



Australia Awards

Australia Awards Global Tracer Facility

Case Study #1:
Fiji

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Acronyms and Abbreviations

AIDAB	Australian International Development Assistance Bureau
ANU	Australian National University
AQEP	Access to Quality Education Program (AQEP)
AusAID	Australian Agency for International Development (former)
AWB	Australia Awards and Alumni Branch (DFAT)
DFAT	Australian Government Department of Foreign Affairs and Trade
ECE	early childhood education
EQAP	Educational Quality and Assessment Programme
EMIS	Educational Management Information System
IELTS	International English Language Test System
TESOL	Teaching English to Speakers of Other Languages
UNE	University of New England
UNSW	University of New South Wales
USP	University of the South Pacific

1. Executive summary

This report details the outcomes of a Case Study of Fijian Alumni of Australian development scholarships. Alumni in this case study completed their scholarships between the late 1960's and mid-1990s in the field of education. This research was conducted by the Australia Awards Global Tracer Facility (the Facility) to provide the Department of Foreign Affairs and Trade (DFAT) with evidence to evaluate the impact of the Australia Awards.

1.1 Findings

1.1.1 Development contributions

The Fiji Case Study alumni cohort comprised six women and two men who have worked across all areas of the education spectrum in Fiji – early childhood, primary, secondary, tertiary and adult education. **They have made significant contributions to education policy and practice.** These include:

- setting national education agendas, including developing the education chapter of the Fiji 20 Year National Development Plan
- developing the first National Special Education Policy and leading Pacific Regional disability advocacy
- improving education information management through using mobile phone technology to record essential data in real time aiding disaster preparedness
- developing the first National Early Childhood Curriculum for Fiji and advocating for evidenced based approaches to early childhood education.

Some of the alumni in this cohort have made substantive, but somewhat unrecognised, contributions within their specific fields of education. This is because they largely worked as practitioners: as teachers, school leaders, or in student-facing support roles, improving education quality and access and preparing students to lead productive lives. Colleagues of these alumni confirmed the life-changing impact of their work, which has not been celebrated, but is no less important.

The success of the alumni was based on many factors: the transferrable skills they gained while studying in Australia; their new world view or perspective on problems and their changed mindset; **and a commitment to return to Fiji and improve the lives of others.**

However, there were also factors that challenged alumni in making positive development contributions, such as the lack of reintegration plans; lack of communication with Australian institutions about award rules and regulations; and the status of their sector or area of specialisation: **much advocacy was needed to convince others of the value of change.**

1.1.2 Economic and public diplomacy outcomes

While examples of development outcomes were prevalent and strong, as above, **examples of alumni using skills, knowledge and networks gained on award to**

contribute to bilateral cooperation and partnerships were less apparent. This could be explained in part by the time lapse between the award and this Case Study.

Nonetheless, there were some examples of bilateral cooperation and partnerships, which included a formal institutional partnership between the University of the South Pacific and Deakin University, strong sector-based networks maintained through conferences and visits, and meaningful contact with alma mater and Australian employers from alumni's time in Australia. This has allowed alumni to stay abreast of new developments and approaches in their sector. Overall, it was noted that the **most active links between alumni and Australian people or organisations were informal.**

The key factors that supported alumni to develop networks and partnerships were **Australia Awards fellowships**, which provided opportunities to build new or strengthen existing partnerships and networks, and **Australian institutions, when their contact with alumni was relevant and meaningful.** The factors that challenged alumni's ability to maintain networks or establish partnerships were the lack of contact with the Australian Government and a lack of Fiji-based alumni associations.

1.1.3 Views about Australia and Australian expertise

Alumni in the Fiji Case Study **generally held very positive views about Australia, Australians, and Australian expertise.** Their views on Australia, however, were not derived entirely from their experiences on award, but rather from a range of sources:

- experiences studying in Australia on an Australian Government-funded scholarship
- experience working in Australian organisations, and on DFAT-funded aid programs
- from their previous experiences of studying in Australia.

Alumni provided strong examples of how their views about Australian expertise were applied in professional contexts. Alumni's positive views were enacted through sourcing Australian expertise for particular roles, or applying theories and practices learned in Australia in their work in Fiji.

1.1.4 Impact of Australia Awards on investment priorities

Fiji Case Study alumni provided **strong evidence to support the claim that targeting particular groups such as women and people with disabilities for scholarships has positively impacted their careers.** Alumni stated that they were able to progress much further than would have been possible without this support. Alumnae described how the Australian Government's generous allowances and family support underpinned their successful scholarship completion. In fact, for one alumnus, access to university in Fiji was not possible at the time of receiving an Australian Government scholarship, as universities in Fiji did not provide disability support services as a means of accessing tertiary education.

The key factors that enabled alumni from targeted investment priority areas to succeed were: **stipends that allowed families to travel to Australia together, and access to disability support services.** The key factors that challenged alumni from targeted investment priority areas to succeed were **specific cultural and systemic barriers in the workplace, and entrenched attitudes and bias toward particular groups such as women and people with disabilities.**

Fiji Case Study participants identified a number of barriers to targeting particular disadvantaged groups for scholarships. They were cited as: the societal and family expectations of women and women's roles, societal and family expectations and beliefs about the capability of people with disabilities, and appropriate resourcing and services to address these specific needs by institutions.

2. Background of the Study

The Australia Awards Global Tracer Facility (the Facility) is a four-year research project funded by DFAT, designed to assess the development contributions and economic and public diplomacy outcomes of Australia's investment in the Australia Awards.¹ The key research and reporting activities being undertaken are a quantitative survey and qualitative Case Studies, which occur concurrently throughout the four years of the project.

This report gives the key findings of the Fiji Case Study, which was undertaken in October – November 2016, the first of four Case Studies undertaken during the first year of the Facility.

2.1 Objectives

The Facility seeks to generate high-quality information on former scholarship holders, with a focus on less recent alumni. This information will provide a strong evidence base for country programs and the Australia Awards and Alumni Branch (AWB) of DFAT to evaluate the impact of Australia Awards on alumni and, by implication, on their home institutions and countries.

2.2 Scope

The scope of the Facility is limited to alumni of DFAT's Australia Awards and previous DFAT-funded scholarships programs, awards (both long and short duration) and fellowships (managed by AWB).

2.3 Case Studies

The Facility Case Study methodology is explanatory and multiple in design. That is, cases are selected based on findings from the quantitative (survey) research, and the 'how' and 'why' of alumni experiences is explained in detail. Multiple Case Studies enable the researcher to explore differences within and between cases.

Case Studies contribute to the evidence base for country programs, providing useful comparison across cases and Case Studies to build a robust understanding of diverse alumni experience.

2.3.1 Year 1 of the Facility

In this first year of the Facility (Year 1), it differs from subsequent years as Case Study country and theme selection is based on criteria such as availability and range of alumni details in the Global Alumni database; previous country or thematic research undertaken; investment priorities; and partner-country priorities. The cohort for Year 1 Case Studies are alumni who graduated between 1955 and 1995. Case Studies will provide useful vignettes and quotes to build an understanding of alumni experiences. In

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

Year 1, the selected Case Study countries were Fiji, Sri Lanka, Nepal and Kenya. Field research was conducted between late October 2016 and March 2017.

2.3.2 Years 2 to 4 of the Facility

Subsequent Case Studies in Years 2 through 4 will be determined through the annual planning process. Case Studies will not be limited to geographic foci, and may be sectoral or regional as determined through findings of the annual survey and planning and consultation process. Case Studies will also align with the Global Strategy priorities and any other areas of importance as identified by AWB.

2.4 Country context

The Republic of Fiji is an island country in Melanesia in the South Pacific Ocean comprising over 300 islands. Fiji gained independence in 1970 after nearly a century of British rule. Two military coups interrupted democratic rule in 1987, relating to the perceived dominance of Fijians of Indian descent in government (CIA, n.d); a tension which has dominated Fijian politics for decades. Subsequent coups occurred in 2000 and 2006, the latter resulting in the appointment of the Honourable Josaia Voreqe Bainimarama as interim Prime Minister. He became formally elected as Prime Minister of Fiji in September 2014 (CIA, n.d).

During a period of limited engagement with Fiji between 2006 and 2014, Australia's development assistance focused primarily on education and health initiatives. Assistance was expanded following Fiji's national elections in 2014 and now includes the governance and private sectors, and initiatives to promote gender equity. Education access in Fiji is near universal and equal numbers of boys and girls are enrolled in primary and secondary education. Fiji has also increased access to safe water and sanitation and decreased rates of maternal mortality (DFAT, 2015).

An increasing number of women have been elected into senior government roles in Fiji. There are now eight out of 50 female members of parliament, a female speaker, two female ministers, and two female assistant ministers (DFAT, 2015).

Fiji faces macroeconomic and geographic challenges in progressing its development goals. Growth is hampered by remoteness from major markets, a constrained regulatory environment, and poor transport and energy infrastructure. Rural urban migration is continuing to strain urban infrastructure and services as more than 15 per cent of the population now live in informal settlements. Economic growth is dependent on diversification in the agriculture sector, and fostering an environment that supports business development and job creation, particularly for rural populations (DFAT, 2015).

Australia's aid objectives include:

- supporting increased private-sector development
- supporting civil service reform and accountability institutions
- improving the quality of basic education and health services
- strengthening gender equality and disability inclusion
- supporting Fiji's recovery from Tropical Cyclone Winston (DFAT, 2017).

3. Methodology

This chapter provides an overview of the Case Study design, development and implementation. The Fiji Case Study is the first Case Study of the Facility. Fiji was one of four Case Study countries proposed in the Annual Plan Year 1 and was accepted by the Facility Advisory Committee on the basis of it having sufficiently large alumni numbers, specifically in the investment priority area of education, and a lack of previous research regarding less recent alumni.

3.1 Overall Case Study design

The purpose of the Facility Case Studies is to collect detailed qualitative data on the impact and benefits of the Australia Awards and predecessor programs. The Case Study methodology is based upon Robert Yin's recommended methodology, as described in 'Case Study Research: Design and Methods' (2003).

The Global Strategy and Australia Awards Global Monitoring and Evaluation Framework forms the basis for the Case Study design. The propositions, questions, data, and report template are built around this Framework. Findings reported by alumni are triangulated with relevant stakeholders such as employers and colleagues, and industry bodies, thereby strengthening findings by providing further evidence to support or refute propositions. This methodology was developed by the Facility team, AWB and members from the Facility Research Pool comprising Australian Council for Educational Research (ACER) staff.

Findings reported by alumni are triangulated with relevant stakeholders such as employers, colleagues, and industry bodies.

The overarching theory that has guided the design of this Case Study methodology is based upon the goal of the Australia Awards that '... partner countries progress their development goals and have positive relationships with Australia that advance mutual interests'.

The Case Study research questions are framed by the intended long-term outcomes of the Australia Awards:

1. How do alumni use the skills, knowledge and networks gained on award to contribute to achieving partner-country development goals?
2. How are Australia Awards contributing to Australia's economic and public diplomacy outcomes?
3. How has being an Australia Awards alumni impacted alumni?
4. Are the benefits of receiving a scholarship experienced equally by all groups who have received them?

The primary unit of analysis for this Case Study is the alumnus or alumna. Case Studies seek to explore how recipients of Australia Awards have acted to contribute to the achievement of the goal and objectives of the Australia Awards.

3.2 Methods

The data collection method used for this Case Study were key participant interviews. A set of questions was developed for each key participant group, namely alumni, colleagues and employers (both of alumni and generally); alumni associations; and the Australian Government staff and managing contractors working on the Australia Awards in partner countries. Questions for each key participant group align with the research propositions (see Annex 1) and long-term outcomes of the Australia Awards. This ensures that data collected directly relate to the key questions the Case Study is seeking to answer, and that there is consistency across each Case Study.

3.3 Sample and approach

Year 1 of the Facility focuses on the award years from 1955–1995. The Facility team located 749 alumni from Fiji on the Global Alumni database within this cohort, 59 of whom studied in the field of education. Within this field there are five areas of study listed: education (33 alumni); general primary and secondary education programmes (two alumni); teacher education (17 alumni); teacher education: higher education (three alumni); and teacher education: special education (four alumni).

The target number of participants for each Case Study is six to seven alumni. A purposive sampling approach was used to select alumni to participate in this study. Several methods were used to locate alumni contact details, including coordinating with the Australian High Commission in Suva and comparing databases, and conducting internet searches. Contact details were found for 19 alumni, 14 of whom were able to be contacted. Five were excluded as they were determined not to be from Fiji. Of the remaining nine alumni, five agreed to participate in this Case Study. The research team was able to be connected with an additional three alumni via existing professional networks, which meant that a total of eight alumni participated in this study (six women and two men). One alumnus reported having a disability and one alumna was living and working in a regional area. As a result, the alumni sample was able to offer insights on the cross-cutting issues of gender equality and female empowerment, disability inclusion, and regional/rural experiences.

Two additional alumni, namely recipients of Australian Government scholarships not included in the Global Alumni database, were found while the key participant interviews were being conducted: **Mr Iowane Tiko** and **Mrs Unaisi Tuivaga**. Mr Tiko was initially included in the study as an employer/colleague category participant as a representative of the Ministry of Education who employs a number of Australia Awards alumni. Mr Tiko provided valuable insights into the impact of Australia Awards alumni working in the Ministry of Education and also revealed that he was an alumnus. Although Mr Tiko's award aligned with the Case Study sectoral focus, the timing of his award fell outside of the cohort years given it was granted only 13 years ago. However, Mr Tiko was included in the interviews to capture his experiences on award, as this was the most convenient and potentially the only opportunity to do so. Mrs Tuivaga was contacted as an Australia Awards fellowship alumna, but revealed during her interview that she had received a scholarship to study in Australia during the Case Study pre-1996 period. Mrs Tuivaga studied early childhood education and care at Sydney Teachers College in 1969 under a Commonwealth Cooperation in Education Scholarship.

Of the eight alumni included in the Fiji Case Study sample, four were able to nominate colleagues or employer contacts to be interviewed. One general employer of education sector Australia Awards alumni was also included – staff from the Educational Quality and Assessment Programme (EQAP).

Four DFAT staff from the Australian High Commission with responsibility for management and oversight of Australia Awards in Fiji were also interviewed as part of this study. Their insights assisted researchers to understand the challenges and successes of the Australia Awards.

A number of alumni whose award years did not fall within the target cohort for this study were interviewed, at the recommendation of staff at the Australian High Commission in Suva. These alumni provided valuable insights into current conditions for Australia Awards recipients who have recently repatriated to Fiji and described experiences that contrasted with those described by the sample.

Table 1 gives the breakdown of participant types included in this Case Study while Annex 3 gives a full list of key participants to the Fiji Case Study. Table 2 lists alumni participants in the Fiji Case Study.

Table 1 **Fiji Case Study participants**

Sample	Number
Alumni participants	8
Employer/colleague participants	6
DFAT participants	4
Subtotal	18
Other interview participants (not included in this study)	11
TOTAL	29

Table 2 **Fiji Case Study alumni participants**

Name	Gender	Australian Government scholarship (completed)	University	Award completed	Current Position
Dr Akanisi Kedrayate Tabualevu	F	Doctor of Philosophy	University of New England	1998	Dean of the Faculty of Arts and Law, the University of the South Pacific
Dr Eileen Tuimaleali'iifano	F	Doctor of Philosophy	University of New England	1997	Director of the Centre for Education Languages and Technology (CELT), Kip McGrath Centre, Suva
Ms Elizabeth Mary Montu	F	Master of Educational Administration (Doctoral Candidate)	University of New South Wales	1997	Retired, formerly Counsellor at the University of the South Pacific
Mr Iowane P. Tiko	M	Master of Education (Mathematics)	Deakin University	2008	Permanent Secretary for Education, Heritage, Arts and Library Services & National Archives of Fiji
Mrs Serafina Saukilagi Togenavanua	F	Master of Education	Monash University	1995	Principal ED1D, All Saints Secondary School, Labasa, Ministry of Education, Heritage & Arts
Mr Setareki Seru Macanawai	M	Master of Education Administration	University of New England	1997	Chief Executive Officer, Pacific Disability Forum
		Master of Educational Administration (Hons.)		1999	
		Bachelor of Education (Special Education)		1998	
Dr Priscilla Puamau	F	Doctor of Philosophy (Education)	University of Queensland	1999	Team Leader/Senior Education Adviser, Access to Quality Education Program (AQEP)
Mrs Unaisi Vasu Tuivaga	F	Australia Awards fellowship: Capacity building of leadership in early childhood education	University of New England	2009	Retired, former Early Childhood Education Coordinator at the University of the South Pacific

Commonwealth Cooperation in Education – Conversion course (Early Childhood Care and Education)	Sydney Teachers College	1969
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3.4 Exclusions

Given that Case Study alumni were selected from the Global Alumni database, which only includes those who have successfully completed their degree, this study does not include non-completers.

3.5 Data collection

All Case Study instruments were piloted with Australia Awards alumni who resided in Australia. This process validated the instruments and adaptations to questions were made. In addition, an interview guide template was developed for researchers to use to record data collected. This Case Study was conducted by Rachel Parker, Senior Research Fellow, and Amanda Taylor, Research Officer, core Facility staff who bring relevant expertise in qualitative research and international development. Case Study researchers worked together in pairs to undertake data collection and report writing: one conducted the interview and the other recorded and took notes. This enabled high-quality reliable data to be gathered. At the conclusion of interviews, the researchers discussed and verified the data to ensure completeness and accuracy.

High quality accurate data was captured through researchers working in pairs and verifying interview transcripts with participants.

3.6 Process

The Case Study field research was undertaken in Fiji from 24 October to 1 November 2016; 15 interviews with alumni and relevant stakeholders were conducted, 14 of which were recorded and one annotated.² An additional three interviews were undertaken by phone and recorded from Australia, as some participants were not available at the time of the field research.

No major issues were encountered during the data collection process; however, the total number of interviews was higher than anticipated, which resulted in some data being collected that were not used in this study. It is recommended that future Case Studies should conduct no more than 20 interviews with all key stakeholders.

3.7 Data management and reporting

Seventeen interviews were voice recorded (with approval granted to do so); one interview was not voice recorded but notes were taken. In addition, the second Case

² The interview with Mr Iowane P. Tiko was not recorded, a decision made at the discretion of the Case Study researchers due to the participant's ranking and position in Fiji's Government.

Study researcher annotated responses during the interview. The Case Study researchers subsequently consolidated the two recordings into a single near-verbatim transcript (with restarting of sentences and fillers excluded). All Fiji Case Study participants granted their written and/or verbal permission (during the audio recording) to be included and identified in this study.

3.8 Transcription approval and coding

Completed interview transcripts and notes were sent to the 18 Case Study participants for their review and approval, to ensure that what was recorded was correct and provided participants with an opportunity to clarify and/or add to their transcripts. Case Study researchers received 13 responses, all with minor changes to content and some changes to wording or syntax. Five participants did not respond to the initial or follow-up transcript review request. Transcript review by participants is not consistently used in qualitative research, but was done so here as a courtesy, and to ensure the validity of the data and to avoid errors. Participants were advised at the end of the interview that they would be given this opportunity, but participation in this step was not essential as participants had already granted permission to use their data. The researchers provided participants' ample time to respond and follow up requests were sent. It was assumed that non-response related to the participant's high ranking position and lack of time to review up to 15 pages of text. Indeed, when participants responded to follow ups, this is the reason they provided.

Interview transcripts were subsequently coded in a template in accordance with the research questions and propositions. This enabled emerging themes to be identified and links to be made between participants that supported or refuted the research propositions.

3.9 Limitations

There were a number of limitations of this research that were inherent to both the nature of the research and the research process.

3.9.1 Positive response bias

Alumni who felt that, overall, they had a positive experience as an Australian Government scholarship recipient and/or have met the expectations of receiving an award during their career were more likely to agree to participate in Case Studies. This phenomena is described frequently in scholarships Tracer Study research. Accordingly, the sample of alumni in the Fiji Case Study was biased towards those who had positive experiences and achievements to share. Conversely, those who exited their bond agreement early and/or moved abroad were less likely to agree to participate. However, the Case Study team endeavoured to address this imbalance by including a range of alumni. The Fiji Case Study includes two alumni who exited early and graduated with a different (lesser) degree level or were non-completers.

3.9.2 Nature of the research

Outcome 1 of the Global Strategy is that 'Alumni are using their skills, knowledge and networks to contribute to sustainable development'. For Facility Case Studies, this outcome was addressed by the research question 'How do alumni use the skills, knowledge and networks gained on award to contribute to achieving partner-country

development goals?’ The decision to use ‘achieving partner-country development goals’ over ‘contribute to sustainable development’ was made as the former concept is generally understood by participants and therefore less problematic to collect data about and measure. It is important also to note that some alumni have contributed at the highest of levels, and shaped development goals rather than contributed to them. This is an important distinction when discussing results regarding research question and Outcome 1.

The Case Study researchers experienced difficulty in analysing data regarding Outcome 2 ‘Alumni are contributing to cooperation between Australia and partner countries’, and Outcome 3 ‘Effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries’. Case Study researchers faced difficulty in differentiating between ‘cooperation’ and ‘partnerships’. The research team delineated them by determining Outcome 2 to relate to people-to-people links, including informal relationships; whereas Outcome 3 is specifically related to institutional links between the partner-country and Australia, which alumni have contributed to establishing. No issues were encountered by the research team in collecting, collating, coding or analysing data related to Outcome 4 of the Australia Awards. Outcome 4 is ‘Alumni view Australia, Australians and Australian expertise positively’.

3.9.3 Research process

The ability to code the interview transcripts effectively is dependent on understanding the partner-country development goals, which is not always possible, particularly for the time period of this cohort. For example, Fiji’s National Development Plan was not available at the time of this Case Study research, as such country development goals were guided by the objectives stated by DFAT.³

3.10 Sampling approach

While every effort was made to select a range of alumni (within the cohort scope) who represented a range of experiences, a notable absence from the alumni sample were Fiji-born citizens of Indian heritage. All alumni who participated in the Fiji Case Study were Indigenous Fijians.

³ <http://dfat.gov.au/geo/fiji/development-assistance/Pages/development-assistance-in-fiji.aspx>

4. Development Outcomes

Summary findings

Development contributions

All alumni provided examples of how their Australian Government funded scholarship enabled them to develop the skills, knowledge, and networks to contribute to the achievement of Fiji's national development goals. These contributions are categorised as:

- developing education policy and legislation
- improving education practice and student outcomes.

Key enabling factors

The key factors that enabled the alumni in the Fiji Case Study cohort to contribute to the achievement of partner-country development goals were:

- the valuable transferrable skills they had gained, such as leadership, communication and problem solving
- the new world view or perspective that resulted from studying in Australia that could be integrated into their professional lives to positive effect
- alumni's service or development mindset that afforded them a higher purpose to guide their career progress and that provided meaning to their achievements.

Key challenging factors

The key factors that challenged the alumni in the Fiji Case Study cohort in their contributions to achieving partner-country development goals were:

- the lack of a clear plan for using the acquired skills, knowledge and networks upon return to Fiji
- the lack of clear communication about the Australia Awards rules, regulations and requirements
- the need to strongly advocate for the value of what they learned in Australia to create positive change.

4.1 Background

The design of the Facility includes two key premises that have been verified in this Fiji Case Study⁴; namely that:

⁴ See <http://dfat.gov.au/about-us/business-opportunities/tenders/Pages/investment-concept-for-the-australia-awards-global-tracer-facilityphase-1.aspx>

- less recent alumni have maximised the overseas study opportunity to its fullest extent and can potentially demonstrate the significant development and public economic and diplomacy contributions made by Australia Awards, and
- examples related to alumni development contribution provide the greatest potential for public diplomacy use.

As described previously, Fijians who received scholarships to study in the field of education in Australia more than 20 years ago were the alumni targeted to participate in this Case Study.

This chapter presents a selection of significant contributions made by alumni classified into two thematic areas:

- the development of education policy and legislation
- the improvement of education practice and student outcomes.

It then follows with a discussion of the factors that have enabled or challenged alumni in their endeavour to contribute to Fiji's achievement of their national development goals.

4.2 Alumni contributions

The alumni interviewed provided strong examples of how they have used their skills, knowledge and networks gained on award in Australia to contribute to Fiji's achievement of national development goals, through developing education policy and legislation and improving education practice.

4.2.1 Developing education policy and legislation

Mr Setareki Macanawai has dedicated his career to advocating for the rights of people with disability in Fiji and the Pacific region. Mr Macanawai was awarded an Australian Government scholarship to study a Master of Education Administration at the University of New England (UNE) in 1995. He returned to Fiji in 1998 with a Bachelor of Education (Special Education) (Honours), a Master of Educational Administration, and a Faculty Medal. These achievements typify Mr Macanawai, who has fully maximised every professional learning opportunity and used the skills, knowledge and networks he gained in Australia.

Upon his return to Fiji, Mr Macanawai was engaged by the Special Education unit at the Ministry of Education to develop the National Special Education Policy and the licence training program for teachers for their qualification as special education teachers.

He used the strategic planning and leadership skills gained on award to build the capacity of other regional disability organisations to develop their strategic plans and funding applications, and to advance the disability movement in the Pacific region.

As Chief Executive Officer of the Pacific Disability Forum, Mr Macanawai has grown the organisation from a staff of one person to 12 people over seven years, and expanded the outreach from seven to 21 countries.

Mr Macanawai has played a central role in coordinating Pacific fora to develop medium-to- long-term regional strategies to promote the rights of people with disabilities.

Dr Priscilla Puamau was the first female indigenous Fijian to lead a major DFAT education investment in Fiji, and has influenced education policy at both the

international, national, and local level. Dr Puamau was awarded a Doctor of Philosophy (Education) from the University of Queensland in 1999. Dr Puamau's doctoral thesis investigated the factors that relate to the low educational achievement of indigenous Fijians, a topic of great interest to Fiji's Ministry of Education at the time. She has used the skills, knowledge and networks she gained on award.

Upon her return to Fiji in 1999, Dr Puamau was seconded to the Ministry of Education as an adviser to develop a series of cabinet papers that drew upon the skills and knowledge she gained from her doctoral studies. In 2000, she was invited by Fiji's Ministry of Education to present the findings from her doctoral thesis to the Fiji Education Commission. In 2001, Dr Puamau was invited by the Ministry of Education to prepare the Education Sector chapter for the Fiji 20 Year National Development Plan. Dr Puamau has written numerous articles and book chapters on addressing educational disadvantage in Fiji.

Dr Puamau has worked with the Fijian Government and published widely about addressing educational disadvantage.

Mr Iowane Tiko, Permanent Secretary for Education, Heritage, Arts and Library Services & National Archives of Fiji, has worked at all levels of Fiji's education system, having spent 17 years as an educator, followed by various senior leadership roles in teacher education including Head of School at Lautoka Teachers College. Mr Tiko completed a Master of Education (Mathematics Education) at Deakin University in 2008. He has used the skills, knowledge and networks he gained on award. Upon his return to Fiji in 2008, Mr Tiko upgraded the certificate course in teacher education at Lautoka Teacher's College to a diploma. He also strengthened the teaching and learning of mathematics education at Lautoka Teacher's College. In addition, Mr Tiko commenced a doctoral degree at the UNE in 2012, which included a five-month work placement at the Australian Catholic Education office. In this role, Mr Tiko observed innovation in education information management, which he utilised to positive effect upon return to Fiji.

Mr Tiko has contributed to improving education through improved data management.

Mrs Unaisi Tuivaga, past president of the Fiji Early Childhood Association, and a lifelong advocate for quality early childhood education (ECE), held a senior role in the team that developed the first national early childhood curriculum for Fiji; '*Na Noda Mataniciva: Kindergarten Curriculum Guidelines for the Fiji Islands*' (Ministry of Education, National Heritage, Culture and Arts, Fiji, 2008). This curriculum was founded on the idea of educating the whole child, and the understanding that investing in ECE offers immense future returns to society. Mrs Tuivaga has studied in Australia on three occasions and credits these experiences with providing her with deep knowledge about pedagogical approaches and early childhood development that featured in her later governmental advisory work advising government about the benefits of mother-tongue instruction, play-based approaches to ECE, and child-centred learning. Her studies in Australia gave her opportunities to link Australian and Fijian early childhood experts for the purpose of sharing expertise, particularly for an international conference linked to her Australia Awards fellowship.

Mrs Tuivaga has provided early childhood education expertise to the Fijian government and fostered links between Australian and Fijian experts.

4.2.2 Improving education practice and student outcomes

Dr Akanisi Kedrayate accepted her Australian Government-funded scholarship to undertake her doctorate at UNE as both a student, and a senior faculty member at the University of the South Pacific (USP). While participating in her academic program and attending seminars, lectures, and accessing university services in Australia, she did so critically, observing what changes she could make to improve the learning experiences for students at USP. Based on her observations at UNE, Dr Kedrayate upgraded and expanded the facilities and resources available to postgraduate students at USP. Further, Dr Kedrayate used the skills and knowledge she gained during her scholarship at UNE in her role as Head of School at USP, where she drew upon the leadership skills practiced in Australia in her position in the New South Wales Department of Education, a role she accepted as part of her studies in Australia. In her role as a lecturer at USP, she has provided her students with the requisite skills and knowledge to forge a successful career.

Dr Kedrayate has improved the quality of teaching, learning, and student experiences at USP.

It is difficult to quantify the impact of **Ms Mary Montu's** career; before she left to study in Australia she was the only counsellor employed at the only university in Fiji (at the time) supporting around 10 000 students from Fiji and the surrounding 10 countries in the Pacific region. While she had previously gained a specific qualification in student counselling from the University of Hawaii in 1978, she consolidated her skills with an Australian Government-funded scholarship to study a Master of Educational Administration at the University of New South Wales (UNSW) from 1993 to 1996. Ms Montu used the skills, knowledge and networks she gained on award. At UNSW, she undertook a series of research projects to investigate the types and scope of Australian university student counselling services on offer. Ms Montu returned to Fiji and USP in June 1996 and took on the role of training for residential assistance, building upon her knowledge of the academic performance of, and adjustment process for, students living in halls of residence in Australia. In her 30 years as counsellor at USP, Ms Montu has assisted thousands of students from Fiji and neighbouring countries to select and study majors, refine career choices, access academic, health, and financial support services, and address the multitude of challenges faced by international and local university students in accessing and completing tertiary study.

Ms Montu has helped guide countless tertiary students through to completion at USP.

Mrs Serafina Saukilagi is one of Fiji's most experienced and talented school principals. When Mrs Saukilagi left Fiji in 1992 on an Australian Government-funded scholarship to undertake a Master of Teaching English to Speakers of Other Languages (TESOL) at Monash University, she occupied the position of Head of the Language Department at Labasa College. Within a year of her return, Mrs Saukilagi was Acting Principal. At 32 years of age, she was possibly the youngest school principal in Fiji at the time. She used the skills, knowledge and networks she gained on award to use and advocate for the use of mother-tongue instruction as an appropriate approach to teaching in bilingual schools where all students speak Hindi or Fijian as their first language. She decided to build upon her knowledge gained in Australia and continue her studies and enrol in a doctoral program at USP.

Mrs Saukilagi has increased access to basic education for many vulnerable young people.

Dr Eileen Tuimaleali'ifano led the development, design and implementation of quality distance and flexible learning at USP for many years. The topic of her doctoral thesis, undertaken at UNE on an Australian Government-funded scholarship, was directly related to these roles and assisted her to understand the extent to which adult learners were prepared to undertake learning by distance and what were some of the enabling or challenging factors. Dr Tuimaleali'ifano's research assisted her to understand the kinds of students undertaking distance learning and their specific needs and the low level of resources available to them. She was able to advocate to subject specialists and academics at USP, when working with them to convert courses to distance mode, the specific needs and requirements of Pacific region distance education students. Dr Tuimaleali'ifano's was also able to improve the quality and accessibility of distance and flexible learning for countless USP students from Pacific region countries.

Dr Tuimaleali'ifano has increased the quality of and access to distance and flexible learning for tertiary students in remote locations across the Pacific.

4.3 Key enabling factors

There were a number of factors or experiences that enabled alumni to develop the requisite skills, knowledge and networks to contribute to the achievement of partner-country development goals.

4.3.1 The value of transferrable skills gained on award

While studying in Australia, alumni described acquiring transferrable skills such as leadership, communication (written and verbal), research, problem solving, critical thinking, time management and intercultural understanding. The overseas study experience built resilience and initiative, and prepared alumni to return to an environment where opportunities were not necessarily linear or progressive. Mrs Saukilagi found her experience in Australia, in having to manage on her own, prepared her for taking on educational management roles such as principal-ship, for which she had little formal training, as she learned in Australia how to take initiative and 'figure things out for [herself]'. She is now one of the most experienced principals in Fiji who mentors other principals and staff in the educational bureaucracy in her school district.

Dr Kedrayate concurred that her overseas study experience at UNE on an Australian Government scholarship for her doctorate allowed her to foster a range of skills; not only academic, but communication and leadership skills and gained an understanding that 'university life is broader than academia.' Living in Armidale provided Dr Kedrayate with the opportunity to continue practising the leadership skills she demonstrated in Fiji within community and professional contexts. Similarly, Dr Puamau stated that her postgraduate studies assisted her in fostering analytic skills, writing for different audiences, professional presentation and stakeholder negotiation skills, which were beneficial in every leadership position she has occupied.

Mr Tiko affirmed that Australian scholarship alumni have made a positive difference when engaged on education projects in Fiji. He stated that they bring transferrable and much-needed project management skills such as planning and budgeting, and the ability to forge ahead to meet deadlines when needed. These views were echoed by

staff at EQAP who employ a number of Australian Government-funded scholarship alumni. Ms Torika Taoi stated that alumni who have studied educational assessment in Australia have contributed a great deal to the organisation, and this value can be seen in the way they relate to and share their knowledge with others; in doing so they build the capacity of the organisation. She also stated that this in-house expertise reduces EQAP's reliance on international experts and increases the likelihood that EQAP can take initiatives further without external technical support.

4.3.2 Immersion in Australian society fostered different world views

When alumni live in Australian society and are immersed within its cultural and social norms, their perspectives and world views change. In some cases they develop the ability to incorporate or switch between the two perspectives in their professional life.

Dr Kedrayate provided a detailed account of how studying in Australia profoundly transformed her views on women's roles and abilities and shaped her career. She described the process of self-evaluation, which she experienced during her postgraduate studies at the Australian National University (ANU).⁵

... [it] was the real breakthrough in my life; to come out from my little shell and say [to myself] 'this shouldn't happen', 'this shouldn't happen', that there were myths that should be challenged with evidence ... From that time on, I have always seen Australia as the place where I had the breakthrough ... [It taught me] that for everything you do, you begin with your inner self. You begin with yourself, as that is what enables you to grow. If you have not grappled with that, you won't be able to meet the challenges.

She went on to say that from that point on 'something had been [altered] in the way I was looking at things' about the conventions that bind women to traditional roles and limit their potential. Dr Kedrayate was inspired by this understanding to question any self-imposed limitations and encourage other women to reach their full potential. She is now a leader of women in many forums, occupying roles such as President of the Fiji Girl Guides, past President of the Fiji Association of Women Graduates and past Deputy President of the National Council for Women. **Dr Kedrayate sees mentoring of Fijian Australia Awards alumnae as critical for their success.**

Evidence of Dr Kedrayate's mindset is apparent when talking with her colleagues. Ms Talei Komaitai-Ritova, Personal Assistant to the Dean's Office, stated:

...when we have Faculty Meetings at the Dean's office, [Dr Kedrayate] always emphasises and encourages us "we have to speak out"; that's something she gained while she was doing her studies in Australia. As Fijians, we don't always have this power to speak out.

Ms Komaitai-Ritova said that Dr Kedrayate continually encourages her to undertake further study to advance her career. Ms Komaitai-Ritova also holds the ambition that her children undertake tertiary education in Australia, which is based on her observations about the achievements of Australia Awards alumni.

Importantly, Dr Kedrayate understands when each mindset applies, and how to act in accordance with what is socially and culturally acceptable to achieve one's desired outcome. She states that:

⁵ This study was part of a Kellogg Foundation Fellowship and not funded by the Australian Government.

... you realise when you come [back], some people have not been outside [and therefore won't accept this way of communicating]. Particularly the men, they will not take it. For example, when I came back from [Australia] I worked [in a] male-dominated [environment with] only three women. I had to be careful because while men will eventually respect you for what you have attained, the way you go about it, you have to be very careful ... it requires high-level skills to balance.

Mrs Saukilagi also described the effect of living in Australia when undertaking her Master of TESOL at Monash University. She learned that:

... in Australia, it doesn't matter who you are and what work [you] do, everybody [is] treated the same ... If you come into a workplace as a more educated manager, with a high and mighty [attitude], you would not do well in that particular place ... it's something I've taken with me.

Mrs Saukilagi is known for this quality in her school and broader community. While in other schools, parents and teachers fear the principal, Mrs Saukilagi is always available to her students and parents to discuss any issues they have. Ms Iliseva Volai, the Education Officer for Labasa, confirms that Mrs Saukilagi is:

... very open ... very vocal, very expressive ... what I've heard from people who taught under her is she had a totally Western concept about ... teaching and learning, and ... leadership which was quite different from other principals who were there at that time.

Ms Volai affirmed that Mrs Saukilagi encourages her students to speak up and that they can walk into her office at any time, which for the Fijian cultural context is unusual. However, Ms Volai admired Mrs Saukilagi's approach to leadership as she saw the benefits of children in being able to express themselves freely as having positive effects on their social and emotional development.

4.3.3 Fiji Case Study alumni possessed a service or development mindset

Many of the alumni in the Fiji Case Study stressed the importance of serving one's country and being of service to others with the skills and knowledge they had gained on award in Australia. One alumna suggested that Australia Awards recipients should focus on helping others to improve themselves and that the scholarship was not intended for personal gain. She stated that those lucky enough to have the opportunity to study in Australia should 'take advantage of this knowledge to aid in their roles back home in assisting others' and it was their obligation to act as mentors. Similarly, one alumna was motivated to come back and make a difference when she saw large differences between Australia and Fiji in terms of human and physical resources.

Mr Macanawai was motivated to apply for a scholarship to create positive change for others with disabilities. He said:

I wasn't born blind, I lost my sight when I was 17, and then I went to Teacher's College here and the struggle I found myself to get a scholarship to go ... it was hard. I think the fact that I had a disability made it harder. So my course helped change that. I saw that the experience of other persons of disability, my own journey with disability, I thought it shouldn't be that way. I guess I set myself the personal goal of contributing to that change and making it a little bit better for the ones coming after.

Mrs Saukilagi stated that at the time, gaining an international Master degree opened many doors of opportunity, and that most who obtained this level of education 'aimed to go to the top' – into academia. However for Mrs Saukilagi, this meant leaving teaching,

the career she loves. Mrs Saukilagi described her choice of a career that offered her personal fulfilment and the opportunity to positively impact the lives of others over advancement for its own sake. Her proudest achievements have been accepting the most disadvantaged students with little hope of studying elsewhere, and supporting them to complete secondary school and go on to lead productive lives.

This reflects the assumption that underpins one of the long-term outcomes of the Australia Awards of achieving partner-country development goals: that alumni are able and actually have the desire to make a positive difference to their country of birth. This is an important consideration for DFAT in selecting recipients.

4.4 Key challenging factors

Some alumni faced difficulties and challenges when trying to shape or contribute to achieving partner-country development goals.

The period immediately post-return was very difficult for some of the Fiji Case Study alumni.

4.4.1 **The lack of a clear plan for integrating skills, knowledge and networks on return to Fiji**

All of the alumni interviewed for this Case Study returned to the same organisation they had left before they took up the scholarship. They cited the benefits of this situation as financial/ job security and having some certainty about their future. However, at least three alumni expressed concern that they had outgrown their role or had ambition beyond what was offered in the role to which they returned. They described this as an unsettling process whereby they questioned their purpose, value, and ability to make the kinds of positive changes they imagined while in Australia. One alumna wrote to their employer six months prior to returning to open up a discussion about reintegration planning, but received no response. Another stated that institutional support was not present, and because she was not on the leadership committees that made decisions about departmental changes, she did not have a formal avenue to submit proposals based on the knowledge and skills she had gained on award.

Although strong examples are presented of alumni's eventual contribution to development, the period immediately post-return was very difficult for some of the alumni in the Fiji Case Study. In particular, they felt that alumni needed the following to assist them on their return to Fiji.

- **Succession planning**
- **Strong alumni support networks**, particularly in situations where alumni do not return to a specified or guaranteed role. Ms Montu proposed that alumni, when joined through a network could share values about a cause, could work together to assist when national problems arise, such as Tropical Cyclone Winston.
- **Early preparation of alumni for reintegration** and the challenges they will face – ideally before departure – so they are well prepared and have a strategy to address challenges upon return.

- **Support for alumni to get involved** in community or civil society groups. Dr Kedrayate described how civic engagement can raise an alumni's profile and assist them to become known for their expertise in a particular area, which would in turn assist in future job searches.

When students can hit the ground running, their experiences and outcomes are of a high quality and reflect positively on the long-term outcomes of the Australia Awards. DFAT staff in Fiji are currently supporting the reintegration process by forging strong relationships with employer and key stakeholder groups and organising regular alumni events. In addition, Australia Awards alumni from Fiji now complete a reintegration plan which is discussed with DFAT staff in Fiji and support is provided where needed.

4.4.2 **Lack of clear communication about the award rules, regulations, and requirements**

A number of alumni stated that the requirements of the award had not been clearly communicated to them prior to their arrival. Two alumni reported that their first year in Australia was virtually 'wasted' as they had to complete preparatory classes in research methods or content areas related to their research topics, which they had already completed in previous postgraduate courses. Other complications included an inappropriate delivery mode (such as reading units only for a sight impaired alumnus), the lack of an appropriate supervisor, and the act of changing supervisor causing significant delay. One alumna was enrolled in a different (lower level) course than her scholarship provided, and had to spend some months sorting out this issue. For two alumni, such problems contributed to a non-completion in one case, and in the other case, finishing with a lesser qualification than was anticipated.

Accordingly, the institution, its staff, entry requirements, and rules and regulations, and how these are communicated to alumni, all play a central role in the overseas study experience and have a direct influence on alumni's ability to achieve their goals on award. When students can hit the ground running, as Dr Puamau and Dr Kedrayate were able to, their experiences and outcomes are of a high quality and reflect positively on the long-term outcomes of the Australia Awards. Both Dr Puamau and Dr Kedrayate were able to visit the institution where they planned to study prior to accepting the award. Dr Kedrayate described this orientation visits as a 'very important' opportunity to be 'welcomed by [her supervisor] and shown around the campus'. These 'scouting' visits enabled them to clarify administrative, academic and logistical issues prior to commencing, which forged the way for a smooth start.

4.4.3 **The need to advocate for the value of their new knowledge to improve their sector**

A number of alumni stated that two specific barriers to applying the skills, knowledge and networks gained on award were the **status of the field or sector at the time, and attitudes and values about its importance**. Dr Tuimaleali'ifano experienced difficulty in gaining the support of leaders at USP to recognise the value of distance education as equally viable as face-to-face teaching. Dr Tuimaleali'ifano's doctorate at UNE was a triangulated study on factors that contribute to USP students' preparedness to undertake distance education. She conveyed the message to educational leaders that a 'classroom teacher will be ineffective without the requisite training and preparation, and so too will distance education be ineffective if professional skills are not applied to the course material development'.

Similarly, Mrs Tuivaga faced the dual challenges of parents' and educational administrators' low expectations for ECE as 'wasted time better spent with parents', or an 'opportunity to learn English'. Mrs Tuivaga dedicated her career to challenging these views and advocating for quality ECE, drawing on her multiple degrees in this field gained from Australian institutions.⁶ Most significantly, Mrs Tuivaga gained knowledge about ECE theory and practice regarding the importance of creative play and encouraging curiosity. These ideas were unconventional in Fiji at the time. Upon return to Fiji, Mrs Tuivaga worked as an adviser in various education offices but it was some time before she was able to obtain a senior education administrative position specifically in ECE, as it was yet to be created.

Ms Montu faced similar challenges in her role as a student counsellor at USP; the very idea of student counselling in a higher education setting, where problems without direct bearing on courses were traditionally addressed at home or church, was foreign in Fiji. Accordingly, Ms Montu had to advocate for the importance of counselling as an essential service that needed to be integrated into the university system in Fiji.

...even now some awardees return to Fiji 'ahead of the curve', with skills and knowledge gained in Australia which are yet to be fully embraced by their sector.

These sentiments were echoed by DFAT staff in Fiji, who stated that even now some awardees return to Fiji 'ahead of the curve', with skills and knowledge gained in Australia that are yet to be fully embraced by their sector. While the Fijian government might have determined that the skills and knowledge are in fact needed, the relevant unit might not yet be created, or particular approaches not yet become mainstream.

These examples provide context to understand the challenges alumni faced when they tried to apply their knowledge to positive effect. They emphasised the need for awardees to return with the kind of communication and leadership skills demonstrated by Dr Tuimaleali'ifano, Mrs Tuivaga and Ms Montu to champion the value of change to their sector or field in accordance with international good practice.

⁶ Sydney Teacher's College (now the University of Sydney), University of South Australia, and University of New England.

5. Economic and Public Diplomacy Outcomes

Summary findings

Economic and public diplomacy outcomes

Fiji Case Study alumni were able to provide some examples of cooperation or partnerships between Australia and Fiji that were developed as a result of studying in Australia. However, most active links between alumni and Australian people or organisations were informal.

Key enabling factors

Factors that enabled alumni to maintain or broaden networks or partnerships were:

- Australia Awards fellowships, which enhanced current networks and knowledge and created new ones
- Australian institutions, particularly when information sent was relevant to alumni.

Key challenging factors

Factors that challenged alumni in maintaining or broadening networks or partnerships were:

- the lack of contact with the Australian Government
- the lack of Fiji-based Australian alumni associations.

5.1 Background

Chapter 5 provides evidence to answer research question 2 of this Case Study: 'How are Australia Awards contributing to Australia's economic and public diplomacy outcomes?' This question relates to the following long-term outcomes of the Global Strategy, namely:

- alumni are contributing to cooperation between Australia and partner countries; and
- effective, mutually advantageous partnerships between institutions and businesses in Australia and partnerships.

All but one of the alumni in the Fiji Case Study have maintained some level of contact with Australia related to their scholarship. The most common type of contact was through the institution where the awardee undertook their study. This was significant given that almost all alumni studied in Australia more than 20 years ago. Some alumni maintained professional or peak body connections with Australian organisations in the years subsequent to receiving their award, but these dissipated as alumni changed roles or retired. Professional contacts were generally maintained for between four and five years post-award. Most alumni forged friendships with Australians, other international students and Fijians while in Australia, which they have maintained to the

present date. **Very strong and lasting friendships between the children of alumni and their Australian school friends** when in Australia were described, where both families visited Australia and Fiji to stay in touch for significant life events. While on award, alumni, particularly those undertaking doctoral studies, were invited to attend or present at conferences, which broadened their bilateral links. Post-graduation, alumni who continued to attend conferences in their area of specialisation were able to maintain their professional links through these fora. Generally, networks developed on award were more likely to be of a personal than professional nature.

The most common type of ongoing contact with Australia was through the university where the alumni studied.

5.2 Networks or partnerships developed between Australia Awards alumni and Australian organisations/Australians

Mrs Unaisi Tuivaga maintained strong networks with Australia and the Pacific in the ECE sector throughout her professional life. These included organising conferences and inviting Australian experts from her alma mater, such as the esteemed child protection expert Professor Freda Briggs. Mrs Tuivaga invited Professor Briggs to Fiji to run a series of workshops on child protection for education providers and other stakeholders, such as police officers. In addition, after undertaking her Australia Awards fellowship at UNE, Mrs Tuivaga facilitated a visit by UNE Professor Margaret Sims to attend a professional conference at Lautoka Teacher's College.

Dr Akanisi Kedrayate led a USP delegation to Deakin University and has since forged a Memorandum of Understanding with the university. This activity was initiated and designed by Dr Kedrayate based on her understanding about the value of partnerships with Australian institutions.

Mr Iowane Tiko has maintained contact with his colleague from the Catholic Education Office in New South Wales whom he regularly calls upon for advice and mentoring as a fellow education-system administrator. This relationship was forged during Mr Tiko's five month attachment to the Catholic Education Office during his Australian Government-funded doctorate studies in 2012.

Mr Setareki Macanawai receives regular updates from the Melbourne Business School, the university where he undertook his two-week Senior Leadership Course (Australia Awards fellowship) in 2010. This contact comes from the course providers in the form of news about advancements in leadership, not via the alumni office. Mr Macanawai has found this information useful in his professional endeavours.

5.3 Key enabling factors

5.3.1 Australia Awards fellowships play an important role in maintaining links

Alumni with current or more recent links were beneficiaries of more recent fellowships, which were successful in extending the value of networks and knowledge gained on award. As described above, Mrs Tuivaga and Mr Macanawai were recipients of Australia Awards fellowships in 2009 and 2010, respectively. These awards enabled alumni to build new networks and knowledge, and in Mrs Tuivaga's case, to revitalise older connections and contacts. As part of her fellowship, Mrs Tuivaga coordinated a

Pacific region conference on ECE, which involved inviting senior education bureaucrats from across the Pacific.

5.3.2 Institutions maintaining contact with alumni

Some institutions managed to stay connected with their alumni despite the considerable time lapse since their award. **Mrs Serafina Saukilagi** stated that she receives information from Monash University frequently about continuing study and ‘all the latest information from the university’. Dr Kedrayate stated that UNE ‘sends me newsletters and I vote for the office bearers, so I still have those links’ with the university. **Dr Eileen Tuimaleali’ifano** is also a member of UNE’s alumni association. All alumni were happy to receive contact from their institution and saw value in being an alumni association member.

5.4 Key challenging factors

5.4.1 Lost links with the Australian Government

Almost all of the participants in the Fiji Case Study reported that they could not recall being contacted by the Australian Government to be part of research or for any other reason, and welcomed the opportunity to speak about their experiences, challenges and achievements. Some alumni suggested that the difficulties in maintaining contact with networks in Australia were perpetuated by the visa restrictions at the time, whereby alumni were not allowed to return for five years. Further, it was stated that the geographical distance imposed an impediment, as did the intense workloads upon return.

5.4.2 Lack of Fiji-based alumni associations

Alumni were asked whether they had participated in a Fiji-based alumni organisation specifically for those who received an Australian Government scholarship. All were unaware of any such organisation and all agreed that it would be a positive development to establish an alumni organisation or network. Alumni stated that it would be important to:

- establish professional networks in one’s sector
- bring alumni together to share experiences and offset reverse culture shock
- obtain information about upcoming paid or voluntary opportunities
- share knowledge and thinking about particular development or sectoral issues.

However, one alumnus cautioned that such an organisation would need to provide services and information that were relevant to them for the organisation to be beneficial in the long-term.

DFAT staff in Fiji concurred with the alumni’s comments and stated that they try to offer substantial reintegration services but currently do not have a standardised way of doing so.

Local networking groups need to provide services and information that are relevant for alumni.

6. Views about Australia and Australian expertise

Summary findings

Fiji Case Study alumni's views about Australia, Australians and Australian expertise

Alumni in the Fiji Case Study generally held very positive views about Australia, Australians and Australian expertise.

Alumni's views about Australia were derived from a number of experiences:

- through studying in Australia on an Australian Government funded scholarship
- through working in Australian organisations, and on DFAT-funded aid programs
- through previous study experiences in Australia
- through family, community and bilateral links.

Australian expertise has been applied in the following ways:

- through sourcing Australian experts for particular roles in Fiji
- through applying theories and practices learned in Australia in professional contexts.

6.1 Background

Chapter 6 aims to provide data about how alumni view Australia, Australians and Australian expertise. Although not a specific research question, detailed data was collected about this aspect of alumni experiences as it is one of the four long-term outcomes of the Global Strategy: 'Alumni view Australia, Australians and Australian expertise positively'. Accordingly, a decision was made to report findings about this outcome in a separate chapter.

The Facility team determined that asking alumni directly about their views on Australia, Australians, and Australian expertise would not be useful and subject to acquiescence response bias. Accordingly, the interview instrument included questions such as 'Can you tell me about your time in Australia and experience as a scholarship recipient?' and 'During your career, have you ever drawn upon Australian expertise in your work? Can you give an example of this, such as Australian-developed practices, ways of working, processes, theory/theorists, consultants, journals, models, equipment etc.' This was determined as a more appropriate way of obtaining a balance of views. The latter question was designed on the basis that use of Australian expertise in a professional sense is a good indicator of one's views about the quality and relevance of that expertise. This chapter describes the various sources for alumni's views about Australia, and how these views were revealed in professional contexts.

6.2 How alumni's views about Australia were formed

Alumni's views about Australia and Australian expertise were formed in many ways, not only through their time in Australia on a scholarship, but via other work and study experiences and through family and community connections. The following examples provide evidence regarding the sources of alumni's views about Australia and Australian expertise.

6.2.1 Time on award

All alumni in the Fiji Case Study generally reflected fondly on their time studying in Australia. **Dr Akanisi Kedrayate** discussed the benefits of her time studying at UNE as follows:

We become absorbed and integrated into the life of the community. I remember when I was the President of the Pacific Islanders Association, every year we had a festival in town [and they would] invite us as students to participate. I was actually involved with the church there, with the youth group and so forth ... there were so many Pacific Islander students from PNG, from Solomon Islands, from Samoa, Tonga, Fiji. And then there are students from Asian countries, Thailand, Indonesia, even African students... Lots of international students there.

Further, Dr Kedrayate described the benefit of being in Australia 'where everybody is so free' and 'everybody treats you on that same level' as being able to speak freely in ways unpractised at home. Dr Kedrayate states that in this respect 'Australia really challenged [her]... the way people interact...' In this environment she felt able to speak freely with her supervisor, to admit her self-doubt and seek his support. She developed a strong rapport with academic staff at UNE and strengthened her ability to give and receive critical feedback.

Dr Eileen Tuimaleali'ifano concurred that studying at UNE was a 'great experience' for herself and her family, where her children could participate in all the activities on offer at their schools in Armidale. Dr Tuimaleali'ifano took advantage of the range of services available to her at UNE with the view, as a USP staff member, to understand the full extent of what a university could offer its students. **Mrs Serafina Saukilagi** also stated that studying in Australia was 'an amazing experience' and 'we were very proud to have been Monash students.'

Mr Setareki Macanawai's views about studying in Australia were more tempered. He applied for a scholarship as a person with disability and needed his learning environment to support his needs, but wanted the same academic experience as other students. However, Mr Macanawai discovered on arrival at UNE that he was enrolled in all reading units when other delivery modes were available. This decision was made by UNE to 'make things easier' for Mr Macanawai. Subsequently, Mr Macanawai negotiated with his supervisor for a change of delivery mode, an increase in the number of units studied per year, and a change in the focus of his study to incorporate more units in special education. Mr Macanawai credits the Australian High Commission in Fiji and staff from the former AusAID (Australian Agency for International Development - now DFAT) with understanding and accommodating his needs on award by providing him with disability support services, such as a laptop with speech recognition software and a guide dog. According to Mr Macanawai, UNE had little in the way of disability support services at the time of his studies.

6.2.2 Other work and study experiences

Alumni in the Fiji Case Study described other sources of their views about Australia, Australians and Australian expertise. These included experience working in Australian companies, experience working on DFAT-funded aid programs, and participation in previous study in Australia. Notably, Dr Kedrayate had previously studied in Australia before applying for an Australian Government-funded scholarship. **Mrs Unaisi Tuivaga** studied in Australia on three occasions, two of which were funded by the Australian Government. **Mr Iowane Tiko** studied in Australia on Australian Government-funded scholarships on two occasions; once for his Master Degree and once for his doctoral studies. Accordingly, these three alumni's views about Australia, Australians and Australian expertise have gained depth and complexity after each occasion and the views they expressed must be understood in this context. All other alumni interviewed studied in Australia on only one occasion and five alumni studied in countries other than Australia and Fiji, which afforded them a broader international perspective.

6.2.3 Family, community and bilateral links

The bilateral relationship between Australian and Fiji is underpinned by strong trade, aid, and community connections with up to 50 000 Fijians working in Australia and 300 000 Australians visiting Fiji each year. Alumni affirm this with their views about education in Australia. Dr Kedrayate advised that UNE was a favoured Australian university for Fijians in the past. She said it offered programs in a diverse range of disciplines, which a number of people from Fiji have applied to and been accepted: 'Since then the news has got out that [Armidale, where UNE is situated] is a nice little town. The people who have gone there, they find it nice; it's a country town, they don't get lost, the people are nice.'

Dr Priscilla Puamau drew upon her existing family links in Australia to facilitate a smooth start at UQ. She described her time settling into Australia as 'amazing ... because I already had my networks, my nephew and his fiancé were living in Brisbane. It wasn't too difficult to organise schools, organise accommodation. So when we arrived in Brisbane, we [all] went straight into a house.'

DFAT staff in Fiji concurred that positive views about Australia are built upon commonalities perpetuated by ease of communication in English, a similar system of government, love of sports and general like-mindedness which forms the basis for a strong collaborative relationship.

6.3 Application of Australian expertise

All alumni stated that they have drawn upon Australian expertise throughout their career in various ways. Standout examples were described by alumni and have been organised into two groups based on commonalities between them. The two areas for application of Australian expertise related to people and practices: sourcing Australian expertise, and applying theories and practices sourced from Australia.

6.3.1 People – sourcing Australian expertise

Dr Kedrayate described seeking out Australian expertise in English language teaching to review USP's programs for quality and content.

Dr Puamau described sourcing the majority of consultants from Australia on Access to Quality Education Program (AQEP). She stated that 'They utilise theories and best

practices applicable in other countries, but perhaps with a specific focus on what's happening in Australia, as that's the experience and background [they bring] with them'.

6.3.2 Practices – applying theories and practices learned in Australia

Mrs Saukilagi described applying particular theories learned in Australia in the Fiji school environment such as mother-tongue instruction, and cites Dr Margaret Gearon from Monash University as an inspiration for the advice given to parents and teachers.

Mr Macanawai credited Australian disability organisations with supporting him to lead the disability movement in the Pacific and he draws upon these links on a regular basis.

Mr Tiko observed education officials using smartphone-based technology to update Educational Management Information System data in New South Wales and sought to apply this technology in Fiji.

Ms Montu diligently drew as much from her experience studying in Australia as possible. While in Australia, she self-funded visits to counselling centres outside the university and state. Since her return to Fiji, Ms Montu also subscribed to Australian journals, and regularly visits the websites of Australian counselling organisations to 'see what is changing in their space'.

7. Impact of Australia Awards on addressing equity issues

Summary findings

The impact of Australia Awards on investment priorities

Targeted approaches to ensuring gender equality and disability inclusiveness have enabled alumni to progress further in their careers than they otherwise would have.

Key enabling factors

The key factors that enabled alumni from targeted investment priority areas to succeed were:

- provision of additional support and allowances to female alumnae with families
- provision of supportive enabling environments with access to disability services if required.

Key challenging factors

The factors that challenged the success of alumni from targeted investment priority areas were:

- specific cultural and systemic barriers in the workplace
- difficulties for alumni with disability relate to unconscious bias and assumptions of ability both in Fiji and while on award.

The barriers that limited equitable access in receipt or acceptance of an Australia Awards scholarship were:

- for women – cultural and family expectations placed them as the primary caregivers, which could be a barrier to applying for a scholarship
- for people with disability – barriers for people with disability in accessing the benefits of the Australia Awards were twofold. There were the barriers faced by the individual, and there were the barriers in resources and capacities of institutions to host students with disability.

7.1 Background

The final research question, ‘Are the benefits of receiving a scholarship experienced equally by all groups who have received them?’ seeks to understand the impact of the Australia Awards on Australia’s investment priorities regarding gender equity and female empowerment, and disability inclusiveness. There are two aspects to evaluating this: first, understanding how alumni have been impacted by receiving Australia Awards; and second, understanding what barriers exist for women and people with disability in accessing the Australia Awards and its benefits.

Although alumni with disability faced cultural and attitudinal barriers, all Case Study alumni credited the benefits of receiving scholarships as having a significant impact on their career progress.

7.2 Barriers to access

The level of impact the Australia Awards can have on DFAT's investment priorities is influenced by the barriers to access for people with disability and women, and reflects the wider context within which the Australia Awards operate.

There are recognised challenges that exist in broader society that can impact on women and people with disability. A common theme, reported by Case Study participants across all stakeholder groups (DFAT, alumni, employers or colleagues of alumni), was culture and attitudes that created barriers in accessing scholarships and progressing in the workplace. One such example was explained by disability advocate and alumnus, **Mr Setareki Macanawai**:

Societal expectations of women and people with disabilities will determine society's perspective towards opportunities and employment ... In the context of the Fijian society, how we see our women, and the roles we prescribe to them as women I am sure will have a bearing on job opportunities. I think that is also in relation to people with disabilities, how society views people with disabilities – maybe that they should be at home and to be looked after and to be supported by relatives. Which is a challenge in of itself.

DFAT recognises the role of culture in creating barriers to accessing the Australia Awards. DFAT staff in Fiji state that targeting particular groups and priority sectors is one of the strengths of the Australia Awards. This allows those who might not otherwise have the opportunity to pursue further studies to receive an Australian-accredited qualification, or study at a local institution to get a higher qualification and contribute to the development of their country.

However, effectively targeting disadvantaged students for tertiary education scholarships is challenging. In Fiji, Ms Christina Munzer, DFAT's Counsellor, Development Cooperation Fiji and Tuvalu, is cognisant of the difficulties in achieving diversity in the range of scholarship applicants and who are aware of the initiative and prepared to apply. To further reduce barriers, Ms Munzer noted that:

...a 'pre-application package of support, and messaging around the opportunities available for women and people with disability could be bolstered to ensure they are aware of and well prepared to apply for a scholarship.

Substantial outreach is required to ensure that people from a range of backgrounds are aware of the initiative and prepared to apply.

The Australian High Commission in Suva has, however, achieved great success in reaching a range of applicants and, in a recent intake, was able to offer scholarships to four hearing-impaired applicants. Auslan interpreters were provided for this specific group for the interview and application process.

For the participants in the Fiji Case Study, most of the less recent alumni interviewed said that they did not feel they were impacted by any barriers to accepting the scholarship. In fact, two alumnae cited complex and demanding work situations

whereby the scholarship opportunity provided them with a 'circuit breaker'; the opportunity to depart from the issues they faced at work and gain new skills, knowledge and perspectives. Upon return, they found that the work situations had changed, and so had they. One alumnus reported family and financial commitment difficulties, which were able to be overcome.

7.2.1 Barriers to access for women

Overcoming barriers for women to access the Australia Awards is an area DFAT staff in Fiji are actively addressing through both the promotion and application stages. For women in rural areas and/or with families, cultural expectations in addition to financial constraints are cited areas that require further support.

One alumna reported that accepting the scholarship required her to rehouse her extended family who had been living with her. She was able to resolve her concerns regarding her mortgage repayments by renting the house to her employer for staff housing. While these hurdles did not prevent the alumna from accepting the scholarship, she was required to make significant considerations and arrangements to make it possible.

Another alumna, **Ms Mary Montu**, explained that cultural expectations of women as the primary caregivers tend to result in women sacrificing opportunities or taking their children with them, often without their partner. As a former counsellor at the USP, Ms Montu stated:

This creates a lot of extra problems; the need to locate schools, find accommodation where they can house their children, pay for their healthcare, and all of it costs money. Plus you can't have time to devote yourself to the studies. It's really hard. I'm sure it seems one-sided in relation to gender and it's because the females at the postgrad level are usually involved in a job, they have children, and they have home responsibilities so they struggle to further themselves.

7.2.2 Barriers to access for people with disability

Barriers for people with disability in accessing the benefits of the Australia Awards are twofold. First, there are the barriers faced by the individual, and second, there are the barriers in terms of resources and the capacity of institutions to host students with disability.

Mr Padric Harm, DFAT Senior Program Manager (Bilateral Education) provided insight into the barriers faced by people with disability in applying for Australia Awards. This included the appropriateness of the International English Language Testing System (IELTS) for hearing impaired students, and the need to work with host institutions to assist students in meeting entrance requirements. Mr Harm described the plight of a hearing-impaired awardee who had difficulty passing the IELTS, and was provided additional support to retake it, but unfortunately did not have the capacity to go forward.

This situation is compounded by the difficulty of ensuring adequate and appropriate support is provided to students with disability at host organisations. **Dr Eileen Tuimaleali'ifano** recalled working with Mr Macanawai and the Fiji Blind School to understand the kind of equipment and resources USP needed to provide to allow full access for visually impaired students to study. The greatest difficulty faced by USP in providing these services was securing funding.

The facilities of the host institutions are central in ensuring students with disability can participate to the fullest extent. Ms Talei Komaitai--Ritova, a colleague of **Dr Akanisi Kedrayate** at USP, stated that accessibility throughout the campus remains an issue. She recalled an instance where a student with disability was unable to access their classroom on the third level, however, she also noted that facilities have been improving over time. Mr Harm noted that USP has come a long way with a number alumni having successfully completed study at the university. However, it has been a difficult process at times, particularly for local institutions that are not set up to cater for students with disability.

Supporting students with disability is an area in which DFAT staff have provided extensive resources for reducing access barriers. The assistance provided by the DFAT disability support coordinator in Canberra was identified as an asset in coordinating support to mobilise students with disability. However, the cost of support services was identified as a key feasibility consideration. In addition, extensive time is required to coordinate and ensure that suitable arrangements are in place, which places additional burden on staff capacity.

Despite these challenges, **DFAT staff in Fiji demonstrated strong commitment to promoting and assisting applicants with disability**, and to offering a quality initiative that has developed over time. This is evidenced by ever-increasing numbers of people with disability being awarded with and completing scholarships.

7.3 Impact on gender equality and the empowerment of women

Although culture and family commitments have been identified as challenges for women in accepting and taking on further study, Fiji Case Study alumnae with families confirmed that the **support provided by the Australia Awards had a significant positive impact on their ability to successfully complete their studies**. In addition, a number of alumnae reported advancement in their workplaces as a result of their higher degree. However, the challenges they faced related to specific cultural and systemic barriers in the workplace. Through the Australia Awards, alumnae developed skills, knowledge and experience to navigate around such barriers.

7.3.1 Positive impacts for women

The Australia Awards ensure gender equality by providing an equal number of scholarships to male and female applicants at the global level. In Fiji, applicants are shortlisted equally by gender and by priority sectors.

On scholarship, alumnae in the Fiji Case Study **were positively impacted by the additional benefits that were provided to them** and their families by Australian Government scholarships. Staff from the former AusAID (now DFAT) actively provided support, such as assisting in the coordination of visas and providing advice on the financial considerations required when bringing children.

A number of alumnae cited the generous allowances and family support available at the time, without which they would not have been able to accept the scholarship. **Mrs Serafina Saukilagi** reported that the representative who looked after her scholarship took care of the 'little things that mattered' such as medical requirements and allowances, and when she discovered she was pregnant they were very supportive. Dr Kedrayate praised the generosity of the Australian Government in paying for the

allowances for her three children who were able to attend secondary school in Australia. She noted that the scholarships office was proactive in contacting her to support her studies. **Dr Priscilla Puamau**, as a recipient of an in-service scholarship funded by the governments of Fiji and Australia, was fortunate to draw a salary while on award which enabled her to take her four children, and her mother to assist with childcare. Dr Puamau stated that without this support she was not confident in being able to do well at university, and as a result she was better placed to excel.

For at least two alumni, staff from the former AusAID (now DFAT) had a direct positive impact as an intermediary between the alumni and university, and supported the alumni with their special needs. This was a critical enabling factor when applying skills, knowledge and networks gained on award. One alumna, Dr Tuimaleali'ifano, found that her scholarship for her doctorate didn't cover any travel costs. Accordingly, a small grant was provided by staff from the former AusAID (now DFAT) to Dr Tuimaleali'ifano to cover travel, transport and per diems. She said that this was very valuable as it enabled her to collect the requisite data from the participating Pacific Island Countries to answer her research question and complete her doctorate.

When scholarships effectively target the most disadvantaged they can have an intergenerational effect in improving educational outcomes.

Fiji Case Study alumni's career progress was positively affected by receiving a scholarship to study in Australia. Dr Puamau attributed the advantage of having a doctorate in her career progression, particularly over male staff with lower degrees. Mrs Saukilagi stated that receiving her master's degree was central to her promotion to principal two years after her return.

Dr Puamau also proclaimed that when scholarships effectively target the most disadvantaged, they can have an intergenerational effect in improving educational outcomes, as it did for her and her children. She stated:

I want to say something, [about getting a scholarship] ... If we are talking about disadvantaged students, I was very disadvantaged, I was so poor, so poor, as a child. My father died when I was 11, and my mother on a typist salary (which is a pittance) raised five children singlehandedly. And the sacrifices she made, the fact that there wasn't any food in the house ... we were just going from meal to meal ... That kind of thing really contributed to my desire to do well in school. I didn't want that for myself, I wanted to do something that would make my mother (and grandmother) proud. I think that was the motivation for me to really do well in school. In primary school I was on a scholarship because I was a disadvantaged child and I worked hard in school. I have had scholarships all the way through; in primary school, in secondary school I was on some kind of support from the government. Then when I went to university for my bachelor's degree, I was on a Barclay's Bank scholarship. And I was very grateful to do a PhD on an AIDAB (Australian International Development Assistance Bureau) scholarship. I am very thankful that I can see my trajectory from poor person ... having hardly anything to eat, [to where I am now] through education; it's a great leveller. It's such a great way to improve our standard of life, so now my children and my grandchildren are reaping the benefits of the fact that I persevered. My family and children, and grandchildren ... my oldest daughter, she is 34, she won a Fulbright scholarship, and is doing a Masters in National Security Law at Georgetown University in Washington. You can see the effects of this filtering down to the children. I've got four children, I've got 2 boys ... they're still at university ... but my [second] daughter did her

bachelor at USP in biology and chemistry. And the year she finished, she wanted to do medicine, her desire was to be a doctor. She is [now] in her 5th year and will do her final year next year. She will be a qualified doctor in 2018. She has the luxury to stay in school this long because of the benefits of education in our lives.

7.3.2 Challenges for women

Alumnae interviewed as part of this Case Study have had to overcome **specific cultural and systemic barriers to build successful careers in Fiji upon their return from studying in Australia**. Preference was often given to men for promotions; however, when women had the opportunity to demonstrate their skills, experience, and knowledge, they challenged traditional notions of women's roles and abilities. Alumnae credited studying in Australia with fostering communication skills to advocate for themselves and their careers to positive effect.

The scholarship weakens the effect of sex discrimination but by no means eliminates it. Women are further along in their careers than they might have been without a scholarship, but do not rise to the heights of their potential. The alumnae in this Case Study felt they were **negatively affected by a work culture biased towards men**. A commonly reported perception was that their male peers progressed more quickly and more easily. One alumna did not feel that promotions were being awarded on merit in her workplace; experienced and qualified female peers were overlooked as a result of an 'old boys club' culture. Another alumna described that although there is now an appreciation from men towards women in the workplace, with more women being educated and achieving higher qualifications, leadership positions are still dominated by men.

In navigating the workplace successfully, another alumna spoke of the need for women to learn to be strong and to speak up. Another colleague reported that 'sometimes it's hard to accept that one of your own people is qualified and would be the best person for that position. Sometimes being a woman is a barrier'. One alumna reported that her outspokenness resulted in pushback from colleagues.

While alumnae largely reported positive experiences in being able to take their families with them on award, one alumna reported the difficulties she experienced when she fell pregnant six months before the end of her scholarship. As a result, her employer cancelled her scholarship payments on the basis that her leave was not for the extended period of time. The alumna overcame this challenge through her own commitment and determination to receive her degree regardless.

7.4 Impact on disability inclusiveness

Mr Macanawai is an expert on disability inclusiveness, through his personal experiences and the depth of his professional knowledge. He reported both the positive impacts on his career and the challenges he overcame when he received an Australian Government-funded scholarship. As discussed in section 7.2, disability inclusiveness has been a gradually improving area of the Australia Awards that has benefited from the targeted attention of DFAT Fiji staff in promoting and supporting the award to students with disability. This attention has resulted in the shortlisting of ten candidates in the past intake who reported having a disability. To ensure a fair selection process, a separate interview session was held for these applications, but nevertheless, they

competed in the same selection pool as all the other candidates, and four were successfully selected for regional scholarships.

7.4.1 Positive impacts for people with disability

DFAT staff had a direct impact on an alumnus with disability and their ability to succeed at university in Australia, and filled a services gap [at the time] within a university. In Mr Macanawai's words, without that support it was unlikely that he would have attended or completed university and achieved all that he has. This support has had a multiplier effect: Mr Macanawai returned to Fiji to advocate for other Fijians with disability to access support to attend local universities and became a regional leader in disability advocacy across 15 countries. He now has a staff of 12 as the Chief Executive Officer of the Pacific Disability Forum.

As a leading disability advocate, Mr Macanawai concluded that the challenge in achieving disability inclusiveness was in changing attitudes and raising awareness. He stated that the support organisations and DFAT have been beneficial and have resulted in a number of alumni with disability being successfully absorbed into the workplace. This includes one recent alumna who was selected to establish and run the disability support centre at Fiji National University.

7.4.2 Challenges for people with disability

Challenges for alumni with disability relate to unconscious bias and assumptions both in Fiji and while on award. One Fiji Case Study participant described this bias as being borne from sympathy, but which undermined the appreciation of ability. By contrast, others expressed bias through impatience and unwillingness to accommodate requirements for support.

Mr Macanawai experienced this bias first-hand:

I went in for Masters of Education Administration, and I turned up and I found out that my course units were not really different, but the modality ... how it was going to be taught [was different]. It was all going to be reading units ... I found out from the course book. I found out that there were other units, and there were other students doing the same work but doing different modes of delivery. It was face-to-face, and it was like my units were scattered over two years.

At the university I told my supervisor to change the mode that I was given of studying ... When I had the conversation with them, I made it clear to them I wanted the same experience as the other students. The same weight of the piece of paper, it had to be the same.

As a result, Mr Macanawai requested that the delivery modes be changed so that he could receive an equivalent educational experience to that of his fellow students. In response, the university changed the delivery mode to a mix of reading and face to face.

Overall, there was agreement among Case Study participants that attitudes and awareness has been improving over time. One employer participant provided the example of DFAT-funded Ministry of Education programs such as AQEP, which is focused on improving and mainstreaming education for students with disability. In addition, another participant, Mr Kapil Nadan stated that USP has adopted a disability inclusiveness policy.

8. Conclusion

The first Facility Case Study focused on alumni from the education sector in Fiji. A total of eight alumni participated, most of whom are women. A range of participants across the education sector were included, providing **evidence of development impact that spanned early childhood, school and tertiary education, and the education bureaucracy**. Further, it was possible to categorise these into contributions that improved the **education system** and contributions that **improved outcomes for students**. Neither of these could be deemed more important than the other. In fact, **one of the unique features of the Fiji Case Study was the ‘ripple effect’ that alumni had**; while only eight alumni were included in this study, it was evident that many others felt the effect of their contributions – both students and colleagues. **This demonstrates the extended positive impact of investing in Australia Awards in Fiji.**

Mr Setareki Macanawai stands out for launching the disability movement in the Pacific and inspiring other people with disability to access education and further the disability movement themselves. **Mrs Serafina Saukilagi, Mrs Mary Montu, Dr Akanisi Kedrayate, Dr Eileen Tuimaleali’ifano** and their colleagues reported the impact that these alumnae had on countless students in schools and universities. Alumnae and their colleagues recounted how numerous students had returned to, or remained at school or university with the support of these alumnae, and gone on to lead productive successful lives. Other alumni such as **Dr Priscilla Puamau, Mr Iowane Tiko and Mrs Unaisi Tuivaga** made positive contributions in the areas of education access, data collection and management, and early childhood education. **Overall, findings from the Fiji Case Study suggest that Australia Awards Outcome 1 was achieved.**

While a number of alumni remained in contact with their university, most links and connections with Australia were informal and very few examples of institutional partnerships were provided. Most alumni professed the desire to reconnect with Australia, however **the lack of a Fiji-based alumni association was seen as a limitation when considering the achievement of the Australia Awards Outcomes 2 and 3.**

All alumni held very positive views about Australia as evidenced by their application of Australian theories, practices and learning in their roles. **This indicates strong impact regarding Australia Awards Outcome 4.**

A prominent feature of the Fiji Case Study was the impact of Australia Awards on issues of equity such as gender and disability. This Case Study provided profound examples of the impact of the Australia Awards, **by targeting those who would not have studied overseas, or progressed in their careers to the extent that they did without a scholarship**. In addition, some alumni themselves, namely Dr Puamau and Mr Macanawai, positively improved education equity through campaigning for and developing national policies and strategies for inclusive education.

It is important to note that this Fiji Case Study presents the first opportunity to use the Case Study methodology and instruments. The methodology proved effective to collect

and collate relevant data, and analyse and present findings about the long-term outcomes of the Australia Awards, with only minor changes required for subsequent Case Studies in Year 1.

9. Alumni profiles

Dr Akanisi Kedrayate Tabualevu

Achievement for me is not something for myself [that] I can gain, achievement for me is serving. My philosophy about life is about serving people so that they can develop their talents and skills and serve other people. That is the greatest achievement, being here and coming back from Australia and teaching so many people. I have taught so many, and to find out they are taking leadership positions, for me that's my greatest achievement.



Scholarship	Development Award – PhD: 'Non-Formal Education in Fiji – The Potential for School Based Programmes'
Years	1991 - 1997
Degree	Doctor of Philosophy (Education)
University	University of New England
Current position	Dean of the Faculty of Arts and Law, the University of the South Pacific (USP)
Brief Biography	<p>Dr Kedrayate applied for an Australian Government scholarship in the early 1990s, when she was Assistant Head of the School of Humanities at USP.</p> <p>While in Australia, Dr Kedrayate worked for the New South Wales Department of Education, Northern Region, as Community Liaison Officer. This role offered her insights into the education bureaucracy in Australia and gave her the confidence to assume leadership roles with increased responsibility throughout her career.</p> <p>Upon her return to Fiji, Dr Kedrayate has undertaken many community and professional leadership roles such as Chair of the National Reconciliation Committee (2003-2006), Chair of the Public Rental Board (2004-2005), and President of the Fiji Association of Women Graduates (2003-2007, 2009-2010). Dr Kedrayate was appointed as Dean of the Faculty of Arts and Law in 2009.</p>

Location at time of field research: Suva, Fiji
Date of interview: 25/10/2016

Dr Eileen Julie Tuimaleali'ifano

[From my work during the PhD] I now had my research results. So now I had a better idea about what was out there in terms of kinds of people who are studying at a distance, and their needs. In what we asked them to undertake, by being distance students, were they fair? ... we had students in small island countries, or in Fiji they came from villages ... So we that kind of information now ... the PhD had a dual purpose, one for me to get away and do some professional development, and two, it was an opportunity, I was freed up now to do the research. Whereas when I was working, research of that scope was near impossible. We had all that, and I was also able to share that information with the subject specialists, and the academics in the teaching departments.



Scholarship	Development Award, PhD: 'Attributes, learning preparedness and study disposition of adult vocational distance learners at the University of the South Pacific as influenced by their personal situational and study environments'
Years	1992 - 1996
Degree	Doctor of Philosophy (Education)
University	University of New England
Current position	Director of the Centre for Education Languages and Technology (CELT), Kip McGrath Centre, Suva
Brief biography	<p>Dr Tuimaleali'ifano was a secondary school teacher for a number of years before deciding to upskill and move into distance and flexible learning. After completing a Master of Education from the University of the South Pacific, Dr Tuimaleali'ifano accepted an Australian Government scholarship to undertake doctoral studies at the University of New England in 1992.</p> <p>Upon return, Dr Tuimaleali'ifano undertook a number of roles in the Distance Education Unit of USP including Senior Lecturer, and Instructional Designer and Coordinator for Course Development, before becoming Acting Director of the Distance and Flexible Learning Centre. Dr Tuimaleali'ifano employed the skills and knowledge she gained in Australia researching the factors that supported and challenged Pacific Regional students from studying at a distance to improve student outcomes.</p>

Location at time of field research: Suva, Fiji
Date of interview: 28 October 2016

Ms Elizabeth Mary Montu

I feel like I have given my best. And regardless of whether I receive any commendation, I feel that I have done all my training, like the more you get the more you give, I have tried to help all students best way I possibly can. That's the reason for my initiative to take on the training of career counselling...going overseas is very important and you can never say otherwise. You learn by doing, whether you want to or not. I honestly don't think I would have gained so much knowledge, become aware of so many needs without this experience.



Scholarship	Development Award, PhD candidate: 'Factors affecting academic performance of first year students at USP'
Years	1993 – 1996 (discontinued 1998)
Degree	Doctoral candidate, graduated with a Master of Educational Administration,
University	University of New South Wales
Current position	Retired, formerly Counsellor at University of the South Pacific
Brief biography	<p>Now retired, Ms Montu held the position of counsellor at the University of the South Pacific from 1974 to 2010. Prior to her Australian government scholarship Ms Montu studied in the United States of America where she received a Bachelor of Arts and Graduate Certificate in Education at Bethany Bible College in California and a Master of Education in Counselling and Psychology at the University of Hawaii in 1978.</p> <p>Ms Montu was serving as the sole counsellor at the University of the South Pacific (USP) prior to being selected to undertake a doctoral degree at the University of New South Wales. In this role, Ms Montu held responsibility for the pastoral care and counselling for an estimated ten thousand students from 12 countries and staff. At UNSW Ms Montu undertook studies as a doctoral candidate graduating with a Master of Educational Administration which included a research project examining learning outcomes for international students which later influenced the support Ms Montu provided at USP.</p> <p>Post award, Ms Montu resumed her role as counsellor which had grown in responsibility for close to thirty thousand students, and was tasked with developing training for residential assistance on the university campuses. Up until her retirement in 2010, Ms Montu implemented programs and support services addressing student welfare and performance and career counselling, positively impacting the thousands of students her department was solely responsible for.</p>

Location at time of field research: Suva, Fiji

Date of interview: 28 October 2016

Mr Iowane P. Tiko

[I] observed in Australia, while working for education officials (Australian Catholic Education Office - CEO) as part of the Australia Awards attachment that the CEO was recording school level data, and using this to populate a database ... I decided that this was a good strategy for big ministries with extensive travel. Working with UNICEF and UNESCO using their app AKVO Flow which was brought from South America and put together with FES, we created an informative database that is accurate ... it assists with national planning to update school buildings. This data helped with the Cyclone Winston response ... [If we] don't go abroad, we won't see [how technology can be used].



Scholarship	Development Award; PhD candidate: Curriculum Assessment; DFAT Lautoka Teachers College Upgrading Project
Years	2012 – 2014; 2005 – 2007
Degree	Doctoral candidate in Education (Curriculum Assessment); Master of Education (Mathematics),
University	University of New England; Deakin University
Current position	Permanent Secretary for Education, Heritage and Arts
Brief biography	<p>Mr Tiko is currently serving as the Permanent Secretary for Education, Heritage and Arts following his appointment in 2015. Prior to, Mr Tiko gained a Certificate in Teaching (Primary Teaching) from the Lautoka Teachers College in 1988 and began teaching in 1989. This led to positions as head teacher, then lecturer in education, mathematics and early childhood maths, Senior Lecturer, and Head of school. Following this, Mr Tiko undertook the roles of Senior Education Officer and Principal Education Officer.</p> <p>During this time Mr Tiko also gained a Bachelor of Education (Mathematics) from the University of Waikato in New Zealand, a Postgraduate Diploma in Mathematics and Statistics from Naruto University of Education in Japan, and a Master of Education from USP. Mr Tiko received a Master of Education from Deakin University as part of the DFAT Lautoka Teachers College Upgrading Project, and received an Australia Awards scholarship to undertake doctoral studies. Post award as Permanent Secretary, Mr Tiko has implemented the use of technology for database management observed while placed with the Australian Catholic Education Office.</p>

Location at time of field research: Suva, Fiji
Date of interview: 26 October 2016

Dr Priscilla Puamau

What I see as an achievement in the community, and I'm talking about the larger Fijian community, the wider Regional community, is being able to serve [on PRIDE] a community comprising 15 countries, and come back to Fiji and now be able to serve at national level on [this] bilateral program. I think the highlight for me is the recognition, or the knowledge, or the awareness. I don't think there are too many bilateral projects that are headed by an indigenous [female] person from that country. I think, there might be a direct link with what's happening today, with the decision that I made back in the 90s to do my PhD in Brisbane.



Scholarship	Development Award, PhD, topic: understanding educational disadvantage and its effect on Indigenous Fijians
Years	1995 - 1998
Degree	Doctor of Philosophy (Education)
University	University of Queensland
Current position	Team Leader/Senior Education Adviser, Access to Quality Education Program (AQEP)
Brief biography	<p>As the Team Leader and Senior Education Advisor for AQEP since 2001, Dr Puamau is the first female indigenous Fijian to lead a major DFAT education investment in Fiji. One of five children, Dr Puamau was raised by her mother on a single income, following the death of her father at age eleven. Her experience of poverty at a young age motivated her desire to do well academically. Dr Puamau successfully transitioned through each stage of her schooling, from primary through tertiary, with the assistance of scholarships.</p> <p>Dr Puamau successfully applied for jointly funded in-service scholarship by the Fiji government and AIDAB (now DFAT). At the time of application, Dr Puamau was working on the co-funded Fiji Australia Teacher Education Program (FATEP) which was a three year teacher education program in the tertiary sector. Dr Puamau completed her Doctor of Philosophy in Education at the University of Queensland in 1998.</p> <p>Post award, Dr Puamau spent one year with the Ministry of Education as an advisor prior to returning to the Teacher Training Institute where she was promoted to Principal. Following this, Dr Puamau joined the Pacific Regional Initiative for the Delivery of basic Education Project (PRIDE) as an education advisor then Director. Dr Puamau has held significant influence in shaping education policy in Fiji, writing in 2001 the Fiji Education Sector chapter for the 20 Year National Development Plan.</p>

Location at time of field research: Suva, Fiji (interview conducted by phone)

Date of interview: 10 November 2016

Mrs Serafina Saukilagi Togenavanua (nee Gukibau)

I am really proud of the fact that I have [a] given second chance to so many students ...Those that would not be accepted anywhere, have come back to me [after graduating] and said 'ma'am thank you for giving me a second chance'. I have students that are now bosses ...I have [one who is] a teacher. My proudest achievements in schools are where I made a difference, in particular schools like Holy Family, Cathedral College and this school [All Saints Secondary School], where we have a lot of very disadvantaged students, students who come from very difficult backgrounds.



Scholarship	Development Award
Years	1992 - 1995
Degree	Master of Education (TESOL)
University	Monash University
Current position	Principal ED1D, All Saints Secondary School, Labasa, Ministry of Education
Brief biography	<p>Ms Saukilagi is currently the Principal (ED1D) at All Saints Secondary School in Labasa, but began her career as an assistant teacher in 1987 in the town of Savusavu. Ms Saukilagi moved to Labasa in 1990 where she was the Acting Head of Department Language at Bulileka Sanatan College in 1991.</p> <p>Soon after moving to Labasa, Ms Saukilagi successfully applied for an AIDAB (now DFAT) scholarship to undertake a Master of Education (TESOL) at Monash University.</p> <p>Post award, Ms Saukilagi returned to Labasa and undertook the role of Vice Principal at Holy Family Secondary School, rising to Acting Principal within the year. At this time, Ms Saukilagi was 32 years old, and likely the youngest Principal in Fiji at that time. Following three years as Acting Principal Ms Saukilagi's position was formalised which she remained in until 2006. Following this Ms Saukilagi has also been Principal at Labasa College, Cathedral Secondary School (Suva), and her current school All Saints Secondary School.</p>

Location at time of field research: Labasa, Fiji

Date of interview: 27 October 2016

Mr Setareki Seru Macanawai

[What I am most proud of is] this organisation that I work for now [PDF]. Growing it to this point, being able to see other people with disabilities get together...[and to] be able to see where there was nothing to now see a special school there, see policies [in place]. It's very satisfying. And to see a region like the Pacific have first a disability strategy just launched, and the second regional strategy adopted last month. So to see the increased attention to disability rights across the region, and at one level through government...and at the other level...people themselves advocating for their own rights.



Scholarship	Development Award
Years	1995 - 1998
Degree	Master of Education Administration; Bachelor of Education (Special Education) Honours
University	University of New England
Current position	Chief Executive Officer, Pacific Disability Forum
Brief biography	<p>Mr Macanawai is the Chief Executive Officer of the Pacific Disability Forum (PDF) since 2007. At the age of 17 Mr Macanawai lost his sight but successfully attended the Lautoka Teacher's College and went on to teach at the Fiji School for the Blind (FSB). Mr Macanawai received a Rotary Scholarship undertaking units in special education at the University of Tennessee, in addition to a Diploma of Special Education (Visually Impaired) at Auckland College of Education. Mr Macanawai undertook an Australian government scholarship to study for a Master of Education Administration at the University of New England (UNE). At UNE, Mr Macanawai was able to utilise his previous study to extend his award which enabled him to graduate in addition with a Bachelor of Education (Special Education) Honours and a Faculty Medal for Outstanding Achievement.</p> <p>Post award, Mr Macanawai spent one year with the Special Education Unit within the MoE where he contributed to policy development. Mr Macanawai returned to FSB as Principal before undertaking the roles of Director for the Department of Social Welfare and Executive Director of the Fiji National Council for Disabled Persons. In 2010, Mr Macanawai received a second DFAT scholarship to undertake a Senior Leadership Course at Mt Eliza Business School. Mr Macanawai is also the Chairperson of the Steering Committee of the Global Network of Indigenous Persons with Disabilities, and in 2012 received the Asia-Pacific Disability Rights Champion Award from the UN Economic and Social Commission for Asia and the Pacific.</p>

Location at time of field research: Suva, Fiji

Date of interview: 25 October 2016

Mrs Unaisi Vasu Tuivaga

I was on the team that wrote the first curriculum for early childhood [education] for Fiji...The first one for Fiji. I was one of the writers. We gave it a Fijian name, Na Noda Mataniciva, and translated is 'The Children Are Our Pearls'...we thought that children are very important to us because they will be our future. So we wanted to stress that in our curriculum so that teachers and parents, anybody who reads it will know how precious it is that we give the children the right foundation before they move on.

Scholarship	Australia Awards fellowship – Pacific Leadership Award; Commonwealth Cooperation in Education Scholarships (Australian Government scholarship)
Years	2009 (4 week program); 1969
Degree	Leadership in Early Childhood Education (capacity development); Conversion course (Early Childhood Care and Education)
University	University of New England; Sydney Teacher's College
Current position	Retired (2011), formerly Early Childhood Education program coordinator for the University of the South Pacific (USP)
Brief biography	<p>Retired since 2001, Mrs Tuivaga was the Early Childhood Education program coordinator for USP. Mrs Tuivaga received her Primary Education Teaching Certificate from the Lautoka Teacher's College in 1962 and while teaching the seventh grade was selected to undertake a conversion course in Early Childhood Care and Education through a Commonwealth Cooperation in Education Scholarship at Sydney Teacher's College. She remained for an addition teaching term to gain practical experience in a Sydney kindergarten and on her return used this knowledge and experience to implement and advocate for early childhood education. Mrs Tuivaga undertook a second scholarship through a Fijian Government Education Scholarship and completed a Bachelor of Education (Early Childhood) at the University of South Australia in 1986.</p> <p>Mrs Tuivaga rose to the role of Senior Education Officer for Kindergarten following her position as Divisional Education Officer for the MoE. While working for USP as a program coordinator in Early Childhood Education Mrs Tuivaga was identified and selected to undertake an Australia Awards fellowship conducted by the University of New England focused on leadership in early childhood education. Following this three week course, she returned to Fiji to conduct further research and presented at the Early Childhood Australia Conference in Adelaide.</p> <p>Mrs Tuivaga has also held the roles of Secretary of the Pacific Preschool Council and President of the Fiji Early Childhood Association.</p>

Location at time of field research: Suva, Fiji

Date of interview: 25 October 2016

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Annex 1: Key participant questions

Alumni

[Validation question]

We'd like to start with learning a bit about you. We understand you are a scholarship alumni and you studied [in x year/s, at x university, in x field], is that right? Can you give us some background about your study and then your subsequent career pathway from then?

- 1 Can you please let me know why you applied? What was your motivation?
 - a Were there any difficulties or barriers to overcome in accepting the Australia Award/scholarship? On reflection, would you have made the same decisions? (G)
- 2 Can you tell me about your time in Australia and experience as a scholarship recipient?

[Ask a. and b. after participant has had an opportunity to answer the main question]

- a Did you make friends and professional networks?
 - b Thinking about the friendships and networks that you might have developed on award, were there any that were long lasting, resulting in working together or connecting other people?
- 3 After you returned, what was your job and were you able to apply the skills and knowledge gained during your time on award?
 - a What were some of the barriers to applying these skills and knowledge when you returned home?
 - b What do you think is needed to assist alumni to use their skills and knowledge when they return home?
- 4 Based on your personal and/or professional experiences, what do you believe are the greatest benefits of the Australia Awards/scholarships initiative?
- 5 [During your career], Have you ever drawn upon Australian expertise in your work? Can you give an example of this, such as Australian-developed practices, ways of working, processes, theory/theorists, consultants, journals, models, equipment etc.?
- 6 Are you currently or have been a member of an alumni association, can you please describe for us how this is/was relevant for you?
 - a What more could be done?
 - b If not why not?
- 7 Can you describe an achievement that you are most proud of, in your work or community?

- a Is there any relationship between this achievement and receiving an Australia Award?
- 8 Were your beliefs or perspectives of the world changed or challenged in any way while on award? (G and I)
- 9 Compared with the males/females who have received an Australia Award from [country X], how has your career progressed since returning home? (G)
 - a Do you think gender impacts career progress?
 - b Do you think disability impacts career progress?
- 10 Compared to peers similar to you but did not receive an opportunity to study overseas, do you believe there are any differences in how your careers have progressed?
- 11 Do you have anything further to add?

Employers – For interviews regarding an individual alumni

[Validation question]

Could you please tell us about yourself? (What is your profession, or what is your role in the organisation?)

- 1 Could you please tell us how long have you known X and in what capacity?
 - a Did you know X before s/he received an award?
 - b Were you his/her manager?
- 2 To your knowledge, what skills, knowledge and networks did X use after returning to country X after completing their scholarship?
 - a Could you provide examples of how this was applied?
- 3 How did the organisation support X to use his/her skills, knowledge and networks post return from Australia?
 - a What was your role in supporting X's return to your country post award?
 - i Developing reintegration/return to work plan?
 - ii If so why? What did involve?
 - iii If not, why?
 - b Did X return to the same role post return?
 - c Did they receive additional responsibilities post return?
- 4 In your view, how did X's qualification impact his/her career?
- 5 Have you or your organisation benefited from any networks or friendships between [country X] and Australia created by the alum a result of being an Australian scholarship recipient?
 - a Please explain further; who and what?
 - b What about any other countries?

- 6 Are you aware of any other links X has created between people in X and Australia as a result of being an Australian scholarship recipient?
 - a Please explain further; who, what why?
 - b What about between people in X and any other countries?
- 7 What more could be done to increase opportunities to create institutional links between Australia and your country?
- 8 How has having an Australian scholarship recipient in your organisation impacted how you view Australia and Australian expertise?
 - a As a result, do you draw on Australian expertise for your work?
- 9 What are some of the things that make it easy or difficult for women to progress in their careers in your country?
- 10 What are some of the things that make it easy or difficult for those with disability to progress in their careers in your country?

Employers – For interviews regarding alumni generally

[Validation question]

Could you please tell us about yourself? (What is your profession, or what is your role in the organisation?)

- 1 In your view, what has been the overall long-term impact of having Australian scholarship recipients in your organisation?
 - a Estimated, how many Australian scholarship recipients have worked for your organisation?
 - b How has having a number of Australian scholarship recipients over a number of years influenced your department's ability to achieve its goals and /or objectives?
 - c With regards to skills and knowledge; i.e. changed practices, processes or systems?
- 2 Has your organisation been able to leverage any networks or relationships as a result of having Australian government scholarship alumni?
 - a What examples can you provide?
 - b What have been the outcomes of this?
- 3 As a result of having a number of Australian scholarship recipients over a number of years in your organisation, have they influenced the way you view Australia and Australian expertise?
- 4 Have alumni proposed any links between your organisation and organisations in Australia?
 - a If yes what has been the result of these links?
 - b Benefits to you?
 - c Benefits to your workplace?

- d Benefits to your country?
 - e If no, why not?
- 5 Are you aware if alumni have presented any opportunities on return to link your workplace or any other organisation in your country with an organisation in another country?
- a If yes what has been the result of these links?
 - b Benefits to you?
 - c Benefits to your workplace?
 - d Benefits to your country?
 - e If no, why not?
- 6 What are some of the things that make it easy or difficult for women to progress in their careers in your country?
- 7 What are some of the things that make it easy or difficult for those with a disability to progress in their careers in your country?

DFAT

[Validation question]

Could you please tell us about yourself and your role with the Australia Awards initiative?

- 1 In your own words, what is the purpose of the Australia Awards initiative?
 - a In your own words how does the initiative achieve [points stated in the previous response]?
- 2 Based on your experience what would you say are the strengths of the Australia Awards initiative?
- 3 How do you think an alumni's participation in the Australia Awards initiative contributes to [Country X's] development goals?
 - a What evidence have you seen of this either personally or professionally?
 - b Do you think the program lead to benefits for both Australia and [Country X]?
- 4 In your opinion, how do you think an alumni's participation in the Australia Awards initiative contributes to a positive relationships between [Country X] and Australia?
 - a What factors/events have informed this opinion?
- 5 How do you think the Australia Awards initiative contributes to gender equality and disability inclusiveness?
 - a Let's start with gender equality
 - b What about disability inclusiveness
- 6 Based on your professional and personal experience living in [Country X] what barriers are there to achieving gender equality and disability inclusiveness?

- a Do you feel [barriers stated in the previous response] have changed over time?
- b In what way?
- 7 If you had the power to change things about the Australia Awards initiative what would you make different?
- 8 That covers the things I wanted to ask. Anything you would like to add?

Alumni association

[Validation question]

Could you please tell us about yourself and your role with the alumni association?

- 1 In your own words, what is the purpose of the alumni association?
 - a What sort of services does the association typically provide?
- 2 What do you believe is the most important contribution by the association in supporting alumni?
- 3 What do you believe the association could do to improve alumni experiences post-award?
- 4 What activities does the alumni association provide to support women to progress in their careers in your country?
 - a Why these programs?
 - b What have been the outcomes of the program/s?
- 5 What activities does the alumni association provide to support those with disability to progress in their careers in your country?
 - a Why these programs?
 - b What have been the outcomes of the program/s?
- 6 In what ways does the alumni association enable alumni to form new professional and personal networks?
- 7 What activities does the alumni association provide to help alumni remain connected to each other through face-to-face activities and social media?
- 8 What role does the alumni association play in fostering cooperation between your country and Australia?
- 9 How does the alumni association support alumni to remain connected to Australia?
- 10 What do you think should be done to assist your alumni association to contribute to greater cooperation between Australia and X?
- 11 Is the alumni association partnered with any institutions and businesses in Australia?
 - a If yes, what has been the result of these links?
 - i Benefits to you/association?

ii Benefits to alumni?

b If no, why not?

- 12 What more could be done to increase opportunities to create institutional links between Australia and your country?
- 13 How does the alumni association promote Australia and Australian expertise?

Annex 2: Case Study propositions

Explanatory Case Studies require the development of propositions that are intricately linked to the original research questions. A proposition is a statement that helps direct attention to something that should be examined in a Case Study. The researcher has to make a speculation, on the basis of the literature and any other earlier evidence, as to what they expect the findings of the research to be. When a Case Study proposal includes specific propositions, it increases the likelihood that the researcher can limit the scope of study and complete the project. The researcher can have several propositions to guide the study, but each must have a distinct focus and purpose. The data collection and analysis can then be structured in order to support or refute the research propositions.

For the Facility, propositions were formed using the long-term outcomes specified in the Australia Awards Global Monitoring and Evaluation Framework as the basis. Sub-propositions were formulated by speculating on the underlying assumption or enabling factors that realise the proposition. In alignment with the methodology, instruments will be designed to collect data that both support and refute the propositions.

1. Alumni use their skills knowledge and networks to contribute to achieving partner-country development goals⁷
 - a) alumni develop skills, knowledge and networks on award that enable and are used to contribute to achieving partner-country development goals
 - b) alumni understand, value and want to contribute to partner-country development goals
2. Alumni are contributing to cooperation between Australia and partner countries
 - a) alumni possess and are able to leverage their useful networks and relationships
3. Effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries.
 - a) alumni possess and are able to leverage their useful networks and relationships
 - b) partnerships that are developed are effective and mutually advantageous to participating countries
4. Alumni view Australia and Australian expertise positively
 - a) alumni's views are underpinned by their experiences in Australia

⁷ This proposition differs from the Australia Awards Program Logic long-term Outcome 1 in order to link this proposition to the Goal of the Australia Awards. The Australia Awards Global Monitoring and Evaluation Framework long-term Outcome 1 is: 'Alumni are using their skills, knowledge and networks to contribute to sustainable development.' The use of the term 'partner-country development goals instead of 'sustainable development' makes the proposition and ensuing questions more relevant and relatable to alumni.

5. The benefits of receiving an Australia Award or scholarship are experienced equally by all recipients.
 - a receiving an Australia Award or scholarship positively addresses, rather than reinforces, imbalances that are associated with gender and disability.

Annex 3: Fiji Case Study participants

Table 3 Participants in the Australia Awards Fiji Case Study

Type	Date	Name	Position or Degree
	25/10	Ms Unaisi Vasu Tuivaga	Retired Early Childhood Education expert
	25/10	Mr Setareki Seru Macanawai	Chief Executive Officer, Pacific Disability Forum
	26/10	Mr Iowane P. Tiko	Permanent Secretary, Ministry of Education
	27/10	Ms Serafina Saukilagi Togenavanua	Principal, All Saints Secondary College
	28/10	Elizabeth Mary Montu	Retired Counsellor (Academic Performance), The University of the South Pacific, 1974–2010
	28/10	Dr Eileen Julie Tuimaleali'ifano	Director, Centre for Education, Languages and Technology, Kip McGrath Centre
	1/11	Dr Akanisi Kedrayate Tabualevu	Dean of the Faculty of Arts, Law and Education, The University of the South Pacific
	10/11	Dr Priscilla Puamau (by phone)	Team Leader/Senior Education Adviser, Access to Quality Education Program (AQEP)
	25/10	Ms Torika Taoi	Education Assessment Officer, Educational Quality and Assessment Programme (EQAP)
		Ms Mere T. Seniloli	Australia Award alumni
	25/10	Ms Talei Komaitai-Ritova	Personal Assistant, Dean's Office
	27/10	Ms Iliseva Volai	Education Officer, Labasa
	28/10	Mr Kapil Nadan	Dean's Office, Faculty Executive Officer and Year 1 Coordinator
	10/11	Ms Pauline Ryland (by phone)	Tutor, School of Computing, Information and Mathematical Sciences, The University of the South Pacific
	15/11	Ms Bianca Murray (by phone)	Social Protection Specialist, AQEP

Type	Date	Name	Position or Degree
Australian High Commission Fiji	26/10	Mr Padric Harm	Senior Program Manager (Bilateral Education), Department of Foreign Affairs and Trade
	26/10	Ms Lorissa Hazelman	Program Manager – Australia Awards, Department of Foreign Affairs and Trade
	26/10	Ms Betty Colati	Program Officer – Australia Awards, Department of Foreign Affairs and Trade
	28/10	Ms Christina Munzer	Counsellor, Development Cooperation, Fiji and Tuvalu, Department of Foreign Affairs and Trade
	29/10	Ms Melinia Nawadra	Senior Program Manager, Regional Governance, Social Inclusion, UN Partnerships, Department of Foreign Affairs and Trade
	28/10	Ms Mereoni Gaunavinaka	Queensland University of Technology, Master of Health Science
	28/10	Ms Loma Kelera Mataika	University of Newcastle Bachelor of Design (Architecture)
	28/10	Ms Vani Koroisamanunu	Flinders University, Bachelor of Applied Geographical Information System (Honours)
	28/10	Ms Losana Drauniu	University of Western Sydney, Bachelor of Construction Management
	29/10	Ms Renata Ram	University of Sydney, Master of Health Policy
	29/10	Mr Jovesa Korovulavula	Macquarie University, Master of Special Education
	29/10	Ms Loata Leweniqila	University of Melbourne, Master of Social Policy
	29/10	Ms Viniana Raceva	University of Sydney, Master of HRM & Industrial Relations
	29/10	Ms Sainiana Rokovucago	University of Sydney, Master of Project Management
	29/10	Mr Jese Pereti	University of Melbourne, Master of Assessment and Evaluation

