



Australia Awards

# Australia Awards Global Tracer Facility

## Tracer Survey Report Year 1 - 2016-17

### Alumni of 2006 to 2010



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## Acronyms and Abbreviations

ACER	Australian Council for Educational Research
ASHM	Australasian Society for HIV, Viral Hepatitis and Sexual Health Medicine
AusAID	Australian Agency for International Development
AWB	Australia Awards and Alumni Branch (DFAT)
CPA	Certified Practicing Accountant
DFAT	Australian Government Department of Foreign Affairs and Trade
HIV	Human immunodeficiency virus
IT	Information Technology
M&E	Monitoring and Evaluation
MA	Master of Arts
NGO	Non-Government Organisation
PNG	Papua New Guinea
UK	United Kingdom
UNHCR	United Nations High Commissioner for Refugees
US	United States of America
VACPA	Vietnam Association of Certified Practicing Accountants

# Executive Summary

This report details the development, fieldwork and findings of the Australia Awards Global Tracer Facility's (the Facility) first annual Tracer Survey. The Facility undertakes a range of research in order to enable the Department of Foreign Affairs and Trade (DFAT) to assess the development contributions, and public and economic diplomacy outcomes of Australia's investment in Australia Awards.

This Tracer Survey involved the engagement of alumni who completed scholarships or fellowships as part of the Australia Awards or predecessor programs between 2006 and 2010. Alumni were asked a range of questions via an online survey, focussed on exploring the long-term outcomes of the Australia Awards. A follow-up telephone interview with a sample of alumni respondents collected further detail for analysis. In total 1,510 alumni in this cohort from 27 different countries participated in the survey (a 35.9 per cent response rate), and 527 participated in the telephone follow-up interview.

The survey data provide a valuable quantitative insight into alumni use of knowledge and skills, development of networks and contribution to cooperation with Australia. The responses also offer rich examples from alumni of the types of contributions they are making, the way in which they are using their award and the things that help, and hinder them in reaching their potential. This report uses the quantitative findings to draw out key findings, and the qualitative information provided by alumni as illustrative examples to give context to the findings.

In terms of responding to the long-term outcomes of the Australia Awards, the following summary offers some overall findings. A further summary of the Tracer Survey is included in the infographic at the end of this section.

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

- **Most alumni** (98 per cent) indicated they have passed on their skills and knowledge to others in their country on return from their award.
- **Most alumni** (97 per cent) indicated they had introduced improved practices and innovations in their work on return from their award.

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

- **More than 40 per cent** of alumni have maintained frequent contact with fellow alumni, while **about one third have frequent contact with friends** in Australia and about a quarter with Australian students/alumni.
- **Alumni were less likely to have maintained frequent contact with Australian organisations**, with 17 per cent having frequent contact with universities, 11 per cent with Australian businesses and 7 per cent with Australian Embassies, High Commissions or Consulates.

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

- **More than half** (54.5 per cent) of alumni have had a professional link with an Australian organisation at some time following award.
- Of these links, about half are with Australian institutions, one quarter within the government sector and the remainder shared between the private sector and non-government organisations.

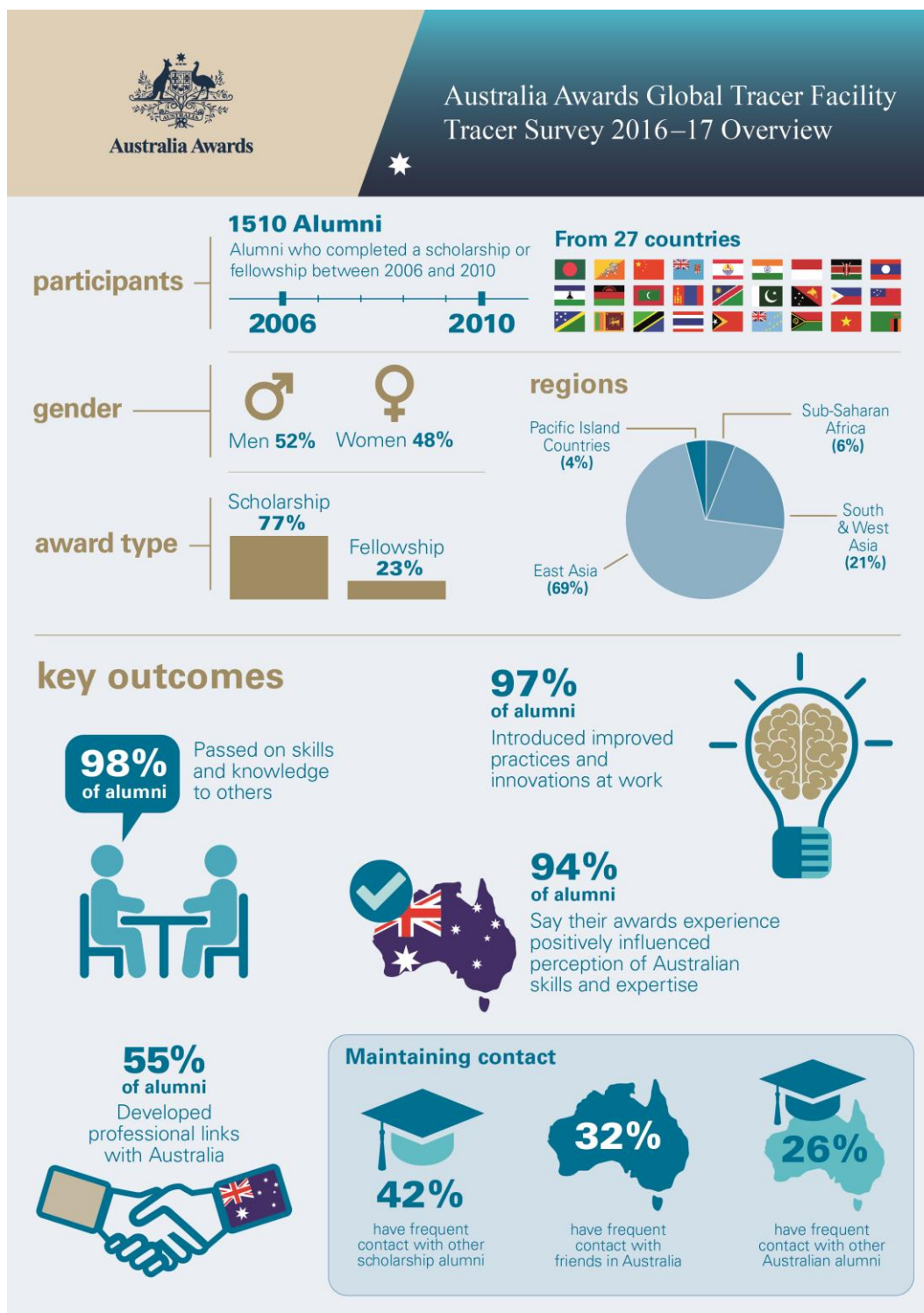
*Outcome 4: Alumni view Australia, Australians and Australian expertise positively.*

- For most alumni **their experience in Australia positively influenced their perception of Australia** (96 per cent of alumni) and their perception of Australian skills and expertise (94 per cent).
- **Almost all alumni** (96 per cent) have provided advice to people in their home country about pursuing opportunities in Australia.

In addition to these findings, alumni highlighted that the factors that helped them to contribute following their award included **the new skills and knowledge** they had gained, **support from their employers** and **support from networks established** while on award. They also outlined factors that challenged them in making contributions. These tended to focus on the workplace and included **lack of recognition of new skills, lack of opportunities and cultural and bureaucratic barriers**.

The Tracer Survey also explored the contribution of the Australia Awards to gender equity, disability inclusiveness and increasing opportunities in rural and remote areas. In the area of **disability**, some alumni included information about activities being undertaken **to improve perceptions and increase inclusiveness**. For **remote and rural alumni** issues in relation to **communication and connections were identified as factors impeding** their ability to maintain networks following their award.

In terms of **gender equity**, responses from the Tracer Survey suggest a range of activities, programs and organisations have been established by alumni aimed at **empowering women in their communities and raising awareness of key issues**. However, constraints on the ability of alumnae to contribute were also apparent in the responses to the Tracer Survey, with cultural barriers being mentioned in relation to applying for scholarships or fellowships and in achieving success in the workplace following return.



# 1. Background

## 1.1 The Global Tracer Facility

The purpose of the Australia Awards Global Tracer Facility (the Facility) is to enable the Department of Foreign Affairs and Trade (DFAT) to assess the development contributions and public and economic diplomacy outcomes of Australia's investment in Australia Awards. This report is the first Tracer Survey report of the Facility.

Through a range of tracing activities and research, the Facility is generating high quality, consistent and comparable information of former scholars and fellows of the Australia Awards and its predecessor scholarship programs, focusing on less recent alumni. The evidence base being developed will help DFAT's Australia Awards and Alumni Branch (AWB) and country programs to evaluate the impact of Australia Awards on alumni and, by implication, on their home institutions and countries.

Core tasks for the Facility include:

- an annual Tracer Survey, collecting data from at least 1000 alumni
- Case Studies of alumni, involving in-country interviews and data collection
- tracing and re-connecting with alumni and updating their details
- developing a research repository for the work of the Facility and similar research globally.

In this first year of the Facility, four Case Studies and the Tracer Survey have been conducted. Alongside this research have been tracing activities to identify alumni for participation in the research. In addition, the research repository has been built and is beginning to be propagated with prior research.

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

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

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

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

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



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

## 1.2 The Annual Tracer Survey

This report details the development, fieldwork and findings of the Facility's first annual Tracer Survey which was conducted between late 2016 and early 2017. It begins by detailing the methodological approach to this survey, outlining the development of the survey instrument, fieldwork processes and target population. It then provides detail on the sample of alumni who participated in the Year 1 Tracer Survey which focused on alumni who completed their award between 2006 and 2010, highlighting response numbers and examining the statistical robustness of the response sample.

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

## 2. Methodology

The Facility's annual Tracer Survey aims to collect data from at least 1,000 alumni and use the findings to help inform DFAT and stakeholders of the long-term outcomes of the Australia Awards and predecessor scholarship programs. As noted above and in other reporting by the Facility, this annual survey collection sits alongside other research activities of the Facility, particularly Case Studies.

This approach to the Tracer Survey involved development of a survey instrument, design and piloting approaches to data collection, fieldwork and implementation of the final design, analysis and reporting. This chapter describes the approaches taken in the Tracer Survey for Year 1 of the Facility. It also examines the target population for the survey and concludes by detailing the characteristics of the participants in the survey.

### 2.1 Survey Instrument

The instrument for conducting the Tracer Survey was developed by the Facility drawing on:

- the four intended long-term outcomes as articulated in the Strategy and M&E Framework
- previous survey instruments – specifically the Alumni Development Impact Survey
- reference to other surveys of alumni in a range of contexts relevant to this research
- expertise of the Facility researchers in designing, implementing and reporting on the results of survey instruments
- ongoing consultation between the Facility and AWB.

The survey instrument used for implementation is located at Annex 3. It includes four sections, each addressing a different Australia Awards long-term outcome.

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

Prior to commencing fieldwork, the survey instrument was piloted. This pilot tested the instrument and the proposed approach to fieldwork. As a result of the piloting a change to the instrument and the approach to delivery was recommended by the Facility and approved by the AWB. This revised approach was used for undertaking the fieldwork for the Tracer Survey in Year 1 and is detailed in the following section.

The Facility will use this survey instrument in each of the four years of the Facility offering a consistent and comparable approach to collection, analysis and reporting.

## 2.2 Fieldwork process

Fieldwork for the Tracer Survey followed the process described below. Fieldwork and data collection was undertaken by Wallis Consulting for the Facility. The data collection relied primarily on the completion of the survey online. However, collection was supplemented by telephone interviews, targeted at alumni without (or with un-contactable) email addresses. Follow-up phone interviews were also carried out with a selection of alumni who had completed the online survey (see Annex 4 for the instrument used in these interviews).

The process undertaken for the fieldwork included:

1. Pre-field tasks: such as sample cleaning, programming of survey instrument, training and briefing of interviewers.
2. Primary Approach Email: sent to all alumni in the target population. This email directed alumni to an online survey instrument with a unique link provided to each alumni so responses could be tracked.
3. Data collection and monitoring of responses to the online survey.
4. Data collection for the survey using telephone. These interviews targeted alumni from low response groups and those who had invalid or no email addresses.
5. Follow-up telephone interviews with selected alumni who completed the online survey and indicated willingness to speak about their experience further. These interviews were used to enhance the qualitative answers provided by alumni in their online survey responses. A minimum target of 500 such follow-up interviews was set. In order to improve the quality of the detail gathered through the survey, selection for interview targeted alumni whose responses to open ended questions were short or non-specific.
6. Coding and data cleaning: involved the coding of open-ended responses to the Tracer Survey and the follow-up interviews and cleaning of data to ensure fit with the population specifics.
7. Finalisation of data file for analysis.

## 2.3 Target Population

Each year the Facility will target specific alumni for the annual Tracer Survey, with the aim of securing at least 1,000 responses within this identified target population. The key criterion used by the Facility in targeting for the annual Tracer Survey is year of award completion. For Year 1, the Tracer Survey focussed on alumni who completed their award between the year 2006 and 2010. In addition to this, a number of specific countries were selected in order to further focus the target population. This section details the target population for the Tracer Survey in Year 1.

Alumni were identified using the Global Alumni database. Key variables used for developing the target population included gender, region of origin and country of origin. In addition to this the overall response target is divided among the scholarship alumni (also referred to as 'long-term') and fellowship alumni (also referred to as 'short-term'). The sample aim was to achieve approximately 60 per cent of respondents from scholarship alumni and 40 per cent from fellowship alumni. An outline of these particular award types are provided in Table 1.

**Table 1: Categorisation of awards**

Award Type	Qualification/Award
Scholarships ('long-term' awards)	VET qualifications Undergraduate qualifications Postgraduate qualifications
Fellowships ('short-term' awards)	Fellowships

In total, alumni from 27 different countries (see Table 4, Table 5 and Annex 2 for information relating to response numbers by country) were involved in the Year 1 Tracer Survey. Countries of focus for the Year 1 Tracer Survey were chosen based on the number of alumni in the cohort years of focus and to ensure a balance of as many countries as possible spread across the four years of Tracer Surveys currently planned for the Facility (further details are available in the Facility's Annual Plan Year 1 2016-17). Given the different spread of scholarship and fellowship alumni across the entire alumni population, there was a need to identify countries for each of these award categories separately. Countries of focus for each of these groups are listed later in this section (Table 4 and Table 5).

Response quotas (or targets) for the survey fieldwork were assigned by award type, region and gender so as to ensure a balanced distribution of responses were collected across the whole target population. This collection method was designed to reduce bias in results and increase the confidence levels of reportable outcomes. In undertaking data collection, Wallis provided regular updates on each assigned response quota and made efforts to fill these quotas as much as practically possible – this included using telephone to survey the alumni (in cases where alumni had a phone number listed) as well as targeted email invitations and email reminders.

## 2.4 Survey Respondent Population

This section details the characteristics of the alumni who participated in the Year 1 Tracer Survey. In total, 1,530 alumni responded to the Tracer Survey. However, 1,510 alumni responses were included in the analyses as 20 alumni respondents did not meet the target population of completing their award between the years 2006 and 2010. Of the included respondents, 527 also participated in a follow-up telephone interview (see Annex 1 for details relating to this group).

Table 2 summarises participation statistics for the Tracer Survey in Year 1 of the Facility. In total a 35.9 per cent response rate was secured from the target population. Count and percentage statistics are shown.

**Table 2: Participation statistics**

Selection	Details	All alumni
<b>Entire Population</b>	All alumni who completed their award between 2006 and 2010	8368
<b>Target Population</b>	All alumni who completed their award between 2006 and 2010, come from the list of countries of focus and have valid contact details.	4196
	Survey start date	29/11/2016
	Survey end date	25/01/2017
	Response number	1530
	Responses out of scope <sup>1</sup>	20
	Response rate <sup>2</sup>	35.9%
<b>Follow-up phone interviews</b>	Interview number	527

Table 3 reports the number (#) and percentage (%) of alumni respondents based on information relating to a number of characteristic variables. While there is an even spread of gender across the alumni respondents, the majority were between the ages of 30 to 49 years at the time of the survey and most originated from the East Asia region. Alumni respondents came from a broad range of different fields of study. About a third of respondents reported they had received other scholarships in addition to their Australia Awards scholarship or fellowship.

**Table 3: Demographics of alumni respondents**

Focus	Demographic	All alumni	
		#	%
	Female	718	48%
	Male	792	52%
	30 to 39 years	523	35%
	40 to 49 years	777	51%
	50 to 59 years	178	12%
	60 to 69 years	28	2%
	70 and older	4	0.3%
	East Asia	1041	69%

<sup>1</sup> There were 20 alumni who completed their award either before 2006 or after 2010.

<sup>2</sup> The response rate is calculated as the number of responses (excluding any out of scope responses) divided by the total number of alumni in the target population, expressed as a percentage.

Focus	Demographic	All alumni	
		#	%
<b>Country of Birth Region</b>	Pacific Island Countries	58	4%
	Papua New Guinea	5	0.3%
	South & West Asia	315	21%
	Sub-Saharan Africa	91	6%
	2006	145	10%
	2007	212	14%
	2008	403	27%
	2009	370	25%
	2010	380	25%
	Natural and Physical Sciences	59	4%
	Information Technology	48	3%
	Engineering and Related Technologies	75	5%
	Architecture and Building	22	1%
	Agriculture, Environmental and Related Studies	102	7%
	Health	152	10%
	Education	106	7%
	Management and Commerce	308	20%
	Society and Culture	335	22%
	Creative Arts	19	1%
	Unknown	284	19%
	Yes	482	32%
	No	1015	67%
	Don't know	13	1%

Note: percentages within groups may not sum to 100 due to rounding.

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

While the global margins are relatively robust, it is important to note that confidence levels and error margins are lower when analyses are undertaken at the sub-group level. Scholarship alumni data remains relatively strong in terms of error margins, while data for the fellowship group is not as strong due to lower response rates. Similarly, across regions the confidence intervals vary notably.

Table 4 and Table 5 provide further information relating to participant numbers and response rates by country (see Annex 2 for further figures by gender and award type).

**Table 4: Participation statistics for scholarships by region and country**

Region	Country	# Survey respondents	Target population	Response rate
	Indonesia	760	1996	38%
	Mongolia	39	74	53%
	China	11	102	11%
	Timor-Leste	8	21	38%
	Fiji	6	25	24%
	Solomon Islands	5	23	22%
	Vanuatu	5	25	20%
	Tuvalu	4	15	27%
	French Polynesia	2	5	40%
	Pakistan	105	249	42%
	Bangladesh	94	197	48%
	Bhutan	40	86	47%
	Kenya	22	52	42%
	Tanzania, United Republic of	21	58	36%
	Lesotho	17	34	50%
	Malawi	15	33	45%
	Zambia	13	36	36%
	Namibia	3	9	33%
<b>Total</b>		1170	3040	38%

**Table 5: Participation statistics for fellowships by region and country**

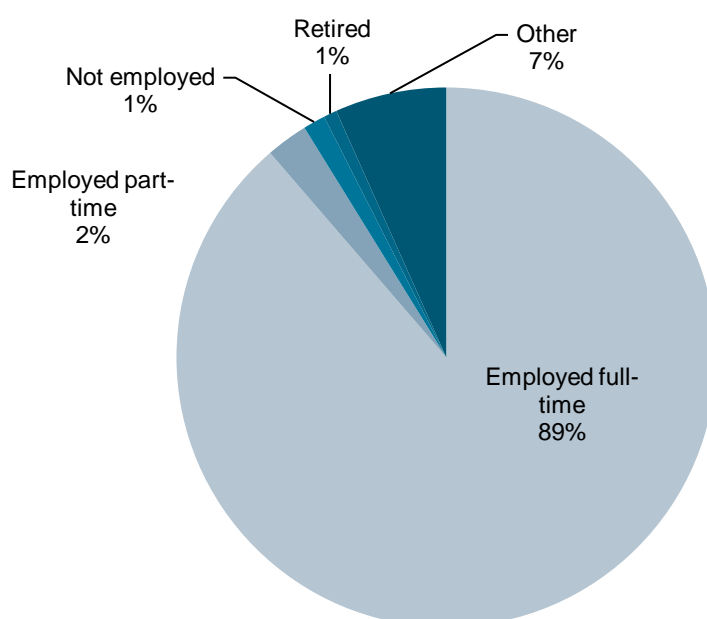
Region	Country	# Survey respondents	Target population	Response rate
	Vietnam	113	303	37%
	China	61	341	18%
	Philippines	29	71	41%
	Thailand	15	35	43%
	Lao People's Democratic Republic	5	48	10%

Region	Country	# Survey respondents	Target population	Response rate
<b>Pacific Island Countries</b>	Solomon Islands	13	32	41%
	Fiji	9	31	29%
	Samoa	7	25	28%
	Vanuatu	7	28	25%
	Tuvalu	0	2	0%
<b>Papua New Guinea</b>	Papua New Guinea	5	68	7%
	India	46	88	52%
	Sri Lanka	23	57	40%
	Maldives	7	27	26%
<b>Total</b>		340	1156	29%

#### 2.4.1 Alumni employment and leadership roles

Further context relating to the alumni respondent population is provided in the figures below. They are presented in this section by way of context for the analyses of outcomes in subsequent chapters.

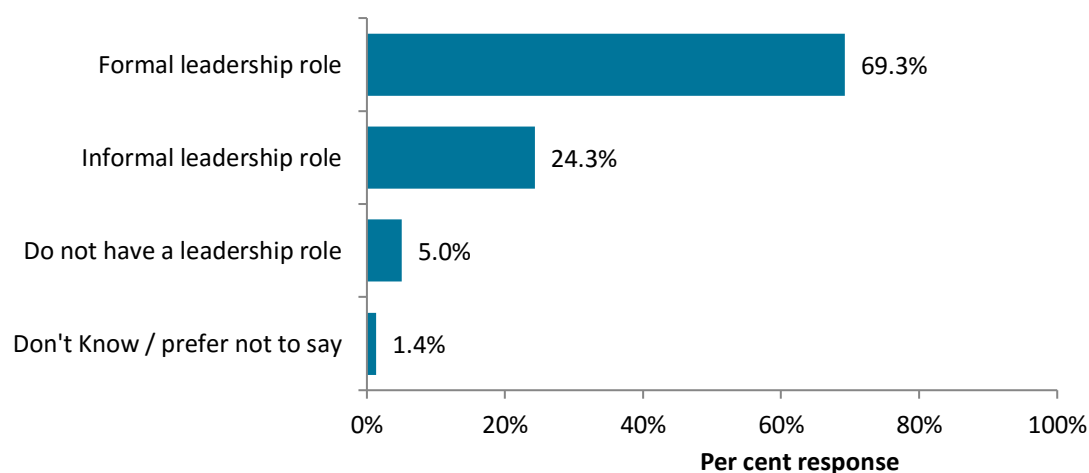
As shown in Figure 1, the majority of alumni were working full time at the time of the survey.



**Figure 1: Employment status of alumni (n=1,510)**



Alumni were asked to identify which statement best describes their level of leadership in their current job. Figure 2 indicates that the vast majority of alumni hold either a formal (69 per cent) or informal (24 per cent) leadership role in their current jobs. **This suggests that alumni have a high level of responsibility and potential influence in their occupations.**



**Figure 2: Alumni perceived level of leadership in their current job (n=1,389)**

## 3. Contributing to development

### 3.1 Introduction

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

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

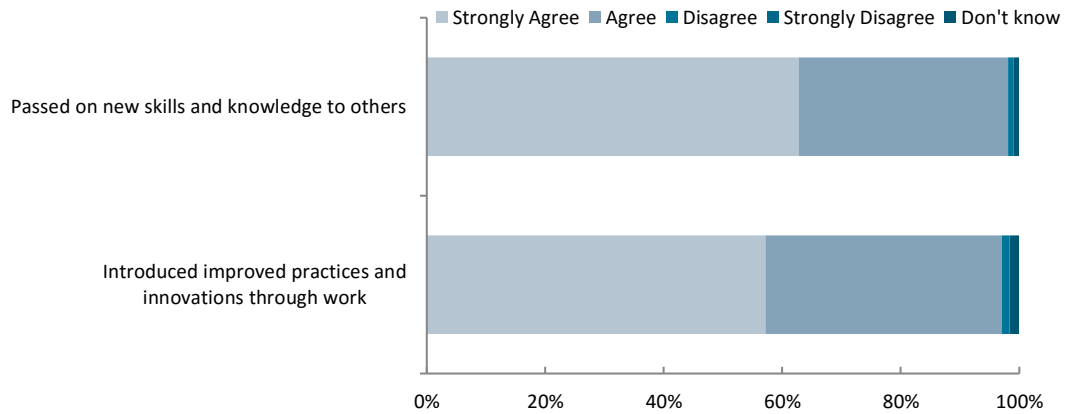
These questions were designed to provide evidence to explore Outcome 1 of the Australia Awards: alumni are using their skills, knowledge and networks to contribute to sustainable development.

This chapter details the responses of alumni to these skills and knowledge areas of the Tracer Survey in particular, with later chapters exploring networks in more detail. The chapter begins with an overview of the outcomes for alumni, and then explores in more detail the way in which alumni have used their award to contribute to the development of their home country.

### 3.2 Overview of outcomes

The vast majority of alumni responded positively to core statements about passing on skills and knowledge and introducing improved practices and innovations through their work as shown in Figure 3.

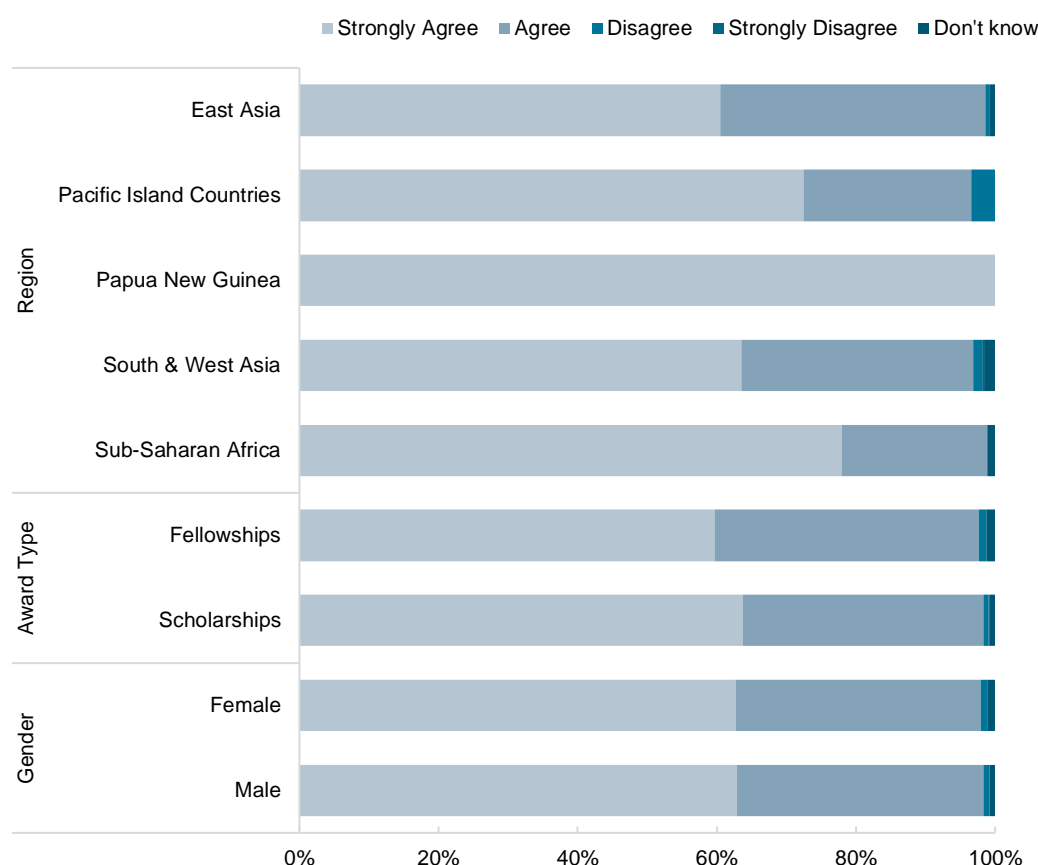
In total, 98 per cent of alumni surveyed either agreed or strongly agreed that they had passed on new skills and knowledge learnt in Australia while on award to others. While 97 per cent of alumni indicated that they had introduced improved practices and innovations through their work on return.



**Figure 3: Skills, practices and networks formed as a result of Australia Award (n=1,510)**

### 3.3 Applying skills and knowledge for development

The extent to which alumni have passed on their skills and knowledge were shown to be relatively consistent across regions, gender and award type as shown in Figure 4. There were also no meaningful differences apparent when analysed by field of study. This suggests that **alumni are in a position to pass on the skills** that they acquired in Australia regardless of the key contextual factors measured in the survey. This finding is important because it **indicates that there is a balance in the Australia Awards** – enabling alumni across a range of backgrounds to make contributions following their award.



**Figure 4: Passed on new skills and knowledge to others, by region, award type and gender**

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

- teaching and mentoring
- reforms and knowledge sharing within the workplace
- local community development activities.

Specific examples of these contributions in **teaching** span the school and the tertiary education sector. An alumna from Lesotho explains how she has taken her knowledge from Australia to contribute to the learning of her students and the training of fellow teachers in the school sector:

*“The material that I learnt directly influences the way I teach, and what I teach my students. I was a high school teacher before the award, but now I am a teacher trainer, hence the skills that I have learnt during the award*

*are now being passed to teacher trainees who work throughout the country.”*

Another alumna, this time from Indonesia is applying the knowledge she gained during her postgraduate degree to the way in which she works with her students:

*“I learnt how to be a good supervisor from my supervisor. Experiencing a good way of teaching, supervising, as well as doing research with high standard, allow me to be a better lecturer and supervisor, not only from science point of view, but also as a person. The attitude ‘persistent and resilience’...I like [to pass this on to] my students as well as colleagues.”*

In Vietnam, one alumnus explained the importance of the new knowledge he gained in updating the information available to the students he teaches at his university:

*“The knowledge that I gained in the course I put in the lectures for my students. Our knowledge at that time, before I went to Australia, was very old so the knowledge I got from the course in Australia was more advanced and integrated issues about the surface and ground water.”*

Within the **workplace**, some indicative examples provided by alumni included a Bhutanese alumnus who indicated:

*“I was able to pass on the skills and knowledge in regards to project management I learned which helped me to contribute to the development of my country. The project management training that I received through my Masters has helped me help local government organisations. I have provided training to local government officials to implement planning programs.”*

An alumnus from the Maldives passed on strategic planning and management skills “I have conducted short workshops based on the strategic planning which I have learnt from Australia awards.” Likewise, a Fijian alumna has been involved in reform projects to improve capacity of teachers in these areas: “My course gave me quite a good knowledge about how to conduct programs for teachers in strategic management and I have constructed Professional Development programs based on the knowledge from the scholarship”.

Alumni provided a wide range of examples of contribution through **community development activities**. As one alumna from Lesotho explains, the benefit many received from their award experience was in learning ways to engage people in the initiatives they were trying to implement: “We used to do things without engaging the communities. In my scholarship we learned how to properly engage with the communities...not only giving them ideas but to ask them what they want and to work with them to implement changes.”

Examples of community development activities often covered health-related programs, and the below example was typical of these. This particular example involves an alumnus who has applied the things he had learnt during his award to tackle the issue of screening for non-communicable diseases in Sri Lanka:

*“A workshop that I did [on award] talked about the common health problems and when I came back to Sri Lanka I researched...and then*

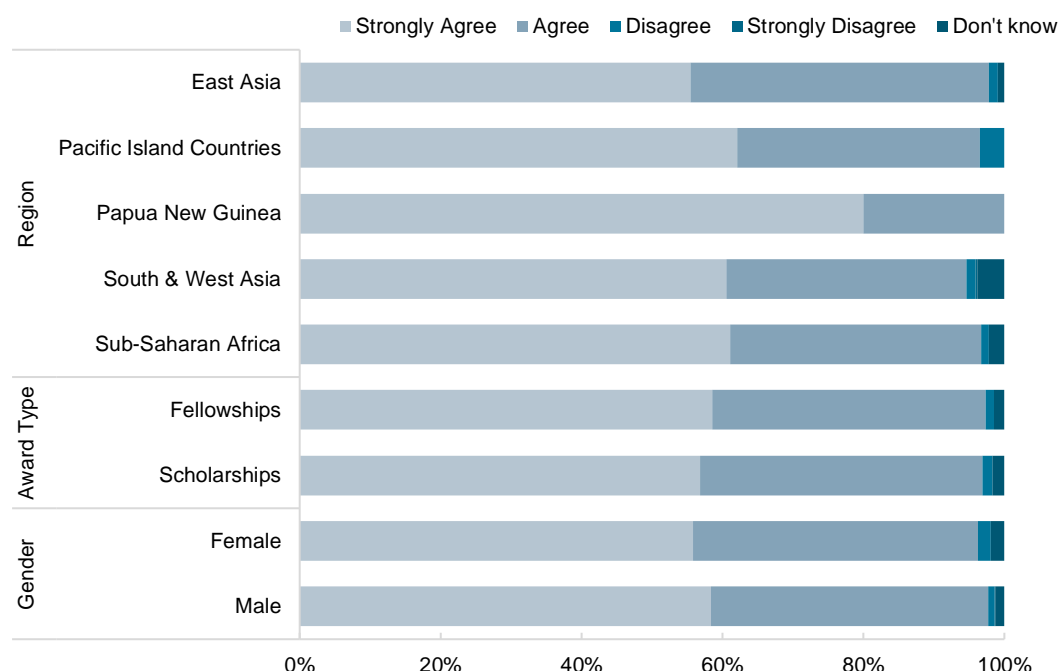
*helped to create a screening program for non-communicable diseases which are prevalent. We are currently working with local authorities to implement our screening program. We are currently doing the screening with the medical students so they can receive training in how to identify the non-communicable diseases.”*

Community development activities were also found in the agricultural sector, with an alumna using the knowledge from her studies in Australia on animal breeding, to build capacity of farmers and farming communities in Malawi:

*“[I have contributed] by going out to the rural communities, the farmers and introducing myself to them as an extension worker in animal production. I look at their needs, what gaps they are experiencing. We trained farmers to help them to know what animals should be selected for breeding. I also had to help them in their feeding practices, feeding them better. It helps, they are able to breed healthier animals, more animal...The benefits are that people are food secure. They can contribute to [other community] activities when they have secure food.”*

### 3.4 Introducing improved practices

As with the data detailed above, the survey results relating to the application of improved practices by alumni following their award did not differ significantly across region, gender or award type (Figure 5), nor was there notable differences by field of study. This again suggests a well-balanced and **positive global influence in the way in which the awards are influencing alumni, their workplaces and development in their country.**



**Figure 5: Introduced improved practices and innovations through work by region, award type and gender**

A number of alumni provided useful examples of the types of innovations and improved practices they have introduced to their work following award. In offering examples, alumni were asked to reflect directly on ways in which these actions may be contributing to the development of their country. The examples below provide insight into alumni contributions that include:

- improving systems and processes
- improving practice
- contributing to policy development.

Alumni indicated that subjects undertaken while on award have enabled them to contribute to the **improvement of systems and processes** in their workplace in a range of areas. For example, a Chinese alumna helped introduce new practices for occupational health inspectors in Guangdong Province based on training she was exposed to while in Australia.

Others have implemented technological innovations to improve processes, such as a Pakistani alumnus linked the skills and knowledge he gained while on award with some specific innovations within his work for the United Nations High Commissioner for Refugees (UNHCR). Through his study he has seen systems management processes being carried out electronically and on return suggested this be adopted in the heavily paper-oriented registration system that was in place for the delivery of humanitarian aid. The alumnus documented the processes in place at the time and developed a technology-based solution to improve things. He

then presented his solution across the organisation to achieve “sign-off”. The suggestion was accepted and the alumnus notes that this new process decreased “the time to deliver assistance [in Pakistan] from 2-3 weeks to 3-4 days.”

In addition, an alumna from Vanuatu explained how she had taken a practical approach to managing risk by digitising important records in the Ministry she works in following her award:

*“At university I created a computerised system to scan all information in paper documents. It was from that course program that I was able to gain access to a database which allowed me to scan the documents at my organisation in Vanuatu. It is for our community safety purposes, in instances like earthquakes it helps to ensure we have all of our documents [digitised], nothing is lost like it would be if the documents were on paper. I learned how to do this on award. It is an advantage for our ministry and also for the public service as a whole because we're not losing any records.”*

**Practice-based examples** of change being implemented into workplaces as a result of skills and knowledge gained on award spanned the public, non-government and private sectors. An Indian alumnus used his experience in Australia to help in biofuel commercialisation practices:

*“The exposure to the biofuels program in Australia helped me to understand the program on biodiesel in India and understand why it has not been successful yet. I could engage in a discussion on the bottlenecks...After seeing research in Australia I saw the challenges of commercialisation. Until then I didn't have an idea of what is required.”*

Practices in relation to governance, standards and ethics have also been applied when alumni returned home. A Vietnamese alumnus who works in accounting provided an example of this:

*“I learnt lots of lessons on code of ethics, corporate governance, accounting standards and leadership during time studied in Australia, which I have been applying in my daily work and business management in our Firm very well. I also participate as a lecturer for our local CPA organisation (VACPA) for several topics annually, where I can share my knowledge and experience with all...[This helps us] being recognised by the international standards and bodies. [As a result] our economy in Vietnam will become more open and attractive to the international companies.”*

Innovative opportunities that capitalise on existing strengths were also offered by alumni as examples of their contributions. A Bangladeshi alumna has seen the potential to expand the contributions of her country in the textile industry – a significant sector of the Bangladesh economy:

*“What I learnt from Australia was to make decisions. What decisions we need to make to fashion line, not only the production: Creating our own designs. The buyers, like H&M, Puma, etc., they have their own fashion designers, and pay huge amounts of money in their own country. If we can do that in our country, the designers can do the same work, for less price. This will bring money for our country.”*



This particular alumna is involved with a Bangladeshi university to build a syllabus that improves the skills of local students in design so as to achieve the potential she has identified for her country.

In China, an alumnus has used the theory and networks he gained in Australia to become a key implementer of innovative **public policy** in his home country:

*"I studied development and the course was called program design and management. In this class I studied 'Healthy Cities', and I went to a 'Healthy Cities' meeting over there. I studied the theory over in Australia and now I work in health and have enhanced health education and from this year the national health office of China have pushed forward 'Healthy Cities' nation-wide. Our centre is responsible for the 'Healthy Cities' program. It ensures that health continues throughout the country."*

## 4. Creating partnerships

### 4.1 Introduction

Links between Australia and other countries are a desirable outcome for the Australia Awards. The Tracer Survey explores connections, networks, cooperation and links in two areas, covering this chapter and the chapter which follows.

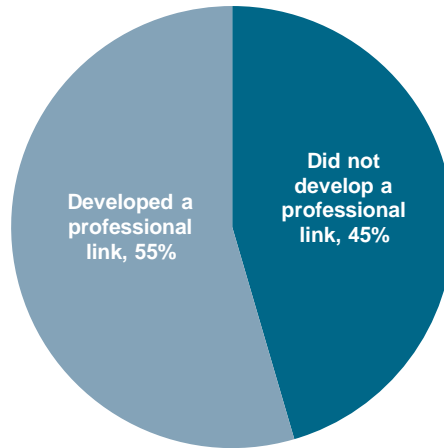
This chapter provides findings relating to survey questions that explore the Australia Awards long-term **Outcome 3**: that the awards help develop ***effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries.***

In the survey alumni were asked about the extent to which they have developed professional links with Australian organisations such as government departments, institutions, private sector businesses or non-government organisations. For those who had made such links, examples of these partnerships were collected in the survey and follow-up interviews.

This chapter explores the responses of alumni in relation to the professional partnerships and relationships they have formed with Australian organisations. It begins by offering an overview of the data collected from the survey questions, and then includes a number of indicative examples provided by alumni which offer insight into the professional relationships they have formed as a result of their award.

### 4.2 Overview of outcomes

Alumni were asked whether they had developed professional links with Australian National or State Government Departments, Private sector businesses, Universities and or Non-Government organisations. Of the 1,346 alumni who proffered a response for this question, **more than half indicated that they had developed a professional link** with at least one Australian organisational group as shown in Figure 6.



**Figure 6: Proportion of alumni who developed professional links with at least one Australian organisational group (n=1,346)**

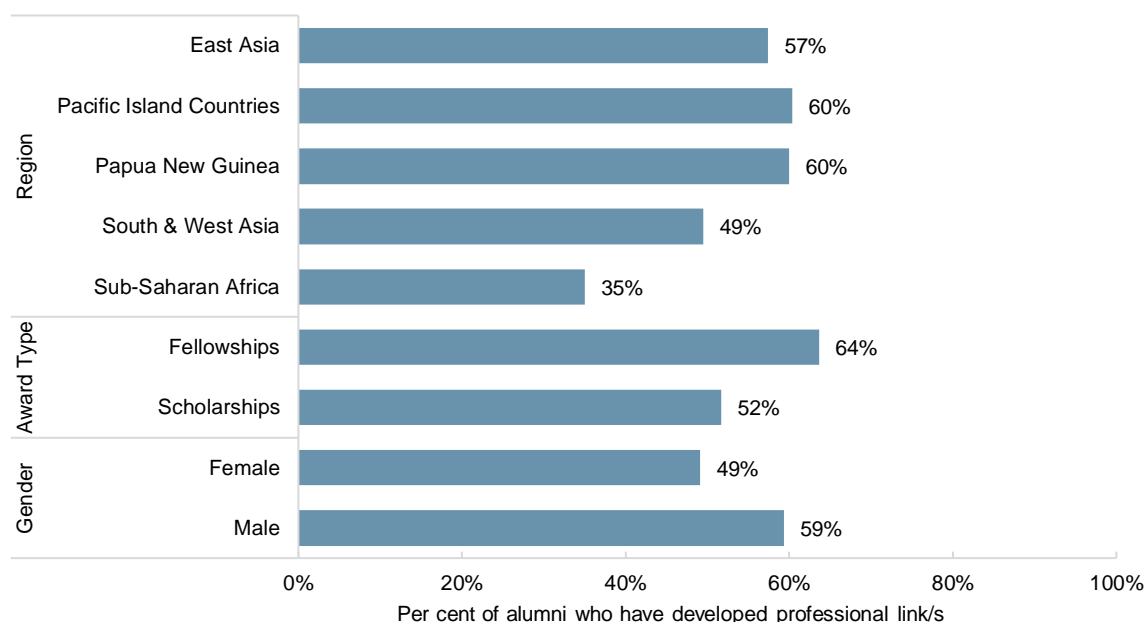
The extent to which alumni had developed professional links does differ slightly by region, award type and gender (Figure 7).

When regions are compared, the data suggest that lower proportion of respondents from the Sub-Saharan Africa region have developed a professional link (35 per cent) when compared with those from South and West Asia (49 per cent) and East Asia (57 per cent). These differences are statistically significant and offer some interesting insights into the potentially different circumstances that alumni face in terms of making professional connections with Australia.

Interestingly, among these regions the **further geographically from Australia they are, the less likely an alumni is to have established a professional link** with Australia.

By award type, **those who came to Australia as part of a fellowship indicate more success at making professional links than scholarship alumni**. This outcome should not be particularly surprising given the different nature of these types of award. Fellowships are generally undertaken as a professional pursuit in themselves and hosted by an Australian organisation, whereas the scholarships are primarily an educational qualification. In addition, fellowship alumni are on average older and likely to be further along in their careers than scholarship holders at the time of their award.

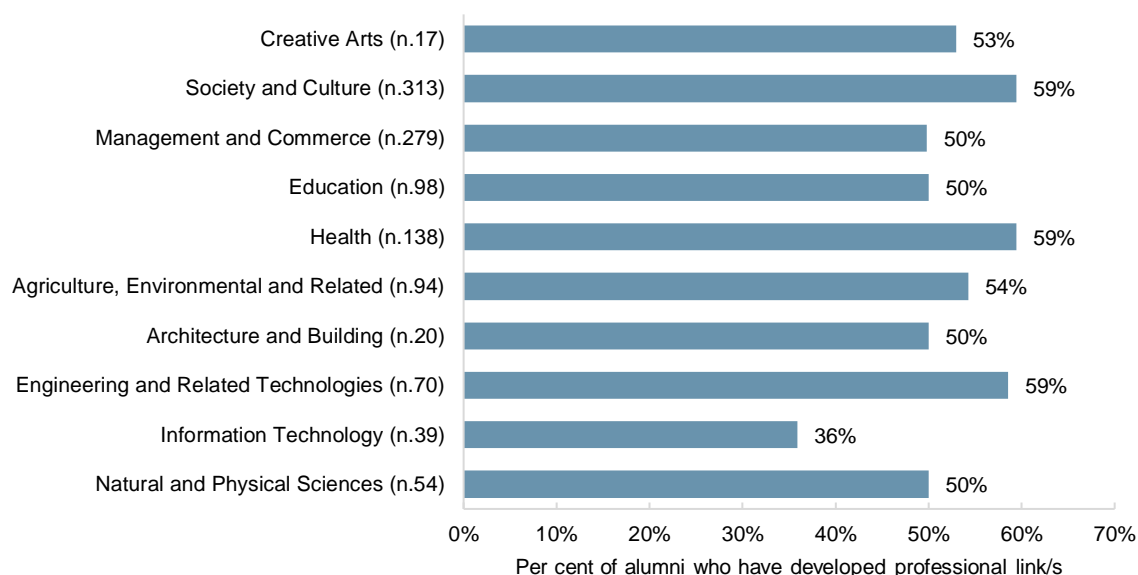
A difference in the likelihood of making a professional link with Australia was also apparent when examined by gender, with **males more likely than females to indicate having made a link**. A number of explanations for this difference are discussed in a later chapter in this report, such as the fact that alumnae were less likely than their male counterparts to hold a formal leadership role, which may impact the ability to make decisions about pursuing professional networks and links.



**Figure 7: Proportion of alumni who developed professional links with at least one Australia organisational group by region, award type and gender<sup>3</sup>**

Further analysis (Figure 8) explores the differences to this issue by the field of study of alumni. The overall numbers for each field are relatively small when explored at this level, but some indicative outcomes can be identified. The data suggest that alumni in the fields of health, engineering, and society and culture were more likely to indicate having developed professional links than those from other fields. Alumni Information technology appear to be the least likely to have made professional links with Australia, with just over one third indicating they have made such connections.

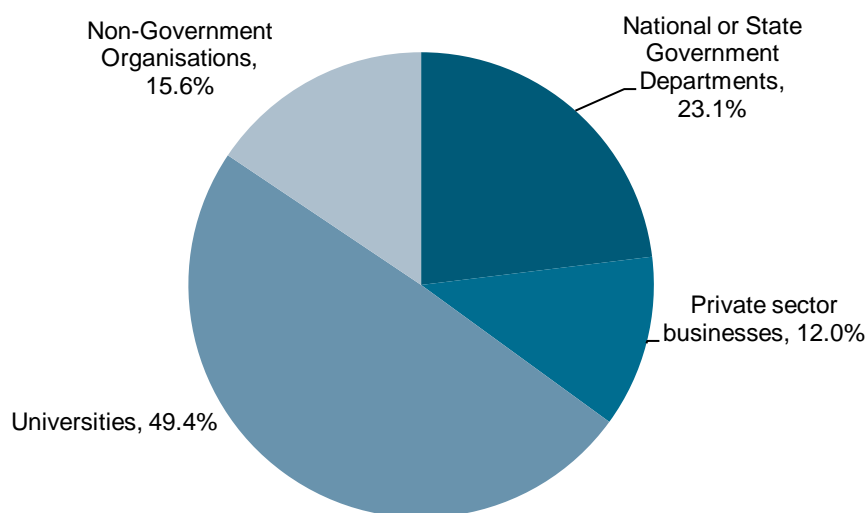
<sup>3</sup> The Pacific Island Countries and Papua New Guinea have been omitted from this comparison due to the small number of respondents within in each of these regions.



**Figure 8: Proportion of alumni who developed professional links with at least one Australia organisational group by award field of study**

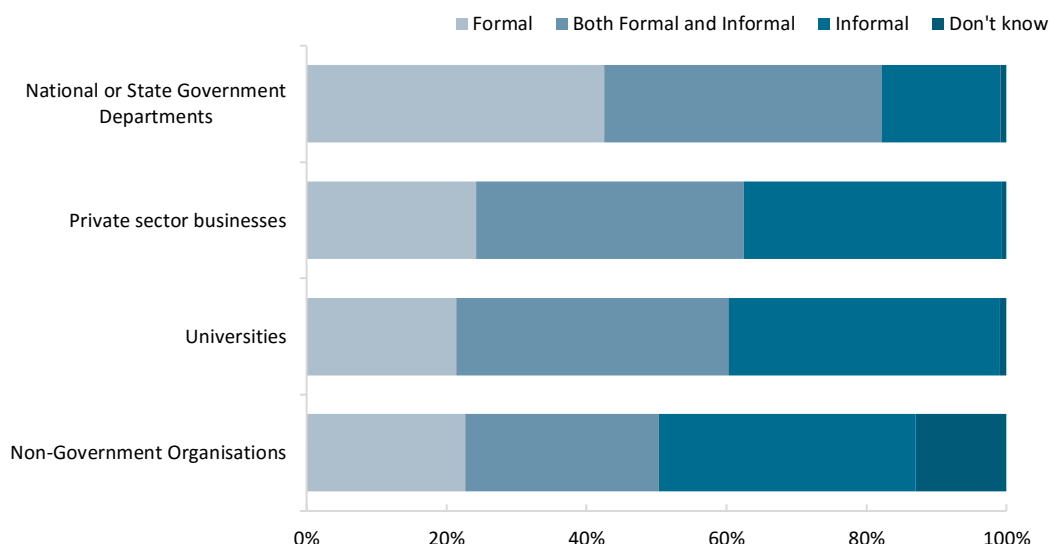
For alumni who indicated that they had developed at least one professional link with Australia, Figure 9 shows that Australian institutions were the organisation type that they were most connected. Of all the links identified by alumni through the Tracer Survey, almost half were with an Australian institution. Further to this, nearly one quarter of links were with a national or state government department, while the NGO and private sector made up another quarter.

This emphasis on Australian institutions as the facilitators of professional links after alumni return is to be expected given the strong role that institutions have in hosting the majority of scholarship holders as well as many fellowships. As shown in some of the examples below, these links with institutions appear to have been both in teaching and research pursuits.



**Figure 9: Proportion of professional links with various Australian organisational groups (n=734).**

Alumni were asked whether their professional links with these kinds of organisations were formal or informal. As shown in Figure 10, the links alumni make with Australian National or State Government Departments are most likely to be made through formal channels. On the other hand, links made with the private sector, with universities or with NGOs in Australia tend to be less likely a formal relationship, and more likely to be either informal or a mix of both formal and informal.



**Figure 10: Type of links made with various Australian organisational groups for alumni who indicated they have a professional links.**

### 4.3 Alumni examples of partnerships

When asked to describe a professional relationship they have developed with Australian organisations, alumni provided a number of examples that further help in understanding outcomes for this group. The quotes provided by alumni included here cover the main organisational groups discussed in the quantitative analyses above; Australian institutions, governments, and private businesses.

An example of a link with **Australian institutions** was offered by a Vietnamese alumna, who following her scholarship has built joint Master's programs:

*"The University of Melbourne is now a partner with my University in providing a joint Master of Linguistics to MA students in Vietnam. It was set up [during] my time in Australia, and my lecturer asked me to sit in on the meeting developing a program of the joint Masters of Linguistics. I've now retired but I believe it is still on going with the two universities".*

In other areas, alumni mentioned collaborations in a range of scientific, diagnostic-type activities. The alumni, continuing their research and work in their home country, would be collecting specimens or samples that were sent to Australian laboratories for analysis. One alumna spoke of the ongoing partnership with his Australian institution: "We agreed the research is beyond the degree itself - it is a long term collaboration. [So I] collect from the forest, isolate components for testing and send to University of Wollongong for testing."

Another example of links which contribute to development were offered by a male alumnus who has helped build an important health network with **government departments** and **NGOs**:

*“After I came back to my university my provincial government had this collaboration and they asked me [to be involved] because I have experience with Australian people. We made a team [with our university and the University of Adelaide] and the health office and work together to improve health in East Kalimantan.”*

In the **private sector**, while the data discussed above suggest fewer links, an example of one that has been established is in IT in Pakistan concisely highlights the benefits both to Pakistan and Australia:

*“My previous employer was an Australian IT Company. They have a large team here in Pakistan now. For my IT initiatives, we use their Plugins. These Plugins are developed by our fellow Pakistani developers with the help of Australian mentors. I always cherish the way this company established its roots here in Pakistan. I believe, it has helped us (in Pakistan) in creating more job opportunities. For Australian counterparts, it's the great value for money invested here as well as a long-term, sustainable and trustable resource base established here in Pakistan.”*



## 5. Cooperation with Australia

### 5.1 Introduction

**Outcome 2** of the Australia Awards also focuses on links and networks, but with more of a diplomacy angle. The intention of Outcome 2 is that ***alumni are contributing to cooperation between Australia and partner countries.***

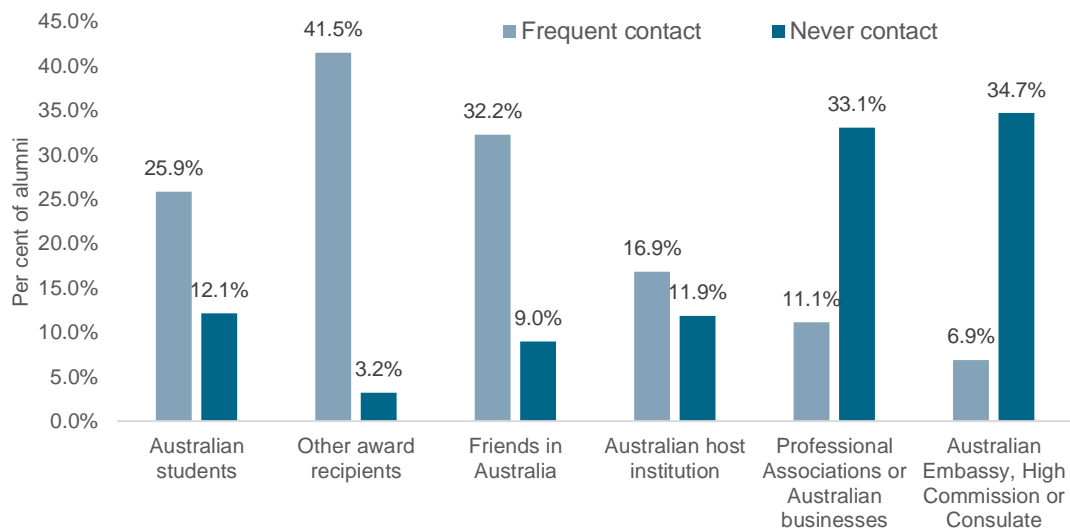
This chapter focuses on the frequency of contact and the types of people and organisations that alumni are maintaining this contact with following their award. It also examines the types of cooperative relationships that alumni have made with Australians, using a range of examples provided by alumni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

### 5.2 Overview of outcomes

In the survey, alumni were asked how frequently they were in contact with various groups, such as their Australian institution, other students, friends, professional associations or businesses, and Australian consulates. Alumni were asked to indicate the level of contact they had with each group on a five point scale, 'Always', 'Often', 'Sometimes', 'Rarely' and 'Never'. Figure 11 displays the proportion of alumni who indicate 'Always' or 'Often' having contact (termed 'Frequent contact' in the figures), alongside the proportion who indicated that they have no contact with each of these types of groups.

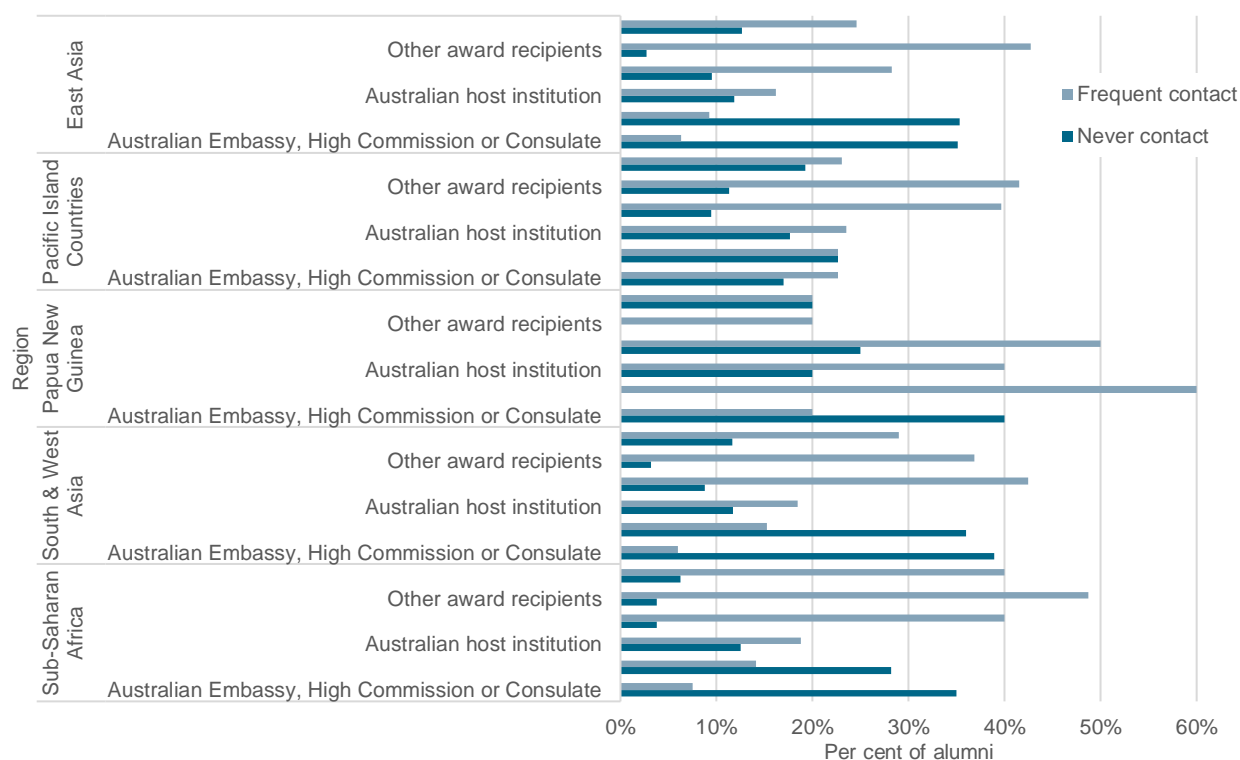
Based on the responses received, **other alumni, friends in Australia and Australian students were the most likely groups which alumni maintain frequent contact.** In general, these types of groups are more amenable to personal and informal relationships than some of the other groups included in Figure 11. Interestingly of these groups it is the other alumni where the most frequent connection appear to be maintained. There is evidence here to show ongoing relationships are maintained with Australia students and with friends in Australia, suggesting strong potential for ongoing cooperation.

In terms of areas where less contact was noted, about **one third of all alumni surveyed indicated they have no contact** with the Australian High Commission or Consulate or with professional associations or Australian businesses. While it is understandable that these more formal groupings are less frequent in their contact with alumni, these findings are nonetheless of importance in building the cooperation the awards are aiming for through Outcome 2.



**Figure 11: Regularity of contact with various Australian groups (n=1,346)**

When looking at the proportion of alumni and their reported frequency of contact with various groups (Figure 12), there are no substantial differences by region overall in terms of the less formal relationships (friends and fellow students) and the more formal contacts (Embassies, businesses), although some interesting differences are noticeable among the types of informal groups listed. For example, the group alumni from South and West Asia were most likely to have contact with were friends in Australia, while for East Asian and African alumni, it was the other alumni who they were most likely have maintained contact with.

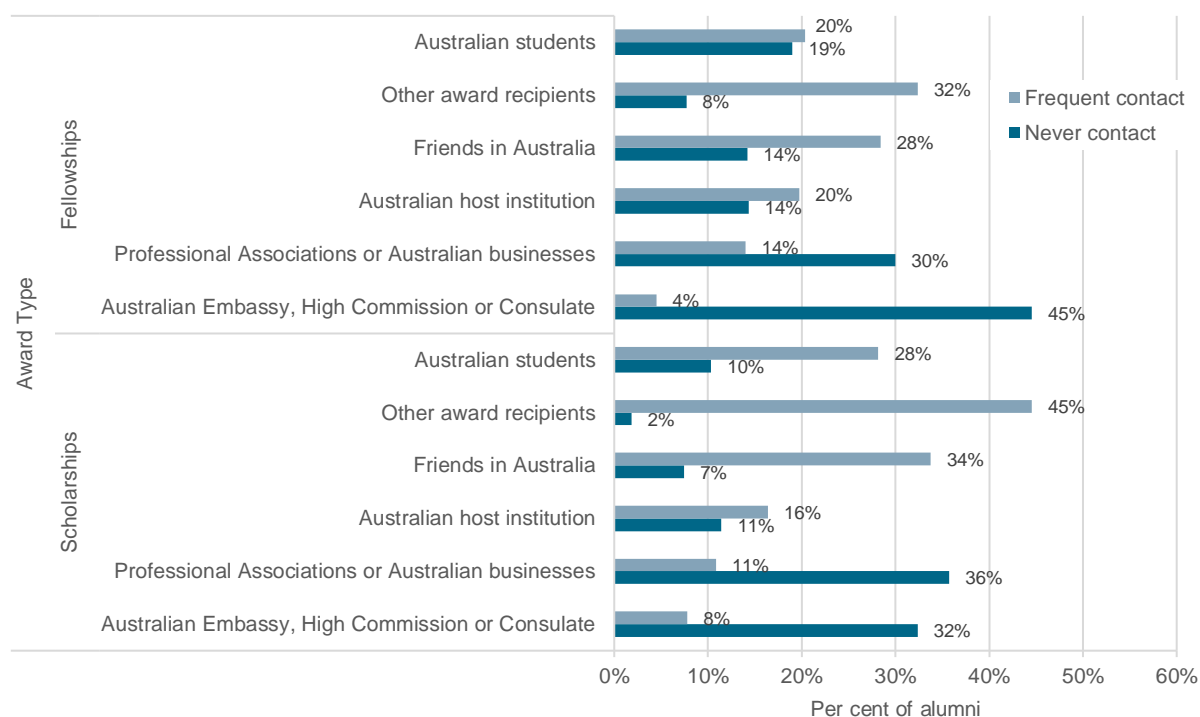


**Figure 12: Regularity of contact with various Australian groups across three regions<sup>4</sup>**

Figure 13 compares the frequency of contact with various Australian organisational groups between fellowship and scholarship alumni. Both groups indicated that they were in contact more frequently with informal groups such as fellow award alumni, friends in Australia and fellow Australian students. This frequency was higher for scholarship alumni.

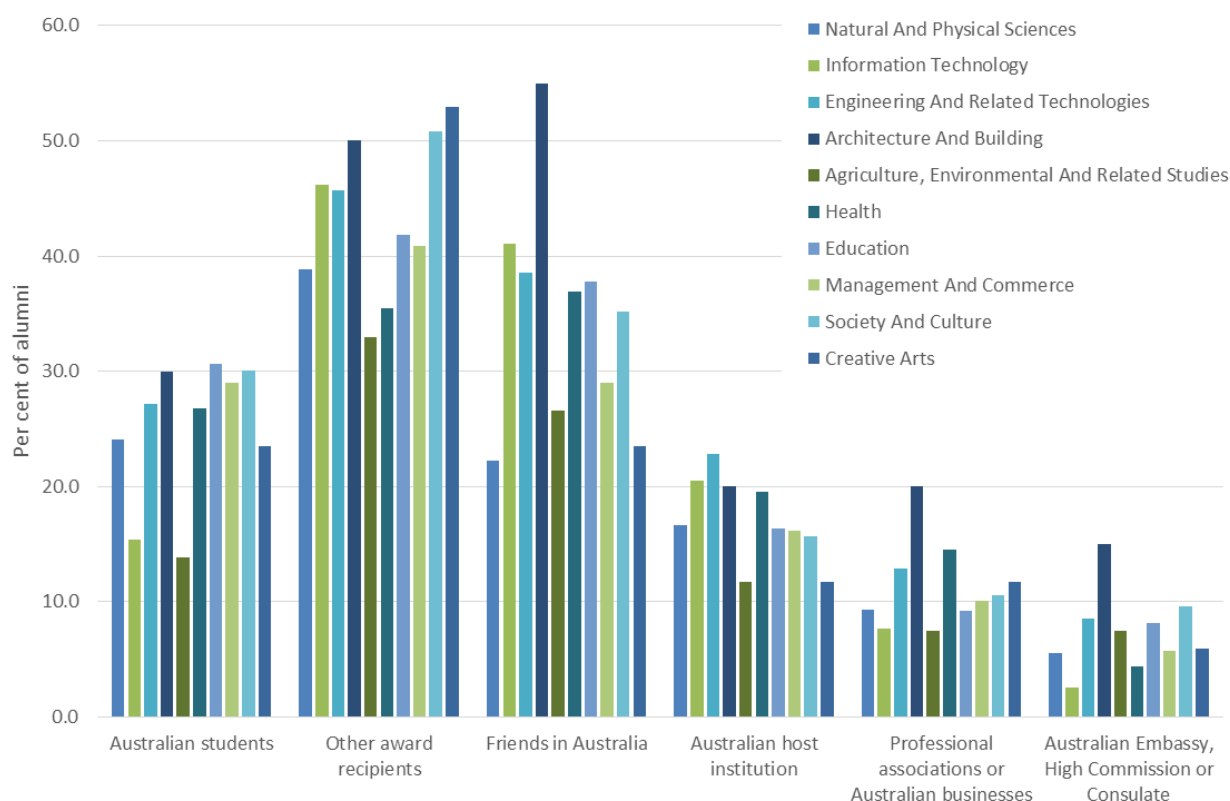
Fellowship alumni reported having more contact with formal Australian organisational groups than their scholarship counterparts such as their Australian Host Organisation, professional associations or Australian businesses.

<sup>4</sup> The Pacific Island Countries and Papua New Guinea have been omitted from this comparison due to the small number of respondents within in each of these regions.



**Figure 13: Regularity of contact with various Australian groups between fellowships and scholarships**

There were no significant differences in the responses of females and males to these survey questions, with the trends for each group similar to those in Figure 11. As such, these outcomes are not specifically reported here. However, there was some variation in responses of alumni by field of study and these are shown in Figure 14 which focuses on the proportion of alumni who indicated they have had frequent contact with specific groups. The data in this figure should be treated with caution given the relatively small numbers in some of the fields of study shown here, but can be taken as indicative of the potential for identifying differences by field.



**Figure 14: Per cent of alumni who have frequent contact with various groups, by field of study**

### 5.3 Alumni examples of cooperation

When asked to elaborate further on their cooperative links and contact with Australians and Australian organisations, alumni provided a variety of examples. The focus of the analysis of these answers here relates to what alumni explained to be the purpose of these cooperative links. This enables some differentiation between these answers and those examples offered in the previous chapter.

Broadly, in elaborating on their contact with Australians, alumni suggested the main purpose for their interaction was to:

- use connections to share knowledge with their colleagues or students
- collaborate on academic papers, or research grants
- collaborate on other types of professional work
- ask for advice or materials from Australia to help with work.

Examples of each of these broad purposes for cooperation are offered below.

An Indonesian alumna provided a particularly notable example of how she has managed to **share her connections** with colleagues through ongoing cooperation with Australian academics:

*“A group of lecturers I met during the award have been invited for some seminars with our university. We are often in contact with each other. As much as it helped me personally to hear the development of Australia on certain issues like education and health, it also gives a sense to my colleagues about how important it is to be a global citizen, not to be apprehensive and afraid to talk to foreigners. Each year we invite people, so they come regularly, and it's nice to have that influence of having an Australian come over and just be one of us, it inspires them to go abroad, having this way of thinking for an Indonesian is really positive.”*

As highlighted above, academic work offers a strong platform for cooperation, with many alumni indicating they have **co-published papers, or applied for research grants** with their former supervisors or academic colleagues from Australia. For example, one Indian alumna noted two collaborative ventures she has recently been involved with, and the ongoing nature of these relationships:

*“I was the part of research done in dermatology and prevalence of tobacco consumption in northern part of India with [Nossal Institute for Global Health] and a pilot done with [Monash University] on type two diabetes in Tehri Garhwal. I meet regularly with my contacts in both organisations.”*

Similarly, a Thai alumna explained the regularity of her connections academically with Australia:

*“In the last year [I have worked with an Australian academic] 4 -5 times, mostly writing proposal for research for grants, and right now we are writing up a publication.”*

For those not pursuing an academic pathway, the data above suggest that opportunities to cooperate with Australia are less frequent. However, the survey did reveal examples of connections made by alumni in other occupations such as law, health and customs, as explained below:

*“I arranged a scoping team from Law Council of Australia to suggest how to regulate the Solomon Islands legal profession, and sent a draft bill back to see if they had any comments” (alumnus, Solomon Islands).*

*“[We've] obtained expertise to conduct research in Sri Lanka [for our] Infant Research Network. We have several experts in nutrition. I also work with this network in their research projects. There are similar organisations in other Asian countries” (alumnus, Sri Lanka).*

*“We sought some information required in developing a module of quarantine clearances from a business contact in Melbourne” (alumnus, Pakistan).*

In an example illustrating the way in which awards facilitate advice sharing and assistance with ongoing work, a Kenyan alumnus utilised a symposium to develop his work and share it with his colleagues:

*“I attending agricultural symposium and alumni meeting. [At] the symposium, we made some work plans for my home country about agriculture and mining. [When I returned] we translated it to action plan for the community particularly in area of the agricultural food chain. We were*

*able to implement it at a national level and incorporate it on national level. It was significant for our action plan.”*

## 6. Views of Australians and Australian expertise

### 6.1 Introduction

An important facet of the Australia Awards is to provide exposure to the expertise that Australia has to offer. As such, **Outcome 4** of the Australia Awards is: ***alumni view Australia, Australians and Australian expertise positively.***

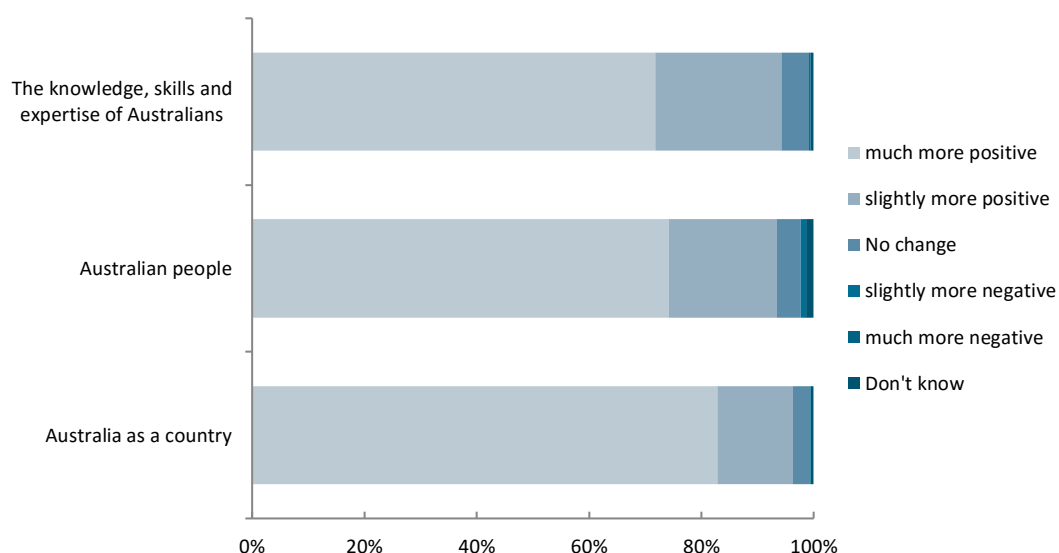
The Tracer Survey explores these issues by asking alumni the extent to which their views of Australia changed as a result of their time on award, and by asking alumni whether they have offered advice to others in their country relating to opportunities that could be pursued in Australia.

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

### 6.2 Influence of award on perceptions of Australia

Alumni were asked about the extent to which their experience during award influenced their perception of Australia as a country, the Australian people and the knowledge, skills and expertise of Australians. Overall, alumni developed a positive perception of each of these facets of Australia while on their award. As shown in Figure 15, for each of these items, a substantial proportion of alumni indicate that they became 'much' or at least 'slightly' more positive. These large and positive response were similar across alumni regardless of region, award type, gender and field of study.

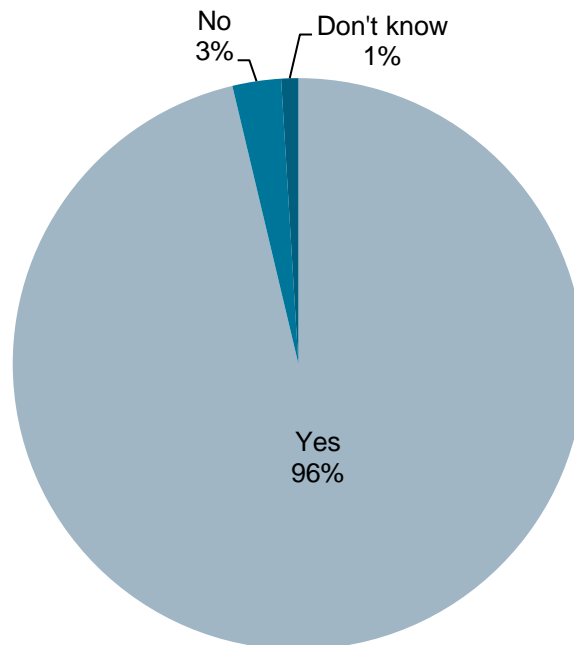




**Figure 15: Alumni perceptions on various facets of Australia while on award (n=1,346)**

### 6.3 Providing advice about Australia

Alumni were also asked to indicate whether they had provided advice to people from their country in relation to pursuing opportunities in Australia. The vast majority (96.3 per cent) reported that they had indeed offered advice.



**Figure 16: Alumni who indicate they have provided advice to people from home country in relation to pursuing opportunities in Australia (n=1,357)**

Alumni who provided some further insight into their answer to this question indicated that broadly, the type of advice that they have provided is in regard to study opportunities in Australia. This advice was about both scholarships as well as private study opportunities, and drew heavily on their own experience in Australia. Alumni indicated that they had offered advice to:

- colleagues
- students
- friends
- family.

Among these, colleagues and students were the most commonly cited.

The examples from alumni shown below help to illustrate a number of the approaches alumni have taken in providing advice. As these examples show that this advice is being delivered both formally and informally and often provided through:

- conversations with individuals
- formal workshops
- digital and social media.

The information provided by alumni suggests that this advice has been important in helping others follow in their footsteps. **Alumni appear particularly proud of this**

**and have shared their successes through the Tracer Survey:** “As a result [of sharing my experiences], at least 20 students have got admitted in Australia.” (alumnus, Bangladesh); “There are three people that I have helped to access the Australian scholarships” (alumnus, Lesotho); and, “I have assisted hundreds of people in Tanzania to seek and apply for this prestigious award” (alumna).

A typical example of advice provided through **informal conversations** comes from a Bangladeshi alumnus:

*“I have talked to friends, colleagues, and relatives about it being a good place to study, I advise everyone with the ability to do so to go and study in Australia...[it] is a country of opportunities in terms of education, economics etc. If someone has talents or abilities they can contribute and join in on the process. I tell people that it was my most rewarding experience.”*

Many alumni also mentioned that they take every opportunity to promote Australia as a good place to study and live. An alumna from Pakistan highlights how she thinks this has helped friends and colleagues understand the quality of Australian degrees: “I have recommended the award to many. People in Pakistan were not familiar with quality of education in Australia and so they would question it. People are now more aware of the program and keen to apply.”

Some alumni have provided their advice on study, and also taken the time to help with applications for the awards. A Bhutanese alumnus mentioned referring colleagues in Government to the Australian institution he received his award from, and has also been a “referee for many more Bhutanese who applied for studies in Australia.”

As noted above, a number of alumni have mentioned providing **advice to students** who they know or teach in order to help them improve their opportunities. Two typical examples of alumni offering this help are provided below, these provide additional perspective on the high regard that alumni have for the quality of education and expertise of Australians:

*“I keep on advising my students and fellow colleagues about the role Australian Institutions can play in certain domains of international health, especially Pandemic Preparedness.”* (alumnus, India).

*“I tell my students if they want to pursue further study Australia is the best way for you to go. My other colleagues they came back from US and Canada and it is different the way they treat their alumni. In Australia it is really a kind of ‘forever friendship’ they try to embrace you in the community they don't leave you after you study and just say goodbye.”* (alumnus, Indonesia).

A couple of examples from alumni helped illustrate some of the more **formal** avenues being used for providing advice. A Bangladeshi alumna held a workshop through her community:

*“I collected a lot of information about Australia and when I returned to my home town, I wrote a report about work and education opportunities in Australia and I recommended there are a lot of opportunities for skilled*

*people in Australia as well as for those who want to pursue higher education and I recommend that our students explore Australia.”*

Another alumna, this time from Bhutan, provides this advice as part of her job:

*“I work at the Ministry of Education. So I work with a lot of students who are wanting to study outside of Bhutan. The destination that most students choose is Australia. I advise in the sense, the institution. The resources that they have. The library, the student support service.”*

Alumni also spoke about their ability to provide advice to large numbers of prospective award applicants. Two Indonesian alumni each mentioned publishing books intended as a reflection of their experience and a resource for helping others follow in their footsteps:

*“My friend and I, we wrote a book. [In it,] we share our real experiences living in Australia. The book talks about aspects of living. It talks about how we live in Australia, especially in Western Australia, the environment, the studying and also holiday.”* (alumna, Indonesia)

*“The book I wrote about studying in Australia is published online, I don't make any money from it, it is a gift from me for my colleagues and students, especially in Eastern Indonesia. There is very limited information given to colleagues in East Indonesia about how to get scholarships, how to study in Australia, how to live in Australia etc. It's a very practical resource for them.”* (alumnus, Indonesia)

As mentioned above, it appears that a particularly important medium for sharing this advice has been **through social media**. The digital medium is allowing alumni to share experiences to a wide audience across a range of different platforms as illustrated in the following examples:

*“As an Australia Awards Africa Ambassador I share information on the awards with friends and colleagues on social media. I also distributed awards materials to friends and colleagues. When I became part of the Alumni that was an opportunity to talk about awards. I put it on my Facebook page. I got calls from people asking how to apply for scholarships. I talked about awards to my friends and work mates.”* (alumna, Kenya)

*“I manage a blog where I post about Australian scholarships: tips for interview and other basic tips. That blog is [my] most visited blog ever.”* (alumnus, Timor Leste)

*“I have put the advertisement [for scholarships] on my Facebook page and email. Also I mentor potential awardees through social media.”* (alumna, Tanzania)

One alumnus from Fiji, provided specific insight into the **kinds of things that people he has helped are interested in**. This information helps to illustrate the broad range of issues that applicants to the Australia Awards face, and the critical importance of having advice from someone who has had these experiences:

*"I tell them a lot of things. When people are going overseas for the first time they have a lot of very specific questions...In regards to cost and living and stuff like that, I think the worst is accommodation and medical expenses. It is also a cultural change about what is available in Australia, while there is a vast amount of good and services they don't have the benefit of all the things that we have in our particular country like specific food ingredients, ways of cooking, restaurants etc. But more importantly I think managing the social life is important. Australia offers a lot more freedom than what's typically available in Fiji. Also time management in regards to work and study."*

## 7. Issues affecting the contribution of alumni

This chapter explores the Tracer Survey responses in order to gain a greater understanding of the way in which alumni contributions are impacted when they return home.

It approaches this from a few perspectives. The chapter begins by exploring issues raised by alumni in the survey that emphasise how they were **enabled** to utilise their knowledge and skills or to build networks or engage in collaborative undertakings with Australians following their award. It then explores the **challenges** faced by alumni who felt they were not able to contribute or connect in a way they had hoped when they returned home.

The focus of the chapter then hones in on particular groups of alumni, to demonstrate successes, and also explore issues specific to these groups that impinge their ability to make an impact. The groups explored focus on the **cross-cutting issues** that the Facility is helping to explore through its research, specifically inclusion of women, of people with disability and people from rural and remote regions.

### 7.1 Factors enabling alumni to contribute

Data was collected from alumni responses to the survey and the follow-up interviews relating to the elements that have enabled them to make contributions to development, to form professional networks with Australian organisations and to engage cooperatively with Australians. Based on these responses, the key factors identified by alumni in facilitating their contributions are listed below in order of prominence:

- the new skills and knowledge acquired through their award
- support from employers on return from award
- support through networks and friends made during award.

Among the range of **new skills** gained on award mentioned by alumni, many mention **technical skills** related to the particular field in which they studied. However, what was also notable through the responses was the emphasis on the **non-technical skills** that the award offered. In this regard alumni mentioned, time management, professional writing, how to engage, critical thinking, and ‘thinking outside the box’ as examples of these other skills that they are using on return from award.

An Indonesian alumna summarised these in her response in the survey:

*“The skills of writing articles and papers. The skills of methodologies for research. The skills of presenting ideas in front of people. The skills of communicating with people and the skills of knowledge of information that*

*you get from different countries, cultures and different educational background are really important.”*

**Employer support** has been identified as a critical element that enables alumni to capitalise on the benefits of their award, and many of the alumni involved in the survey were able to attest to the importance of this support. Four alumni examples provided below help to highlight this factor:

*“Certainly, the main factor for applying my initiatives was the huge interest and support from the management team of the company I work for. Also, an eye-opening experience and completely new approach to the commercial world gained during my study in Australia made significant influences.”* (alumna, Mongolia).

*My employer was in full support while I was conducting sessions in the capacity of AusAID Ambassador or meeting the local staff of High Commission. The networks have been instrumental in discussing development related issues and seeking solutions.* (alumna, Pakistan).

*“I was promoted when I came back. I had support from employer and allowed to use my own initiative.”* (alumna, Lesotho)

*“I think support from the employer [is important]. Whenever I ask to participate in networking events, I was allowed. Also good working environment, the office with internet services in good to maintain connection with other awardees via social media.”* (alumna, Tanzania).

**Networks and friendships from award** were also identified as key enabling factors for alumni. The kinds of examples provided in the survey outlined collaboration and cooperation (some of which were discussed in earlier chapters), as well as the sharing of knowledge. One alumnus from Malawi highlighted this latter point in particular:

*“[The award] managed to help me find people who were knowledgeable and experienced and they shared their knowledge. It was just through sharing knowledge that they helped me.”*

For a Thai alumna, the award provided her with an Australian disability service expert who helped in providing contacts for Government and NGOs in the disability sector in Thailand.

Another typical example enabling alumni to contribute was the friendships and cooperation between fellow alumni that developed on award and continued on return home. A Vietnamese alumnus highlighted this benefit:

*I have collaborations with other alumni who were also in the training course in Australia to write some books and to do a project with the ministry. The network that I mentioned I can collaborate with for doing something like writing scientific books and doing scientific research.*

Finally, a key enabling factor raised by some alumni was the extent to which there was follow-up with their institution, with the Australian High Commission or with other bodies or organisations relevant to their award. While this issue was not as prominent in the responses by alumni as the other enabling factors above, it is

included here as it aligns closely with current policies of alumni engagement and offers an example of direct benefit that can be derived from formal follow-ups with alumni. An example indicative of this point was provided by a Fijian alumna:

*“Four months after our experience... [there was a] conference that followed. The Australian Early Childhood Conference, where we presented the work we had done. At that conference we made new contacts with early childhood professionals from other institutions in Australia...and we learned a lot. That was the main gain we received from the training we had.”*

## 7.2 Barriers to contribution

Alumni participating in the Tracer Survey were also asked to provide information on issues that have impeded their ability to use their new knowledge, skills or networks to contribute when they returned from award. The section below provides some insight into the issues identified by alumni. Most of the barriers mentioned centred on the workplace to which the alumni returned. Within the workplace three key issues were prominent:

- lack of recognition of new skills
- lack of opportunities within the workplace
- cultural and bureaucratic barriers.

Some typical responses from alumni to highlight these issues include a Tanzanian alumnus who found things had changed during the time he was away on award:

*“When I returned to my country, they changed my role in the research company. I was doing more planning and budgeting, instead of research. I didn't get to apply my knowledge to introduce improved practices as my role got changed.”*

A similar issue was noted by a Bangladeshi alumnus:

*“When I came back having a degree in International Relations and diplomacy I was put into a desk which had nothing to do with that at all.”*

Other alumni **expressed some frustration due to the culture and reluctance to change in their organisations that hampered their efforts** to build on the potential that the award had provided. For example an alumna from Indonesia noted:

*“I can't build my Australian network because I am not one of the decision makers in my office.”*

Further in terms of capitalising on networking opportunities, an alumnus from Bhutan emphasised an issue relating to the types of relationships he had fostered while on award. When asked about building professional networks on return, he indicated he was unable to do this because “the networks I have are more personal than professional.”



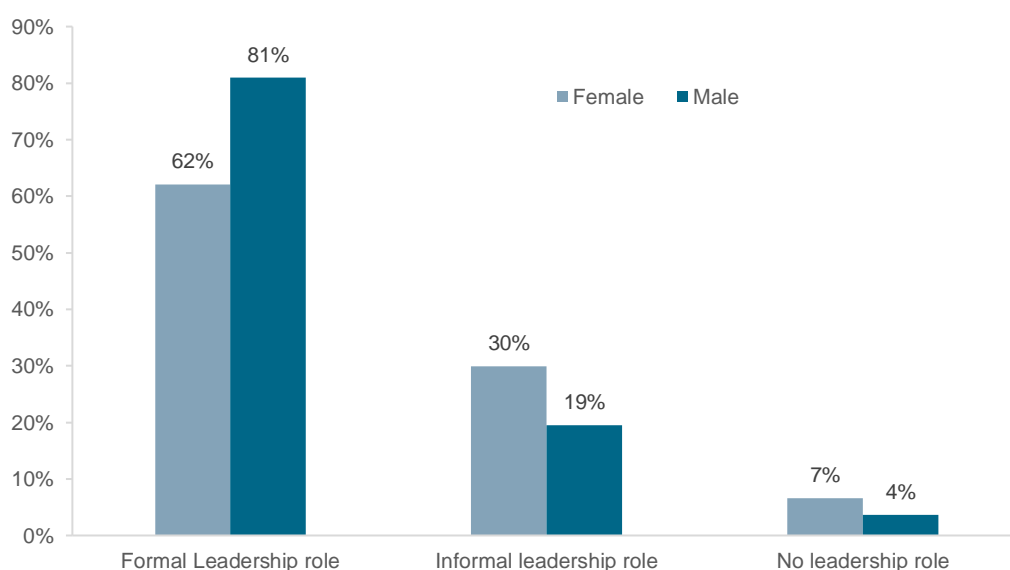
## 7.3 Gender and impact on contributions of alumni

### 7.3.1 Contextual issues

As noted in the summary statistics of survey participants earlier in the report, of the 1,510 alumni included in the analyses for this report, 48 per cent were women. These women came from each of the countries sampled and were slightly more likely than the men in the sample to have undertaken a scholarship rather than a fellowship. As noted in the earlier chapters of the report, on many of the measures examined through the survey, there were few differences between the responses of female and male alumni.

However, one area identified earlier where there was a notable difference between women and men in the statistics was on the issue of having established a professional link with Australia on return from award. While 59 per cent of male participants indicated having established a link, the outcome for women was lower at 49 per cent (Figure 7). Some of the explanations for this outcome are explored to a certain extent in the discussion of qualitative responses from alumnae later in this chapter. An additional possible explanation for this comes from the statistics in the survey relating to leadership positions of alumni when examined by gender.

As shown in Figure 17, **male respondents were notably more likely to hold formal leadership positions** (81 per cent) compared with female respondents (62 per cent). While females were more likely to hold an informal leadership role (30 per cent, compared with 19 per cent of males), the difference is important as it is likely that the formal leadership roles have greater impact on the way in which alumni are able to contribute through their work.



**Figure 17: Leadership positions of employed alumni by gender (n=1,389)**

### 7.3.2 Empowerment of Women through awards

Many of the alumnae who responded to the survey provided examples of the way in which their award had equipped them with requisite knowledge, skills, confidence and networks to promote empowerment of women in their home country. Numerous examples of these achievements were recorded and a selection of examples are provided below. They include initiatives for raising awareness for representation of women in a range of areas of policy making, workplaces and industries, as well as the development of groups, NGOs and other fora as a means of education, networking and empowerment.

**Raising awareness** and helping promote cultural change regarding gender equality were activities noted by a number of alumni. Typical examples included a Chinese alumna:

*"I introduced my Australian experience on government support to [assist] a national mechanism of enhancing women's status in corporations in China"*

An alumna from Vietnam has used her work as an academic to further educate her students on gender issues:

*"I work as lecturer on gender and law I use the knowledge and skills from the scholarship to explain to my students...about gender and violence to my students."*

Another Vietnamese alumna used what she learnt in Australia to:

*"Enhance knowledge and practise on gender equality and gender mainstreaming in policy making."*

A Pakistani alumna sees the scholarships themselves as a vehicle for helping young women, as such she notes:

*"I encouraged a number of young women to try to come and study in Australia as it gave me a different perspective and empowered me more."*

In Bangladesh an alumna has encouraged empowerment through improving knowledge in leadership:

*"I have organised leadership course for 60 young women graduates, and utilised my communication and presentation skills and managed to transfer this to many of them."*

Male alumni also indicated their involvement in promotion of gender recognition in their countries. For example, one alumnus noted: "I serve as a trainer on gender issues for officials in civil service of Bangladesh". This is an outcome of interest to the Australia Awards which strive to build understanding of a range of issues relating to access and disadvantage among alumni, regardless of their own background or characteristics.

Among a range of examples provided by alumni relating to the **development of specific policies, programs or organisations** for enhancing gender equity, the two alumnae quoted below offer an indicative reflection of contributions that are being made in this sphere, which have occurred as a result of utilising skills and or networks established on award.

The first example here is from an Indonesian alumna who has promoted ideas and new thinking around gender equity across a number of sectors in her country which she sees as beginning to have an influence on perceptions and outcomes:

*"I have successfully influenced gender consideration both in the structural level of the Ministry for Religious Affairs and in my home town as well as within my university.*

*[On award] I learnt how to be equal, for women, to be successful in a public service, and negotiate with men to share the jobs. I do a conference outside of my university. Seminars and workshops, for the community, sometimes government, NGO's, students, lectures. I teach [people] about Islam in gender.*

*The country benefits [because] the policies in government acknowledge gender. There is a sharing of roles between men and women. The second benefit is there a budget for gender mainstreaming...and now more women are appointed to the second level which was positioned by men before. [Through] community development, peoples' perception about gender [are influenced], they integrate it into the daily life of men and women."*

Another example of note is from a Mongolian alumna, who drew on networks in Australia in order to build an NGO to enable women in the mining industry in Mongolia:

*"As a woman in mining, I really felt the situations of the women in the industry, where the industry is very male dominated. So in order to develop inclusive decision-making in the industry itself we needed to become a voice for all the women who are employed in the mining industry.*

*In 2013 I founded, with my colleagues, a non-governmental and not for profit organization. The NGO aims at empowering women working in the country's extractive industry and improve diverse and inclusive decision-making practices within the mining sector. My experience in Australia was very eye opening and helpful [in forming these ideas]...This was established mirroring similar NGO's in Australia, Canada and UK."*

### **7.3.3 Constraints for women**

While there are a number of positive examples of how alumni of the Australia Awards are contributing to the empowerment of women in their home countries, there were also issues raised through the survey relating to barriers that women continue to face in making contributions on return. The examples provided here illustrate barriers in relation to applying for the awards, and barriers in terms of progression on return from Australia.

Some alumnae highlighted the difficulty they had as a woman in convincing family of the importance of taking the opportunity to study in Australia. For example, a Pakistani alumna highlighted the cultural differences between Australia and Pakistan and how this impacted the decision-making process regarding applying for an award:

*"[There was a] constraint in the sense that we are not allowed to step out after dark, so going abroad was major decision we have to get permission*

*from parents to go abroad. I am so fortunate my father allowed me to come to Australia and complete my studies.”*

Another alumna, this time from Vanuatu found it hard to convince her spouse of the importance of the scholarship she received:

*“In my country they teach women to stay at home and are not really supportive of women getting a high education or getting a high position in the workplace so that was a challenge for me when I was applying for the scholarship. My spouse did not agree with me travelling across to Australia but I decided to go against them and pursue my scholarship, but it was hard to do that.”*

On return from scholarship, some alumnae also noted the barriers that existed for them in progressing in their careers or in contributing to the extent they believe they are capable of:

*“As an officer of developing country I am constrained as a female officer. It is male dominated. Any challenging job or important job our bosses does not like female officer to do this job so we have to struggle to get challenging type of activities. The males like to keep the females in less complicated work.”* (Alumna, Bangladesh)

*“I am a single mother...I live in the place that I find best to raise my kids, but not so great in terms of work. Therefore, I am taking part time work so that I can work, earn some money, whilst able to spend as much time as possible with the children (aged 5 and 3), especially now when they need me the most.”* (Alumna, Indonesia)

*“Honestly I think I'm in a space where I could do a lot if I didn't have children.”* (Alumna, Pakistan)

#### 7.4 Alumni contributions to disability inclusiveness

The Australia Awards scholarship and fellowships provide specific education and information about disability inclusiveness. While there are only a small minority of alumni with disability, some noted the contributions they were able to make towards improving recognition, access and equality of outcomes for people with disability. The examples below were not specifically prompted in the survey (i.e. there was not a specific question asking about contribution or recognition of disability), and as such this gives additional emphasis to the importance of these issues to alumni who mentioned them in their answers. The selection below provides some insights into the contributions towards disability inclusiveness both through the Australia Awards, and through the actions of alumni on return to their home country.

The first example comes from an alumna from Indonesia with disability, who described what she says to prospective Australia Awards applicants:

*“[I] tell them the beautiful experiences of study in Australia, tell them about the honour given to the disabilities, as I have disabilities.”*

A Thai alumna has taken the things she learnt on award to share insights with her friends, family and colleagues in order to improve understanding of the issue:

*"I learnt better advocacy skills, so I can better explain advocacy of people with disabilities to Thai people, as they don't have much understanding of it"*

Other alumni provided examples of how they are including advocacy, policy-making, and practice in their work to improve inclusiveness. These examples include a Lao alumnus who is now a part of the "Lao Disability Decree Drafting team", and uses his networks with the Australian Embassy to help in funding small community-based projects:

*"I helped the Association for Deaf to get funding for a dictionary and also improvement for facilities at a library - to improve the overall environment. To paint the wall and area for guests to come and enjoy."*

In the area of education, an alumna in Indonesia has increased awareness and understanding of inclusive education by:

*"Introducing evidence-based practices to parents and teachers through various consultation sessions, seminars and training programs... in the area of inclusive education and autism."*

An example of efforts to highlight the issues of mental health was also noted by one alumnus:

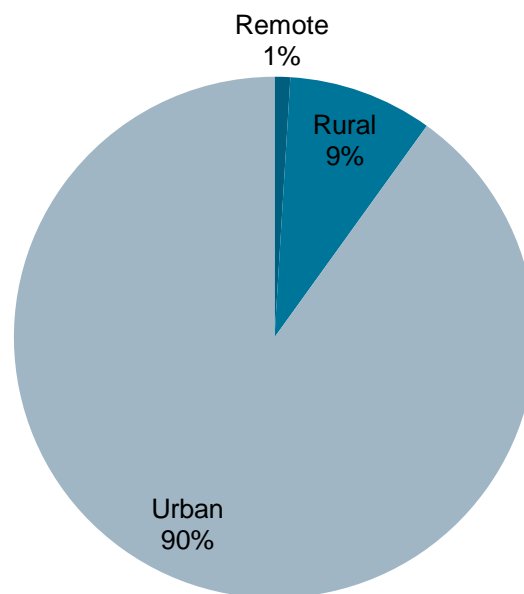
*"I have utilized my training to develop the first mobile tele-psychiatry service program that was implemented by my employer, Schizophrenia Research Foundation to deliver mental health care to remote and rural areas in India."*

These contributions are noteworthy and show that there are individual alumni working in their home countries promoting awareness and inclusiveness in this area.

## 7.5 Rural alumni and impact on contributions

The Australia Awards also recognises the importance of increasing access and opportunities through scholarships and fellowships for people from rural and remote areas. Of the alumni from the cohort of focus in this survey (completers between 2006 and 2010), a notable minority are from rural or remote areas. Of the alumni who responded to the survey, 10 per cent reside outside of the urban areas of their country (Figure 18).

This section explores some of the responses of these alumni, and also includes some examples from other alumni who are involved in programs or other activities to address disadvantage in remote and rural areas.



**Figure 18: Residential location of alumni (n=1,238)**

A number of these alumni outlined the constraints and barriers that they face being in remote and rural areas. These examples tended to be in relation to **inability to maintain networks** post-award, often as a result of **problems with communications** and connection to the rest of their country or to the rest of the world. These examples offer some important perspective on the extent to which alumni are able to make an impact in terms of development outcomes, and in terms of networks, connections and cooperation with Australia.

In Indonesia, some alumni mentioned problems with remoteness and connectivity from where they lived. An alumnus noted:

*“My geographic location has been a major factor for me to maintain relationships and face-to-face communication. I stay in Ternate, North Maluku; while most of alumni events were held in Jakarta and recently in Makassar. This was less affordable to meet up for networking, since I believe that face-to-face communication is still powerful.”*

Likewise, an alumna from Papua, highlighted her issues with staying in touch and maintaining networks:

*“Living here in Papua the internet connection is so bad, the quality is so bad. We have to try our best to have many friends from other places to have some information or to find information related to our work”*

An alumnus in Tuvalu mentioned remoteness in terms of the location of his country as a whole, and the issues they face in maintaining connections, and for undertaking his work:

*“Lack of resources and remoteness of the country are some of the constraints in applying the skills and knowledge gained from [my award]*

*and also from networking. We are just not able to run programs to improve management of the pharmaceutical sector...we are too far from the markets to get good prices for pharmaceuticals and [it is] hard to get them when we require them."*

A Pakistani alumnus highlighted the problems he has in ensuring that the policies he was designing to reduce disadvantage in rural areas are actually having an impact:

*"Remoteness [is an issue] because I am a central office civil servant so there is always a gap between policy and implementation. I can't go and see what is implemented. I have to rely on feedback. How can you evaluate what has happened?"*

Among the alumni involved in the survey, there were a number who were engaged in activities and **initiatives to improve outcomes** in remote and rural areas. A Vietnamese alumna highlighted her work in helping to equip rural labourers with formal vocational qualifications, and an alumnus from Papua New Guinea outlined his involvement in rural health:

*"Working with ASHM in the Collaboration for Health in PNG program in supporting HIV training and clinical mentoring activities mostly supporting the Catholic health services in rural facilities in the country."*

In Malawi, an alumna has created a network to assist rural villages through an informal relationship with friends in Australia she met on award:

*"We mobilise resource to support school children in rural area. Give them notebooks, shoes, footballs...We work together with my friends and the entire community."*

These examples suggest that there are alumni who are returning to rural and remote areas following their award, as well as those whose work is providing positive outcomes in these areas.



## Annex 1: Characteristics of telephone follow-up respondents

As discussed in the method section of this report, the Facility conducted follow-up interviews with 527 of the alumni who had completed the online Tracer Survey. This interview was designed to elicit further information from alumni about their responses to the online survey. It involved asking alumni to provide more specific detail relating to the examples of links, knowledge transfer, contact with Australians and Australian organisations, and views on Australia. Alumni who had short, or non-specific answers to the open-ended sections of the Tracer Survey were initially targeted for the follow-up interviews, so as to gather more detail from as many alumni as possible. The information from these interviews was coded by the Facility and used in developing the analyses for this report. In particular, many of the verbatim quotes provided in the report were extracted from these conversations. Appendix 3 provides the full interview questions for this follow-up interviews.

**Table 6: Alumni who participated in Telephone follow-up interviews**

Focus	Demographic	All alumni	
		#	%
	Fellowships	105	20%
	Scholarships	422	80%
	Female	278	53%
	Male	249	47%
	30 to 39 years	172	33%
	40 to 49 years	283	54%
	50 to 59 years	64	12%
	60 to 69 years	7	1%
	70 and older	1	0.2%
	East Asia	347	66%
	Pacific Island Countries	19	4%
	Papua New Guinea	1	0%
	South & West Asia	121	23%
	Sub-Saharan Africa	39	7%
	2006	50	9%
	2007	71	13%
	2008	149	28%
	2009	135	26%
	2010	122	23%



Focus	Demographic	All alumni	
		#	%
<b>Have you received any other scholarships?</b>	Yes	186	35%
	No	340	65%
	Don't know	1	0%
	Employed full-time	479	91%
	Employed part-time	7	1%
	Not employed	4	1%
	Retired	3	1%
	Other (specify)	34	6%

## Annex 2: Response numbers by country

**Table 7: Number of respondents to Tracer Survey for scholarship alumni by gender and country**

Region	Country	Female	Male	Total responses
	Indonesia	395	365	760
	Mongolia	24	15	39
	China	9	2	11
	Timor-Leste	5	3	8
	Fiji	0	6	6
	Solomon Islands	0	5	5
	Vanuatu	2	3	5
	Tuvalu	1	3	4
	French Polynesia	0	2	2
	Pakistan	33	72	105
	Bangladesh	46	48	94
	Bhutan	11	29	40
	Kenya	13	9	22
	Tanzania, United Republic of	10	11	21
	Lesotho	11	6	17
	Malawi	7	8	15
	Zambia	4	9	13
	Namibia	1	2	3
	Total	572	598	1170

**Table 8: Number of respondents to Tracer Survey for fellowship alumni by gender and country**

Region	Country	Female	Male	Total responses
	Vietnam	55	58	113
	China	18	43	61
	Philippines	16	13	29
	Thailand	9	6	15
	Lao People's Democratic Republic	1	4	5
	Solomon Islands	3	10	13
	Fiji	5	4	9
	Samoa	3	4	7
	Vanuatu	2	5	7
	Tuvalu	0	0	0
<b>Papua New Guinea</b>	Papua New Guinea	1	4	5
	India	19	27	46
	Sri Lanka	11	12	23
	Maldives	3	4	7
	<b>Total</b>	<b>146</b>	<b>194</b>	<b>340</b>

## Annex 3: Tracer Survey Instrument

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

The instrument is supplemented with basic demographic, enrolment and employment characteristics of alumni. Where these variables are known to the Facility, they will be pre-filled, with alumni asked to verify that information is correct and update where necessary. Responses to this survey instrument from 1510 alumni were analysed in this report.

These survey questions were delivered online (92 per cent of respondents) and via telephone (8 per cent of respondents), the information below provides information on the items used in the instrument. The formatting and approach was adapted to suit the mode of survey delivery. Methodology chapter for implementation details.

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

### 7.5.1 Tracer Survey Instrument

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

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

---

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

---

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

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

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

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

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

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

- Yes
- No

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

*To what extent do you agree with each of these statements?*  
 As a result of my Australia Award:

- a) I have passed on my new skills and knowledge to others
- b) I have introduced improved practices and innovations through my work
- c) I have built networks with Australians or Australian organisations
- d) I have built networks with other awardees

Response Frame: [Strongly Agree to Strongly Disagree 5 point scale, + Don't Know]

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

Response Frame: OPEN TEXT RESPONSE

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

Response Frame: OPEN TEXT RESPONSE

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

Response Frame: OPEN TEXT RESPONSE

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

Response Frame: OPEN TEXT RESPONSE

*In relation to [this example/these examples], what is the most significant factor that has assisted you in applying these?*

Response Frame: OPEN TEXT RESPONSE

*Again, thinking about [this example/these examples], what is the most significant constraint you have faced in applying these?*

*[Or if no examples provided for previous] What is the most significant constraint you have faced in applying skills and knowledge, introducing improved practices and building networks?*

Response Frame: OPEN TEXT RESPONSE

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

*As a result of your Australia Award, have you developed professional links with Australian:*

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

Response Frame: [1. Yes. 2. No. + Don't Know] [If 'Yes' is this link: 1. Formal. 2. Informal 3. Both]

[If yes to any of the above] *Please explain a particular professional relationship you have developed as a result of your time on award that you think is important in creating a partnership between Australia and your home country.*

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

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

*How frequently are you in contact with the following groups:*

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

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

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

*Please briefly describe an example of where you have used a link or network you developed in Australia in your profession or employment in your home country.*

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

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

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

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

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

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

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

*If yes, please provide an example*

Response Frame: OPEN TEXT

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

Response Frame: OPEN TEXT

#### Permissions

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

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

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

#### Follow-up request (for online completers)

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

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



# Annex 4: Follow-up telephone interview instrument

Follow-up telephone interviews were conducted with selected alumni who completed the online survey and indicated willingness to speak about their experience further. These interviews were used to enhance the qualitative answers provided by alumni in their online survey responses. A total of 527 follow-up interviews were conducted in this year's Tracer Survey. See Methodology chapter for details.

## 7.5.2 Follow-up telephones interview instrument

### Introduction:

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

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

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

[response in original online survey read out to alumni]

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

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

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

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

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

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

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

[response in original online survey read out to alumni]

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

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

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

[response in original online survey read out to alumni]

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

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

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

[response in original online survey read out to alumni]

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

