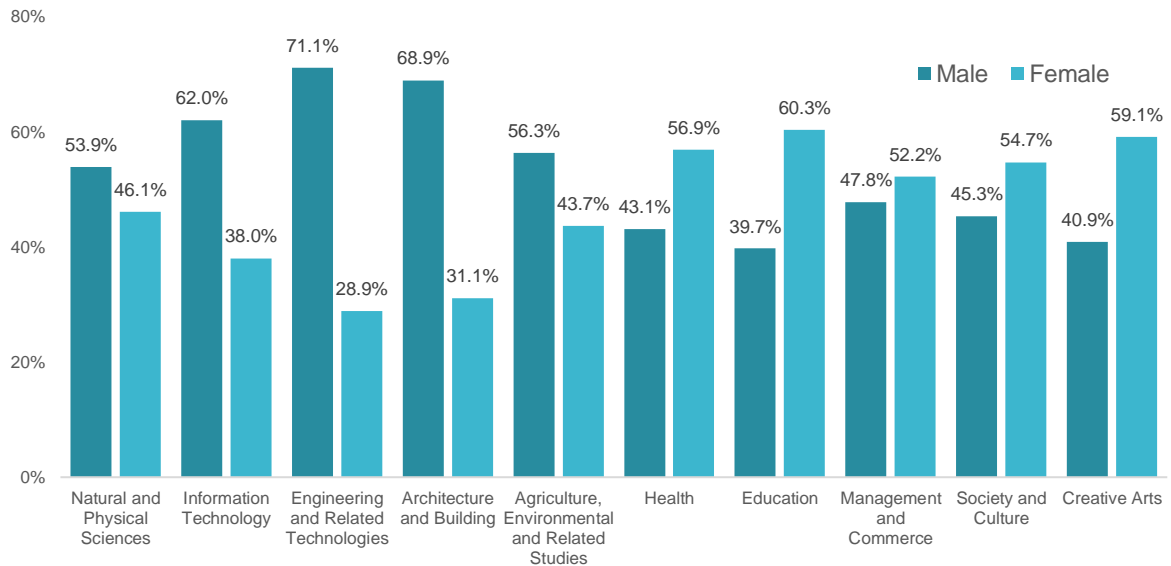




Figure 22: Distribution of alumni by field of education and sex (n= 3,643)


7.1.2 Alumni contributions to gender equality

Rich examples were provided in the Tracer Survey of the way in which **alumni are influencing policies, practice and cultural attitudes towards the contribution of women**. As highlighted in the examples below, alumni are using the knowledge and skills from their scholarships in a number of different ways. In particular, the evidence below highlights achievements by both female and male alumni in advocacy relating to raising awareness of women’s rights, implementation of policy, practice and programs to improve the lives of women, and mentorship of younger women to build leadership and participation in the workplace.

In relation to **advocacy** aimed at raising awareness of women’s rights, the examples below from Peru, Sri Lanka and the Philippines highlight the different ways in which alumnae have made contributions:

- 

I have led advocacy strategies for gender equality at the national level in Peru, for which my governance studies background was very helpful.
Alumna from Peru
- 

I helped with establishing a Human Rights Centre in our university which serves as an advocacy training for students to enable them to inform and empower people through workshops and seminars on laws. An example is our workshop on the Violence Against Women and their children. Alumna from the Philippines
- 

I am using the knowledge which I have gained on Women, Peace and Democracy to fight to win 25% representation for women in local government in Sri Lanka. Alumna from Sri Lanka

In addition to the advocacy contributions alumni are making, the Tracer Survey also highlighted some examples of alumni using the skills from their award to build

and implement **programs and initiatives to improve the lives of women** in their countries. These include two examples of addressing gender-based violence, as well as focusing on areas of women’s leadership and girls’ participation in STEM:



I am using participatory tools for community consultations and using data from literature to inform policy development and decision making, particularly relating to understanding gender-based violence as a root cause of gender inequality. Alumna from Solomon Islands



I have been using community models of leadership systems I learned on award and developing advocacy program activities to prevent Gender Based Violence in the communities. Alumnus from PNG



I've introduced women in leadership network which comprises women's leaders from different backgrounds including political parties, community sector organisations, government, ethnic armed groups and business. Alumna from Myanmar



I have been involved in forming a Girls in STEM initiative under the PNG National Women in STEM organisation. Alumna from PNG

Another strong role of alumni of the Australia Awards is to mentor and build capacity on return home. The examples below from across the globe highlight the way in which alumnae are **mentoring women to build leadership**.



I founded a Women in Leadership Network, Nepal Chapter to motivate other women leaders to share their experiences within the alumnae and beyond. Alumna from Nepal



I have mentored young women with visual impairment in various capacities in policy analysis and project development in Nigeria and Uganda and also assisted the executives of the Youth Wing of the Ghana Blind Union to develop and draft projects that are gender sensitive. Alumna from Ghana



During lunch hours, take 10 minutes to interested participants, especially young women, to think outside the box, on how to challenge themselves to develop their potential further, for both their benefit and for their contribution to nation building. Alumna from PNG

7.1.3 The role of alumni engagement in enabling alumni contributions to gender equality

Importantly, a key theme in the discussion by alumni of initiatives and motivation to become involved in gender equality advocacy and activities is the ongoing involvement in alumni networks from Australia. The quotes from alumni below demonstrate the way in which alumni engagement activities are enabling alumni to continue discussing gender equality and working on leadership skills post-award. Examples of a range of these links and opportunities are described below:



Being a member of the alumni association, I have come in contact with other awardees with similar interests. The Women in Leadership Network for instance in 2018 partnered the High Commission in celebrating International Women's Day where some shared experiences and sensitisation of participants during the break out session. We supported Gawad in its mentorship training for females in Science Communication and also currently won a small grant award to train the alumni association on Gender Equality and Social Inclusion which I believe will go a long way in equipping us as individuals and contribute to our output at work and serving the society in general.
Alumna from Ghana



I have been a member of the Australian Awards Alumni Gender group in Vietnam, hence regularly participated in periodic meetings of the group. As an Australian Awards Scholarship alumnus, I have taken part in meetings, training, workshops conducted by DFAT. Furthermore, I have joined meetings with other alumni of the University of Melbourne. Alumna from Vietnam



I have joined hands with the alumni association to implement three projects for vulnerable groups in Agriculture, disability empowerment and Gender protection. I have formed a company with one awardee to promote ICT in agriculture, linking farmers to agricultural inputs and other services. Alumnus from Ghana



By actively being engaged in the Tanzania Australia Award Alumni Group to share ideas for collaborative and impactful projects. We have submitted various project proposals to the Australian Department of Foreign Affairs to empower girls and people with disability in accessing education and avoid early pregnancies as well as overcome social injustices. Alumnus from Tanzania

7.1.4 Challenges in applying skills and knowledge for women

It is noteworthy that when alumni were asked about challenges in applying their knowledge and skills on return from award, only a very small proportion mentioned issues relating to gender discrimination in achieving this. In total, about five per cent of women who responded to this question mentioned gender as having some impact on the way they applied their knowledge and skills. For perspective on this, alumnae were far more likely to mention the other barriers highlighted earlier in the report (i.e. employment opportunities to use skills, bureaucracy and nepotism, resource constraints) than to highlight gender as a barrier in applying their skills and knowledge on return from award.

Despite the overall minority of respondents mentioning this, it is important to highlight some of the difficulties faced by alumnae on their return so that support as described above can continue to expand in ensuring post-award outcomes are not negatively influenced by gender discrimination.

Among the responses from alumni to the survey, discrimination in access to opportunities in the workplace was the most common theme mentioned. The examples below illustrate the thinking of alumnae:



Gender, as a woman people still have mentality to look down upon us.
Alumna from Malawi



Gender and marital status are my very significant constraints here because woman is expected to be at home and get married.
Alumna from Indonesia



Gender discrimination was a big problem for me, being a woman and a Muslim was an obstacle for me. Alumna from Pakistan



Gender is a factor. There is always a man in charge and some think a woman should be in the home. Alumna from Nigeria



Gender and seniority are factors which constraint in applying my skills. Being young and female makes it difficult for employers to accept and respect. Alumna from Laos

7.2 Alumni contributions to disability inclusiveness

The Australia Awards specifically advocates to enable inclusiveness for people with disability both in the application process and in undertaking scholarships. In the Year 3 Tracer Survey population, 3 per cent of respondents (125 individuals in total) identify as having a disability (Figure 23).

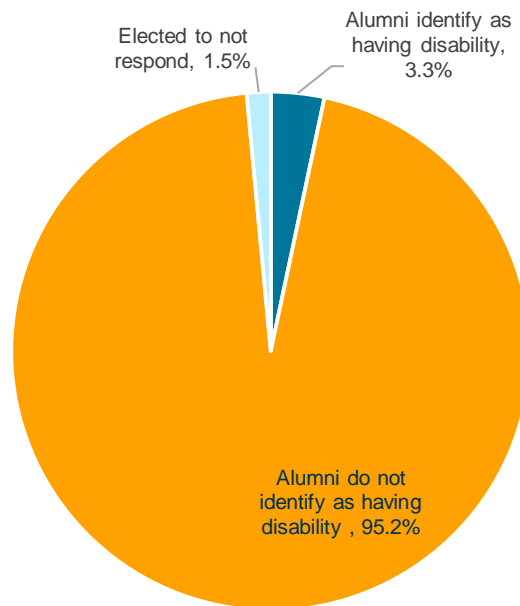


Figure 23: Alumni who identify as having a disability (n=3,762)

7.2.1 Characteristics of alumni with a disability

The relatively large number of respondents who identify as having a disability is a notable achievement for the Tracer Survey and Australia Awards more broadly. This data enables a more nuanced exploration of the characteristics and contribution of this group of alumni than has been possible in previous Tracer Surveys by the Facility.

Overall, the analysis based on responses relating to the long-term outcomes of the Australia Awards suggests that alumni with disability have very similar response patterns to the overall alumni group. These alumni indicate they have been able to share their knowledge and skills with others (98% of alumni with disability indicate they have done this), introduce improved practice and innovation at work (98%), have maintained and built connections with Australia (42%), and have very positive views of Australians (97%) and Australian expertise (97%).

In further exploring the characteristics of this group of alumni, the Tracer Survey data shows that male alum are slightly more likely than female alum to identify as having a disability (Figure 24), and that there are some notable differences in the rate of alum with disability across the Australia Awards regions. Figure 25 shows that alumni respondents from the Caribbean, Sub-Saharan Africa and Pacific

Island countries were more likely to identify as having disability than the overall average across all alumni.

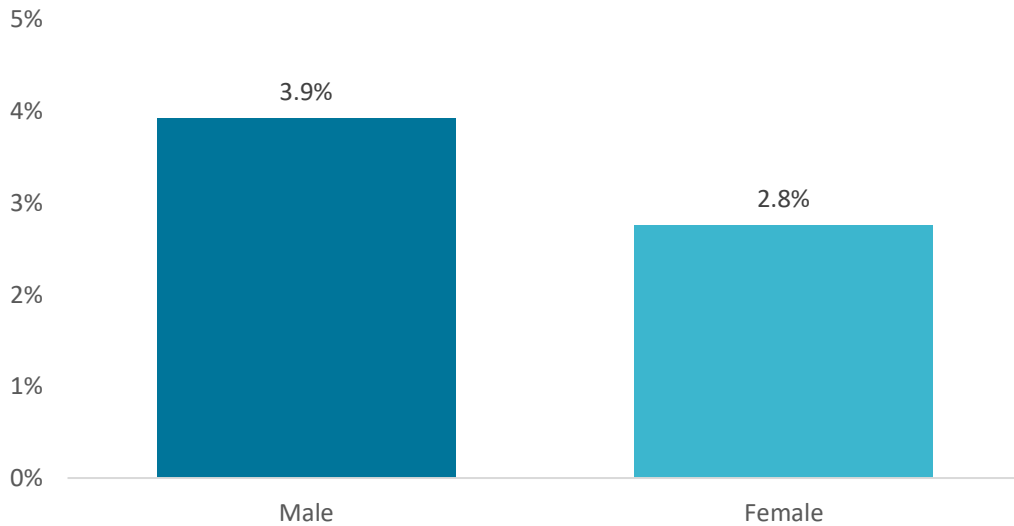


Figure 24: Per cent of alumni who identify as having a disability by sex (n=125)

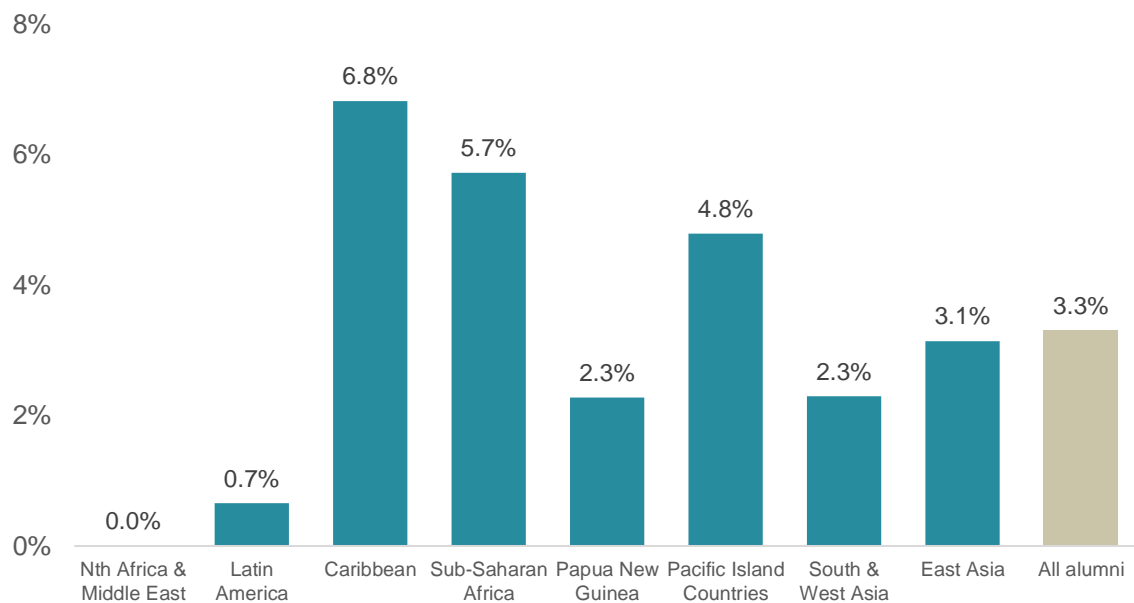


Figure 25: Per cent of alumni who identify as having a disability by region (n=125)

In addition to these findings, analysis of the relative representation of people with a disability by field of education, employment sector and level of leadership is detailed in Figure 26. In this figure, the share of people with a disability across

these groups (i.e. across the different fields of education) shows some differences. By field of education, the data shows alumni respondents with a disability were more likely than other alumni to have studied in health, education or society and culture. Alumni with a disability were also much more likely to be employed in the NGO sector or in the UN. The survey data also shows that alumni with a disability are more likely than other alumni to have a formal leadership role, and less than one per cent of this group did not have a leadership role at all (compared with six per cent of alumni not identifying as having disability).

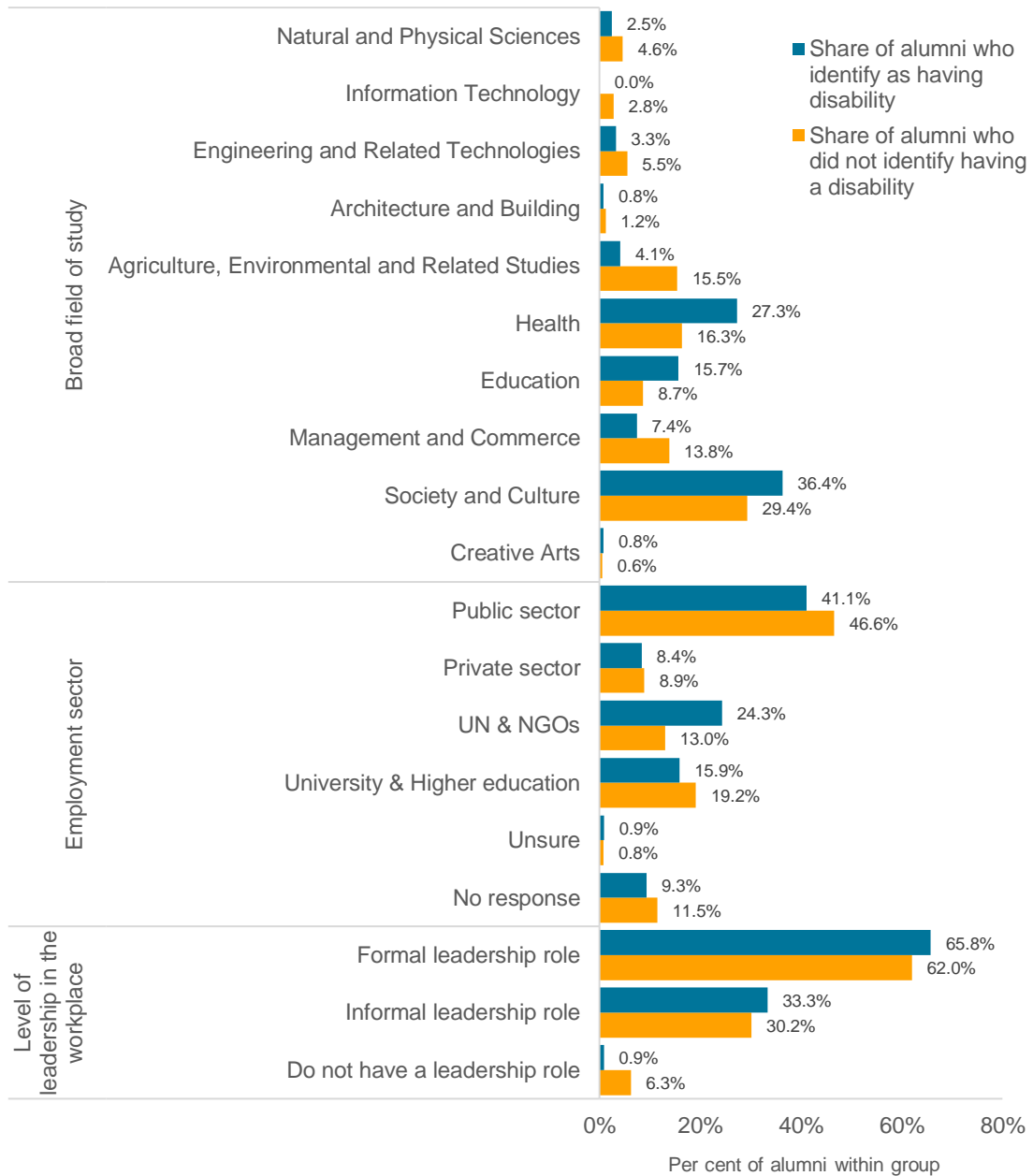



Figure 26: Distribution of alumni by disability identification and field of study, employment sector and leadership level (n - identify with disability=125, n - do not identify with disability=3,581)

7.2.2 Contributions by alumni to disability advocacy and awareness


The Tracer Survey collected numerous examples of alumni working on programs, policies or other initiatives to increase inclusiveness for people with a disability. The examples below cover involvement in policy development, training and mentoring, and the implementation of programs or activities designed to promote inclusiveness of persons with a disability.

Alumni in Nigeria, Vietnam and Tanzania provided strong examples of their work in the policy domain to **develop new standards and awareness of disability** within their countries:




 *During the recent review of the National Policy on the Rehabilitation of Persons with Disabilities in Nigeria, my inputs led to the redefinition of disability within the context of social and human rights model as against the medical model used before. Also, I ensured that a section was included on disability in humanitarian context and emergencies.*
Alumna from Nigeria




 *I have been involved in promoting the use and collection of disability data in order to inform different models of community services (run by government and non-government) to provide services to persons with disabilities; policy on inclusive education; and promoting development of services tailored to individuals.* Alumna from Vietnam




 *I am in communication with my countries awardees and the Kenyans awardees to advocate for special parliamentary seats for women with disabilities. Kenya is doing good in this as we have to join forces to ensure that Tanzania obtains more seats for women with disabilities.*
Alumna from Tanzania

Training, mentoring and passing on knowledge and skills to others, with a focus on disability inclusion has also been a notable contribution of alumni, with the examples below offering insight into how this is happening:




 *I have facilitated several Human Rights and Disability Rights Training programs. I have shared my life experience as a woman with disability during workshops to give ideas as to how people with disability especially women be treated or seen. And how forgotten we are as a group of marginalized human beings and how it can be resolved.*
Alumna from PNG




 *I mentored young women with visual impairment in various capacities in policy analysis and project development in Nigeria and Uganda. I also assisted the executives of the Youth Wing of the Ghana Blind Union to develop and draft projects that are gender sensitive.* Alumna from Ghana



 *I share my skills to other persons with disability who are from other different types of disability and 28 branch offices which are located in all around the country.* Alumna from Myanmar

Some examples of particular program involvement relating to persons with disability were also highlighted by alumni. The examples below from Nigeria, Zambia and the Philippines show the practical nature of these contributions:



 *I successfully advocated for an accessible automated teller machine with my bank. I helped integrate our National Disability Act in my workplace which my workplace was ignorant about. I have spoken at various events on inclusive development with the most recent being a keynote speech on the importance of participation of women with*

disabilities and that helped draft plans to improve the participation of women with disabilities in politics as an important space in which critical decisions affecting the disabled community in Zambia are made. Alumna from Zambia



The new skills have given a passion to empower persons with disability, which led me draft a proposal on Empowering Women living with Disability with an Agricultural Processing Industry. I asked for and gained support for this from the Traditional Ruler, HRH Igwe Chime of Ufuma Kingdom. HRH has graciously given us land and presently working on the finance to build and train the women for this program. Alumna from Nigeria



In my stay in Australia, I was privileged to be connected and network with Vision Australia. My personal immersion in their program and services inspired me and motivated me to be active in my advocacy work for Filipinos with disabilities. I have been using the model of Vision Australia as an example as I manage the Philippine Chamber of Massage Industry for the Visually Impaired. Alumnus from the Philippines

7.2.3 The role of Australia Awards in assisting alumni with a disability

As noted earlier, the Australia Awards specifically works to build disability inclusiveness across its processes. Alumni with a disability provided concrete examples of the way in which they have specifically been supported either through accessing their scholarship or on return from award by DFAT, alumni networks and Australia embassies. Some indicative examples of this are highlighted below.



Together with other alumni, I have participated in workshops/seminars by Australian organization. I also joined a research on mental health situation of people with disabilities under the small grant of Australian Embassy. Alumna from Vietnam



Collaborating with Australia and Indonesia through links built during my award is helping to build a universal design program to strengthen networks for hearing disabled. Alumna from Indonesia




The networks with other awardees established good relationship that lead to further collaboration with some of the awardees such as getting good practices in the implementation of disability rights to help us in our own advocacy. Alumnus from Vietnam

7.2.4 Ongoing challenges for people with a disability


While the Australia Awards is making substantial progress in the inclusion of people with a disability, and helping to develop advocates and contributions to the improvement of disability inclusiveness, there are still ongoing challenges for people with a disability in their home countries. Often these difficulties focus around particular cultural stigma and infrastructure deficiencies were commonly highlighted by alumni.

Examples in relation to ongoing **cultural stigma** or lack of understanding included the following alumni quotes from Indonesia, Solomon Islands, Guyana and Vietnam:




 *The problem is the community perspective that deafness is not productive, that they can't carry out their daily duties and responsibilities so their rights are ignored. But also the community did not examine the characteristics of different deaf behaviours.*
Alumna from Indonesia




 *Disability inclusive is still very new to stakeholders, so there is still a lack of recognition of my skills due to this underlying issue.*
Alumnus from Solomon Islands




 *In terms of challenges there is still a long way to go in development of special education in Guyana due to the attitudes towards people with disabilities. People with disabilities have interests and desires the same as a normal person. And so a huge task to get the message over. There are not many radio programs giving a voice to persons with disability. I am planning to start a radio programme once a month so people can know more about people with disabilities and things we can do to change perceptions in Guyana toward people with disabilities.*
Alumnus from Guyana




 *Especially in the developing countries, this is a big constraint. The system does not address disability properly, so many children with disabilities are still behind. Mainstream has not properly addressed disability in my country.* Alumna from Vietnam

Examples of the **impediments to access and deficiencies in infrastructure** as compounding issues of rural and remote isolation include:




 *To make a difference we need to be bringing all the people with disability together. But they're all scattered, they all in different places. The geographical area and public transport mean it's not easy for disabled people to meet together.* Alumnus from India




 *As a person with disability I will say accessibility is my main constraint. Accessibility to offices or even the plane for local travels.*
Alumnus from PNG



 *Geography, location, and funds do not fully support the programs and needs of PWDs [persons with disabilities].*
Alumnus from Solomon Islands



 *Living with disability poses several challenges when it comes to participation in health, education or gaining decent employment. I think the most significant constraint for me is remoteness or geographic isolation, and lack of opportunities when it comes to people with disabilities.* Alumnus from Pakistan

7.3 Rural alumni and impact on contributions

The Australia Awards also recognises the importance of increasing access and opportunities through scholarships for people from rural and remote areas. Among alumni who responded to the Year 3 Tracer Survey, a notable proportion are from rural or remote areas (498 alumni, 13.2 per cent) (Figure 27).

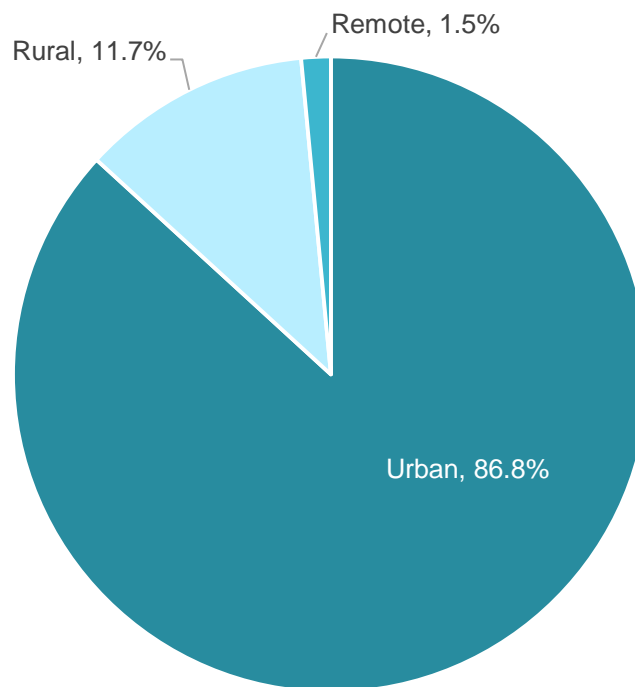


Figure 27: Residential location of alumni (n=3,762)

In terms of the characteristics of this cohort, there are no significant differences between alumni from urban areas and those from rural and remote areas when it comes to sex distribution, employment status, field of study, or type of award. From the quantitative data collected, the most interesting element to highlight among this group is the differences by region (Figure 28).

Overall, the analysis based on responses relating to the long-term outcomes of the Australia Awards suggests that alumni living in rural or remote areas have very similar response patterns to the overall alumni group. These alumni indicate they have been able to share their knowledge and skills with others (97% of alumni with living in rural or remote areas indicate they have done this), introduce improved practice and innovation at work (95%), have maintained and built connections with Australia (75%), and have very positive views of Australians (98%) and Australian expertise (97%).

Perhaps unsurprisingly, the Pacific Islands and Caribbean regions, given their island geography have the largest proportion of alumni who live outside of urban areas.

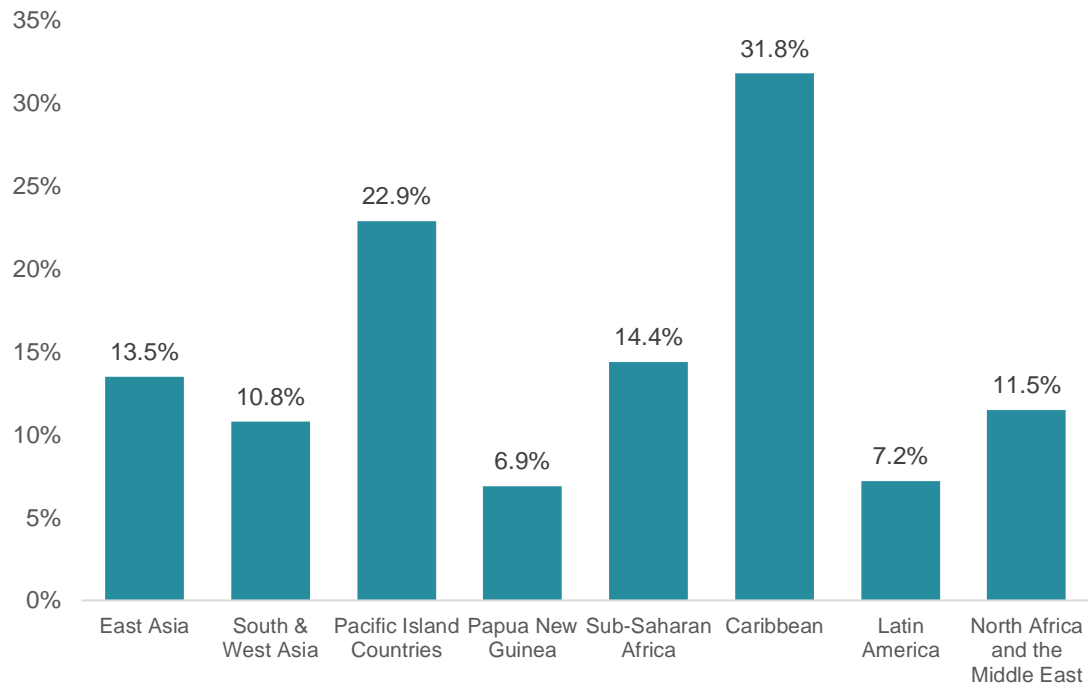


Figure 28: Proportion of alumni living in a rural or remote area, by region (n=3719)

7.3.1 Alumni contributions to rural and remote areas

Of the nearly 500 responses in the Tracer Survey from alumni in rural and remote areas, some interesting insight can be seen in their contributions to development.

The contributions of alumni towards helping people from rural and remote areas are provided below. These are followed by some observations by alumni from rural and remote areas relating to the challenges and issues they have faced following return from their award as a result of their geographic isolation.



Since I came back from Australia, I have been involved as a member of the board of directors in YPARD Peru (Young Professionals for Agricultural Development network). At YPARD, I have mentored more than 30 young professionals, providing them of training in rural development approaches. Alumna from Peru



I have assisted locals in teaching basic electrical technology to maintain remote radio communication and mobile sites on an ongoing basis. Also assisting with solar panel installation for rural electrification. Alumnus from PNG



I have developed farmer-producer clusters in many areas with linked exporters to empower the rural community including women. Alumna from Sri Lanka



I established the community organisation in the remote village in Lombok. Together with the locals, we build the study centre as a knowledge hub. We have been conducting after school program, trainings or workshop for children, youths, and farmers, particularly girl and women. I share my knowledge to them including my experience how to get the Australia Awards scholarship, motivate young generation to study abroad. Living in the remote village is not impossible to them to reach their dream. This year I feel more than happy because one of the young guy in our study centre got the Short Term Awards on Sustainable Tourism in Australia. Alumna from Indonesia



I passed knowledge of Geographic Information Systems (GIS) and remote sensing to Rural Energy Agency of Tanzania during my role as GIS/RS Analyst to develop rural electrification plan using GIS. Alumnus from Tanzania



I was a research volunteer and trainer for the Hydrology for Environment, Life and Policy NGO network. My responsibilities included training of vulnerable and indigenous people on water safety, water security and water management at the rural and household level, as well as doing research in innovative technologies in addressing water related issues affecting the city. Alumnus from Philippines



Using my pharmacy background, I have undertaken a consultation on how to optimise drugs used for the community in rural area that my university had engaged with. Alumna from Indonesia



My project is basically advocating for adoption of health, hygiene and nutrition practices. We promote household level food production and bring diversity in the diet of poor and vulnerable households, we promote toilet construction and hand washing at critical times, we work with government to improve quality of health care at rural communities. Alumnus from Nepal

7.3.2 Constraints for rural and remote alumni

Remoteness, geographic isolation and accessibility for communities in rural areas were mentioned by some alumni as impeding their ability to apply knowledge and skills, and maintain networks on return to their home country. In some cases there were cultural issues, whereby alumni working in regional areas perhaps feel they are not given the support or recognition for their work in those communities, for example:



A barrier is the incapacity of senior and executive managers to provide appropriate resources for officers who work at the remote and rural areas. Alumna from Fiji



In rural areas, new practices and knowledge are not very much welcomed. Alumna from Pakistan

However, most of the barriers mentioned by alumni related to **infrastructure and conditions in rural and remote areas** as limiting ability to make further contributions. As the examples below suggest, these include digital and physical accessibility and the related social limitations that result.



My campus is located in rural area as it is for many agriculture schools in many other places. So, sometimes it is hard to participate in many social and professional events organised by alumni given many of them take place in cities. Alumna from Rwanda



Hatinh province where I live and work is a rural area, therefore, information technology is quite limited. It was challenging when building an online disease monitoring system. Alumna from Vietnam



Remoteness also has some impact, decentralization is poor and there are long distances to cover before one can reach the capital. Alumna from Ghana



Due to remoteness and bad road condition, it is difficult to monitor the community who is getting support from my organisation. Alumna from Timor-Leste



The great challenge is geographical isolation being in remote area of Pakistan. Most of the time I am unable to attend the gatherings and programs organised by DFAT because of remoteness. Alumna from Pakistan

8. Conclusion

This Tracer Survey offers a large, global and statistically robust set of evidence to examine the development contributions, and bilateral connections and partnerships with Australia among alumni who completed their Australia Awards scholarship or fellowship between 2011 and 2016. This is the third large-scale quantitative data collection of the Australia Awards Global Tracer Facility, and substantially adds to the previous surveys which focussed on the 1996 to 2005 and the 2006 to 2010 cohorts.

The survey provides insight into the extent to which the long-term outcomes of the Australia Awards are being met, as well as exploring the factors that have helped or hindered alumni in their achievements post award.

The responses from the 2011 to 2016 cohort suggest that when it comes to contributing to development (Outcome 1), cooperation with people met on award (Outcome 2) and positive views of Australia (Outcome 4), the Australia Awards is broadly achieving these outcomes. The quantitative and qualitative data collected in the survey and presented in this report shows the extent to which alumni feel these outcomes are being met and offers a range of examples from the alumni themselves about their experiences and achievements that reflect this.

The survey found that it is less common for alumni to develop ongoing professional partnerships with Australian organisations (Outcome 3). On this outcome, fewer than half of those surveyed had established such a partnership following their award, despite the vast majority of alumni wanting to develop such links.

As in the previous two Tracer Surveys by the Facility, alumni highlighted that factors such as new skills and knowledge gained on award, the development of professional networks and reintegration support from their employers on their return from Australia allowed them to achieve these outcomes.

Alumni also outlined factors that challenged them in making contributions and connections. For contributions to development, some alumni noted that when they returned home there were limited employment opportunities that matched the skills gained on award, or if they were employed, that sometimes there was a lack of recognition of these new skills in the workplace, or bureaucratic or cultural resistance to change. For ongoing connections and partnerships with Australia, some alumni mentioned there had been no time to build professional networks on award nor on return home, while for others, there was a lack of awareness of information about how to make lasting connections with Australia.

The results here provide DFAT with a strong evidence based for highlighting the achievement of the Australia Awards, as well as offer insight from alumni to further improve and strengthen the awards for current alumni and future scholars.

The completion of this third Tracer Survey by the Facility means that DFAT now have a strong dataset of more than 6,500 alumni, spanning completion years from 1996 to 2016, for further exploring outcomes and identifying areas for consolidation and improvement in the Australia Awards. In 2020, the Facility will examine this

dataset in more detail, and produce a Global Report to summarise outcomes and offer insight for further strengthening the impact of the Australia Awards.

Annex 1: Characteristics of Telephone Follow-up Respondents

As discussed in the method section of this report, the Facility conducted follow-up interviews with 522 of the alumni who had completed the online Tracer Survey. This interview was designed to elicit further information from alumni about their responses to the online survey. It involved asking alumni to provide more specific detail relating to the examples of links, knowledge transfer, contact with Australians and Australian organisations, and views on Australia. Alumni who had short, or non-specific answers to the open-ended sections of the Tracer Survey were initially targeted for the follow-up interviews, so as to gather more detail from as many alumni as possible. The information from these interviews was coded by the Facility and used in developing the analyses for this report. In particular, many of the verbatim quotes provided in the report were extracted from these conversations. Annex 4 provides the interview questions used during these follow-up interviews.

Table 4: Alumni who participated in Telephone follow-up interviews

Focus	Demographic	Scholarship		Fellowship		All Alumni	
		#	%	#	%	#	%
Sex	Female	142	44.8%	84	42.0%	226	43.7%
	Male	175	55.2%	116	58.0%	291	56.3%
Identify as having a disability	Yes	11	3.5%	18	9.0%	29	5.6%
	No	303	95.6%	181	90.5%	484	93.6%
	Refused	3	0.9%	1	0.5%	4	0.8%
Year of graduation from award	2011	19	6.0%	20	10.0%	39	7.5%
	2012	32	10.1%	34	17.0%	66	12.8%
	2013	43	13.6%	45	22.5%	88	17.0%
	2014	66	20.8%	50	25.0%	116	22.4%
	2015	90	28.4%	46	23.0%	136	26.3%
	2016	67	21.1%	5	2.5%	72	13.9%
Region	East Asia	101	31.9%	87	43.5%	188	36.4%
	South & West Asia	30	9.5%	38	19.0%	68	13.2%
	Pacific Island Countries	9	2.8%	27	13.5%	36	7.0%
	Papua New Guinea	10	3.2%	2	1.0%	12	2.3%
	Sub-Saharan Africa	90	28.4%	34	17.0%	124	24.0%
	Caribbean	15	4.7%	5	2.5%	20	3.9%
	Latin America	55	17.4%	7	3.5%	62	12.0%
	North Africa and the Middle East	5	1.6%	-	-	5	1.0%
	Unknown*	2	0.6%	-	-	2	0.4%

Note: *The 'unknown' category is used for alumni who requested not to have personal information published in reporting.
Percentages within groups may not sum to 100 due to rounding.

Annex 2: Response Numbers by Country

Table 5: Participation statistics for scholarships by region and country

Region	Country	# Survey respondents	Target population	Response rate
Caribbean	Antigua and Barbuda	1	6	16.7%
	Belize	5	13	38.5%
	Cuba	1	4	25.0%
	Dominican Republic	4	15	26.7%
	Grenada	3	21	14.3%
	Guyana	10	29	34.5%
	Haiti	2	9	22.2%
	Jamaica	9	17	52.9%
	Saint Kitts and Nevis	2	13	15.4%
	Saint Lucia	5	20	25.0%
	Saint Vincent and Grenadines	2	16	12.5%
	Suriname	3	11	27.3%
Trinidad and Tobago	1	6	16.7%	
East Asia	Cambodia	133	439	30.3%
	Timor-Leste	45	197	22.8%
	Indonesia	702	3031	23.2%
	Lao PDR	89	333	26.7%
	Malaysia	3	10	30.0%
	Mongolia	81	359	22.6%
	Myanmar	99	301	32.9%
	China	22	307	7.2%
	Philippines	234	823	28.4%
	Thailand	10	40	25.0%
	Vietnam	530	1838	28.8%
Latin America	Argentina	14	57	24.6%
	Bolivia	2	10	20.0%
	Brazil	6	23	26.1%
	Chile	9	30	30.0%
	Colombia	14	39	35.9%
	Costa Rica	9	20	45.0%
	Ecuador	9	18	50.0%
	El Salvador	7	17	41.2%
	Guatemala	14	26	53.8%
	Honduras	5	15	33.3%
	Mexico	18	42	42.9%
Nicaragua	8	11	72.7%	

Region	Country	# Survey respondents	Target population	Response rate
	Panama	3	7	42.9%
	Paraguay	9	28	32.1%
	Peru	13	44	29.5%
	Uruguay	6	12	50.0%
	Venezuela	2	4	50.0%
North Africa and the Middle East	Algeria	1	1	100.0%
	Egypt	7	24	29.2%
	Iraq	1	6	16.7%
	Morocco	0	3	0.0%
	Tunisia	0	1	0.0%
Pacific Island Countries	Cook Islands	1	8	12.5%
	Federated States of Micronesia	3	9	33.3%
	Fiji	59	244	24.2%
	French Polynesia	1	16	6.3%
	Kiribati	11	69	15.9%
	Marshall Islands	1	9	11.1%
	Nauru	1	12	8.3%
	New Caledonia	5	25	20.0%
	Niue	2	8	25.0%
	Palau	2	7	28.6%
	Samoa	17	95	17.9%
	Solomon Islands	37	180	20.6%
	Tokelau	0	3	0.0%
	Tonga	15	94	16.0%
	Tuvalu	5	34	14.7%
Vanuatu	29	113	25.7%	
Wallis and Futuna	1	4	25.0%	
Papua New Guinea	Papua New Guinea	176	732	24.0%
South & West Asia	Afghanistan	17	83	20.5%
	Bangladesh	134	586	22.9%
	Bhutan	125	379	33.0%
	India	36	110	32.7%
	Maldives	51	206	24.8%
	Nepal	77	280	27.5%
	Pakistan	101	371	27.2%
	Sri Lanka	87	374	23.3%
Sub-Saharan Africa	Angola	1	6	16.7%
	Botswana	33	102	32.4%
	Burkina Faso	1	5	20.0%
	Burundi	2	10	20.0%
	Cameroon	10	43	23.3%
	Cape Verde	2	8	25.0%
	Central African Republic	0	1	0.0%
	Comoros	1	4	25.0%

Region	Country	# Survey respondents	Target population	Response rate
	Côte d'Ivoire	2	7	28.6%
	Democratic Republic of the Congo	3	3	100.0%
	Djibouti	0	2	0.0%
	Ethiopia	10	87	11.5%
	Gambia	11	42	26.2%
	Ghana	36	161	22.4%
	Guinea	1	1	100.0%
	Kenya	74	222	33.3%
	Lesotho	16	53	30.2%
	Liberia	15	52	28.8%
	Madagascar	4	6	66.7%
	Malawi	34	117	29.1%
	Mali	4	14	28.6%
	Mauritania	0	1	0.0%
	Mauritius	16	41	39.0%
	Mozambique	26	90	28.9%
	Namibia	9	34	26.5%
	Niger	1	2	50.0%
	Nigeria	57	174	32.8%
	Rwanda	13	54	24.1%
	Senegal	0	2	0.0%
	Seychelles	8	39	20.5%
	Sierra Leone	8	41	19.5%
	South Africa	17	59	28.8%
	South Sudan	2	10	20.0%
	Swaziland	21	54	38.9%
	Tanzania, United Republic of	45	228	19.7%
	Togo	1	11	9.1%
	Uganda	37	142	26.1%
	Zambia	46	156	29.5%
	Zimbabwe	10	27	37.0%
	Other or unknown	44	83	53.0%
	Total	3768	14541	25.8%

Note: *The 'unknown' category is used for alumni who requested not to have personal information published in reporting.

Annex 3: Tracer Survey Instrument

As detailed in the Methodology chapter, Tracer Survey questions are mapped to the Australia Awards long-term outcomes documented in the Global Strategy and M&E Framework.

The instrument is supplemented with basic demographic, enrolment and employment characteristics of alumni. Where these variables are known to the Facility, they will be pre-filled, with alumni asked to verify that information is correct and update where necessary. Responses to this survey instrument from 3,768 alumni were analysed in this report.

These survey questions were delivered online. The formatting and approach was adapted to suit the mode of survey delivery, as such the information here provides the question wording and response options rather than the 'look' of the survey as seen by alumni respondents.

At the conclusion of the survey alumni are asked if they would be interested in participating in a follow-up telephone survey. The key questions for the phone survey are provided in Annex 4.

Tracer Survey instrument

Personal details (prefilled with existing data and confirmed/updated by alumni during interview)

Family name
Given name(s)
Gender
Date of birth (dd/mm/yyyy)
Nationality
Current Residential location (Urban/Rural/Remote)
Telephone contact number(s)
Personal e-mail address
Scholarship type/name
Name of course of study (e.g. Master of Education, Bachelor of Arts, etc.)
Field of study
Australian education institution attended
Year of graduation
Current employment status (employed full-time/employed part-time/retired/not employed)
Name of current employer agency/organisation (or last employer if retired)
Current position (or last position if retired) [full title]

Brief description of your current job (or last role if retired) – prompting for detail to be including in briefing with focus on level of seniority/influence.

In relation to your current job (or last job if retired), which of the following statements best describe your level of leadership?

- a. I have ['had' if retired] a formal leadership role (e.g. as a manager, supervisor)
- b. I have ['had' if retired] an informal leadership role (e.g. mentor, opportunity to influence others informally)
- c. I do not have ['did not have' if retired] a leadership role

Have you received any other scholarships in addition to the [insert scholarship relevant to this survey]?

- a. Yes [record other scholarship/s names]
- b. No
- c. Don't know

Do you give your permission for Wallis to pass on any updated details such as your email and/or phone number we have collected in this survey to ACER and DFAT?

The information will be used for the purpose of conducting and reporting on the Australia Awards Global Tracer Facility, or for DFAT to make contact with you in the future. The information will be used by authorised staff for the purpose for which it was collected and will be protected against unauthorised access and use.

- a) Yes
- b) No

Outcome 1: Alumni are using their skills, knowledge and networks to contribute to sustainable development

To what extent do you agree with each of these statements?
As a result of my Australia Award:
a) I have passed on my new skills and knowledge to others
b) I have introduced improved practices and innovations through my work
c) I have built networks with Australians or Australian organisations
d) I have built networks with other awardees
Response Frame: [Strongly Agree to Strongly Disagree 5 point scale, + Don't Know]

[If agreed or strongly agree to a) above]
Please provide an example of a way in which you have passed new skills and knowledge onto others to contribute to development in your country.
Response Frame: OPEN TEXT RESPONSE

[If agreed or strongly agree to b) above]
Please provide an example of a way in which you have introduced improved practices and innovations through your work to contribute to development in your country.
Response Frame: OPEN TEXT RESPONSE

[If agreed or strongly agree to c) above]
Please provide an example of a way in which you have built networks with Australians or Australian organisations that contribute to development in your country.
Response Frame: OPEN TEXT RESPONSE

[If agreed or strongly agree to d) above]
Please provide an example of a way in which you have built networks with other awardees that contribute to development in your country.
Response Frame: OPEN TEXT RESPONSE

In relation to [this example/these examples], what is the most significant factor that has assisted you in applying these?
Response Frame: OPEN TEXT RESPONSE

Again, thinking about [this example/these examples], what is the most significant constraint you have faced in applying these?
[Or if no examples provided for previous] What is the most significant constraint you have faced in applying skills and knowledge, introducing improved practices and building networks?
Response Frame: OPEN TEXT RESPONSE

Outcome 3: Effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries

As a result of your Australia Award, have you developed professional links with Australian institutions or organisations?

Response Frame: [1. Yes. 2. No]

IF YES:

Which types of Australian institutions or organisations have you developed professional links with? [select all that apply]

- National or State Government Departments?
- Private sector businesses?
- Universities?
- Non-Government Organisations?
- None of the above

Response Frame: [tick box]

IF NO:

Have you wanted to develop professional links with Australian institutions or organisations?

Response Frame: [1. Yes. 2. No]

[If Yes to the first Q in the box above]

Please provide an example of a professional relationship you have developed with an Australian institution or organisation as a result of your time on-award.

Response Frame: OPEN TEXT [guided by the following – who or what organisation? What is the relationship? How frequent? How is it mutually advantageous to both countries?]

[If No to the first Q in the box above]

What are the main factors that have prevented you from developing professional links with Australian institutions or organisations?

Response Frame: OPEN TEXT

Outcome 2: Alumni are contributing to cooperation between Australia and partner countries

How frequently are you in contact with the following groups:

- Your Australian host institution
- Fellow Australian students
- Fellow scholarship recipients
- Professional Associations or Australian businesses operating in Australia/your home country
- Australian Embassy, High Commission or Consulate
- Friends in Australia

Response Frame: [1.Always. 2 Often. 3. Sometimes. 4. Rarely. 5. Never, + Don't Know]

[if response 1-4 for any of the above]

Please briefly describe an ongoing relationship you developed as a result of your time in Australia on-award..

Response Frame: OPEN TEXT [guided by the following – who or what group? What is the relationship? How frequent??]

Outcome 4: Alumni view Australia, Australians and Australian expertise positively

To what extent did your experience during your award influence your perception of the following:

- Australia as a country
- Australian people
- The knowledge skills and expertise of Australians

Response Frame: [1. I became much more positive. 2. I became slightly more positive. 3. No change. 4. I became slightly more negative. 5. I became much more negative, + Don't Know]

Have you provided advice to people from your country in relation to pursuing opportunities in Australia?

Response Frame: [1. Yes. 2. No.]

If yes, please provide an example

Response Frame: OPEN TEXT

[If Yes to above] *Please provide an example of a way in which you have provided advice to people from your country in relation to pursuing opportunities in Australia.*

Response Frame: OPEN TEXT

Permissions

When we provide the data to DFAT, do you give consent for Wallis to link your survey responses with your personal details?

You will not be identified in any reporting of the results, unless DFAT explicitly gains your permission.

Response Frame: [1. Yes. 2. No.]

Follow-up request

Finally, we will be conducting follow-up to this survey over the telephone to gain a more in-depth understanding of some of the topics that have just been covered. We will be telephoning a selection of alumni. Would you be willing to participate in a follow-up interview?

Response Frame: [1. Yes. 2. No.]

Annex 4: Follow-up Telephone Interview Instrument

Follow-up telephone interviews were conducted with selected alumni who completed the online survey and indicated willingness to speak about their experience further. These interviews were used to enhance the qualitative answers provided by alumni in their online survey responses. A total of 517 follow-up interviews were conducted in this year's Tracer Survey (see Annex 1 for a details of the characteristics of this group).

Follow-up telephone interview instrument

Introduction:

...You recently completed a survey about your experience as a recipient of an Australian Government funded scholarship to study in Australia. After finishing the survey, you indicated that you would be willing to complete a short follow-up telephone interview to discuss your survey responses...

Outcome 1: Alumni are using their skills, knowledge and networks to contribute to sustainable development

In the survey you completed earlier, you provided an example of the ways in which your Scholarship helped you to contribute to development in your country. I'd like to explore this further...

[response in original online survey read out to alumni]

Response Frame: Open Text [probed with: What skills/practices/innovations/network are the key to contributing to development. HOW did this occur (i.e. How did the benefits gained on-award link with the developments achieved)]

In relation to [reproduce responses to online survey], what is the most significant factor that has assisted you in applying this?

Response Frame: Open Text [probed with: For example, support from employer, networks developed on-award, Skills and knowledge developed on-award etc.)]

Again, thinking about this example, what is the most significant constraint you have faced in applying these?

Response Frame: Open Text [probed with: These could be things such as gender, lack of recognition of skills, lack of work opportunities, corruption or nepotism, remoteness or geographic isolation etc.]

Outcome 3: Effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries

[If links/relationships mentioned in online survey]

In the survey, you mentioned a particular professional relationship that has developed as a result of your time on-award that you thought was important in creating a partnership between Australia and [country of citizenship from sample]. I'd like to explore this further...

[response in original online survey read out to alumni]

Response Frame: Open Text [probed with: What organisation was this? What is the relationship? How frequent? Is it mutually advantageous to both countries? What benefits arise from this partnership?]

[If no links/relationships mentioned in online survey]

In the survey, you mentioned factors that have prevented you from developing professional links with Australian institutions or organisations, even though you might have liked to develop such links. I'd like to explore this further ...

[response in original online survey read out to alumni]

Response Frame: Open Text [probed with: What was the nature of these barriers? Systemic, Cultural, Linguistic etc.? What was the main source of the barrier?]

Outcome 2: Alumni are contributing to cooperation between Australia and partner countries

In the survey, you mentioned a particular example of where you have used a link or network you developed in Australia in your profession or employment in your home country. I'd like to explore this a little further...

[response in original online survey read out to alumni]

Response Frame: Open Text [probed with: Who or what group? What is the relationship? How frequently are you in contact?]

Outcome 4: Alumni view Australia, Australians and Australian expertise positively

In the survey, you mentioned that you have provided advice to people in relation to pursuing opportunities in Australia. I'd like to explore further any of the situations where you've been able to provide such advice...

[response in original online survey read out to alumni]

Response Frame: Open Text [probed with: for example, others may have asked for advice about scholarship opportunities they may be considering?]

