Australia Awards Global Tracer Facility

Alumni Case Study – Insights into short course capacity building

September 2021

Recommended citation

Doyle, J. & Clarke, L. (2021). *Alumni Case Study—Insights into short course capacity building*, Australia Awards Global Tracer Facility, Australian Department of Foreign Affairs and Trade, Canberra. Retrieved from: https://www.dfat.gov.au/people-to-people/australia-awards/australia-awards-global-tracer-facility-year-6-results

Contents

Abbreviations and Acronyms

AAS	Australia Awards Section
AHO	Australian Host Organisation
AWA	Australian Water Association
BPPSPAM	Ministry of Public Works (Indonesia)
CBR	Community Based Rehabilitation
CO	Counterpart Organisation
COVID-19	2019 novel coronavirus disease caused by severe acute respiratory syndrome coronavirus 2
DFAT	Department of Foreign Affairs and Trade
ESCAP	Economic and Social Commission for Asia and the Pacific
EU	European Union
GTF	Australia Awards Global Tracer Facility
ICE WaRM	International Centre of Excellence in Water Resources Management
ICT	Information and Communications Technology
INDII	Indonesia Infrastructure Initiative
IPU	International Projects Unit
ITB	Institut Teknologi Bandung
MOHMS	Ministry of Health and Medical Services (Solomon Islands)

MOU	Memorandum of Understanding
PWD	Person with disability
QUT	Queensland University of Technology
RDTC	Resource Distribution and Training Centres
REAP	Re-Entry Action Plan
RTO	Registered Training Organisation
SEAMEO INNOTECH	Southeast Asian Minister of Education, Organization, Innovation and Technology
SEQ Water	South East Queensland Water
SIWA	Solomon Islands Water Authority
STEM	Science, Technology, Engineering, and Mathematics
SUCTEA	State Universities and Colleges Teachers Association
UE	University of the East
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UP	University of the Philippines
UST	University of Santo Tomas
WASH	Water, Sanitation, and Hygiene
WASPOLA	East and West Kalimantan Project

Executive Summary

The Short Course modality of the Australia Awards provides customised professional development of senior to mid-level international participants in areas of strategic importance that complement Australia's development priorities and diplomatic efforts at bilateral, regional and multilateral levels. Two main modalities exist in this space, Australia Awards Fellowships (currently not being used) and Australia Award Short Courses.

Short course modalities are designed to quickly develop and enhance skills and knowledge of professionals working in a specific field or sector to meet identified capacity gaps in priority development areas. Courses typically include theory-based workshop activities and resources, industry specific site visits and benchmarking, cultural exchange activities, and networking opportunities with Australia experts and institutions.

This case study by the Australia Awards Global Tracer Facility (GTF) explores the impact of the use of fellowships as a mechanism for delivery of short courses, on alumni knowledge, skills and post-award networks, and their ability to drive change and contribute to the targeted development gaps.

Administered by DFAT Canberra, the Australia Awards fellowships modality ran in a variety of iterations from 2007 to 2017. It had a wide geographic reach with awardees coming from 114 different countries and from across a diverse range of areas including public, private and non-government sectors. Although the fellowship program ran for 10 years, relatively little is known about these 'short course alumni' – particularly in relation to the extent they are able to continue to contribute to the long-term outcomes of the Australia Awards.

This case study provides new insights into this cohort through examination of 293 survey responses from short course alumni from the 2020 Global Tracer Survey, and in-depth interviews with 10 alumni, and stakeholders involved in the provision of three fellowships undertaken in 2015. The case study shows that these fellowships provided valuable skills and knowledge, and facilitated strong professional networks among alumni, and ongoing links with Australian academics and host organisations.

Alumni from the three fellowships highlighted in this case study have made significant contributions to the improvement of capacity gaps in designated priority areas. Highlights from each of these fellowships are outlined below.

Education

Fellowship: Fostering Digital Literacy—Developing Multimedia Modules on Educational Leadership and Teaching (Philippines) 1–26 June 2015, Queensland University of Technology

Alumni of this fellowship have improved the integration of information and communication technologies in teaching and learning through teacher education and professional development programs. They have contributed to curriculum reform, innovative pedagogies, and the development of free, open-sourced resources and textbooks to reduce the digital divide in the Philippines. Using their network developed on award, alumni helped support the pivot to remote teaching and learning in the Philippines in response to the COVID-19 pandemic.

Water and health

Fellowship: Improving health through community participation in rural WASH projects in Solomon Islands. 8 June–3 July 2015, Queensland University of Technology

Alumni have improved health outcomes and accessibility of clean water and sanitation in the Solomon Islands through inclusive planning and project management practices which address the needs of people with disabilities, and women and girls in rural communities.

Water management

Fellowship: Holistic Water Resources Management for Effective Water Supply and Sanitation (Indonesia), 30 April–24 May 2015, International Centre for Excellence in Water Resources Management (ICE WaRM)

Alumni have improved human resource capacity training and alignment of the curriculum to better meet the water management needs in response to climate change in Indonesia.

Evidence collected as part of the 2020 Global Tracer Survey, and from the detailed interviews with alumni in this case study, found that short, professional development training programs such as fellowships have long-term impact on individual and organisational capacity, which contributes to sustainable development within partner countries.

The findings of the case study suggest that through careful planning, collaboration and co-design of short courses, this modality can be used as a successful mechanism to meet the long-term outcomes of the Australia Awards.

Table 1: To be successful, short course provision through the Australia Awards should incorporate the following conditions

Pre-program:	
Condition	**Applying this condition for success**
Co-design of the program:	Bespoke professional development programming, co-designed between the Australian host organisation and counterpart organisation/s to address identified capacity gaps and training needs. • In-country, collaborative training needs analysis to inform program content and gain an insight into 'on the ground' challenges
Program leader:	A designated academic/technical expert to act as the Australian Program Leader to answer questions and accompany the group during all activities. The role is the central point of contact for all engagement between fellows, and counterpart organisations during the life cycle of the program.
Program duration:	Optimal program length: • 4 weeks for mid-level professionals and emerging leaders • 2 weeks for senior leaders Bookended by pre-award and post award activities linked to group Re-entry Action Plans (REAPs) Option for : • Multi-year level programs to build organisational capacity over a set timeframe with cohort based REAPs building on previous work
Participant selection:	The careful selection of a mixture of participants to facilitate inter-organisational linkages, reduce silos, promote the exchange of diverse perspectives, and create big picture thinking, planning and engagement across organisations or sectors.
During the program:	
Condition	**Applying this condition for success**
Program content	A mixture of theory and practice contextualised to the group's training needs. Theory-based classroom learning, supported by a range of practical activities such as: site visits, guest speakers, benchmarking activities, short placements, mentoring, workshops, and formal networking opportunities.
Cultural activities:	Organised sightseeing and cultural activities to build positive experiences of Australia while also facilitating informal people to people linkages among participants, and technical staff.

Post program:	
Condition	**Applying this condition for success**
REAP or post award project:	Group-based re-integration projects (Re-entry Action Plans) to strengthen people to people linkages and address organisational capacity gaps. Monitoring and support by supervisors and the Australian Program Leader over a period of up to 6 months post award. • Online technical support for REAPs via email and social media coordinated by the Program Leader and technical staff
Social media engagement:	Social media engagement via a unique cohort group to promote interaction among alumni and build a 'community of practice' among the members of the group, Australian academics, participating counterpart organisations and technical experts met while on award. Examples include: Facebook, WhatsApp, LinkedIn, WeChat • Program Leader acts as the initial facilitator, alumni encouraged to be key contributors • Networking activities encouraged include: knowledge and resource sharing, advocacy, training and employment opportunities, and collaboration on projects or initiatives DFAT to stay connected with alumni through social media engagement activities in collaboration with host organisation and counterpart organisation to strengthen and celebrate relationships.
In country field visits and relationship building	Follow up in-country field visits by up to two Program Leaders from the Australian host organisation to evaluate the impact of group REAPs at the organisational level, provide additional technical support, and strengthen ongoing institutional linkages. Public diplomacy activities supported by Post to nurture and leverage relationships post award. This could be co-funded by a mixture of stakeholders such as: Post, DFAT Canberra, the Australian host organisation and counterpart organisation. Future institutional linkages could include: • Further study opportunities – additional fellowships or short courses, Master and PhD students • Formal partnerships (MOUs) • New Colombo Plan Placements
Seed funding for future project collaboration and engagement	Funding is required to nurture fledging relationships between fellows, counterpart organisations, Australian academics, and Australian host organisations. Suggestions include a co-funded (DFAT and counterpart organisation) grant or funding mechanism that alumni are able to apply for post award to support: • Joint projects that build on short course content and address additional gaps in the priority area/s • Research collaboration in areas related to the short course through co-authored academic publications and conference participation • Further training initiatives to build broader capacity within the counterpart organisation/s
Enhancing monitoring and evaluation (M&E)	Improve data collection and tracing of short-course alumni through relationship management and information sharing between stakeholders such as Australian host organisations, DFAT and managing contractors.

Australia Awards
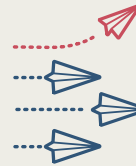
Global Tracer Facility

Australia Awards alumni of short course fellowships are making significant contributions to development

Australia Awards alumni are contributing to:

capacity building

leading change

improving professional practices

inclusive programming

Australia Awards alumni outcomes

Alumni have made significant contributions to the improvement of capacity gaps in designated priority areas such as: **education** in the Philippines, inclusive **health and infrastructure** in the Solomon Islands, and **water management** in Indonesia.

"*We were able to put together about 25 teachers under the auspices of UNESCO Jakarta [training program], and we gave them things that we learnt from the Queensland University of Technology - digital literacy, integrating technology into their lessons.*"

Associate Professor
Cynthia Grace Diaz, the Philippines

"*Before I went [on the fellowship], I didn't have any idea about leadership, it really shaped me when I came back.*"

Mr Benjamin 'Billy' Bulao, Solomon Islands

"*The materials and the case studies that we learnt in Australia, I convey to my students so that they can learn more about the topic.*"
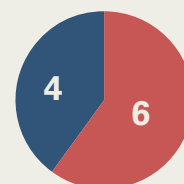
Assistant Professor Rofiq Iqbal Fachruddin, Indonesia

Participants

Interviews with **10** Australia Awards fellowships in **2015** and data from the **293** fellowship and short course alumni who participated in the **2020** Global Tracer Survey.

Case study participants:

4

6

■ female alumni
■ male alumni

1. Introduction

Professional development training through the provision of short courses have long been used by the Australia Awards and predecessor development initiatives as a mechanism to build human resource capacity in priority areas at the country and regional level. This case study explores the use of this modality, with particular focus on the long-term outcomes of alumni who have undertaken a short course as part of an Australia Awards fellowship.

1.1 Objectives

The focus of the GTF is to collect and analyse information from alumni to assist the Australia Awards Section of the Australian Department of Foreign Affairs and Trade (DFAT) to better understand the long-term outcomes of Australian development scholarships and fellowships on alumni. This case study has been undertaken to increase evidence and knowledge about alumni who studied a professional development short course (under 3 months) as part of the Australia Awards fellowship modality. The overarching aims of this case study are:

a) to understand short course modalities, with a particular focus on fellowships

b) to articulate alumni contributions to the improvement of capacity gaps in designated priority areas

c) to examine connections, linkages and networks developed on award with Australian organisations and partner-country organisations and to provide insights how these relations have been maintained over time.

In addition to these specific aims, research by the GTF is intended to provide insight and evidence into the overall objective of Australia Awards: to help 'partner countries progress their development goals and have positive relationships with Australia that advance mutual interests', as well as the four long-term outcomes outlined in the Australia Awards Global Strategy[1] and Australia Awards Global Monitoring and Evaluation Framework[2]. These long-term outcomes 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.

---

1   For further information: https://www.dfat.gov.au/sites/default/files/australia-awards-global-strategy.pdf

2   For further information: https://www.dfat.gov.au/sites/default/files/australia-awards-global-monitoring-evaluation-framework.pdf

1.2 Scope

For this case study the research focus is on the long-term impact of short courses on alumni contributions by using the GTF's existing data and contact information for alumni of fellowship programs.

This case study examines the long-term impact of three different Australia Awards short course fellowships delivered in 2015 in targeted priority areas. These programs were specifically designed for capacity gaps in training and recruitment of staff to strengthen:

- digital literacy education in the Philippines; and

- inclusive community sanitation in the Solomon Islands; and

- human resource capacity in water management in Indonesia.

Alumni featured in the case study were identified from data collected in November and December 2020 as part of the GTF annual Global Tracer Survey and through participant lists supplied by DFAT relating to the three fellowships. Interviews for this case study were also undertaken with diplomatic posts, managing contractors and host organisations.

1.3 Alumni interview participants

Ten alumni were interviewed for this case study and shared their experiences post award. Further detail relating to each alum can be found in the Alumni profiles' section later in the report. In addition, detailed information about the fellowships they participated in is provided in the chapter that follows.

Assistant Professor Anna Cherylle Morales Ramos

Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology

Director, Educational Technology Center University of Santo Tomas, Manila, Philippines

Associate Professor Cynthia Grace Labrador Diaz

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology

College Secretary, College of Education, University of the East, Philippines

Mr Mark Kenneth Santiago Camiling

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology

Research Student (PhD International Development) / Part Time Senior Lecturer, Nagoya University, Japan / Miriam College, Philippines

Dr Maria Asuncion Christine Villaruel Dequilla

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology

Vice President for Academic Affairs, West Visayas State University La Paz, Ilolio City, Philippines

President of the State Universities and Colleges Teachers Association (SUCTEA)

Dr Shirley Lacson Ayao-ao

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology

Graduate Program Coordinator, Saint Louis University, Baguio, Philippines

Professor Elenita Natalio Que

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology

Assistant Professor / Program Coordinator Educational Technology Area UP College of Education, University of the Philippines Diliman, Philippines

Mr Benjamin Billy Bulao

Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology

Water Engineer, Solomon Islands Water Authority, Solomon Islands

Mr John Talo Pitamama

Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology

Community Based Rehabilitation Supervisor, CBR Program, Solomon Islands

Mr Leonard Olivera

Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology

Director of Environmental Health and Services, Ministry of Health and Medical Services, Solomon Islands

Assistant Professor Rofiq Iqbal Fachruddin

Holistic water resources management for effective water supply and sanitation, ICE WaRM

Lecturer, Faculty of Civil & Environmental Engineering, Institut Teknologi Bandung, Indonesia

2. Background to short courses: tailored capacity building

2.1 Introduction

Short courses provide DFAT with a mechanism to provide responsive and targeted capacity building training to partner-countries. Short course modalities have long been used to address capacity gaps in priority development areas. Two main modalities exist in this space, Australia Awards fellowships (previously a widely utilised modality, but currently not being used) and Australia Award Short Courses.

2.2 Program logic

Short course modalities are designed to quickly develop and enhance skills and knowledge of professionals working in a specific field or sector to meet identified capacity gaps. Courses are developed around a theory of change, the program logic includes theory-based workshop activities and resources, industry specific site visits and benchmarking, cultural exchange activities, and networking opportunities with Australia experts and institutions. Both streams prioritise gender equity and disability inclusion.

Participants are carefully chosen to strengthen in-country organisational links, develop industry-based networks and reduce silos. Online social media platforms such as Facebook, WhatsApp and LinkedIn are used by host organisations to facilitate knowledge sharing, collaboration, and partnerships with Australian academics and organisations, and among participants, and counterpart organisations. Alumni are encouraged to keep connected and develop communities of practice post award through these social platforms.

Knowledge sharing and implementation of new practices within the workplace are encouraged post award through return-to-work action plans or project work linked to the completion of the course.

2.3 Australia Awards Fellowships

The Australia Awards Fellowships were a competitive grants program, established in 2006 to fund short-term study, research and professional development activities in Australia. These fellowships were hosted by Australian Host Organisations (AHOs) in collaboration with overseas Counterpart Organisations (COs) and were designed to support individual bilateral country programs by offering targeted professional development training to address capacity gaps at the country, or sub-regional and regional level (multi-country fellowships).

Fellowships targeted senior and mid-career professionals and were designed to build leadership and institutional capacity in priority development areas while also fostering partnerships and linkages between Australian organisations and COs in country. Fellowships were hosted in Australia and were managed and administered by DFAT Canberra. Australian institutions applied to host fellowships through a competitive grant progress advertised bi-annually. In some cases the AHOs made a co-contribution to the cost of the fellowship. Applications were reviewed by DFAT Canberra before being sent to Post and Desk (thematic assessment) for feedback prior to assessment. Selected AHOs worked with COs in the program co-design and selection of fellowship participants to ensure targeted capacity development in identified priority areas.

Key elements of the fellowships included face-to face teaching and site visits in Australia, cultural activities to build cohesion and positive views of Australia among participants, and the completion of a return-to-work plan; which generally involved a project aimed at sharing skills and knowledge gained on award with colleagues and other key stakeholders.

2.4 Australia Awards Short Courses

Australia Awards Short Courses are intensive training opportunities for selected cohorts, designed to build capacity of participants quickly through the provision of specific technical expertise and soft skills. Australia Awards Short Courses are managed by DFAT's overseas Post through a Managing Contractor, working in collaboration with partner-country governments to identify capacity gaps for Short Course design, selection, and delivery. At present, access to this modality is rarely utilised by smaller Posts where DFAT manages the Australia Awards due to the resources involved in administering such courses. Many Pacific nations fit into this category.

Short Courses are delivered either in Australia or in-country. Providers must be either an approved Australian higher education provider or Registered Training Organisation (RTO). Duration of short courses vary, and key elements include pre-award workshops and online research linked to the project, on-award face-to-face teaching in Australia or in-country, and post-award activities including the completion of a return-to-work project.

2.5 Scoping Review of Australia Awards Short-term Awards

In 2016, a Scoping Review of Australia Awards Short-term Awards recommended outsourcing Fellowships to an Australian based Managing Contractor (MC) to take over key functions of the program such as upfront logistics associated with mobilising and demobilising fellows and the monitoring and evaluation of the program. It was suggested that this would enable increased streamlining of data collection, reporting and management practices and enable smaller Posts, which self-manage the Australia Awards program, to better access Short Courses.

The report also recommended the geographic reach of the Australia Awards be maintained and that additional funds should be included for English language support, social excursions and funding for up to two course facilitators to conduct Post-Course Workshops in-country. Additional support for relationship building was also advised to ensure that public diplomacy outcomes are achieved through relationship management and information sharing with key stakeholders such as DFAT Canberra, relevant Posts, AHOs and COs.

2.6 Introducing three fellowships

As noted above, this particular case study involves a focus on alumni who participated in three different fellowships, each conducted in 2015. For context to the interview analysis that follows, these fellowships are described below.

2.6.1 Fostering Digital Literacy: Developing Multimedia Modules on Educational Leadership and Teaching (Philippines) 1–26 June 2015, Queensland University of Technology

This fellowship was designed to facilitate educational leadership in digital literacy and improve innovative approaches to teaching and learning through sustainable and inclusive digital pedagogies. The program was developed in collaboration with QUT, and the College of Education at the University of the East, and other participating universities.

There were 15 fellows (9 women and 6 men), 12 were from leading private and public universities involved in pre-service and post graduate teacher education across the Philippines, one representative was a teacher from a leading STEM high school and training College, and there were two government stakeholders, one from the Department of Education and the other from the Commission on Higher Education.

The course focused on information and communications technologies (ICT) models and theories, supporting literacy and numeracy through digital technology, the use of emerging technologies in the classroom, creation of effective learning spaces, the use of digital media and mobile technologies, portfolios, and ICT leadership in education through professional learning, and capacity building. A key aim of the course was to develop strategic collaboration and partnerships among the participants, QUT academics and participating Australian institutions.

Fellows of the Fostering Digital Literacy fellowship visiting Rose Park Primary School in South Australia Photo: Cynthia Grace Diaz

The course included a mixture of classroom-based activities and structured site visits to technology rich learning environments including schools in Brisbane, Gold Coast, Adelaide, and Sydney. It also provided insights into low-cost blending learning techniques used with remote and indigenous learners and included a site visit to Dunwich State High School on North Stradbroke Island where 50% of students are of Aboriginal or Torres Strait descent.

Fellows completed a re-integration plan (project) on their return from their course which included the creation of a digital story and online web portfolio with materials from the course. QUT established a Facebook group which has led to ongoing engagement between the group and staff from QUT over the last six years.

Representatives came from a mixed of public and private universities including Mindanao State University-Iligan Institute of Technology, Mariano Marcos State University, Miriam College, Mindanao State University General Santos, University of the East, University of the Philippines Diliman, University of Santo Tomas, Saint Louis University, Philippines Normal University, West Visayas State University, National University, and Bukidnon State University. The group also included two government representatives, one from the Department of Education and the other from the Commission on Higher Education.

The GTF interviewed six alumni from the 'Fostering Digital Literacy' fellowship: Associate Professor Cynthia Diaz (key facilitator of the fellowship) from the University of the East, Assistant Professor Anna Ramos from University of Santo Tomas, Dr Maria Dequilla from West Visayas State University, Mr Mark Camiling formerly from Miriam College, Dr Shirley Ayao-ao from Saint Louis University, and Professor Elenita Que from the University of the Philippines. In addition, the GTF interviewed a several stakeholders involved in the program including the Program Leader, Professor Shaun Nykvist, former Senior Lecturer from the Faculty of Education at the Queensland University of Technology (QUT), Mr Nelson Salangsang, the Director of the International Projects Unit at QUT, and the Program Director of the Australia Awards Philippines, Ms Milalin Javellana.

2.6.2 Improving health through community participation in rural WASH projects in Solomon Islands. 8 June–3 July 2015, Queensland University of Technology

This fellowship was designed to increase community participation in rural Water, Sanitation, and Hygiene (WASH) projects in the Solomon Islands by addressing health and social factors which limit access within rural communities to safe drinking water and accessible sanitation, with a particular focus on gender and disability.

The program had 10 fellows (4 women and 6 men), nine from the Ministry of Health and Medical Services (MOHMS) involved in WASH fieldwork, training, and community engagement, and one participant from the Solomon Islands Water Authority (SIWA). It focused on encouraging quality, evidence-based field research to help improve inclusive access to safe drinking water and sanitation in vulnerable communities, schools, and health centres. Key elements of the course included practical training on water supply, treatment facilities and waste management, climate change, responding to environmental risk factors, and disease control, inclusive community-based education, leadership and change management training.

Fellows visited several South East Queensland Water (SEQ Water) sites including water treatment plants in Moogerah, and Kalbar, and the Hinze Wastewater Treatment Plant in South Queensland. As well as two remote indigenous communities, in the Yarrabah Aboriginal Shire Council, and the Hope Vale Aboriginal Shire Council in far North Queensland to observe WASH principles and community engagement activities in action.

Fellows of the Improving Health fellowship learning about rural water storage and sanitation facilities in North Queensland. Photo: QUT.

Fellows completed a Re-entry Action Plan on their return from their course and maintain connection through a QUT facilitated Facebook group, email and via phone with course instructor Dr Jay Rajapakse.

The GTF interviewed three alumni from the 'Improving health' fellowship: Mr Leonard Olivera, Mr Benjamin Billy Bulao and Mr John Talo Pitamama. The GTF also spoke with Mr David Kozar, the Development Manager of the International Projects Unit at QUT, and Dr Jay Rajapakse from the School of Civil and Environmental Engineering at QUT.

2.6.3 Holistic Water Resources Management for Effective Water Supply and Sanitation (Indonesia), 30 April–24 May 2015, ICE WaRM

The program was designed to promote effective human resource planning and academic training to meet the changing needs of Indonesia's water management cycle. Hosted by International Centre for Excellence in Water Resources Management (ICE WaRM), the program bought together 19 fellows (9 women and 10 men) from both national and regional government agencies (policy makers and human resources representatives) and academics from leading training universities involved in water and environmental management. The program had a strong focus on facilitating formal and informal networks between participants on big-picture issues involved in matching future skills with changing water infrastructure needs.

The course promoted inter-agency understanding and collaborative approaches to build alignment of university curricula to meet the changing human resources needs within the water management sector. Key elements of the program included understanding emerging environmental challenges and change, leadership, innovation, and adaption training. There was a strong focus on developing strong inter-agency communication, planning, change management and conflict resolution.

Fellows attended the three day OzWater15 Australia's international water conference and trade exhibition at the Adelaide Convention Centre from the 12-14 May hosted by the Australian Water Association (AWA). Field based learning activities included site visits to water and wastewater treatment facilities and local authorities including government and community-based operators in Adelaide and rural South Australia, Canberra, and the Gold Coast.

Fellows were required to complete an action plan to share knowledge with colleagues on their return to Indonesia. ICE WaRM maintained connection with alumni post award through their dedicated web-based portal and monthly newsletter.

Representatives came from the Institut Teknologi Bandung (ITB), Institut Teknologi Sepulah Nopember (ITS), Universitas Indonesia (UI), Universitas Islam Bandung (UNISBA), The University of Pasundan, The National Planning Agency (Bappenas), Direktorat Jenderal Cipta Karya (DJCK), West Java Province (BPLHD Jabar), Department of Public Work Provincial Government of South Kalimantan, Ministry of Public Works (BPPSPAM), Citarum River Basin Organization, The Secretariat of the National Water Resources Council, Research Centre for Water Resources and Bappeda West Sumatera Province and Ciliwung-Cisadane River Basin Organisation.

The GTF interviewed one alumni from the group, Assistant Professor Rofiq Fachruddin, and the former ICE WaRM Managing Director Darryl Day. Also interviewed in relation to this fellowship is the Short Course Adviser Australia Awards Indonesia, Mr Janne Laukkala.

Indonesian fellows from the Holistic Water Resources Management fellowship with ICE WaRM staff at Cleland National Park, South Australia. Photo: Assistant Professor Rofiq Iqbal Fachruddin

3. Alumni contributions to development

3.1 Introduction

The case study demonstrates the long-term outcomes of alumni who completed an Australia Awards fellowship short course. Alumni featured in this case study have made significant development contributions in the fields of education, health and infrastructure, and water management.

This chapter highlights the scale and types of contributions to development of Australia Awards alumni post fellowship. It combines findings from the 2020 Global Tracer Survey and in-depth interviews with ten alumni from three different fellowships undertaken in 2015.

The evidence provided below shows that for the alumni in this case study and those involved in the survey, long-term Outcome 1 of the Australia Awards, 'Alumni are using their skills, knowledge, and networks to contribute to sustainable development', is being **achieved**.

3.2 The big picture: alumni outcomes from fellowships/short courses

The Global Tracer Survey, undertaken in November and December 2020, provides quantitative analysis of alumni outcomes post award. The survey received responses from 6200 alumni with 293 alumni completing a fellowship or short course. The results outlined below, suggest that alumni from these courses are able to contribute substantially to their country in the years following their award.

The survey found 97.9 per cent of fellowship alumni reported their work and career opportunities had improved after completing their award. Despite the short duration of fellowships, alumni were able to make contributions to development, and build capacity within their organisations and countries. Alumni were able to use the skills and knowledge from their fellowship to make improvements within their organisations (99.3%), and many were also able to contribute at a broader level through improving local communities (91.1%), contributing to development at a national level (92.3%), and at a regional or global level (82.6%). This group of alumni are also contributing to building capacity of colleagues with almost all (99%) alumni reporting they were passing on the skills and knowledge learnt on award.

The big picture findings from the 2020 Global Tracer Survey indicate that alumni of short courses are making contributions to development. To examine this further the GTF conducted in-depth interviews with 10 alumni from a selection of three different fellowship programs from 2015. The results of this qualitative analysis are below.

3.3 Using new skills and knowledge to make a difference

Alumni in this case study have been able to use the skills and knowledge developed during their fellowship to make contributions to development through:

- **capacity building;**
- **improving professional practices;**
- **leading change; and**
- **creating inclusive programming for disadvantaged or marginalised groups.**

Examples from alumni who participated in the fellowships of focus in this case study are provided in the sections below.

3.3.1 Capacity building

Alumni are contributing to development by sharing technical knowledge and skills gained on award to build capacity through formal education and training programs, professional development and training of colleagues, and sharing of open-source teaching resources.

Strong examples of capacity building can be observed among the ICT academics from the Philippines who participated in the 'Fostering Digital Literacy' fellowship. This group have utilised skills and knowledge developed and enhanced on award to better equip pre-service and in-service teachers for 21st century teaching and learning – a central aim of the fellowship that they undertook at QUT.

For example, **Associate Professor Cynthia Grace Diaz**, is the Secretary of the College of Education at the University of the East in the Philippines and provides training to pre-service teachers, and academic teaching staff around the integration of ICT technologies in teaching and learning in order to improve teacher training and student outcomes. An active collaborator, Associate Professor Diaz has worked with a range of technical experts, including alumni from the 'Fostering Digital Literacy' fellowship group, on capacity building projects for UNESCO to help create open-source learning resources for disadvantaged teachers and learners in Philippines and Southeast Asia.

> *We were able to put together about 25 teachers under the auspices of UNESCO Jakarta and we also gave them certain things that we learnt from the Queensland University of Technology; digital literacy, integrating technology into their lessons, and we gave them specific resources that were on a shoestring budget that will enable them to do a lot of ICT integration, even if they didn't have any internet.*

Another alumnae of the 'Fostering Digital Literacy' fellowship is **Dr Shirley Lacson Ayao-ao**, the Graduate Program Coordinator at Saint Louis University in Baguio in the Philippines. Post award, Dr Ayao-ao has been instrumental in providing professional development training in the education faculty within her university. Due to her expertise, she was asked to be part of the training team to upskill staff as part of two-day program in ICT skills and digital literacy. She has also been able to share her skills and knowledge by distributing resources to teachers at her university's sister schools.

Mr Mark Kenneth Santiago Camiling, noted that after the 'Fostering Digital Literacy' fellowship he became a 'person of confidence among his colleagues', and has since been able to build capacity of co-workers and pre-service teachers at Miriam College by sharing the skills and knowledge he had gained on award. Post award, Mr Camiling's career has progressed. He was promoted to a leadership position after two years, and he served as the youngest Assistant Principal of Miriam College at the time. Mr Camiling is now a PhD candidate studying at Nagoya University in Japan. He remains connected to his former workplace, teaching remotely (part-time) from Japan and sharing new ideas and techniques with his students and colleagues.

Other fellowships explored in this case study have also directly led to alumni sharing their capacity in their new specialisations. For example, among the alumni of the 'Improving health through community participation in rural WASH projects in Solomon Islands' fellowship, **Mr Leonard Olivera** was able to share his new skills and knowledge with his staff on return from the fellowship through a formal presentation and also (perhaps more importantly) by providing a space within the office to interact and talk with his staff about new skills and approaches to WASH. He explained, 'We have a station, we call it a workplace station where we are giving the opportunity where we can come and share our experience with the team.'

As the Director of Environmental Health and Services at the Ministry of Health and Medical Services in the Solomon Islands, Mr Olivera is able to promote these new ideas and build capacity widely. In the time since his fellowship, he has built capacity within his team, and also across the Pacific, signing an MOU with Fiji to train staff continue to build capacity.

From the 'Holistic Water Resources Management' fellowship, **Assistant Professor Rofiq Iqbal Fachruddin**, a lecturer in the Department of Environmental Engineering at the Institute of Technology Bandung in Indonesia has also been able to build capacity by teaching his students about water supply and water management using case studies and resources from his fellowship. This training aims to ensure a skilled and diverse workforce able to adapt to the changing climate in the future.

Building capacity to respond to COVID-19 challenges

At the beginning of COVID-19 pandemic, the alumni from the Philippines involved in the 'Fostering Digital Literacy' fellowship were particularly pivotal to the response of their institutions in the sudden change to off-campus learning. These ICT academics played a role in supporting their universities in the transition quickly to remote learning. According to one of the facilitators of the fellowship, Professor Shaun Nykvist, from QUT, it proved to be 'very timely', strongly positioning these alumni to support the mass shift to teaching and learning online within their own universities, as well as to contribute to national-level policy in response to the pandemic. Three particular examples stand out in this regard.

Professor Elenita Natalio Que, who is the Program Coordinator of Educational Technology in the College of Education at the University of the Philippines, has shared her expertise relating to digital transformation with other faculty members for a number of years since completing the fellowship. However, since the start of the pandemic, Professor Que has been able to help more widely across the Philippines, having been invited to speak about digital literacy, remote learning, and using ICT tools. She has also collaborated with staff more widely in her university, particularly within the Computer Science faculty to adapt technologies to be used in a digital learning environment and in the delivery of instruction online. Professor Que explained:

The Computer Science faculty invited me to help because they have developed technologies, and they would like to know how they can use this technology in the delivery of instruction... I helped them design an instruction that you use with their technology, a digital learning app.

Similarly, Dr Ayao-ao's professional development training was extended to other faculties in the university during the pandemic. Her contribution to the university's switch to universal remote learning involved developing and delivering a five-day intensive training program for each department.

We're doing this online and therefore we really needed to upgrade our teachers in terms of how to do this and how to do that, how to use whichever technology or these applications that can be used for our planning for the modules... We tried to integrate these applications that they can use to really engage the learners online.

In addition to her fellow alumnae from the 'Fostering Digital Literacy' fellowship, **Dr Maria Asuncion Christine Dequilla** (the Vice President for Academic Affairs, West Visayas State University La Paz) has played an active part in building confidence and capacity to use digital technologies during the pandemic. Dr Dequilla teaches in the Multimedia in Education graduate program, equipping in-service teachers with the skills to deliver their teaching online. During the pandemic, her role escalated, and she is also now closely involved in demonstrating and encouraging other colleagues within her faculty to embrace technology and integrate it into their teaching, so as to improve the skills of the in-service teachers that enrol in their courses. In relation to her colleagues, Dr Dequilla noted:

They [my colleagues] were very receptive. They got on board in terms of how we do it, how to integrate the snippets of technology in the instructions, spicing up the lessons and how to deliver it. This is important, because they have to model this to pre-service teachers. When we had this experience of the lockdown, one colleague, actually a contemporary, said, 'You were really right in pushing us to go into this because otherwise we would be in a quandary.'

3.3.2 Improved practices

The fellowship alumni have also used the skills and knowledge obtained on award to improve professional practices within in their workplaces, through redeveloping learning spaces, curriculum reform and innovative pedagogies in the Philippines, and through improved water management systems and project design in the Solomon Islands.

Developing new learning spaces

After experiencing 21st century learning spaces on the university campuses they visited as part of their fellowship, a number of alumni of the 'Fostering Digital Literacy' fellowship returned to the Philippines to advocate for innovative learning spaces in their departments. Their ambition was to provide students with a flexible and varied learning environment in which students are given autonomy over how they learn, and provided more opportunity for collaboration with their peers.

For example, Associate Professor Diaz was also able to advocate for innovative teaching and learning spaces to be incorporated in the rebuilding of university buildings at the University of the East after a fire in 2015. Professor Que was impressed during her fellowship with the idea of having students learn on their own through 'experiential' learning, so she created a 'makerspace' in a corner of the computer lab in her university which is used by pre-service and in-service teachers. Professor Que noted:

I was really so impressed with the makerspace because it is a learning environment that gives the students freedom to learn on their own. You just have to give them some guidelines or a little support for each one, as long as they are directed to the purpose or the objectives of the learning activity.

Similarly, on her return from the fellowship, **Assistant Professor Anna Cherylle Morales Ramos**, from University of Santo Tomas, sought funding from the Government of the Netherlands and Microsoft to create innovative learning spaces, to mirror global trends and ensure pre-teachers could experience different innovative learning environments. Assistant Professor Ramos recalled:

I had a lot of support from some of the providers to make all of these ideas come to life and make sure that Filipino teachers were able to make use of that for teacher training, for showcasing, for showing how really it is done not just in Australia, but it's actually a global trend... Later on it became something normal to the university—how you set up a digital classroom, that you strengthen both the physical space as well as that of the virtual space... There were 'a lot benchmarks' in our institution out of my learnings coming from the fellowship awards.

Curriculum reform and innovative pedagogies

According to the Director of International Projects Unit at QUT Mr Nelson Salangsang, alumni from the 'Fostering Digital Literacy' fellowship returned from award and made significant contributions to curriculum reform and improvements to pedagogies within their institutions.

They were involved in their curriculum, so everything they have learnt they could immediately apply that in their own practice, and in influencing the curriculum within their faculty of education.

Associate Professor Diaz noted that post award, alumni were at the forefront of change within in their institutions, leading the integration of technologies into teaching and learning. Alumni have made changes to the way digital literacy, digital fluency and digital citizenship are taught within their institutions and this has had a flow on effect within the higher education sector and the school system in the Philippines.

During the transition to the K-12 education system in the Philippines, three alumni, Dr Dequilla, Dr Ayao-ao and Associate Professor Diaz, contributed to the development of a sample syllabus for 'Technology for Teaching and Learning' as part of the reform of the national curriculum. In 2019, Dr Dequilla went on to co-author a textbook for teachers, 'Technology for Teaching and Learning 1' which is published by Lorimar Publishing, Inc.

Alumni have also been able to introduce innovative pedagogies and support new ways of teaching and learning within their faculties. For example, on her return from award Assistant Professor Ramos introduced Google certification training to bring Google for Education, a digital learning platform and education resource, into her education faculty. She attributes her training in Australia as giving her the confidence and knowledge to make changes to ensure the curriculum was aligned with global standards. This lead to the faculty receiving national awards, validating Assistant Professor Ramos' work.

One of the things that were stressed by our trainers [in the fellowship] was that there should be standards that we have to meet, the global standards, so that everything is aligned in whatever you teach, or you train them so that everything is relevant in the workplace.

In addition, a core group of alumni have been actively involved in improving ICT skills of teachers both nationally and regionally through project work on behalf of UNESCO and SEAMEO INNOTECH (Southeast Asian Minister of Education, Organization, Innovation and Technology). Key contributors include Assistant Professor Ramos, Associate Professor Diaz, Dr Dequilla, Dr Ayao-ao, and Professor Que.

Improved systems and design

Mr Benjamin Billy Bulao, a Water Engineer at the Solomon Islands Water Authority (SIWA), who undertook the 'Improving health through community participation' fellowship, was able to take the skills and knowledge he learnt and put them to use by introducing new systems in water management and water treatment. Upon return he encouraged his team to implement a similar system to one he had seen while on award in water metering and maintenance to monitor pumps and reservoir levels. Mr Bulao also utilised the project design and management skills learnt from the fellowship to maximise outcomes, minimise costs, and conduct risk analysis for natural disasters and implement protocols with the aim to lessen the impact a natural disaster could have on the Solomon Islands water supply. He noted:

Some of our water sources are prone to disaster, especially as sea levels rise, salt increases. So we try to protect, not only that, we can also ask sectors for water insurance or that is factored into the system management for Solomon Water, and I think our rural water sectors are looking at that.

Mr Olivera also benefitted from project management skills gained during this fellowship. He mentioned in particular, the aspects of project design and the importance of context and considering all the details when planning inclusive projects. He was also able to improve practices around water quality, dams, and septic systems through this process and these practices are now standard in all the work they do.

3.3.3 Leadership

All the Australia Awards fellowships in this case study embedded aspects of leadership training. This resulted in many fellows using the leadership skills and knowledge gained from their fellowship to contribute to development through project planning and management, leading innovation and organisational change.

One example of this is Mr Olivera, from the Solomon Islands, who found the leadership training aspect of the fellowship to be highly beneficial in the work he is now doing as the Director of Environmental Health and Services. He noted: 'I think it's one of the benefits I got from that training, to be able to lead the department'. Mr Bulao also found value in the leadership training and was able to use that training with his team at Solomon Water:

Before I went [on the fellowship], I didn't have any idea about leadership, it really shaped me when I came back, in order to become a leader you have to set the direction for clarity for the team and to manage that they have the tools for setting systems in place. So that's the key learning I have taken from that program.

Leadership training helped the ICT academics involved in the 'Fostering Digital Literacy' fellowship to lead change within their universities and through their professional associations. Assistant Professor Ramos found the leadership training to be beneficial to her for managing change as the Director of the UST Educational Technology Centre within the University of Santo Tomas.

We've had sessions on how to really manage a certain initiative in your institution, and then later on it has translated, in fact, into a lot of awards that I've got in the Philippines and in Asia as well on the projects that I handled.

Dr Dequilla became the president of the State Universities and Colleges Teacher Educators Association (SUCTEA) in 2019 and used her leadership position to submit project proposals for grant requests. Through one particular successful grant, she gathered centres of excellence in teacher education in Visayas and Mindanao 'to walk them through' the national syllabus of each subject, to ensure their teaching followed the national program to create the desired outcomes.

Furthermore, many of the alumni from the 'Fostering Digital Literacy' fellowship have become respected leaders and experts and have been active in sharing their knowledge through conferences and workshops. For example, Dr Dequilla, Assistant Professor Ramos, Dr Ayao-ao, Professor Que, and Associate Professor Diaz have presented in a variety of forums on a wide range of topics that were included in their fellowship such as ICT integration in teaching and learning, eLearning and digital platforms, and inclusive education. Mr Camiling has also been asked to speak at events about eHealth literacy (his current research focus), and Assistant Professor Ramos, in her role as the President of the Philippine E-Learning Society, has organised conferences around digital literacy.

3.3.4 Inclusive programming

Inclusion was incorporated into the fellowships of focus in this case study by introducing fellows to new approaches to planning, innovation and delivery of services. This aspect of the fellowships has led alumni to contribute to improvements in areas such as inclusive programming with gender and disability in the Solomon Islands and addressing the digital divide in the Philippines.

Mr John Talo Pitamama is a Community Based Rehabilitation (CBR) Supervisor in the Solomon Islands and undertook the 'Improving health through community participation' fellowship. Mr Pitamama's role involves working within the community to understand the needs of people with disability through community consultation and data collection which is used in the delivery of WASH projects. An active advocate, he is also working in the wider community to educate people on the needs of people with disability.

> With the training, I continuously work close with the Malaita provincial environmental health staff that also attended the training to conduct assessments and prioritize the needs of people with disability (PWD) in communities where WASH projects are implemented. With this work people begin to understand that PWD's needs will always be considered in their planning not only for WASH but any other development as well.

As the Director of Environmental Health and Services, Mr Olivera has also contributed to inclusive planning processes and collaboration across different divisions of the Ministry of Health and Medical Services to ensure that WASH projects in the Solomon Islands are accessible. The fellowship brought together experts in water management and disability to provide a focus on disability in WASH programs and as a result, Mr Olivera now prioritises water projects to be accessible for people with disability.

> We are prioritising water projects for people with disability... One engineer is specifically trained to come up with a design to ensure that they will help [people with disability].

Mr Olivera's WASH programs also aim to be more inclusive towards women and girls by involving women in project planning and design to ensure women and girls have access to clean water and sanitation.

> In terms of management, we learnt to emphasise that women and girls must be in the set-up [phase], that we should try and achieve that. Lately, we have quite a few women in the planning, like what projects we do. Women and girls should be afforded priority.

Due to poverty and remoteness, there are people within the Philippines who are without access to technology such as laptops or internet access, creating a 'technological divide.' Many of the alumni who were part of the 'Fostering Digital Literacy' fellowship are advocates for more inclusive access to technology and have worked to close the gap since completing their fellowship. Dr Dequilla highlighted this, noting:

> The digital divide is really evident for those in the far-flung areas where connectivity is really an issue... They just have to be creative, we just have to be creative in how we could connect with the students and help them.

Another example of inclusive programming from alumni interviewed in this case study is the encouragement of women to participate in Science, Technology, Engineering and Mathematics (STEM) programs. Within his institution Mr Camiling has introduced many programs, including a robotics program to encourage STEM participation, after seeing it in the fellowship.

> Our school caters to girls only, so it's an exclusive school. We wanted to increase the number of women in STEM. So what a great way to fulfil that goal, offering robotics. It would inspire our students to pursue degrees in engineering, perhaps, in science. Since then, we found a partner who provides us with a robotics programme, and we've been running Saturday camps and even integrating that in our curriculum.

Furthermore, the impact of the digital divide has been felt more strongly than ever in education in the twelve months prior to the interviews for this case study. The COVID-19 pandemic moved universities and schools to online learning and many have not returned to in person classes since March 2020. One particular example of contributions in improving education for disadvantaged communities is the work of alumna Associate Professor Diaz, who currently partnered with Save the Children to create educational resources and learning tools for public school teachers who are struggling with distance learning due to the pandemic. She has also recently been asked to curate free-access online resources in digital literacy for the alternative learning system teachers, also known as the mobile teachers, which align with their curriculum that they can integrate into their lessons. She hopes to have online resources available for free for public school teachers.

> That is my dream for the Philippines, to have a repository of resources where they are integrated into the lesson exemplars so that it's easy for the public school teachers to retrieve something and be able to probably contextualise it or adapt to it.

4. People to people and organisational links

4.1 Introduction

A key feature of short course fellowships was the focus on building strong people to people and organisational links between fellows, hosts, and participating Australian organisations and partner governments. According to the Program Director of the Australia Awards Philippines, Ms Milalin Javellana, many fellowship and short course alumni are 'very influential' and 'top level' leaders who are well placed to be able lead organisational change and influence policy post award. Having influential alumni helps promote positive views of Australian education and training, strengthening bilateral relations among industry/ sector leaders, and partner governments. Ms Javellana observed that collaboration between alumni post award also strengthens people to people linkages, allowing alumni to 'showcase what they have learnt' in Australia through activities like conferences, research projects, academic texts or journals, and advocacy within their professional networks. This further enhances positive views of Australian expertise.

Alumni in this case study have maintained strong personal and professional links with fellows, Australian academics and industry professionals who they have met while on award. These connections have led to improved communication and inter-organisational collaboration among fellows. Ongoing technical support from Australian academic staff and formal partnerships between Australian institutions and partner-country organisations have strengthen bilateral relations and created positive views of Australian expertise.

This chapter explores the extent to which alumni are contributing to two Australia Awards long-term outcomes. It demonstrates that fellowship alumni are contributing to:

• Outcome 2: 'Cooperation between Australia and partner countries', and;

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

The Australia Awards Global Monitoring and Evaluation Framework describes Outcome 2—cooperation —as being 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. Outcome 3—partnerships—has a different emphasis, and 'looks beyond the individual links'. By doing this, Outcome 3 'articulates Australia's intention to see organisational links' occur as formal partnerships (DFAT, 2017).

The 'seeds' for these outcomes are intended to have been developed on award. It is anticipated that alumni engagement then assists as a post-award mechanism to maintain alumni's relationships with Australia.

4.2 Links between fellowship alumni

A key element of each of these fellowships was the focus on the creation of inter-organisational networks, that are linkages between alumni which have helped to build ongoing collaboration and reduce industry-based 'silos' within their own countries. The findings of this case study demonstrate that alumni from the three fellowships have remained connected through social media, email and phone: with linkages resulting in improved inter-departmental communication and organisational change, collaboration across different organisations and government agencies, and advocacy in areas such as disability and inclusion.

Alumni from each of the fellowships in focus have collaborated with each other on a range of activities post award and have maintained strong connections across their different organisations. These collaborations have strengthened capacity within organisations but also across sectors.

Prior to the award, a small number of the alumni who participated in the 'Fostering Digital Literacy' fellowship had an informal network. After the completion of the fellowship, this group formalised and expanded to include additional academics from the leading public and private universities involved in the fellowship. The eLITe (Educational Leadership and Innovative Teaching Fellows) have maintained contact over the last six years and have cultivated an active 'community of practice' through Facebook.

Map of the Philippines with the names and locations of each of the 'Fostering Digital Literacy' (eLITe) fellows.
Image: Assistant Professor Anna Ramos, University of Santo Tomas.

Post award, this strong bond resulted in a number of significant collaborations among these fellowship alumni, including several projects for UNESCO Bangkok's Philippine Network of Resource Distribution and Training Centers. Collaborative partnerships between alumni have included:

- advocacy and development of open source resources including the *2018 SEAMEO INNOTECH 'e-Citizenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship'* (authored by alumni Ramos, Diaz, Dequilla, Ayao-ao, and Que): 'There were five of us fellows who were able to write together…we applied what we learnt from the Queensland University of Technology.';

- the development of the national model syllabus for 'Technology for Teaching and Learning' (Ayao-ao, Dequilla and Diaz);

- training resources for ICT integration for mobile teachers and those working with alterative learning systems on behalf of UNESCO Jakarta (Diaz, Camiling, Que, Ramos and other fellowship alumni not featured in this case study); and

- co-hosting a regional seminar for UNESCO. As noted by Associate Professor Diaz, 'In our capacity as the Philippine network of UNESCO Resource Distribution and Training Centres (RDTCs), our University of the East team collaborated with Professor Que's University of the Philippines Team to co-host UNESCO Bangkok's regional seminar for 37 RDTC Representatives from 15 countries in the Asia-Pacific region on November 6-8, 2017 with the theme, Global Citizenship Education: Digital Opportunities and Challenges Associate.'

Now senior leaders within the tertiary sector and influential members of national ICT professional associations, these alumni continue to share new ideas, resources, and professional development opportunities like conferences and workshops through their fellowship network.

> *We still keep our group chats and we regularly update each other of the happenings in our institution. For example, one of the fellows is a president of a national organisation in educational technology. So she would often send us invitations to attend the conference …and sometimes we ask each other to serve as resource speakers to our respective institutions. Mr Camiling*

During the pandemic, alumni from the 'Fostering Digital Literacy' fellowship used their social media group to support and guide the pivot to remote teaching and learning across the Philippines through their professional networks. They shared teaching materials, facilitated workshops and conferences, and advocated for asynchronous models of delivery for disadvantaged groups including remote learners, and those with limited or no access to technology. Their former QUT Program Leader, Professor Nykvist, observed 'during the pandemic I could see them really driving the digital technologies, really driving how it should be used and why it should be used, and it was really nice to see the topics that they were covering'.

According to the Director of the International Projects Unit at QUT, Mr Nelson Salangsang, the group used their leadership positions and professional networks to quickly up skill in-service teachers to use technology. He noted that Associate Professor Diaz was an 'effective leader' in directing the group towards leveraging their skills and networks to help teachers in response to COVID-19 challenges.

> *At the start of the COVID-19, the group then planned to do some kind of module of instruction for teachers so that they are able to use Google Meet or use Zoom in the delivery of their program. This from zero, because the public school teachers particularly, even the private school teachers, in the primary and the secondary, they have no idea. They probably haven't even touched a laptop before. So they tried to do their part in terms of training teachers on how to use Zoom or how to use Google Meet and then also how to adjust their curriculum to suit online delivery.*

For the alumni from the WASH Fellowship, 'Improving health through community participation', the program helped strengthen relationships between different departments within the MOHMS and the water sector in the Solomon Islands. These relationships have helped in providing a deeper understanding of the interconnectivity of each department and the importance of data, planning and community consultation when building inclusive water and sanitation projects. The inter-departmental collaboration has led to improvements in communication and planning, advocacy and inclusion across the MOHMS, and with other key stakeholders including the water sector, disability groups and community organisations. Mr Pitamama highlighted this outcome during his interview:

During the award I made some connections with the Participants from People with Disability Solomon Islands [who were on award at the same time] ... We chat and I really appreciate their contribution for me to learn practical issues that they experience here in Solomon Islands that really show the challenges that can hinder participation of PWDs in WASH and [this leads to better] opportunities to plan and work towards [inclusion] so that they may receive the WASH services as well.

Although, there is limited data from the Indonesian 'Holistic Water Resources Management' fellowship, alumni Assistant Professor Fachruddin did note an increase in cross-institutional knowledge exchange between alumni of this fellowship. He specifically noted ongoing links with fellow alumni through joint research grant programs following the fellowship:

We are still in contact with one of the researchers from another university. I still have good contact because we have similar projects from the United Nations ESCAP (the Economic and Social Commission for Asia and the Pacific), they gave us funds for the application of our treatment plant in Indonesia. This one other fellow from another university and I have the same plant, so we still have some contact in terms of this kind of project.

4.3 Links with Australia

Fellowships were also designed to build formal partnerships between Australian institutions and businesses. This case study found strong ongoing linkages between alumni and Australian academics, and formal partnerships such as Memorandums of Understandings and additional training opportunities with partner-organisations.

4.3.1 Academic links

This case study found strong evidence of ongoing professional linkages post award between academic staff from QUT and fellowship alumni from the 'Fostering Digital Literacy' fellowship. Alumni and Australian academics remained connected and engaged through social media and email, with Australian's providing technical advice and support post award. For example, Professor Shaun Nykvist has remained actively engaged with alumni from the Philippines through Facebook since 2015. He has mentored a number of alumni, providing technical support and advice on emerging technologies and pedagogies while also participating in the exchange of ideas with the larger alumni group on Facebook. He has been a keynote speaker at several conferences run by group members both in the Philippines and online (during COVID-19), and shared valuable teaching resources through the network during the pandemic. Alumni interviewed for this case study attest to the value of this relationship:

I always connect with Shaun if I have something to ask about digital tools or some new tools or processes. Professor Que

I did research on flipped learning... I was consulting Dr Shaun about the steps that I would do in the research and make sure that I'm accurate with the model. He would give me a lot of advice. Mr Camiling

The last face-to face conference in the Philippine E-Learning Society in 2018, I was able to bring our trainer from QUT as our speaker. Assistant Professor Ramos

There also remains a strong bond between alumni from the Solomon Islands fellowship featured in this case study and lecturer Dr Jay Rajapakse from the School of Civil and Environmental Engineering at QUT. Both Mr Bulao and Mr Olivera remain in regular contact with Dr Rajapakse via phone and email for technical advice and support. According to Mr Bulao 'Jay is the one we keep in contact with, especially updating him on what's happening on the ground, regarding some plans.'

4.3.2 Institutional linkages

In addition to the academic linkages, alumni and host organisations cited strong institutional ties post award which have led to formal partnerships such as Memoranda of Understanding (MOUs) and ongoing professional development opportunities or training.

The 'Fostering Digital Literacy' fellowship, led to formal MOUs with the 12 participating universities in the Philippines. According to Mr Salangsang at QUT: 'Not only did it establish the strategic linkages, we actually ended up formalising our partnerships with them. We had formal MOUs with those universities. So, from that viewpoint, that really was one of the significant outcomes of the program for us.'

The WASH fellowship, 'Improving health through community participation', also created ongoing opportunities for QUT and the Solomon Islands. Mr David Kozar, the Development Manager of the International Projects Unit at QUT recalls the fellowship established a relationship with the Solomon Islands' MOHMS which went 'beyond the life of the program' and led to additional programs around disability and inclusion.

> We did go on to do other programs, for example, disability inclusive disaster management, looking at climate change, rising sea levels and how we can ensure that people with disability are included in that design process. It's not as formal as signing MOUs with the ministry but it did provide a basis to build the relationship and continue provide support where they identified it.

ICE WaRM's 2015 fellowship on 'Holistic Water Resources Management' was part of ongoing partnership development by ICE WaRM in DFAT-supported activities in Indonesia. ICE WaRM developed formal MOUs with partners such as the large Indonesia Infrastructure Initiative (INDII), and the East and West Kalimantan Project (WASPOLA). As part of these relationships, cohorts of staff undertook training at ICE WaRM over a period of years. Alumni Assistant Professor Fachruddin noted that the Institut Teknologi Bandung (ITB) had sent several academics from the Faculty of Civil and Environmental Engineering to ICE WaRM over '2 or 3 years' prior to his fellowship 'to strengthen the collaborative partnership between Indonesia and Australia in terms of water resources management.

5. Conditions for success

The unique program logic of short course fellowships provided tailored technical skills, knowledge, and facilitated networks to help alumni address capacity gaps within their organisations and sectors. This chapter explores the design elements of the three fellowship programs which enabled the development of networks among alumni, counterpart organisations, and Australia institutions involved in the fellowship. It explores some of the challenges to building and maintaining networks. The chapter concludes with a consolidated list of recommendations and insights from former fellowship host organisations, alumni, diplomatic Posts and managing contractors on the conditions for success.

5.1 Enabling factors

Key elements the fellowship program enabled alumni to develop, and in many cases maintain linkages between alumni, Australian academics and participating Australian organisations. These factors include the co-design of the program with participating organisations to meet identified capacity gaps and to build ongoing organisational linkages, participant selection, site visits and cultural activities, and supported by ongoing social media engagement.

5.1.1 Collaborative design

The co-design of fellowships in this case study allowed participating counterpart organisations to establish or strengthen ongoing linkages with Australian institutions and key academics during the planning and development of the fellowships. Post award, Australian academics also worked closely with alumni and their supervisors to monitor and evaluate re-entry action plans or projects thus strengthening the relationships further.

For example, QUT consulted widely with key leaders within the MOHMS and SIWA prior to the 'Improving health through community participation' fellowship program to understand the unique training needs of the different divisions working in WASH. QUT had each of the alumni conduct a needs assessment 'scorecard' prior to going on award to evaluate the accessibility of clean water and sanitation in their communities. According to Mr Kozar, this helped to inform the content of the four-week program, with QUT designing a bespoke fellowship specifically around capacity gaps in 'health and technical' knowledge, while also creating workable re-entry action plans to tackle with these problems on their return.

Mr Kozar stated the importance of collaborating with counterpart organisations to co-design a bespoke program.

> QUT don't do "off the shelf", "cut and paste" kind of programs. If you don't contextualise the content to every group that's coming through, yes, you might have a very meaningful academic learning experience, but you don't really meet the objectives of not only the program but the individual needs of those organisations.

5.1.2 Participant selection

The careful selection of participants allowed for the development of inter-personal relationships between representatives within different departments, agencies, or organisations, thus enabling better communication and collaboration, and the reduction of silos post award. For example, Associate Professor Diaz from the University of the East who facilitated the co-design of the 'Fostering Digital Literacy' fellowship with QUT, wanted to create a fellowship with a 'national scope' to improve collaboration across the sector. Participants were selected from 'ICT education experts' from a mixture of private and public universities from across the country, and from key 'governmental agencies' to help 'cascade certain projects' post award. This careful selection of participants led to ongoing collaboration among the group and support from government agencies at the national level.

According to Mr Pitamama, the WASH fellowship for the Solomon Islands incorporated a mixture of participants from the MOHMS, 'led by the Environment Health Division, Health Promotion Division and Physiotherapy and Rehabilitation Division' and one participant from the Solomon Islands Water Authority. He noted that the program took people from very 'different technical areas' and helped them to improve collaboration on elements of the WASH initiative including community consultation, data collection and exchange, inclusive planning, leadership and project management.

The ICE WaRM fellowship program, 'Holistic Water Resources Management', selected participants from across different agencies involved in training and recruitment of staff involved in the management of the water cycle in Indonesia. The aim was to improve inter-agency collaboration, planning and future-proof human resources needs. According to Assistant Professor Fachruddin there were a mixture of participants including 'faculty members from different universities as well and some participants from water treatment [plants], district water supply factories, and participants from government...and the ministry handling the Indonesian public service.'

5.1.3 Site visits and cultural activities

Site visits, guest speakers, conference or workshop participation or benchmarking activities were used as part of the fellowship programs to build industry-based connections and demonstrate theories in practice. Visits were tailored to meet the contextual needs of alumni, and academics were on hand to answer any technical questions during the visits. According to Professor Nykvist, this helped 'build rapport' and promote future engagement with academic staff.

As part of the 'Improving health through community participation' fellowship program, alumni were taken to several different South East Queensland Water (SEQ Water) sites including water treatment plants in Moogerah, and Kalbar, and the Hinze Wastewater Treatment Plant in South Queensland. To contextualise lessons learnt on award they also visited two remote indigenous in communities in the Yarrabah Aboriginal Shire Council, and the Hope Vale Aboriginal Shire Council in far North Queensland in Hope Valley to observe WASH principles and community engagement activities in action. Mr Kozar, who helped facilitate the fellowship noted:

> When we went to far North Queensland, I think that's where they probably got the most value out of the program because they found that much of what they were seeing in the Aboriginal shire councils was very similar to what they were experiencing in the Solomon Islands. We had quite a bit of a discussion with the Araba people... about the appropriate technologies for their cultural context, and that's very similar to their experience in the Solomon Islands.

Mr Camiling recalled that during the 'Fostering Digital Literacy' fellowship, the fellows visited technology-rich schools in Adelaide and Sydney, which helped opened his eyes to new ways of teaching and learning in areas such as robotics. However, he felt that the group also gained a lot out of a visit to the Dunwich State High School on North Stradbroke Island. That particular visit highlighted similar challenges educators from the Philippines were facing, supporting remote, and indigenous learners with limited resources. Techniques shared were applicable to the Philippines context. Mr Camiling noted,

> We visited the remote island, and we were able to observe classes in which they do not use a lot of technology, but still, the pedagogical technique that they have been using with kids was very applaudable. The students there were learning how to read with technology and without technology, so it was like a continuum or a wide range of experiences that the awards gave us.

Cultural activities also strengthen group dynamics allowing alumni to develop personal connections with their lecturers and other fellows while also enjoying Australian culture and building long lasting memories. Mr Kozar from QUT spoke about this during his interview, noting, 'while they're in Australia, the learning in the classroom is fantastic, but you learn so much when you're outside of the classroom as well. We arranged a lot of cultural activities for the group. I think everybody has their obligatory picture holding the koala or feeding the kangaroo'.

Assistant Professor Fachruddin meeting a koala at Cleland National Park in South Australia. Photo: Assistant Professor Fachruddin

Mr Kozar added that facilitating informal networking events also helped those less senior in the group to speak up and ask questions of their Australian counterparts without the risk of upsetting power dynamics in the group. 'We've really found that it's been around the dinner table or at the rugby matches where those meaningful conversations take place.' Associate Professor Diaz supported this sentiment and stated that group dinners 'enriched' the learning experience for the ICT academics through the exchange of ideas and insights among the group.

5.1.4 Re-entry *action plans* or projects

The use of tailored re-entry action plans or projects also created opportunities for alumni to collaborate with classmates, Australian academics, and industry representatives post award. Mr Kozar noted that the QUT re-entry action plans were part of the ongoing alumni engagement plan to maintain linkages via social media, using technical staff as a focal point to facilitate and promote ongoing engagement.

A lot of how we engage with the participants after the program is through those re-entry action plans that they develop while they are here. We provide the ongoing support. They will always build that into our design, that even beyond the funding cycle of the program, we expect our technical experts to be available to the participants to provide support along the way.

5.1.5 Social media and the establishment of 'communities of practice'

As mentioned previously in this report, host organisations established ongoing engagement with alumni post award through the use of social media platforms like Facebook, WhatsApp, and activities like alumni achievement awards, newsletters, emails, and blogs. QUT have been successful in using Facebook and WhatsApp to 'seed' networks and facilitate communities of practice among fellows, Australian academics, and participating Australian counterpart organisations.

When initiating programs, Mr Kozar observed that QUT 'typically set up a Facebook group or a WhatsApp chat group. It always depends on what technologies are most user friendly for the cohort that arrives in Australia.' This group is used throughout the 'life cycle of the program', including post award alumni engagement. It is designed to strengthen links overtime. Some groups are more active than others such as the cohort from the 'Fostering Digital Literacy' fellowship which has curated a successful community of practice and remains active after six years.

5.2 Challenges

When asked about the key challenges to maintaining linkages post award, alumni, and host organisations all indicated that of a lack of funding was a significant barrier to collaboration post award. For example, Assistant Professor Fachruddin, recalled that he exchanged several emails with an Australian academic he met on award but 'we didn't have the funding' to support any real collaboration. Mr Olivera noted that on his return to the Solomon Islands, WASH funding changed from DFAT to the European Union, and this changed the dynamic of the relationship with Australia partners. 'When we came back there was a shift to the EU, so we were governed by EU policies.'

Associate Professor Diaz stated that the University of the East worked closely with Mr Salangsang from QUT over a number of years to develop 'several proposals' to host additional fellowships through their university network, however none of these were successful and then fellowships were no longer available.

I think some years after the fellowship, we continued by making proposals...I think there was a budget cut in the fellowships that were given by DFAT, some of our proposals did not get a grant.

Alumni noted that some connections went cold on their return because they were busy, lacked internet connectivity (Solomon Islands) or the right opportunity to engage with Australian organisations met during site visits or workshops.

Mr Camiling best sums up the sentiments of alumni below.

I do have their business cards with me. But somehow maybe I thought that I didn't need the network yet because I wanted to work in my institution and it would be a little farfetched for me to contact those organisations and bring them back to the Philippines, when, in fact, my institution is not yet aware of a lot of things I learnt from Australia.

5.3 Summarising the Conditions for Success

To provide DFAT with an overview of the conditions for success in fellowships and short courses, the GTF has used the specific evidence detailed above from the interviews in this case study, and also explored the data collected from a range of case studies conducted by the GTF over the last six years. This analysis includes insights and recommendations from Australian host organisation representatives, alumni, managing contractors and Posts involved in the design, delivery, and evaluation of the short course modalities.

The table below summarises the outcomes of this analysis and it intended to assist in future programming and policy relating to the Australia Awards. The conditions described here in many ways align with the Scoping Review of Australia Awards Short-term Awards undertaken for DFAT in 2016 (Majid, 2016). The focus on this particular set of conditions was based around success for targeted professional development interventions (under 3 months).

Table 2: To be successful, short course provision through the Australia Awards should incorporate the following conditions

Pre-program:	
Condition	**Applying this condition for success**
Co-design of the program:	Bespoke professional development programming, co-designed between the Australian host organisation and counterpart organisation/s to address identified capacity gaps and training needs. • In-country, collaborative training needs analysis to inform program content and gain an insight into 'on the ground' challenges
Program leader:	A designated academic/technical expert to act as the Australian Program Leader to answer questions and accompany the group during all activities. The role is the central point of contact for all engagement between fellows, and counterpart organisations during the life cycle of the program.
Program duration:	Optimal program length: • 4 weeks for mid-level professionals and emerging leaders • 2 weeks for senior leaders Bookended by pre-award and post award activities linked to group Re-entry Action Plans (REAPs) Option for : • Multi-year level programs to build organisational capacity over a set timeframe with cohort based REAPs building on previous work
Participant selection:	The careful selection of a mixture of participants to facilitate inter-organisational linkages, reduce silos, promote the exchange of diverse perspectives, and create big picture thinking, planning and engagement across organisations or sectors.
During the program:	
Condition	**Applying this condition for success**
Program content	A mixture of theory and practice contextualised to the group's training needs. Theory-based classroom learning, supported by a range of practical activities such as: site visits, guest speakers, benchmarking activities, short placements, mentoring, workshops, and formal networking opportunities.
Cultural activities:	Organised sightseeing and cultural activities to build positive experiences of Australia while also facilitating informal people to people linkages among participants, and technical staff.

Post program:	
Condition	**Applying this condition for success**
REAP or post award project:	Group-based re-integration projects (Re-entry Action Plans) to strengthen people to people linkages and address organisational capacity gaps. Monitoring and support by supervisors and the Australian Program Leader over a period of up to 6 months post award. • Online technical support for REAPs via email and social media coordinated by the Program Leader and technical staff
Social media engagement:	Social media engagement via a unique cohort group to promote interaction among alumni and build a 'community of practice' among the members of the group, Australian academics, participating counterpart organisations and technical experts met while on award. Examples include: Facebook, WhatsApp, LinkedIn, WeChat • Program Leader acts as the initial facilitator, alumni encouraged to be key contributors • Networking activities encouraged include: knowledge and resource sharing, advocacy, training and employment opportunities, and collaboration on projects or initiatives DFAT to stay connected with alumni through social media engagement activities in collaboration with host organisation and counterpart organisation to strengthen and celebrate relationships.
In country field visits and relationship building	Follow up in-country field visits by up to two Program Leaders from the Australian host organisation to evaluate the impact of group REAPs at the organisational level, provide additional technical support, and strengthen ongoing institutional linkages. Public diplomacy activities supported by Post to nurture and leverage relationships post award. This could be co-funded by a mixture of stakeholders such as: Post, DFAT Canberra, the Australian host organisation and counterpart organisation. Future institutional linkages could include: • Further study opportunities – additional fellowships or short courses, Master and PhD students • Formal partnerships (MOUs) • New Colombo Plan Placements
Seed funding for future project collaboration and engagement	Funding is required to nurture fledging relationships between fellows, counterpart organisations, Australian academics, and Australian host organisations. Suggestions include a co-funded (DFAT and counterpart organisation) grant or funding mechanism that alumni are able to apply for post award to support: • Joint projects that build on short course content and address additional gaps in the priority area/s • Research collaboration in areas related to the short course through co-authored academic publications and conference participation • Further training initiatives to build broader capacity within the counterpart organisation/s
Enhancing monitoring and evaluation (M&E)	Improve data collection and tracing of short-course alumni through relationship management and information sharing between stakeholders such as Australian host organisations, DFAT and managing contractors.

6. Conclusion

Short course modalities such as fellowships have long been used by DFAT to provide tailored professional development training and build rapid capacity among participants in priority areas. This case study examines the long-term impact of short training interventions on alumni from the Philippines, Solomon Islands and Indonesia who undertook an Australia Awards fellowship in 2015.

Evidence collected as part of the 2020 Global Tracer Survey, and from the detailed interviews with alumni in this case study, found that short, professional development training programs such as fellowships have long-term impact on individual and organisational capacity, which contributes to sustainable development within partner countries.

In the case study, the three fellowships in focus, provided valuable skills and knowledge, and facilitated strong professional networks among alumni, and ongoing linkages with Australian academics and host organisations. The outcomes of the fellowships have included notable contributions to development in areas such as education in the Philippines, health and infrastructure in the Solomon Islands, and water management in Indonesia.

For example, alumni from the 'Fostering Digital Literacy' fellowship in the Philippines have improved the integration of information and communication technologies into teaching and learning through curriculum reform, teacher education, and the professional development of academic staff. The group were well placed within their institutions and professional associations to actively share expertise and open-source resources, innovative pedagogies and learning platforms to help bridge the digital divide. They have also been integral in supporting the pivot to remote teaching and learning in the Philippines in response to the COVID-19 pandemic.

In the Solomon Islands, alumni of the 'Improving health through community participation in WASH projects' fellowship have improved health outcomes and accessibility of water and sanitation through inclusive planning and project management practices which address the needs of people with disabilities, and women and girls in rural communities. Several alumni have maintained links and receive on-going mentoring from their former academic adviser from the School of Civil and Environmental Engineering at Queensland University of Technology.

In Indonesia, alumni of the 'Holistic water resources management for effective water supply and sanitation' fellowship have improved human resource capacity training and alignment of the curriculum to better meet the water management needs of Indonesia in response to climate change.

To inform future programming, the GTF compiled data from this case study and previous case studies conducted by the GTF over the last six years and produced an overview of the conditions for success in fellowships and short courses. This analysis includes insights and recommendations from Australian host organisation representatives, alumni, managing contractors and Posts involved in the design, delivery, and evaluation of fellowships during the program's life cycle.

7. Alumni Profiles

Cynthia Grace Labrador Diaz

The key aims of the program were really to be able to help our own communities to be able to foster digital literacy. That was priority. We wanted to do something about digital literacy, about enabling those that were within our own individual communities, enable them to learn what we had to learn from Australia.

Fellowship

Fostering Digital Literacy: Developing Multimedia Modules on Educational Leadership and Teaching

Year

2015

Institution

Queensland University of Technology

Current position

College Secretary, College of Education University of the East Manila, Philippines

Brief biography

Associate Professor Diaz is a College Secretary at the University of the East, Manila and was a key leader in the formation of the 'Fostering Digital Literacy' fellowship.

Upon return from the fellowship, Associate Professor Diaz collaborated with her several fellows on a range of projects for UNESCO Bangkok's Philippine Network of Resource Distribution and Training Centers, co-authored an 'e-Citizenship: e-Book for Teachers about Cyber Wellness and Digital Citizenship', and developed of a model syllabus for 'Technology for Teaching and Learning' as part of the transition to a K-12 curriculum.

Associate Professor Diaz advocates for open-sourced learning resources which she helped create and distribute nationally. She has also provided capacity building training for teachers both nationally and internationally around digital literacy, outcomes learning, ICT integration, and digital citizenship in order to improve access and training in the use of technology in education. She is currently partnered with Save the Children to create educational resources and learning tools for public school teachers who are struggling with distance learning due to the pandemic.

Anna Cherylle Morales Ramos

I'm currently the Director of the UST Educational Technology Centre. I specialise in massive wide e-learning adoption. I manage the e-learning implementation for 46,000 students and 2,300 faculty workforce. Outside of the university, I am currently the President of the Philippine E-learning Society

Fellowship
Fostering Digital Literacy: Developing Multimedia Modules on Educational Leadership and Teaching

Year
2015

Institution
Queensland University of Technology

Current position
Director, UST Educational Technology Centre, University of Santo Tomas Manila, Philippines

Brief biography
Assistant Professor Ramos is a Director at the University of Santo Tomas (UST) in the Philippines, and is a certified educational technology professional (Google, Adobe, Microsoft and Apple) and has supported UST through large scale eLearning adoption. She has worked in the field of instructional technology for more than two decades and is the President of the Philippine eLearning Society and an association partner of the EduTech Philippines.

Inspired by learning spaces observed on her fellowship, Assistant Professor Ramos sought external funding and introduced innovative learning spaces within her teaching faculty on her return from award. She worked with UNESCO ICT for Education (Bangkok) as the Coordinator of the Resource and Distribution Training Centre in the promotion of the use of open-source educational resources and co-authored the eBook on Cyber Safety and Responsible Digital Citizenship with other fellows from Queensland University of Technology.

Assistant Professor Ramos has partnered with many different organisations and has received numerous awards in recognition her work.

Mark Kenneth Santiago Camiling

I'm very proud that I stuck to that concept - digital literacy because if it were not for the Australia Awards, I wouldn't discovered that concept and I wouldn't make it this far because that concept led me to develop my own unique topic in research that led me to many different opportunities

Fellowship

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching

Year

2015

Institution

Queensland University of Technology

Current position

PhD candidate (International Development) Nagoya University, Japan / part-time Lecturer Miriam College, Philippines

Biography

Mr Camiling is currently a PhD candidate studying at Nagoya University in Japan. A former teacher, he undertook the 'Fostering Digital Literacy' fellowship in 2015.

Post award, Mr Camiling utilised his skills and knowledge gained from the fellowship to introduce new programs to the school such as robotics and was promoted to Assistant Principal for Academic Affairs in the Basic Education Unit at Miriam College. He has published several education textbooks and presented at research conferences around technology in education and health, and has collaborated with other fellows around online learning materials for UNESCO Jakarta.

Queensland University of Technology recognised Mr Camiling as one of their outstanding alumni in 2020 and featured him in an Impact story. Mr Camiling also credits the fellowship as sparking his passion for digital literacy and received another scholarship and is pursuing his doctorate in International Development at Nagoya University in Japan. He balances this with work as an English teacher in Japan, as well as teaching online classes for Miriam College.

Maria Asuncion Christine Villaruel Dequilla

[The fellowship] was successful, it really planted the seed of fostering that digital literacy among us. And so it led me into one project, then another, and it went on. And now I'm still planning and doing a lot of things and pursuing a similar direction to help my institution.

Fellowship

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching

Year

2015

Institution

Queensland University of Technology

Current position

Vice President for Academic Affairs, West Visayas State University, Philippines

President of the State Universities and Colleges Teachers Association (SUCTEA)

Brief biography

Dr Dequilla is the Vice President for Academic Affairs at West Visayas State University in the Philippines and the President of the State Universities and Colleges Teachers Association (SUCTEA). She has had a long career as a teacher trainer, leader and ICT integration specialist.

Upon her return from her fellowship, Dr Dequilla used the skills and knowledge gained on award to improve teacher training in ICT integration within her institution and nationally through the development of a framework of ICT competencies of teachers for the Commission on Higher Education. This led to her working on a model syllabus in Technology for Teaching and Learning as part of the transition to K to 12 national curriculum.

Dr Dequilla has co-authored six textbooks for teachers, including 'Technology for Teaching and Learning 1,' and has presented at conferences on technology in education. She manages free training sessions in ITC integration for teachers in Visayas and Mindanao through her work with the Centre of Excellence.

At the start of the COVID-19 pandemic she encouraged other teaching staff at her university to embrace digital learning and provided support to help the transition to remote teaching and learning.

Rofiq Iqbal Fachruddin

The experience that I got when we visited Adelaide, Australia, was a very wonderful experience for me… I learnt that, actually, our differences are fewer, our similarities are more. We know that we have similar problems everywhere. I understand that I am a global citizen and we actually have to collaborate and work together and share knowledge and share experiences

Fellowship

Holistic water resources management for effective water supply and sanitation

Year

2015

Institution

ICE WaRM

Current position

Lecturer Faculty of Civil and Environmental Engineering, Institut Teknologi Bandung, Indonesia

Biography

Assistant Professor Fachruddin is a lecturer at the Institute of Technology Bandung (ITB) in Indonesia and completed the Australia Awards Fellowship in 2015. He had a background in water supply and water treatment and was able to further his knowledge of the water management system and gain first-hand experience from industry specialists while in Australia.

Upon return from the fellowship, Assistant Professor Fachruddin has been able to instruct his students on water supply and water management using case study materials from his award. He is part of a cohort of staff at ITB who undertook training at ICE WaRM in Australia over a period of years, and are now involved in the alignment of the curriculum to meet the training needs of the water management industry in response to climate change in Indonesia.

Shirley Lacson Ayao-ao

I'm really thankful that I became part of the group because there are so many things that we have benefited from. There are so many advantages that we all were able to be blessed with and have enjoyed, including all these learnings in our curriculum and even our professional development activities.

Fellowship

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching

Year

2015

Institution

Queensland University of Technology

Current position

Graduate Program Coordinator, Saint Louis University, Philippines

Brief biography

Dr Ayao-ao is the Graduate Program Coordinator at St Louis University in the Philippines and completed the Australia Awards Fellowship in 2015.

Upon return from the fellowship Dr Ayao-ao was able to incorporate the concepts learnt on award into her teaching program and created professional development programs in ICT integration for teachers within the education faculty. During the start of the COVID-19 pandemic this was extended to the rest of the university in order to support the transition to online learning. Dr Ayao-ao has collaborated with multiple fellows and presented at many seminars and workshops around ICT in teaching, digital literacy, and distance learning education.

At the time of the interview Dr Ayao-ao was finishing up as the Graduate Program Coordinator and returning to the role of faculty teacher. She hopes the change will allow her more time to focus more on applying the principles of digital literacy in her teaching.

Fellowship

Improving health through community participation in rural WASH projects in Solomon Islands

Year

2015

Institution

Queensland University of Technology

Current position

Community Based Rehabilitation Supervisor, CBR Program, Solomon Islands

Biography

Mr Pitamama is a Community Based Rehabilitation Field Worker for the Ministry of Health and Medical Services and helps people transition back to the community after an accident or illness. He is currently in charge of collecting data on disability and community needs, which is then shared with different departments in the Ministry of Health and Medical Services. He also liaises with WASH team members to promote inclusive WASH policy and inclusive development programming.

Post award, Mr Pitamama worked with other fellows on provincial government WASH projects as an advocate for people with disability to ensure they are considered at all stages of the project. He also works directly with people with disability to enable them to advocate for themselves and are included in WASH planning meetings.

Mr Pitamama is currently partnered with Motivation Australia, an organisation in South Australia, where he sources disability aids. He also helped set up the National Disability Coordinating Committee and trains wheelchair basketball.

John Talo Pitamama

One of the most important messages is to increase advocacy on the rights of people with disabilities (PWDs) and ensure that they equally participate in WASH planning meetings so that the needs of PWDs can be recognised and feature in the planning for implementation of any projects

Elenita Natalio Que

I'm really very proud of the fellowship because it has made me known in the field. I always put in my resume: "Digital Literacy fellow of the Queensland University of Technology." That's why, especially at this time in COVID-19, I have always been invited to talk about our digital literacy, remote learning, using ICT tools…

Fellowship

Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching

Year

2015

Institution

Queensland University of Technology

Current position

Assistant Professor/Program Coordinator Educational Technology Area UP College of Education, University of the Philippines Diliman, Philippines

Brief biography

Professor Que is an Assistant Professor and Program Coordinator at the University of the Philippines, the Vice President and Acting Executive Director of the Comparative Education Society of the Philippines, and the President and Founder of UP Network for Educational Technology.

Post award, Professor Que established an innovative 'makerspace' within her university in order to demonstrate different types of learning environments to pre-service teachers. She incorporated concepts learnt on award into her instruction of pre-service and in-service teachers in order to improve their teaching and equip them with new digital tools. Professor Que has collaborated with other fellows on a number of projects, including co-authoring an eBook called 'e-Citizenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship' and projects with the UNESCO Bangkok ICT in Education Programme. She has also studied in Japan and has linkages there and is well published.

At the beginning of the COVID-19 pandemic, Professor Que collaborated with members of the Computer Science faculty on instruction technologies and helped design a digital learning app.

Mr Leonard Olivera

As the leadership aspect of the awardees, we were introduced to leadership training, disability and all this… I think it's one of the benefits I got from that training, to be able to lead the department through the training I got in Australia.

Fellowship

Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology

Year

2015

Institution

Queensland University of Technology

Current position

Director of Environmental Health and Services, Ministry of Health and Medical Services, Solomon Islands

Biography

Mr Olivera is the Director of Environmental Health and Services for the Ministry of Health and Medical Services (MOHMS) in the Solomon Islands and completed the Australia Awards Fellowship in 2015. He has worked for the ministry for over 30 years in various roles.

Post award, Mr Olivera was able to apply the skills he learnt in project design and management in order to improve project planning and outcomes. His work in WASH programs is focused on collaborating with other departments and the community to provide safe access to clean water and sanitation for women and girls, and people with disability. The leadership skills he gained from the fellowship also allowed him to lead their department and share his skills with the team through delivering presentations and informal talks.

At the time of the interview Mr Olivera had retired, however he reported he plans to return to work for the ministry for a new project and hopes to share his years of experience and knowledge in WASH projects.
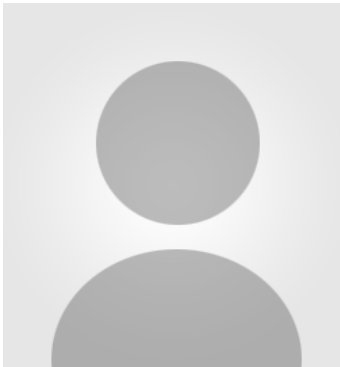
Benjamin Billy Bulao

When we did the visitations, especially in the indigenous communities, I was very much interested in the setups, especially the water supply systems and also the sewerage system, and I got a lot of lessons learnt from that. Their standard is a bit better than us here in rural areas, so that taught us some lessons about how we improve to meet that level in terms of supply and sanitation.

Fellowship

Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology

Year

2015

Institution

Queensland University of Technology

Current position

Water Engineer, Solomon Islands Water Authority, Solomon Islands

Brief biography

Mr Bulao is a Water Engineer at the Solomon Islands Water Authority in the Solomon Islands and completed the Australia Awards Fellowship in 2015.

Upon return from the fellowship Mr Bulao was able to implement some of the project and leadership skills gained from the fellowship. He was able to improve the metering systems to track water supply and control pumps, as well as plan for water maintenance in case of natural disasters.

Mr Bulao also learnt a lot from the leadership training with the fellowship and was able to use those skills in providing clarity and direction for his team and equip them with tools for setting systems in place.

8. References

DFAT. (2016). Australia Awards Global Strategy: Investing in the next generation of global leaders for development 2016–2018. Department of Foreign Affairs and Trade. https://dfat.gov.au/ about-us/publications/Documents/australia-awards-globalstrategy.pdf

DFAT. (2017). Australia Awards Global Monitoring and Evaluation Framework. Department of Foreign Affairs and Trade. https://dfat.gov.au/about-us/publications/Documents/australia-awardsglobal-monitoring-evaluation-framework.pdf

Doyle, J., & Nietschke, Y. (2020). Australia Awards Global Tracer Facility Timor-Leste Case Study (p. 66). Australia Awards Global Tracer Facility, DFAT. https://www.dfat.gov.au/ people-to-people/australia-awards/australia-awards-global-tracerfacility-year-4-results

e-Cititzenship: An e-Book for Teachers about Cyber Wellness and Digital Citizenship. (2018). Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH). https://www.seameo-innotech.org/mt4t/e-book/e-citizenship-cyber-wellness-and-digital-citizenship-for-teachers-ios/

Edwards, D., & Doyle, J. (2018). Australia Awards Global Tracer Facility Case Study in China—Environment and public health fields. Australia Awards Global Tracer Facility, DFAT. https://www.dfat.gov.au/people-to-people/australia-awards/Pages/australia-awards-global-tracer-facility-china-alumni-case-study

Edwards, D. & Radloff, A. (2021). Australia Awards Alumni Global Tracer Survey, 2020, Australian Department of Foreign Affairs and Trade, Canberra

Haddow, A., Davies, B., & Nietschke, Y. (2020). Australia Awards Global Tracer Facility Bangladesh Case Study: Economic Development (p. 53). Australia Awards Global Tracer Facility, DFAT. https://www.dfat.gov.au/ people-to-people/australia-awards/australia-awards-global-tracerfacility-year-4-results

Holistic Water Resources Management for Effective Water Supply and Sanitation—ICE WaRM. (n.d.). Retrieved 16 July 2021, from https://icewarm.com.au/australian-programs/australia-awards-fellowships/holistic-water-resources-management-effective-water-supply-sanitation/

Improving WASH in Solomon Islands | Live & Learn. (n.d.). Retrieved 19 July 2021, from https://livelearn.org/projects/improving-wash-solomon-islands

Majid, Susan. "Scoping Review of Australia Awards Short-Term Awards – 2016." Leadership Strategies Pty Ltd, November 8, 2016.

Mawer, M. (2014). A study of research methodology used in evaluations of international scholarship schemes for higher education (p. 48). Commonwealth Scholarship Commission

Miller, S. (2013). Progress Report and Assessment of Australia Awards Fellowships and Short Course Awards (p. 75). DFAT.

Parker, R., & Haddow (Nee Taylor), A. (2017). Australia Awards Global Tracer Facility Case Study #1: Fiji. Australia Awards Global Tracer Facility, DFAT. https://www.dfat.gov.au/people-to-people/australia-awards/Pages/australia-awards-global-tracer-facility-fiji-alumni-case-study

Villamayor, M. (n.d.). Impacting My Career, My College and My Community – Impact Stories [QUT impact stories]. Retrieved 16 July 2021, from https://blogs.qut.edu.au/impact-stories/2021/04/12/impacting-my-career-my-college-and-my-community/

Water Aid: Solomon Islands WASH Sector Analysis (pp. 1–48). (2016). Australian Department of Foreign Affairs and Trade. https://sirwash.weebly.com/uploads/4/2/7/6/42764129/solomon_islands_wash_sector_analysis_-_final_05092016.pdf

WVSU, SEAMEO INNOTECH ink partnership for online learning – Welcome to WVSU. (n.d.). Retrieved 2 August 2021, from https://wvsu.edu.ph/wvsu-seameo-innotech-ink-partnership-for-online-learning/

Annex 1: Methodology

This case study is the 23rd undertaken by the GTF. It will investigate the impact of the short course modality on alumni's knowledge, skills and networks post award and their ability to drive change and contribute to the targeted development gaps which the short course was designed to address. The GTF's Global Tracer Survey 2020 had 298 responses from short course alumni and this data was used the original source for identifying alumni for this case study, additional alumni details were supplemented from the fellowship list supplied by AAS. Detail relating to the overall design for the GTF case studies, as well as technical methodologies for the Global Tracer Surveys can be found in previous reports by the GTF here: https://www.dfat.gov.au/people-to-people/australia-awards/Pages/australia-awards-global-tracer-facility

Objectives

As discussed in the introduction of this report, this particular study has been undertaken in order to increase the evidence and knowledge about these alumni. Three overarching aims of this case study are:

a. to articulate the variety of factors that influence the pathways of mobile alumni post-award.

b. to explore the extent to which mobile alumni are able to continue to make contributions to sustainable development (this is linked to Australia Awards long-term Outcome 1).

c. to understand the way in which connections and networks developed while on award have been maintained and facilitated contributions of mobile alumni since graduation (this is linked to Australia Awards long-term Outcomes 2 and 3).

Intertwined in this case study aims is the 'big-picture' focus of the GTF; to examine the outcomes of alumni in relation to the long-term outcomes of the Australia Awards. These long-term outcomes are detailed in the main body of the report, and the propositions that underpin the analysis of the evidence collected in each case study can be found in Annex 2.

Approach

The data collection method used for the interviews in this case study was through interviews, conducted online using a range of online video-conferencing platforms, essentially tailored to the needs of the individual being interviewed. A set of questions were developed for fellowship alumni which closely followed the structure of previous GTF case study alumni interviews, with the only difference being some further probing of alumni in relation to their motivations, successes and challenges involved in undertaking fellowships. Questions in the interview are asked consistently for each for alumni and align with the research propositions (located at Annex 2) and long-term outcomes of the Australia Awards. This ensures that data collected directly relate to the key questions the case studies are seeking to answer and that there is consistency across each case study.

As noted above the methodological detail relating to the survey data collection approach is contained in survey reports in Years 1, 2 and 3 of the GTF, accessible via the following link: https://www.dfat.gov.au/people-to-people/australia-awards/Pages/australia-awards-global-tracer-facility.

Sample definition and selection

The research of the GTF focuses on alumni of DFAT's Australia Awards and previous Australian Government-funded scholarships and awards (these include programs dating back to the Colombo Plan, which commence in the 1950s). For each case study undertaken by the GTF, this focus is further refined to a specific cohort of alumni.

This case study focuses on fellowship alumni who studied a fellowship in Australia during 2015. It examines three different fellowship groups which undertook tailored programming in digital literacy (Philippines), inclusive and accessible water and sanitation (Solomon Islands) and water management (Indonesia).

The focus of the interview sample was to interview nine alumni (three from each fellowship) with a balance of gender and sector. Interviewed alumni were identified and recruited in two ways. The first involved extracting data from the 2020 GTF Global Tracer Survey and contacting selected alumni who had previously participated. The second was through direct contact with fellowship alumni through contact details supplied by AAS or host organisations.

Due to a surge in COVID-19 (Delta) cases in Indonesia during June to August 2021, researchers were only able to interview one participate from that course. With the support of the managing contractor in Indonesia, multiple attempts were made to recruit alumni which were unsuccessful. An additional three alumni were supplemented from the Philippines fellowship to replace those missing from Indonesia. Interviews were also undertaken with diplomatic posts, managing contractors, and host organisations. The GTF also included additional data from a range of host organisations who had previously participated in GTF research to strengthen data around program logic, and conditions for success.

Details relating to the alumni interview participants are included in the table below.

Table 3: Insights into short course capacity building Alumni Participants

Gender	Name	Award Completion Year	Award	Course and University	Current Position
F	Anna Cherylle Morales Ramos	2015	Australia Awards Fellowship	Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology	Director, Educational Technology Center University of Santo Tomas, Manila, Philippines
F	Cynthia Grace Labrador Diaz	2015	Australia Awards Fellowship	Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology	College Secretary, College of Education, University of the East, Philippines
M	Benjamin Billy Bulao	2015	Australia Awards Fellowship	Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology	Water Engineer, Solomon Islands Water Authority, Solomon Islands
M	John Talo Pitamama	2015	Australia Awards Fellowship	Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology	Community Based Rehabilitation Supervisor, Solomon Islands

Gender	Name	Award Completion Year	Award	Course and University	Current Position
M	Leonard Olivera	2015	Australia Awards Fellowship	Improving health through community participation in rural WASH projects in Solomon Islands, Queensland University of Technology	Director of Environmental Health and Services, Ministry of Health and Medical Services, Solomon Islands
F	Maria Asuncion Christine Villaruel Dequilla	2015	Australia Awards Fellowship	Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology	Vice President for Academic Affairs, West Visayas State University La Paz, Ilolio City, Philippines

President of the State Universities and Colleges Teachers Association (SUCTEA) |
M	Mark Kenneth Santiago Camiling	2015	Australia Awards Fellowship	Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology	Research Student (PhD International Development) / Part Time Senior Lecturer, Nagoya University, Japan / Miriam College, Philippines
M	Rofiq Iqbal Fachruddin	2015	Australia Awards Fellowship	Holistic water resources management for effective water supply and sanitation, ICE WaRM	Assistant Professor Faculty of Civil & Environmental Engineering, Institut Teknologi Bandung, Indonesia
F	Shirley Lacson Ayao-ao	2015	Australia Awards Fellowship	Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology	Graduate Program Coordinator, Saint Louis University, Baguio, Philippines
F	Elenita Natalio Que	2015	Australia Awards Fellowship	Fostering Digital Literacy: Developing Multimedia Modules for Educational Leadership and Teaching, Queensland University of Technology	Assistant Professor/Program Coordinator Educational Technology Area UP College of Education, University of the Philippines Diliman

Data management and reporting

Interviews were voice recorded (with approval granted to do so). In addition, the researchers annotated responses during the interview. A transcription specialist transcribed all interview recordings. After the completion of the interview and transcription process, the researchers consolidated the written and oral recordings into a single near-verbatim transcript (with restarting of sentences and fillers excluded).

Coding and review

Interview scripts were subsequently coded using computer-assisted qualitative data analysis software, NVivo. This enabled emerging themes to be identified and links to be made between participants that supported or refuted the research propositions, as aligned with the long-term outcomes of the Australia Awards.

Analysis of the case study data involved a strategy that was guided by the theoretical proposition developed under the conceptual framework for the case study and by the techniques identified in the GTF's Case Study Approach document.

Where requested case study participants were sent segments of the report where clarification or review and approval were necessary.

Limitations

There are a number of limitations of this research that were inherent to both the nature of the research and the research process, as discussed below.

Positive response bias

It is probable that alumni who felt that they had a positive experience as an Australian Government scholarship recipient and/or had success in their career following their award are more likely to agree to participate in case studies. In a study by the Commonwealth Scholarship Commission in the UK (Mawer, 2014), recognition of positive response bias is highlighted:

> ...there is widespread recognition that a more pressing problem is nonresponse bias in which those who reply to sample surveys are likely to be engaged with alumni associations or tracing (e.g. Day, Stackhouse and Geddes, 2009) and disproportionately represent the 'successful' outcomes of scholarship programmes (p.9).

Accordingly, it is likely that the alumni in this case study had a positive bias towards their experience, outcomes and views of Australia. The GTF has developed interview questions and analyses approaches to reduce the impact of this bias—these are applied consistently across all case studies. Through this approach, leading questions are avoided, and alumni are offered opportunities to reflect on their outcomes at the beginning and at the end of the interview without specific questions to guide their answers.

Nature of the research

Outcome 1 of the Global Strategy is: 'alumni are using the skills, knowledge and networks gained on award to contribute to achieving partner-country development goals.' However, some alumni have shaped development goals rather than contributed to them, and while it may be outside the purview of partner-country development goals that this research is being evaluated against, such contributions are still significant.

Throughout the research conducted, the GTF has consistently experienced difficulty in evaluating Outcome 2 'alumni are contributing to cooperation between Australia and partner countries', and Outcome 3 'effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries'. These two outcomes are aligned with the second research question for the case study 'How are Australia Awards contributing to Australia's economic and public diplomacy outcomes?' There is an overlap and difficulty in differentiating 'cooperation' and 'partnerships'. The research team delineated them by determining that Outcome 2 relates to people-to-people links including informal relationships; whereas Outcome 3 specifically relates to institutional links between the partner country and Australia, which alumni have contributed to establishing. For ease of understanding and simplification to align with potential upcoming changes to the Australia Awards Global Strategy, this report generally focuses on exploring Outcome 2 rather than Outcome 3. No issues were encountered by the research team in collecting, collating, coding or analysing data related to Outcome 4 of the Australia Awards—'Alumni view Australia, Australians and Australian expertise positively'.

Research process

The ability to code the interview transcripts effectively is dependent on understanding the partner-country development goals at the time these alumni were awarded their scholarships. Given the fact that participants in this case study were spread across nine different countries, the ability to fully contextualise each alumni contributions to their country of origin's goals was not feasible. This differs from other case studies of the GTF which have been focussed on a country and a sector of work, which has meant more detailed contextualisation of impact can be explored.

Annex 2: Interview Guides

Purpose of the GTF and research: The overall purpose of the Australia Awards Global Tracer Facility (GTF) is to enable the Australian Department of Foreign Affairs and Trade (DFAT) to assess the development contributions and public/economic diplomacy outcomes of Australia's investment in Australia Awards.

Focus of this Case Study: This case study explores the long-term impact of targeted professional development training on individual and organisational capacity.

Consent Form: Please take the time to read through this form regarding your privacy rights and consent. You can withdraw at any time. Contact numbers are also provided should you have any questions following this. Please let us know when you are happy to proceed and to be recorded. You can sign the consent form following the interview if you are happy with the interview.

Do you have any questions for us before we begin?

We are interesting in learning how short courses can be used to improve specific technical and soft skills, and networks in priority development areas.

1. Could you please tell us your name, your current position and organisation, and the program you participated in as part of your Australia Awards fellowship?

2. Can you please tell us how the opportunity for the fellowship came about? How were you involved? What was your motivation? What was the aim of the training (fellowship)?

3. Can you tell us about your time in Australia and experience during your fellowship:

   a. How long was fellowship?

   b. Was there a mixture of participants from different organisations and fields in your course?

   c. Were there any networking opportunities or activities with Australian organisations or other groups?

   d. Did you conduct site visits or tours of local organisations?

4. We are interested in any ongoing friendships or professional connections you made while on award. Can you provide any examples in relation to:

   a. Other students: you met on award (fellows), Australian or other international students?

   b. Your host organisation or institution?

   c. Professional connections with other Australian organisations or businesses?

5. Do you maintain any connections from the fellowship? If so how do you keep in touch? Has it lead to any further collaboration or linkages (partnerships)?

   a. Can you provide any examples?

   b. If not, what made it difficult to maintain connections?

   c. How could this have been improved or better supported?

6. Thinking about your work since your fellowship, have you been able to apply the skills and knowledge gained in Australia?

   a. Can you provide example/s?

7. Have you been able to share those new skills and knowledge with others in your work or community?

   a. Can you provide example/s?

8. Thinking back over the last 6 years, what impact has this fellowship had on your career, and your capacity to work in your sector?

9. This is our last question. Can you please describe an achievement that you are most proud of, it can be in your work or community?

That covers our questions today, is there anything you would like to add?