



Australia Awards

# Global Impact of Australian Aid Scholarships: long-term outcomes of alumni

A report by the Australia Awards  
Global Tracer Facility

June 2020







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#### **Australian Department of Foreign Affairs and Trade**

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# Introduction



## Overview

**The Australia Awards Global Tracer Facility (the Facility) is a research program developed to enable the Department of Foreign Affairs and Trade (DFAT) to assess the long-term development contributions and public diplomacy outcomes of Australia’s investment in the Australia Awards.**

Managed by the Australian Council for Educational Research (ACER), the Facility has been designed to provide a strong evidence base relating to the outcomes of alumni of Australian development scholarships and fellowships in order to inform global level policy, strategy and management of the Australia Awards. The Facility began in mid-2016, and is funded through to mid-2024.

This report forms a synthesis of the research undertaken by the Facility in the first four years of the program—mid-2016 to mid-2020, incorporating three global surveys and 18 case studies. It explores the themes and findings relating to the long-term outcomes of alumni of Australian government development scholarships and fellowships over a 70 year period—from the 1950s to the 2010s.

## Long-term outcomes focus

The main purpose of this report is to highlight evidence collected by the Facility of the contributions and impact of alumni in relation to each of the long-term outcomes of the Australia Awards.

These long-term outcomes, detailed in the *Australia Awards Global Strategy: investing in the next generation of global leaders for development 2016–2018* are:



### Outcome 1

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



### Outcome 2

Alumni are contributing to cooperation between Australia and partner-countries



### Outcome 3

Effective, mutually advantageous partnerships between institutions and businesses in Australia and partner-countries



### Outcome 4

Alumni view Australia, Australians, and Australian expertise positively

A second purpose for this report is to highlight particular areas of alumni contributions that relate to DFAT's interest in social inclusion and equity, and the role that the Australia Awards can play in promoting and enhancing opportunities for all. In particular, themes relating to gender equality and disability inclusiveness are highlighted in parts of this report.

## Exploring the impact of outcomes

This report explores the long-term outcomes of alumni from a ‘magnitudes of impact’ perspective. This involves examining evidence about alumni contributions based on three levels of impact. This concept has roots in sociology and has been applied in development contexts (Leeuw & Vaessen, 2009). In particular, this approach was effectively used to explore outcomes of international development scholarships (Mawer, 2018).

## Alumni are using their skills, knowledge and networks to contribute to sustainable development.

Based on the broad framework applied by Mawer (2018, p. 258) the three levels of impact used for analysis in this report are Micro, Meso and Macro.

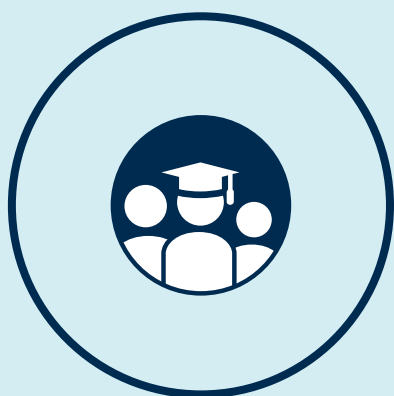
Within the chapters that follow, evidence relating to each long-term outcome is examined in relation to the three levels of impact in order to offer a broad perspective on the reach, influence and contributions that alumni of Australian development scholarships have made across the world.

In detailing examples of alumni outcomes by using this framework, it is important to note that the above three levels are interdependent. For example, an individual who has benefited from a scholarship can then be in a position to positively contribute to the success of a group or organisation, and likewise, the impact of an individual on a group or on a society can be a success depending on the enabling environment in which they are working (Boeren, 2018). As such, while some examples in this report are categorised under one of these three levels of impact, the Facility recognise that the impacts on alumni and their broader ‘world’ from these scholarships are not necessarily simple to categorise or measure. The application of this framework is to offer a means for organising this report and demonstrating the reach and impact of the Australia Awards and predecessor scholarship programs.

Further, in categorising levels of impact in this way there is no intention—implied or otherwise—to ‘rank’ or ‘rate’ the relative influence of individual alumni. In fact, based on the data collected from thousands of alumni, the conclusion of the researchers in the Facility is that ‘rating’ alumni and their outcomes based on any metric is not practically feasible or quantitatively reliable, nor does it necessarily help in improving outcomes for alumni now or in the future. The purpose of the analysis and organisation of evidence in this report is to highlight the breadth of contributions, the different ways in which alumni and the Australia Awards are making an impact on development and diplomacy globally, and point to the conditions for success identified through this research in order to influence future programming.

This report is structured around the four long-term outcomes of the Australia Awards, with the chapters that follow each addressing one long-term outcome. Within the chapters are additional analyses relating to topics of interest that have emerged through the research of the Facility that add insight into the experiences and contribution of alumni. The report concludes by exploring the conditions for success identified throughout the report, and framing these conditions in relation to potential policy and practice suggestions for key Australia Awards delivery partners.

The three levels of impact used for analysis in this report are Micro, Meso and Macro.



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**MICRO**

Impact of a scholarship/fellowship on an individual alumni and their family



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**MESO**

Impact of scholarship(s)/fellowship(s) on an organisation, institution or group of people



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**MACRO**

Impact of scholarship(s)/fellowship(s) on a society, country, region or internationally.

## Alumni contributions to UN SDGs

Another approach the Facility has explored as a means of detailing the outcomes of alumni is to categorise contributions in relation to the United Nations (UN) Sustainable Development Goals (SDGs). As part of this report, the contributions of alumni have been mapped to the 17 SDGs.<sup>1</sup> Across the more than 6,000 alumni involved in this research, it is clear that each one of the UN SDGs is being addressed or contributed to by alumni of the Australia Awards and predecessor scholarship programs. Where appropriate in this report, the relevant SDG symbol is included within the discussion and examples.

## SUSTAINABLE DEVELOPMENT GOALS



**Figure 1:** UN Sustainable Development Goals  
Image source: <https://sustainabledevelopment.un.org/sdgs>, July 2020

<sup>1</sup> <https://sustainabledevelopment.un.org/>



## The evidence base

The findings of this report are based on data from three Global Tracer Surveys and 18 Case Studies undertaken by the Facility between mid-2016 and mid-2020. These two modes of collection have enabled a mixed-methods approach, garnering robust global statistics, while also gathering evidence on the nuances of these outcomes.

Survey data used in this report is based on responses from more than 6,300 alumni. These alumni come from 122 countries that studied in Australia from the mid-1990s through to mid-2010s.

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Case study data used in this report is based on in-depth interviews undertaken with 148 alumni in 18 different country contexts. In addition, case studies involved interviews with 206 stakeholders, triangulating evidence from alumni and providing contextual background. Alumni interviewed in the case studies cover seven decades of Australian development scholarships. The alumni who have generously contributed to this research represent all regions reached by the Australia Awards and predecessor development scholarship programs.

The graphics here detail the size and characteristics of the alumni included in this report and the spread across the two different collection modes—survey and case studies.



## Global Tracer Survey—Alumni Characteristics

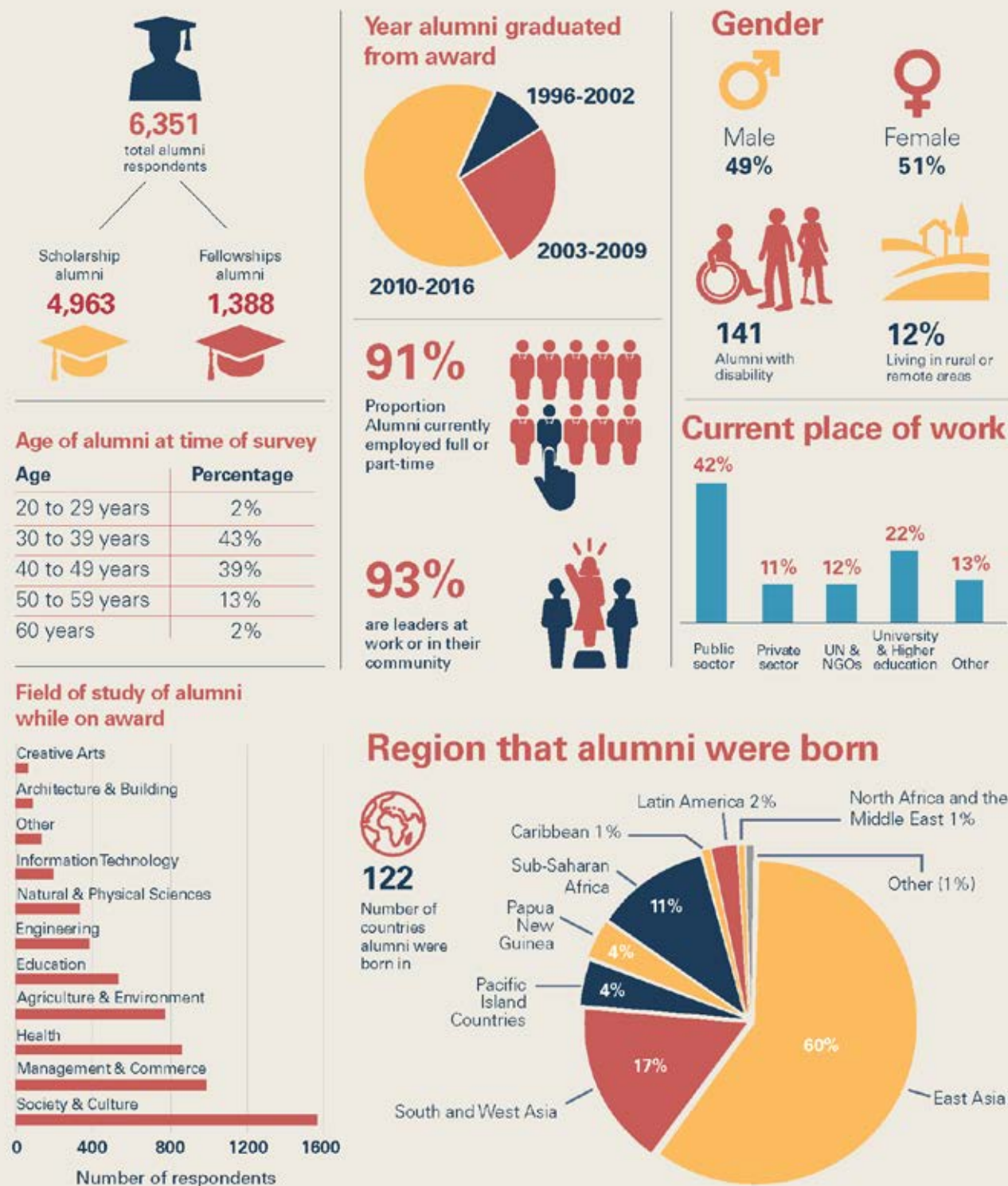


Figure 2: Infographic—Global Tracer Survey Alumni Characteristics  
Aggregated data from Global Tracer Survey conducted by the Australia Awards Global Tracer Facility, 2017, 2018, 2019



# Australia Awards Global Tracer Facility Case Studies: mid-2016 to mid-2020

18 countries, 148 alumni (who studied between the mid-1950s and mid-2010s), 206 stakeholders



Figure 3: Map showing location and type of 18 Case Studies





# Alumni contributions to development

**Alumni of Australian scholarships and fellowships have shown that they are able to use the knowledge and skills they developed as part of their award to improve process, practice and innovation in their work.**

The majority are also sharing these new skills and knowledge, passing them on to their colleagues, to students and to their community through mentoring and training. By using this new knowledge and applying their skills, alumni are making contributions to the development of their countries. Examples of these contributions at a range of levels are highlighted in this chapter.

## Introduction

A critical aim of Australian Government development scholarships over the years has been to build skills and capacity in alumni so that when they return home, they are able to demonstrably contribute to the development of their country. It is this particular focus of scholarships over the past seven decades which has remained the most consistent; from being the top priority of the Colombo Plan in 1952 (Boeren, 2018; Colombo Plan Secretariat, 2010), to being the first long-term outcome of the Australia Awards today.

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### Long-term Outcome 1 of the Australia Awards is:

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Alumni are using their skills, knowledge and networks to contribute to sustainable development.

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Capacity development is often the cornerstone of scholarship programs with a focus on development contexts (Boeren, 2018), and can have benefits for a variety of stakeholders. However, the Australia Awards aims to go beyond just capacity building. The Australia Awards Global Monitoring and Evaluation Framework highlights that a critical element in achieving long-term Outcome 1 is the word 'using' (DFAT, 2017, p. 6). Importantly, the intention is to not only equip alumni with knowledge and skills, but to encourage and facilitate them to use and pass on these skills and contribute to sustainable development on their return.

Of the four long-term outcomes of the Australia Awards, this outcome is pivotal. The Global Monitoring and Evaluation Framework notes that this outcome is 'influenced by the extent to which the three other long-term outcomes are achieved' (DFAT, 2017, p. 6). In addition to this, the evidence from alumni collected by the Facility suggests for alumni who are able to make strong contributions to development in their home countries, other outcomes, such as cooperation and partnerships with Australia and Australians, tend to flow from or contribute to these.

This chapter highlights the evidence from Global Tracer Surveys and Case Studies relating to alumni contributions to this outcome. As the detail in this chapter shows, outcomes relating to skills, knowledge and networks developed on award are particularly tangible and offer clear points of reference for demonstrating outcomes of scholarship programs such as the Australia Awards.



## Applying skills and knowledge

The results from the Facility's Global Tracer Surveys suggest that overall, alumni believe that completing their award has had a positive impact on their work. The vast majority of alumni—96 per cent—agreed that as a result of their award they have introduced improved practices and innovations through their work. Regardless of age, gender, region, type of award, field of study or sector of employment, alumni were overwhelmingly in agreement about this.

96% 

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**Percentage of Alumni who agreed that as a result of their award they have introduced improved practices and innovations through their work.**

As shown in Figure 5, although alumni are overwhelmingly positive regardless of their age, older alumni tend to be in even stronger agreement about the positive impact of their award on their work. There also appears to be a relationship between the number of years since completing their award and how much alumni agree that their award has helped them introduce improvements through their work. While 53 per cent of alumni who graduated within the past five years strongly agreed, this rises to 61 per cent of alumni who completed their study more than 15 years ago.

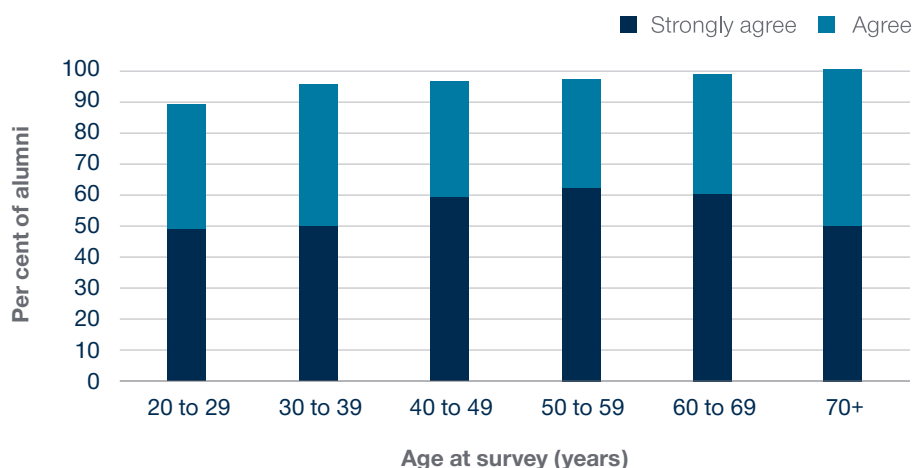
This may simply indicate that alumni who have had more time in the workforce may also have had more opportunities to implement improvements and innovation. However, it also suggests that the experience alumni have during their award has a long-lasting effect on their career and their ability to make positive improvements through their work.

Employment status and leadership experience also tend to impact alumni responses in relation to contributions they have been able to make. Perhaps, as would be expected, alumni who were not employed at the time of the survey were less likely to agree that they had introduced improvements through their work (87 per cent) than alumni who were employed (96 per cent). Alumni who held a formal leadership role (98 per cent) or an informal leadership role (96 per cent) were also more likely to have introduced improved practices and innovations through their work than alumni who did not hold a leadership role (86 per cent).

When asked to elaborate on the improvements or innovations alumni had contributed through their work, about two thirds of alumni who provided an example mentioned implementing the technical skills from their field of expertise. Other examples included specifically implementing a different work culture, by helping change the way people think, or developing new ways to approach problems (10 per cent), while others mentioned the use of soft skills such as critical and analytical thinking, communication and leadership skills in the examples they provided (10 per cent).

Alumni most commonly mentioned achieving these improvements and innovations by changing processes (56 per cent), but many alumni also mentioned their involvement in the delivery of formal training or via presentations, speaking engagements at conferences or standalone meetings (14 per cent) as a means of using their new skills and generating change.

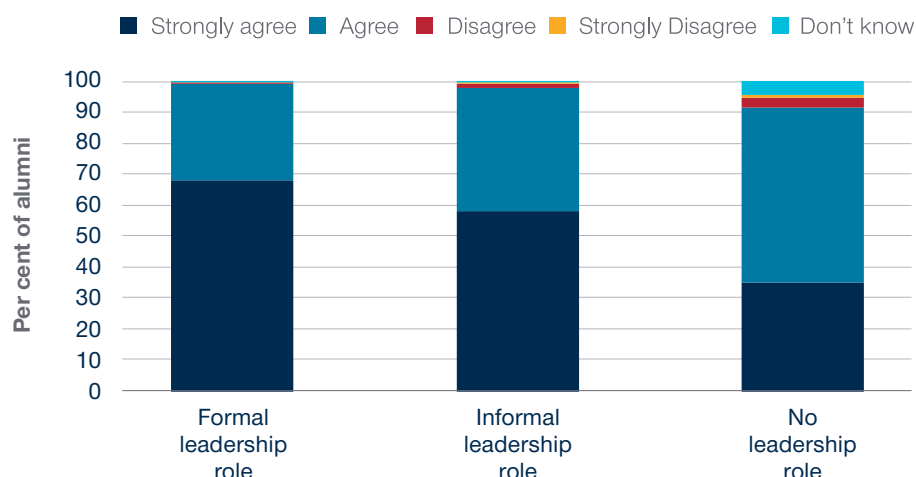
**Figure 5: Per cent of alumni who agree that as a result of their award they have introduced improved practices and innovations through their work by age (n=6,303)**







**Figure 6: As a result of scholarship or award, I have passed on my new skills and knowledge to others by leadership experience**



Overwhelmingly, alumni also agreed that they had shared the new knowledge and skills they developed during their award. Almost all alumni—98 per cent—agreed that they were able to pass new skills and knowledge to others as a result of their award. The vast majority of alumni agreed that they had shared their knowledge and skills, regardless of their gender, age, region, field of study, type of award or sector of employment.

**98%**

#### Percentage of alumni who have passed on their knowledge and skills.

Again, alumni who were older, and those who had completed their award a longer time ago, were more likely to report passing on their knowledge and skills to others as a result of their award. While 92 per cent of alumni in their twenties agreed that they had shared their new knowledge and skills with others, this increased to 99 per cent of alumni aged 60 or older.

As shown in Figure 6, alumni with leadership experience were more likely to report sharing their skills and knowledge. Almost all alumni who had held a formal or informal leadership role (99 per cent) reported that they had passed on their skills and knowledge to others, while 92 per cent of alumni without leadership experience reported the same.

When asked to detail an example of passing on knowledge and skills, alumni were most likely to share their skills and knowledge with others through training or mentoring colleagues in the workplace (36 per cent). Other ways in which alumni did this included through improvements in teaching or education in schools, universities or vocational settings (29 per cent), or through training or teaching more generally (20 per cent).

Alumni most frequently mentioned sharing their knowledge and skills with their colleagues (58 per cent), but many alumni also indicated that they had passed on their knowledge and skills to students (32 per cent) and via professional networks (13 per cent).

Overall, the results from the survey indicate that the experience that alumni have during their award have long-lasting impacts through their career and life. As the vast majority of alumni are sharing their knowledge and skills gained through their award with other colleagues, professionals, and students, this shows that the impact of the award experience extends far beyond alumni themselves.



## Alumni contributions and their impact

The Facility has collected thousands of examples of alumni contributions to development in its first four years. In this report, organising and categorising these examples for examining the depth and breadth of contributions has been undertaken not only in relation to each long-term outcome, but also based on a framework for exploring magnitudes of impact. In doing this, the sections below provide examples of alumni contributions relating to Outcome 1 that typify the data collected by the Facility—offering insight into how Australia’s investment in development scholarships and fellowships have resulted in impacts at the micro (individual alumni and their family), meso (organisational) and macro (societal) levels.

### Impact at the micro level: Scholarships building outcomes for individuals

There is little doubt that every one of the more than 80,000 alumni of development scholarships from the Australian Government since the 1950s has derived some significant personal benefit from this investment.

For many, a scholarship was the first time they had travelled and experienced another culture, and the award has equipped them with the qualifications and skills to progress successfully in their careers. For others, the benefit of a scholarship has had important flow-on effects on their immediate families—from their children experiencing a different country and schooling during their time in Australia, to their partners having an opportunity to create networks and friendships abroad. In examining examples for highlighting the impact of Outcome 1—which focuses on contributions of alumni to development through the use of their knowledge and skills, the micro-level focus has been on providing three stories of transformational life changes thanks to Australia Awards and Australian Development Scholarships.



#### Dr Priscilla Puamau

One of five children, Dr Priscilla Puamau (Fiji) 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 to do well academically and she successfully transitioned through each stage of her schooling, from primary through tertiary, with the assistance of scholarships.



As an alumni of an Australian Development Scholarship, she undertook a Doctor of Philosophy (Education) at the University of Queensland from 1995 to 1998. Dr 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.



### **Ms Nguyen Ngoc Thien Kim**

Ms Nguyen Ngoc Thien Kim grew up in the small highland town of Buon Me Thuot, about 300 kilometres from Ho Chi Minh City and dreamed of working in a bank. Her mother encouraged her to apply for an Australian Development Scholarship in the hope of gaining a tertiary education.



She studied a Bachelor of Banking at Monash University (2001–2004) and saved money from her part-time job and her ADS allowance, to support her parents back in Vietnam through difficult financial times and put her younger brothers through school. Ms Nguyen returned to Vietnam with ‘\$4,000 Australian dollars which was equivalent to 60 or 80 million Vietnam dong’ at that time. This money helped lift her family out of poverty.



### **Ms Eridafitri Muchtar**

Growing up in Banda Aceh (Indonesia), Ms Eridafitri Muchtar was inspired to seek further training as a teacher after the 2004 Indian Ocean earthquake and tsunami, which devastated Aceh. She received an Australian Partnership Scholarship and studied a Master of Arts at Flinders University in 2008, focussing on Teaching English to Speakers of Other Languages (TESOL).



Ms Muchtar attributes her studies in Australia as strengthening her ‘personal capacity’ as a teacher, enriching her pedagogy and opening opportunities for career progression. She now works as a national teacher trainer, leading a variety of professional development programs for English language teachers in Maluku, Papua, Papua Barat, East Nusa Tenggara, and West Nusa Tenggara.





## Impact at the meso level: Alumni building institutions and organisational capacity

As shown in the analyses at the beginning of this chapter, there is substantial evidence to show that alumni are returning home and passing on their knowledge and skills to others. Invariably, as the data show, the greatest beneficiaries of this transfer of knowledge are the colleagues and workplaces of alumni. The ability of alumni to return home and demonstrably contribute to the development and improvement of the organisations they work in, universities and schools they teach in and government departments they serve is vast. The examples below demonstrate some typical examples of meso-level impact of alumni in relation to contributions to development that the Facility collected through the Case Studies.



### Ms Geetha Shrestha

After completing a Master of Logistics Management at RMIT (1996–97) as part of a Australian Development Scholarship, Ms Geetha Shrestha returned to Nepal and had a significant impact on the training and professional development of air traffic controllers at Tribhuvan International Airport (TIA) in Kathmandu.



During her career, she was promoted to the Deputy Director of the Rating and Licensing Division within the Nepalese Civil Aviation Authority and was able to use organisational behaviour principals gained on award to reform communication protocols, improve training and testing procedures, and develop a strong, respectful workplace culture.



#### **Dr Wickramasuriya**

Working as an academic for over 40 years Dr Wickramasuriya established the first engineering masters programs in Sri Lanka at the University of Moratuwa. A Colombo Plan scholarship alumni (1977–81), he completed a Doctorate in Engineering at the University of New South Wales.



On his return to Sri Lanka, he took up an academic appointment at the University of Moratuwa, designing and developing the university's first hydrology laboratory, which is still active today. Dr Wickramasuriya transformed the University's engineering department and helped set up both masters and doctoral degrees during his long tenure.



#### **Ms Sunema Talapusi**

Ms Sunema Talapusi has played a pivotal role in the development of the biomedical engineering department in Samoa's main hospital, Tupua Tamasese Meaole (TTM). She joined the hospital, as a Biomedical Officer after completing a Bachelor of Electrical and Biomedical Engineering (2013) at the University of Queensland as part of an Australian Development Scholarship, and helped shape the new department with her expertise.



Now the Principal Biomedical Engineer at TTM, Ms Talapusi is responsible for the procurement, maintenance, and training of all medical instruments and equipment.

**I'm very grateful for what I learnt during that five years because we're able to apply it here... and improve equipment and practice in the hospital.**

*Sunema Talapusi*



## Impact at the macro level: Alumni contributions with national and international influence

For some alumni, the contributions they have made to development have had macro-level impact—demonstrably contributing to change at a level that influences their society, their country, or makes an international impression. The examples where this has occurred are various, but are most often found in alumni who occupy senior roles in the public service or in government in their country and are enabled based on the seniority in their organisations to enact change. As such, in the work of the Facility, influence at this level is more likely to be seen by alumni who are older and have had time to progress in their careers, rather in the more recent alumni cohorts. This is one (of many) advantages of having an approach to collecting outcome data on the long-term impact of investment in scholarships over time—with the data compiled by the Facility, examples of impact can be traced right back to the beginning of the Colombo Plan in the 1950s.



### Dr Chea Mary

Dr Chea Mary is a senior leader at the National Child and Maternal Health Centre in Phnom Penh, Cambodia. As part of an Australian Development Scholarship, Dr Chea studied a Master of Health and International Development at Flinders University (2005–06). Using knowledge gained on award, Dr Chea developed nutritional guidelines and implemented large public health campaigns to improve attitudes towards pregnant and nursing mothers' nutrition, breastfeeding, and infant and child feeding.



These public health initiatives have contributed to a decline in infant and maternal mortality rates in Cambodia and reduced health problems associated with stunting caused by poor nutrition. Dr Chea works closely with donors organisations such as UNICEF and the WHO to implement and improve maternal and child health in Cambodia and South East Asia.



### Mr Setareki Macanawai

Mr Setareki Macanawai received an Australian Development Award and studied a Bachelor of Special Education and Master Degree in Educational Administration at the University of New England (1996–1998).



He has dedicated his career to advocating for the rights of people with disability in Fiji and the Pacific region, and was instrumental in developing the first national disability policy in Fiji. Now the Chief Executive Officer for the Pacific Disability Forum he works in partnership with Disabled People's Organisations (DPOs) across the Pacific region to improve the livelihoods of people with disability.



### Dr Ali Afzal

Dr Ali Afzal is the Additional Finance Secretary (External), in the Finance Division of the Government of Pakistan. During his long career in the Pakistani public service, he has held positions at the highest level of government, including five years as a key advisor for government appointments in the Prime Minister's Office.



Dr Afzal received an Australia Pakistan Scholarship in 2003 and undertook a Master of Public Policy and Management at the University of Melbourne. Since his scholarship, Dr Afzal has utilised the experienced gained through his studies to help introduce a new model of governance and accountability across the Pakistan public service.



Overwhelmingly, alumni also agreed that they had shared the new knowledge and skills they developed during their award.





## Conditions for success—enabling alumni to contribute

The wide range of contributions to development highlighted in the evidence collected by the Facility demonstrates the overall success of the Australia Awards and predecessor scholarship programs in equipping alumni with skills and knowledge to contribute to sustainable development. These achievements are worthy of celebration.

To ensure that the Australia Awards continue to have this impact—and to facilitate alumni to lead change and development in their countries—a number of ‘conditions for success’ are identified through the research of the Facility. Listed in the table below, these conditions are based on the evidence collected from 3,651 alumni through the Global Tracer Surveys, and more than 350 in-depth interviews with alumni and stakeholders across the 18 Case Studies. Their contributions are responses to questions regarding the significant factors they experienced in facilitating their ability to contribute on return from award.

Similar to the three levels of impact, these conditions for success are also ordered around the micro (individual), meso (organisational) and macro (societal/governmental) levels. The three levels of the conditions apply to the capacity which these factors belong. When all three levels of the conditions are harnessed, success in alumni contributions to sustainable development is more likely to occur. How each factor is implemented and its level of influence will vary according to the context of each Australia Awards country program. However, where the direct opposite of the factor exists, evidence from the Facility’s research has found that this can become an active challenge that limits alumni’s ability to contribute to sustainable development.

**Table 1: Factors for enabling alumni to contribute to development**

### Micro—individual-level factors

- Alumni are motivated to support sustainable development.
- Alumni develop/enhance relevant hard and soft skills while on award.
- Alumni have positive transformative learning experiences while on award.
- Alumni have networks from Australia who can support them post-award.

### Meso—organisational/program-level factors

- Australia Awards priority fields of study support partner country development needs.
- Host institutions provide academic and welfare support to ensure success.
- On-award professional work experiences are accessible to awardees.
- Australia Awards reintegration support alumni post-award.
- Local alumni associations are a professional resource.
- Workplaces are supportive and enable alumni to apply new skills and knowledge.

### Macro—societal/government-level factors

- Partner-country human resource capacity for development needs are identified.
- There is a local job market demand for alumni field of expertise.

# Leading disability-inclusive development

**Historically, people with disability have faced systemic barriers in relation to education and scholarship opportunities. With often limited access to schooling and employment, people with disability have been underrepresented in Australia Awards and predecessor scholarships (as well as scholarships from other countries) due to academic and English language requirements acting as barriers for inclusion.**

In 2009, Australia became the first donor country to make development assistance disability-inclusive. The *Development for All, towards a disability-inclusive Australian aid program 2009–2014*<sup>2</sup>, and *Development for All, Strategy for strengthening disability-inclusive development in Australia's aid program 2015–2020*<sup>3</sup> placed Australia at the forefront of disability inclusive programming. The aim is to support people with disabilities to 'find pathways out of poverty' so that they can participate fully in economic, social and political life (DFAT, 2015, p.26). These programs use a 'twin-track' approach, which involves mainstreaming participation of people with disability in development programs across sectors as well targeting development initiatives specifically designed to benefit people with disabilities.

As part of this overarching approach to disability-inclusive programming, DFAT have introduced a number of initiatives to improve disability inclusion among Australia Awards scholars and provide inclusive fellowship programs aimed at building capacity and participation of people with disability. These initiatives include providing access to additional English language training, work experience opportunities, and alternative entry level to academic studies in Australia such as Diploma and Advance Diploma options for potential scholars with disability. In addition, while on award, students with disability are provided with additional support to complete their studies.

The Facility's Global Tracer Surveys have collected data from 141 alumni who have identified as having disability. The survey response data shows that alumni with disability have similar response patterns to all other alumni in terms of the long-term outcomes of the Australia Awards. Overall, alumni identifying as having disability indicated they have been able to share their knowledge and skills with others (98 per cent of alumni with disability indicate they have done this), introduce improved practice and innovation at work (97 per cent), have maintained and built connections with Australia (44 per cent), and have very positive views of Australians (97 per cent) and Australian expertise (97 per cent).

Alumni with disability responding to the surveys work in a range of sectors, most commonly the public sector (38 per cent). These alumni also work in universities (18 per cent), NGOs (15 per cent) and 9 per cent of this group specifically work in a Disabled Persons Organisation (DPO). Alumni with disability tend to be more likely than other alumni to hold a leadership position, with almost all these alumni in leadership roles (64 per cent holding formal leadership positions and a further 33 per cent in informal leadership positions). These 'big picture' figures suggest that alumni with disability are making strong contributions following their scholarship or fellowship.

<sup>2</sup> <https://www.dfat.gov.au/about-us/publications/Pages/development-for-all-towards-a-disability-inclusive-australian-aid-program-2009-2014>

<sup>3</sup> <https://www.dfat.gov.au/about-us/publications/Pages/development-for-all-2015-2020>





## Alumni with disability tend to be more likely than other alumni to hold a leadership position.

Further evidence of this have been compiled in a recent Case Study by the Facility, which provided an in-depth exploration of Timor-Leste alumni who studied disability and development in Australia between 2011 and 2016. It revealed rich evidence of the success of Australia's investment in disability inclusive fellowships and scholarships.

The 16 alumni interviewed are part of a critical mass of Australian alumni working in the disability sector in areas such as health and rehabilitation services, government, civil society through Disabled Peoples Organisations (DPOs) and agencies working in the field of disability inclusion. They are now making significant contributions to national disability policy, advocacy and disability rights, allied health care services and inclusive education and training.

Four of the alumni featured in the Case Study have a disability and are working in leadership positions within DPO's and not for profit organisations. These alumni were given the opportunity to study in Australia through disability-inclusive programming.

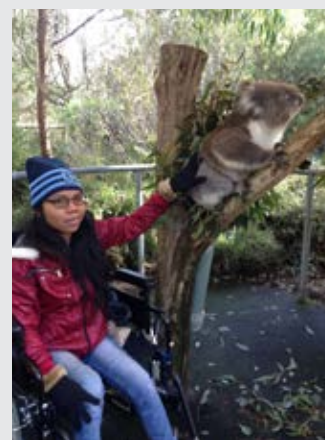
According to a former Australia Awards fellowship host, Professor Llewellyn from the University of Sydney, disability-inclusive programming builds 'individual capacity, capacity within the country across different sectors and then capacity across the region'. For those participants with disability this empowered them to have a voice in the sector and collaborate in building rights-based change at the organisational and societal level.

Professor Llewellyn noted:

*We can't underestimate the role Australia played in getting that disability inclusive development... All of it is about people with disability and DPOs being the leaders and actively involved. And Australia led the world in that.*

The Case Study found that around the time that most alumni in focus returned from their award, disability inclusive development was a high priority for DFAT in Timor-Leste. As a result, several initiatives were launched to support disability inclusion, including the Partnership for Human Development (\$120 million over 2016–2021) which had an initial injection of funds of over \$1 million in 2016–17 for disability support activities. Alumni were well placed to use their knowledge and skills learnt on award to enact change and take up leadership roles within the sector.

Working across different government, DPOs and international organisations, alumni are using skills and knowledge gained on award to develop a multisector Nation Disability Action Plan through broad consultation with government and civil society partners. Those alumni working for DPOs are providing leadership and rights based advocacy, delivering community based programs aimed at changing societal attitudes and promoting disability inclusion, while also collecting valuable disability specific data to improve accessibility of services and infrastructure. Alumni working in allied health are using their expertise to improve professional practices of health care professionals and improve rehabilitation services for people with disabilities.







# Alumni links and networks built in Australia

**As a result of their award, alumni have made long-lasting connections with a range of people and organisations. Personal connections developed by alumni are strongest, particularly with fellow scholarship students met on award and with friends in Australia. Connections with organisations and institutions are less frequent, although the majority of alumni have had some contact with their host institution, the Australian Embassy or High Commission, and businesses or professional associations in Australia.**

## Introduction

The second long-term outcome of the Australia Awards is framed around concepts of people-to-people links and the development of mutually beneficial relationships and ongoing opportunities for cooperation by and with alumni.

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### The Australia Awards long-term Outcome 2 is:

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Alumni are contributing to cooperation between Australia and partner-countries.

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In the work of the Facility, this outcome has been interpreted as the extent to which alumni maintain connections after their award with people they met, studied with, learnt from and lived with. While the focus of the wording of this long-term outcome is specifically about relationships with Australians and Australian institutions and organisations, the Facility work has recognised that links between alumni in the same country and in countries other than Australia still represent a powerful outcome of the Australia Awards because the connections developed link back to experiences and times in Australia, even if they are not directly with Australians. This aspect is also identified in the Australia Awards Global Monitoring and Evaluation Framework, which recognises that 'Even if alumni do not establish or maintain active links with Australian people or organisations, by having a positive view of Australia and Australians...Over the long-term this positive perception of Australia may have a positive influence on Australia's relationship with a partner country.'

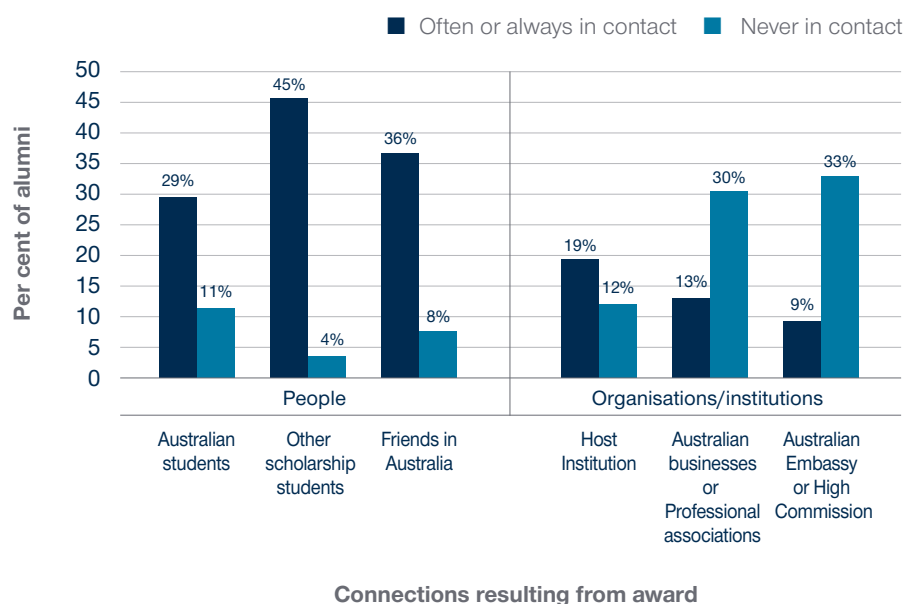
This chapter explores the relationships developed by alumni while on award which have continued into their work and life following their return to their home country. The Global Tracer Survey provides insight into the extent of contact that alumni have with connections they made as part of their scholarship or fellowship, while the evidence collected in the Facility Case Studies brings to life a range of examples to demonstrate the different levels of impact resulting from connections developed by alumni as a result of their award.

## Ongoing connections built on award

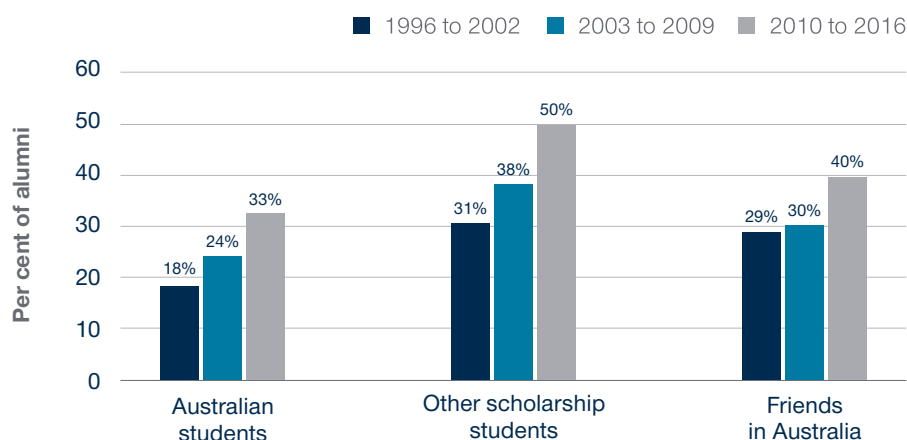
Global Tracer Survey results help to provide insight into the frequency of contact that alumni have with different people and groups that they made connections with as part of their award. In Figure 7 a broad overview of the extent to which alumni maintain contact with these key groups is provided. Overall, alumni are more likely to have frequent contact with people they had met while on award, rather than with the institutions or organisations they interacted with. The findings show that alumni are relatively closely engaged with fellow scholarship alumni they had met as part of their award, while about one third of all alumni indicate having frequent contact with friends in Australia or Australian students they had met on award. The frequency and extent to which alumni are in contact with their host institution, the Australian Embassy or High Commission, and Australian businesses is far less than the contact alumni experience with individuals.

Among different groups of alumni, there were some notable differences in the frequency of contact and connections following the award. For example, scholarship alumni tended to have more contact with Australian students and friends in Australia when compared with fellowship alumni—no doubt related to the relatively longer time scholarship alumni have in Australia to develop these friendships. In addition, on average, more recent alumni tend to have more contact with people they had made connections with on award, for example alumni who completed their award between 2010 and 2016 had a greater regularity of contact with other scholarship alumni, Australian students and friends than those graduating in earlier cohorts (Figure 8).

**Figure 7: Frequency of contact by alumni with key connections resulting from award (n=5696)**



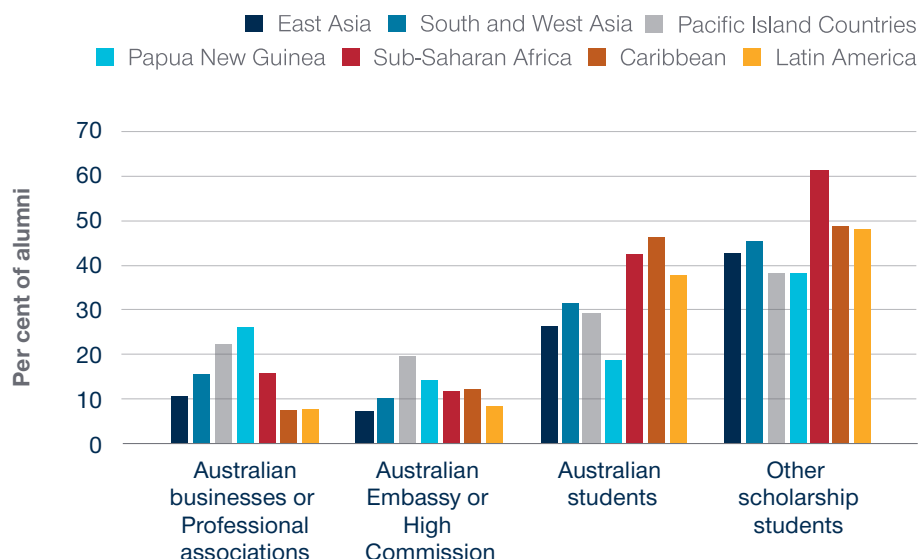
**Figure 8: High frequency of contact (often or always) with selected groups—proportion of alumni by year of award completion**



Patterns of engagement were also different across the Australia Awards regions, with alumni from the Pacific Island Countries and Papua New Guinea (PNG) being notably more likely than alumni from other regions to have frequent contact with the Australian High Commission or Embassy and with Australian businesses. In particular, more than one quarter of all PNG alumni respondents indicated they have frequent contact with businesses or professional associations in Australia, while one in

five alumni from Pacific Island Countries are in regular communication with the Australian Embassy or High Commission in their country (Figure 9). Alumni from Sub-Saharan Africa were notable in this regard too—with more than 60 per cent indicating they have frequent contact with other alumni from scholarships, a notably higher frequency than the average across all alumni (45 per cent), suggesting strength in alumni networks within this region.

**Figure 9: High frequency of contact (often or always) with selected groups—proportion of alumni by Australia Awards region**





Overwhelmingly, alumni also agreed that they had shared the new knowledge and skills they developed during their award.







## Alumni cooperation and collaboration—examples and impact

The connections, collaboration and cooperation between alumni and the people they met while in Australia are vast and various. In the section below, the examples from a few of the alumni who were involved in Facility Case Studies have been summarised to give further insight into this outcomes for alumni. As in the previous chapter, these have been organised to cover aspects of three levels of impact of the Australia Awards, micro, meso and macro.

### Impact at the micro level: Connections helping individual alumni

Many alumni have frequent and ongoing connections on a personal level with former teachers, students or friends from Australia. These relationships provide great benefits to individual alumni; in the form of friendships or providing assistance and advice in their work. A few examples that typify the stories collected by the Facility over the past four years are shared below to provide further insight into this outcome from a micro-impact perspective.



**Ms Daniela Medina Hidalgo**

While studying in a Masters of Environment Advancement (Honours) at Griffith University (Australia Awards—Australian Leadership Award from 2014–2015), Ms Daniela Medina Hidalgo actively reached out to academics in Australia with similar research interests to identify a useful research topic for her thesis.



These efforts resulted in a link with CSIRO's Global Food and Nutrition Security research group to contribute to an ongoing research project and a position as a guest researcher. The link would ultimately lead to an opportunity to study her PhD at the University of the Sunshine Coast, which she begun in 2018. Her Doctoral thesis is exploring links between climate change adaptation and food and nutrition security goals in the Pacific.



### Dr Joseph Suwamaru

Dr Joseph Suwamaru has held high-level positions in the ICT sector and is a well-respected academic in PNG and the Asia Pacific region. When he returned to PNG after completing his Australian Development scholarship, with a Master of Engineering Sciences at Queensland University of Technology in 1999, he was appointed the Executive Director of the Engineering Department within the former ICT regulator in PNG, PANGTEL. On completing his doctorate at Divine Word University (DWU) in 2013, Dr Suwamaru became a senior lecturer within the Department of Information Systems.



Through his well-established networks in Australia, Dr Suwamaru developed a relationship with the Australian National University's College of Asia and the Pacific, and was an invited guest presenter at the State, Society and Governance in Melanesia Seminar Series and as part of the ANU Pacific visitors program in 2015. In 2017, he was given an award for outstanding ICT research in PNG by DWU. Recently, Dr Suwamaru co-authored a book chapter that provides evidence and recommendation on how ICT can be used by Pacific Island Countries in their climate change and disaster risk reduction policy. He has been a regular contributor to research and debates around ICT's role in climate mitigation and adaptation in the region.



### Mr Yos Sudarso Usman Putra

Mr Yos Sudarso Usman Putra undertook an Australian Development Scholarship and studied a Master of Education at Flinders University (2006–2007), specialising in leadership and management.



In 2011, he joined Australia Awards Indonesia and was responsible for program promotion and pre-academic training in the eastern Indonesian provinces of West Papua, Papua, East Nusa Tenggara and West Nusa Tenggara helping to build capacity in the region. Working closely with Australian institutions and alumni he was able to build the profile of Australia Awards within the provinces.



## Impact at the meso level: Alumni-led collaboration to benefit organisations and communities

Often, the connections made by alumni while in Australia have resulted in collaboration or assistance that has had an influence beyond the individual alumni and a flow-on to their colleagues and organisation, or their communities. These examples of cooperation highlight the meso-level impact that the Australia Awards and predecessor scholarships can have, and the benefits that others derive from this.



### Mr Andrew Kalman

Mr Andrew Kalman is an Inspector in the Vanuatu Police Force. While working on transnational criminal cases he developed close organisational ties with the Australian Federal Police and the Australian Border Force. This connection led to a recommendation to study in Australia. Mr Kalman received an Australian Development Scholarship and studied a Graduate Certificate of Transnational Crime Prevention at the University of Wollongong (2008).



Since his scholarship he has served as Commander of numerous police units including the Transnational Crime Unit, the Professional Standards Unit, and the Fraud Investigation Unit. Mr Kalman has been involved in a number of high profile cases that have teamed with Australian and international agencies, investigating corruption and transnational crime. He maintains strong networks with law enforcement agencies in Australia and the Pacific.



### Mr Leupena Malasia

Mr Leupena Malasia is the Manager the Wireless and Transmission Department of one of Samoa's largest mobile telecommunications companies, Bluesky. In 2008, he took leave from his job to undertake an Australian Development Scholarship and studied a Bachelor of Engineering (Electrical and Electronic Engineering) at Victoria University. Returning to Bluesky in 2011, Mr Malasia used the connections he established while on award to seek technical advice from one of his Telecommunications lecturers.



With the support and mentoring of his former lecturer, Mr Malasia was able to complete the project without the assistance of external consultants thus strengthening the capacity within his team and the organisation. In recognition of Mr Malasia's contributions, he has twice been awarded Bluesky's employee of the year.



### Dr Titus Nasi

Dr Titus Nasi an alumnus of an Australian Leadership Award fellowship (2009). Head of Paediatrics, National Referral Hospital, and Chief Paediatrician for Solomon Islands, Ministry of Health and Medical Services, Dr Nasi has developed strong links with Australia at both an individual and institutional level. Dr Nasi partnered with the Centre for International Child Health (CICH) at the University of Melbourne to develop a Bachelor of Child Health Nursing degree in the Solomon Islands to build capacity of nursing staff.



In addition to this, he collaborates with colleagues in Australia to support undergraduate and postgraduate students undertaking research projects and work experience in Solomon Islands. Dr Nasi's networks have been built over an extended period, and are a combination of multiple opportunities he has had to work and study in and with Australians. He worked in Australia for two years in 1999 to 2001 at the Children's Hospital in Randwick, Sydney and has received two Australia Leadership Awards in the field of Paediatrics in 2009 and 2011.





## Impact at the macro level: Collaborations that influence on a national and international scale

The Facility has found some evidence of alumni with connections and relationships made in Australia that have enabled them to link into national and global initiatives, networks or collaborations, and to share these networks for the benefit of their country. Examples in this macro level of impact that have been gathered through Facility Case Studies are summarised here.



**Mr Joaquim Freitas Soares**

In 2013, Mr Joaquim Freitas Soares studied an Australian Leadership Award fellowship hosted by the University of Sydney's Centre for Disability Research and Policy. The four week course, 'Community based rehabilitation (CBR) programs for people with disability: building capacity for monitoring and sustainability' provided fellows from the Pacific region and South East Asia the opportunity to visit CBR programs across western New South Wales and observe how these regional organisations operate with limited resources in the Australian context.



As a result of the fellowship, Mr Soares collaborated with other fellows to develop a Monitoring Manual and Menu (MM&M) for community based disability inclusive development in the region. The MM&M was the first of its kind at the time, and was published by the University of Sydney.



### Mr Colin Bright Leo

Mr Colin Bright Leo is the founder of the Vanuatu Environmental Law Association (VELA) and a leading advocate for environmental protection in Vanuatu. A former Australian Development Scholarship alumni, Mr Leo was able to utilise connections he made while studying at Australian National University (2006–2007) to help establish VELA.



He has also worked closely with the Environmental Defenders' Office (EDO) in Sydney, to set up the governance structures for his association which has been designed to provide legal support to the protection of the environment of Vanuatu and the Pacific region. The association brings together lawyers to take on cases and influence national environmental policy.



### Dr Adrian Arias

Dr Adrian Arias works for Oceans 5; an organisation managing philanthropic investments focused towards marine conservation. In his role, he develops and manages projects in Latin America and the Caribbean. He undertook a Australia Awards Scholarship, Australian Leadership Award at James Cook University (2012–2016), completing a Doctoral degree in Marine Conservation and receiving the Glenn Almany Memorial Prize for his thesis.



He has active networks in the scientific community in Australia, which he is using effectively through his work to the mutual benefit of his projects and Australian marine scientists. The exchange of expertise is building Australia's global reputation in marine research while also strengthening Dr Arias' organisation to make a difference to marine conservation across Latin American and the Caribbean.

“What Colin has done is help us partner with the Environmental Defenders’ Office in Sydney. And so a lot of assistance is coming from them, because Colin has paved for that for me to come in and just connect with them for the benefit of our work in Vanuatu.”

*Colleague of Mr Colin Bright Leo*





## Conditions for success—facilitating alumni to develop networks

The connections described in this chapter vary substantially, but nonetheless, there are factors identified through alumni who have had success in making links through their scholarship or fellowship that are common. Conversely, alumni who have experienced challenges in making links and building professional networks on and post award, the distinct absence of these factors played a role. Similar to Outcome 1, across Australia Awards country programs, the way in which these factors are implemented and the level of influence will vary.

These factors are listed and discussed below with the intention of offering practical elements drawn from examples in programs that might be replicated or built on further in the implementation of Australia Awards across its variety of contexts.

**Table 2: Factors for enabling alumni to contribute to cooperation between Australia and partner countries**

### Micro—individual-level factors

- Alumni are motivated to build and maintain their networks and develop professional links.
- Alumni undertake opportunities to meet Australians and other international students on award.
- Alumni have the skills and knowledge to effectively engage in professional networking.
- Alumni have the time and resources to build or maintain their Australian networks post award.
- Alumni are in a position within their organisation that supports engagement with networks formed in Australia.

### Meso—organisational/program-level factors

- On-award course modality provides opportunities to work with other students, undertake internships and exposure to Australian organisations or professional bodies.
- Australia Awards programs, posts and local alumni associations provide alumni engagement opportunities and activities for alumni to remain connected and build new links with fellow alumni, Australians and Australian organisations.
- Australian institutions remain engaged with alumni post award.
- Australian organisation presence or interest in working in/with partner-country organisations or multi-lateral forums.
- Alumni's workplace/sector engages in collaboration or cooperation with Australian organisations or multilateral forums.

### Macro—societal/government-level factors

- Digital communications and social media platforms are accessible and enable alumni to remain connected globally.
- The strength of Australia and partner-country bilateral relationship which support and encourage trade, investment and partnerships.
- Diaspora communities in Australia, including alumni living in Australia, provide a link to Australia for alumni in partner countries.





## Women in Leadership

**The Australia Awards are helping to build leadership capacity of women from alumni countries through providing tertiary education which equips and empowers them to pursue leadership roles in their workplaces and communities. Access to tertiary education is also improving the economic outcomes of alumnae and their families, allowing social mobility and the reduction of poverty within their communities.**

Data collected in the Facility's Global Tracer Survey shows that nearly all (93 per cent) alumnae report being in a leadership position, with 64 per cent in a formal role through their work and a further 28 per cent in an 'informal' role through mentoring or work in their community.

The impact of the Australia Awards on alumnae, and their ability to lead and contribute to their communities and country on return from award is demonstrated in the five examples below, collected through the Facility Case Studies.



**Ms Phan Thi Thanh Binh**

Ms Phan Thi Thanh Binh undertook an Australian Development Scholarship, studying a Bachelor of Banking and Finance at the University of South Australia in the early 1990s. After graduating she joined ANZ Vietnam where she worked for over 20 years, holding a number of senior roles including various executive and board positions and the Acting Chief Executive Officer position in 2015. After attending an ANZ Women in Leadership training program in 2017, Ms Pham felt inspired to look towards new leadership opportunities within the banking sector.



She decided to move into the domestic banking sector to share her expertise and participate in the ongoing transformation of the banking industry in Vietnam. Joining Techcombank in 2017, Ms Pham is now leading the Wholesale Banking Group's strategy and the Techcombank transformation agenda.

*'I have to build and change the system a little bit to make change, even the processes and procedures. I think about what policy, what kind of markets we want to go to, what kind of strategy we want to play in the market.'*



### Ms Christina Suzie

Ms Christina Suzie Thyna is a lawyer and entrepreneur based in Port Villa, Vanuatu. She undertook an Australian Development Scholarship and studied a Master of Laws at the University of New South Wales from 2009 to 2010. Ms Thyna established her own legal firm on her return from Australia. She works on a variety of legal cases including: trade, trademark and intellectual property.



Ms Thyna is an active senior leader and mentor within her church, a significant position within the strong Christian community within Vanuatu. In this role, Ms Thyna shares her experiences—drawing on knowledge from Australia, and from setting up her own business to provide advice and support to women in her community.

*'I'm the president of the women in our church... it makes me proud to give them advice and to assist in issues that they're confronted with'*



### Ms Xi Jingjing

Ms Xi Jingjing is the Director of the General Office at the China Centre for Disease Control and Prevention (CDC) headquarters in Beijing. She undertook an Asia Pacific Public Health Leadership Program (fellowship) and studied a dual Masters of Public Health at China CDC and Griffith University in 2008. In 2016, Ms Xi was appointed Director of the General Office, becoming the youngest women in China CDC history to be appointed to director level. She is building management capacity of CDC staff through national and provincial level training programs.



Ms Xi works closely with the Ministry of Health and the Director of China CDC, coordinating 11 institutions and 31 departments, with over 200,000 full-time staff.

*'At Griffith University, I learnt much about the art of leadership, including how to design a project and how to communicate with others and their stakeholders and how to evaluate the project. I think the courses taught me how to realise all the theories in my work.'*



### Ms Lubna Hashmat

Ms Lubna Hashmat is Chief Executive Officer of Civil Society Human and Institutional Development Programme (CHIP), a Pakistani-based NGO which seeks to enable other local NGOs and community-based organisations to strengthen their governance and management processes. Ms Hashmat received an Australian Development School and studied a Master of Development Administration, specialising in governance at the Australian National University in the early 2000s. On return, Ms Hashmat helped to guide CHIP from being a Swiss-aid funded program to becoming an independent, sustainable Pakistani NGO, taking on the role of CEO in 2007.



Ms Hashmat's involvement in the development of Pakistan is substantial, contributing to projects in the region, facilitating disaster relief efforts, educating about domestic violence, and developing policies for the inclusion of people with disability. Ms Hashmat is a mentor in the Australia Awards Mentorship Program and is part of the Australia Awards South and West Asia Women in Leadership Network.

*'I now very strongly believe that if I benefit human beings, change their attitudes, bring in some changes, these development indicators are just the most valuable financial compensation for me.'*



### Mrs Nellie Caroline Oduor

Mrs Nellie Caroline Oduor is the Deputy National Program Director at the Kenya Forestry Research Institute (KEFRI), where she has worked since 1990. Mrs Oduor works in the area of forest products research with emphasis on promoting bamboo utilisation, sustainable biomass energy and wood treatment/protection. She received an Australian Government Equity and Merit Scholarship and studied a Master of Science (1992–1994) in wood science at the University of Melbourne. She credits her degree with providing her with the foundation for her current role and still uses the networks she made on award to support her work in forest conservation.



Mrs Odour has been an active member of the community through her work at the Kenya Professional Association of Women in Agriculture and Environment (KEPAWAE), which she chaired for four years. Through KEPAWAE, Mrs Odour has supported girls to transition into secondary school and to consider science as a career.

*'I think the highlight has been the Kenya Professional Association of Women in Agriculture and Environment... it opened my eyes to what women can achieve and what impact we can have.'*









# Alumni partnering with Australian organisations

Professional links and partnerships with Australian organisations are being formed by scholarship and fellowship alumni. Based on the data collected by the Facility, just under half of all alumni have been able to establish a professional link with Australia following their award. Alumni in the university sector and NGOs, as well as alumni from regions in close proximity to Australia indicate a greater likelihood of having established professional links with Australia. The vast majority of alumni who do not have professional links with Australia would like to in the future.

## Introduction

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**Long-term Outcome 3 of the Australia Awards is articulated as the intention that as a result of their scholarship or fellowship, alumni are able to build:**

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Effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries.

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This particular outcome is viewed by the Facility as the development of relationships that go beyond personal interactions and are evident through the building of partnerships or agreements between businesses, organisations, public sector departments, or educational institutions in Australia and in the home country of alumni. As noted in the Global Monitoring and Evaluation Framework for the Australia Awards, this outcome 'articulates Australia's intention to see organisational links...developing as a result of Australia Awards activities. It looks beyond the individual links that are the focus of other long-term outcomes' (DFAT, 2017, p. 8).

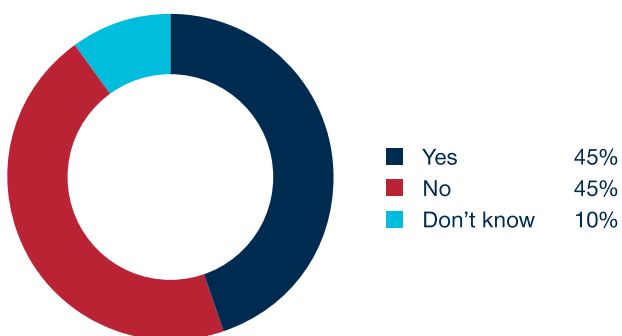
In essence, examples of focus for this outcome in the report are those in which alumni have been able to expand the reach of their Australian networks to include their colleagues or other contacts within their country in order to engage with Australian partners and collaborators.

## Partnerships with Australia developed by alumni

Through the Global Tracer Survey, the Facility has asked thousands of alumni about whether they have had a chance to make professional links with Australian organisations in the time following their award. As Figure 10 shows, fewer than half of all alumni indicate having made a professional link with Australia. Among all the long-term outcomes for the Australia Awards, this aspect appears to have been the most difficult to consolidate for alumni. This is not necessarily surprising, given the fact that development of professional links is dependent on a number of factors that are not necessarily all within the control of an individual alumni (see the conditions for success section at the end of this chapter).

Among all the long-term outcomes, this aspect appears to be the most difficult to consolidate for alumni.

**Figure 10: Professional links with Australia developed by alumni following award (n=5928)**

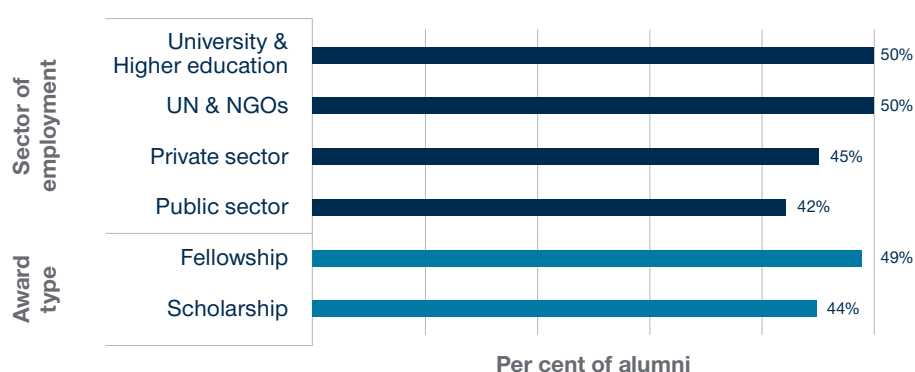


### Which alumni are making links?

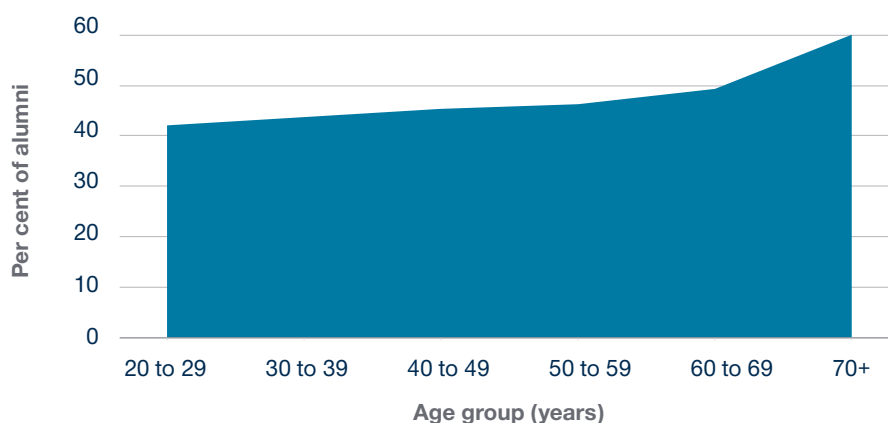
The Global Tracer Survey data does help to offer a more nuanced insight into the extent to which this outcome changes depending on some key alumni characteristics. For example, the data show that type of scholarship, sector of employment, age of alumni and region are each likely to impact the chance of an alumni having developed a professional link with Australia following their award (Figure 11 and Figure 12).

A notable finding in this regard is the fact that fellowship alumni tend to be slightly more likely to have formed professional links than scholarship alumni. Given that Australia Awards fellowships were designed with an emphasis on partnerships and networks—often involving groups of alumni working closely with an Australian host organisation on a specific industry or work focussed area of professional development—it is perhaps unsurprising that these alumni had greater likelihood of creating professional connections than the scholarship alumni. Nonetheless it is interesting that the data confirms the assumptions relating to the outcomes for these different cohorts.

**Figure 11: Alumni who have developed a professional link with Australia by award type (n=5928) and sector of employment (n=4254)**



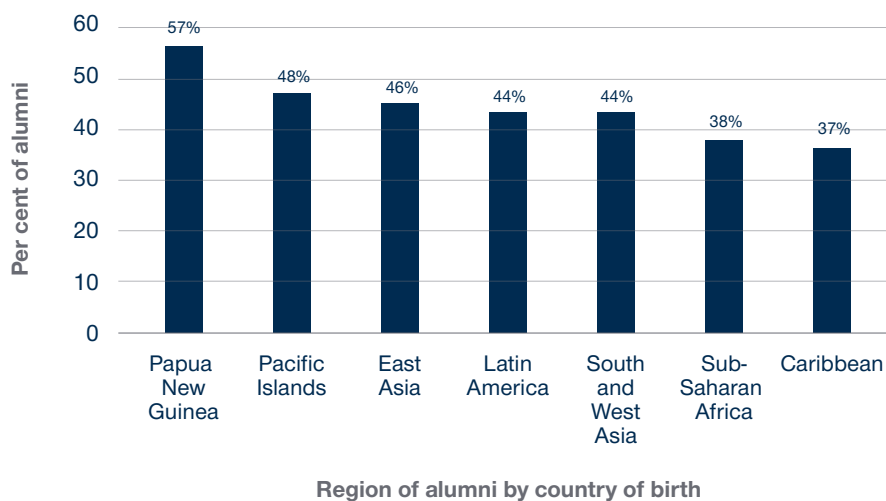
**Figure 12: Alumni who have developed a professional link with Australia by age (n=5921)**





In addition to these aspects, there are some differences between the region in which alumni are from and their likelihood of professional engagement with Australia. As Figure 13 shows, alumni from Australia Awards regions closest to Australia tend to be more likely to have made a professional link with Australia, with PNG alumni the most likely group, followed by Pacific Island Countries and alumni from East Asia.

**Figure 13: Alumni who have developed a professional link with Australia by Australia Awards region (n=5928)**





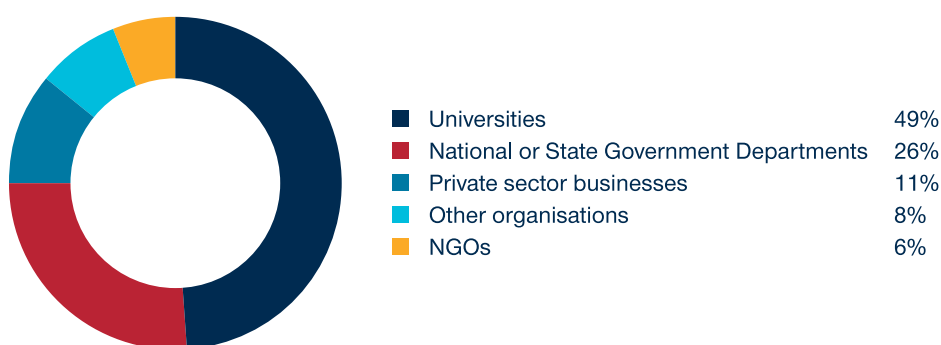
### What type of organisations are alumni partnering with?

Alumni are partnering with a diverse range of Australian organisations—across the public, private and NGO sectors. However, partnerships with universities are clearly the most common. As shown in Figure 14, nearly half of these partnerships are with Australian universities. A further quarter are with departments in the Australian or state public service, and the remaining quarter are among private sector organisations, NGOs and other groups.

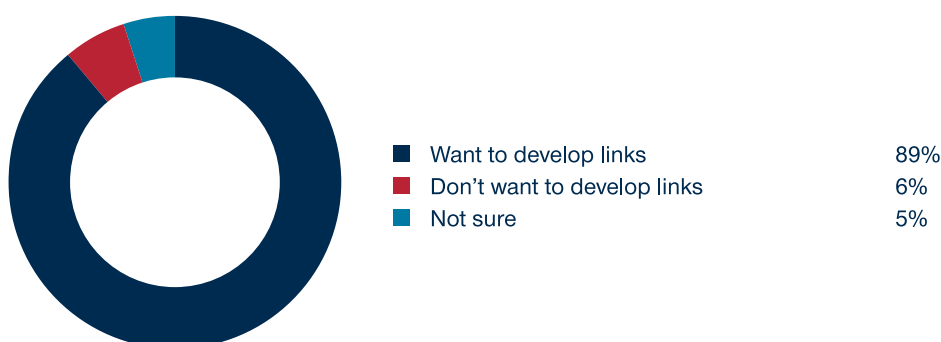
### Do alumni want to connect with Australian organisations?

Alumni who have not been able to make a professional link with an Australian organisation were asked if they had been interested in pursuing this opportunity. The results show that despite not yet making a connection, the majority of these alumni are interested in pursuing such opportunities. From a 'big picture' perspective, this outcome demonstrates that there is strong potential for building further partnerships with and for alumni. The examples below, demonstrating successful partnerships, and the discussion of the 'conditions for success' for this outcome offer insight into how future engagement with alumni could enable greater connections with Australian organisations.

**Figure 14: Types of Australian organisations that alumni have made professional links with (n=2648)**



**Figure 15: Desire to create professional links with Australia among alumni who have not made a professional link with Australia (n=2066)**





Looking beyond individual links,  
this outcome articulates an intention  
for organisational connections.





## Creating partnerships— alumni examples

While fewer alumni have been able to establish ongoing professional partnerships with Australia as a result of their scholarship or fellowship, the Facility has nonetheless identified a number of pivotal examples of success in this regard. As with the analyses of other outcomes in this report, the examples highlighted below are organised in relation to the magnitude of impact framework. For this particular outcome, given the emphasis is on the way in which alumni link their organisations or institutions with Australian organisations, the ‘micro’ impact level is not seen as relevant here. As such, the examples below cover the meso and the macro impact levels.

### Impact at the meso level: Alumni linking their organisations with Australian partners



**Mr Ferry Putra**

After completing a Masters of Education at Monash University (2009–2010), as part of an Australian Development Scholarship, Mr Ferry Putra has been able to forge ongoing partnerships between his employer the Indonesian Ministry of Education and Culture (MoEC) and three



Australian organisations; the Victorian Department of Education, the Victorian Institute of Teaching, and Williamstown North Primary School. Mr Putra led a delegation from MoEC to visit these institutions as part of a study program to help improve professional development training of teachers in Indonesia.



**Mr Martin Daniel**

As an alumnus of an Australian Development Scholarship, and Dean of the Faculty of Business and Informatics at Divine Word University (DWU), Mr Martin Daniel (PNG) has been able to leverage the existing partnership between DWU and Australian Catholic University (ACU) and his own professional networks



to engage experts from ACU to review flexible learning programs developed for DWU.

At an organisational level, this collaboration has enriched DWU's capabilities to design and deliver, online courses while strengthening the existing institutional ties between the two universities.



**Dr Elias Gichangi**  
**Dr Simon Nguluu**  
**Dr Donald Njarui**

Since the 1990's there have been strong academic and research connections between Australian Development Scholarship alumni working in the agricultural sector in Kenya and the Australian Centre for International Agricultural Research (ACIAR). Alumni like Dr Elias Gichangi, Dr Simon Nguluu and Dr Donald Njarui have collaborated with ACIAR in their roles at the Kenyan Agricultural and Livestock Research Organisation (KALRO). Cooperation has included a range of research projects and publications relating to soil rehabilitation practices, and land, water and livestock management.



These projects are vital in the development of strategies to build drought resilience and food security in Australia and Kenya. The research is strengthening Australia research reputation globally and helping to ensure a shared approach to reducing of the impact of climate change on food production.



**Dr Sarath Perera**

Through relationships developed on his Colombo Plan award with his supervisors, Dr Sarath Perera (Sri Lanka) had the opportunity to take up an academic role at the University of Wollongong (UoW) in 1986, four years after completing his Doctoral studies. During his long tenure at the UoW he has maintained strong connections with his former employer, the University of Moratuwa, helping to facilitate postgraduate opportunities for Sri Lankan students, and establishing an official Memorandum of Understanding to deliver a joint doctoral program in 2017.



Dr Perera is helping to enrich the learning experience for both Australian and international students in his field and raise the profile of UoW globally.





## Impact at the macro level: Alumni and their national and international partnerships



Griffith University and the Chinese Centre for Disease Control and Prevention (China CDC) have strong organisational ties, facilitated in the past decade by the Australia Awards. The partnership has included collaboration on a dual Masters of Public Health program which saw emerging leaders from China CDC undertake a year at Griffith University as part of the Australia Award fellowship, the Asia-Pacific Public Health Leadership Program (2007–2008). Griffith University hosted 11 rounds of Australia Awards fellowships, providing professional development training for over 38 staff from across the 22 departments of China CDC. Many of these staff have taken on senior roles within China CDC on their return, building capacity within their departments and becoming agents for change.

The partnership has also led to collaboration on initiatives such as the 'Healthy China project', and doctoral studies for a number of senior China CDC staff at Griffith in areas such as public health promotion and epidemiology. These alumni are now in leadership positions within China CDC and provide valuable expertise as part of the organisation's strategic response to COVID-19 both in China and globally. For example, alumnus Dr Bao Changjun, the Chief Physician and Director of COVID-19 Prevention and Control in Jiangsu Province, led a sophisticated contact tracking and public health campaign which resulted in reducing the spread of the virus in Jiangsu Province.

**Image: Lab coats at the Chinese Centre for Disease Control and Prevention, The Global Tracer Facility 2018.**



### Mr Monrique Reis

Through linkages made during his Australian Development Scholarship, Mr Monrique Reis (Bachelor of Disability and Development Education 2012–2016) was able to help Flinders University establish New Colombo Plan placements in Timor-Leste. Working closely with his network within the disability sector, Mr Reis, facilitated organisational links between Flinders University and a number of Timorese institutions under the NCP Mobility program. Mr Reis helped to arrange for Australian students to volunteer with Ismara Alma (a Catholic School and Orphanage run by the Alma Sisters) and Klibur Domin Rehabilitation Centre.



During the four week program, students worked with staff from Ministry of Social Solidary, Disabled Peoples Organisations and students from National University as part of their project work. This partnership created an opportunity to deepen the exchange of ideas and expertise between Australian and Timorese participants working in the disability sector.



### Dr Tsetsegsaikhan

While studying a Master of Public Health and Health Management at the University of New South Wales (2013–2014) as part of an Australia Award scholarship, Dr Tsetsegsaikhan (Mongolia) undertook a six month internship at the Policy and Advocacy Unit of the Cancer Council New South Wales (NSW) which transformed her life. During her internship she realised that there was a lack of psychosocial support services for cancer patients in Mongolia. In 2014, encouraged by her mentor and provided with technical support by the Cancer Council NSW, Dr Tsetsegsaikhan established the National Cancer Council of Mongolia (NCCM).



Using her professional connections from her award, and from participation in the first Australia Awards Mongolia, Women in Leadership Program, Dr Tsetsegsaikhan was able to help facilitate an Australia Awards fellowship program in collaboration with Australian institutions, and set up public health campaigns to broaden the reach of NCCM in Mongolia. With the support of the Australian Embassy in Mongolia via the Direct Aid Program, and the Murdoch Children's Research Institute, NCCM began working on research into the high rate of Human Papillomavirus infection in Mongolia and community attitudes to a vaccine. Now running the NCCM full time, Dr Tsetsegsaikhan continues to demonstrate good practice in fostering bilateral collaboration and institutional links.





# 45%

Percentage of alumni who have made a professional link with an Australian organisation or business since returning from award.





## Conditions for success—what helps in establishing partnerships?

As noted above, of the four long-term outcomes of the Australia Awards, this is the area with the least evidence to suggest it is being consistently achieved. The ability of alumni to make ongoing professional partnerships is dependent on a large range of issues, including but not limited to the type of course and opportunities available to them while on award, and the sector and type of position the alumni assumes when back in their home country.

The evidence gathered by the Facility suggests that this outcome should not necessarily be an automatic expectation of every alumni or every Australia Awards program. Nonetheless, where the situation is appropriate, there are a range of conditions that contribute to the successful development of mutually advantageous professional partnerships for alumni, their organisation or home country, and Australia.

The factors seen to nurture these relationships follow on, or build upon, the conditions highlighted in the previous chapter in relation to achieving Outcome 2—cooperation—and are outlined below to the three levels of contributing factors.

**Table 3: Factors for enabling alumni to develop institutional partnerships with Australia**

Micro—individual-level factors
<ul style="list-style-type: none"><li>• Alumni have developed the skills and knowledge to effectively engage in partnership development with Australia.</li><li>• Alumni maintain professional links formed on award to develop partnership opportunities.</li><li>• Alumni have the time and resources to invest in partnership development.</li><li>• Alumni are in a position within their organisation to develop institutional partnerships.</li></ul>
Meso—organisational/program-level factors
<ul style="list-style-type: none"><li>• Alumni are provided opportunities to meet with Australian organisations and professional bodies on award.</li><li>• Alumni's workplace/sector engages in and seeks partnerships with Australian organisations.</li><li>• Australian organisations are interested in developing partnerships with partner-country organisations.</li></ul>
Macro—societal/government-level factors
<ul style="list-style-type: none"><li>• Australia and partner country have a strong bilateral relationship which support and encourage trade, investment and partnerships.</li><li>• Diaspora communities in Australia, including alumni living in Australia, facilitate building interest for partnerships between alumni's organisations and Australian organisations.</li></ul>

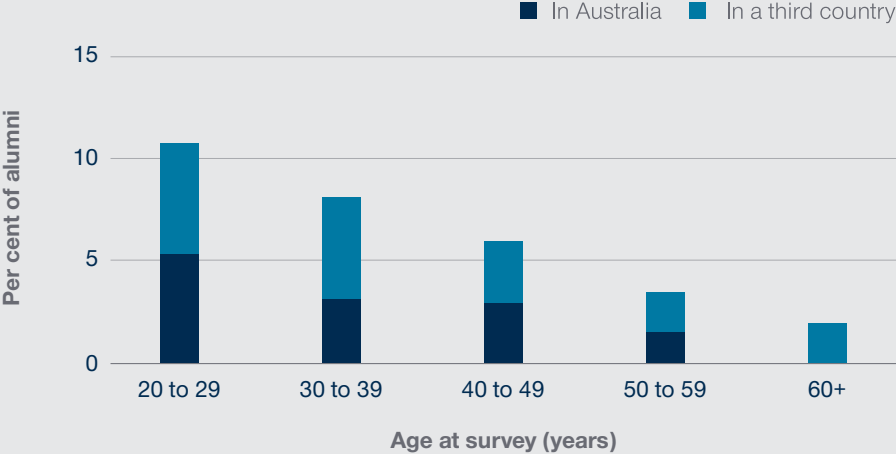


# Mobility of Australia Awards Alumni

The majority of alumni were living in their home country at the time of being surveyed. However, a small proportion—three per cent—were living in Australia, and a further four per cent were living and working in a third country. This section focuses on these alumni and explores who they are, and how they differ from alumni living in their home country.

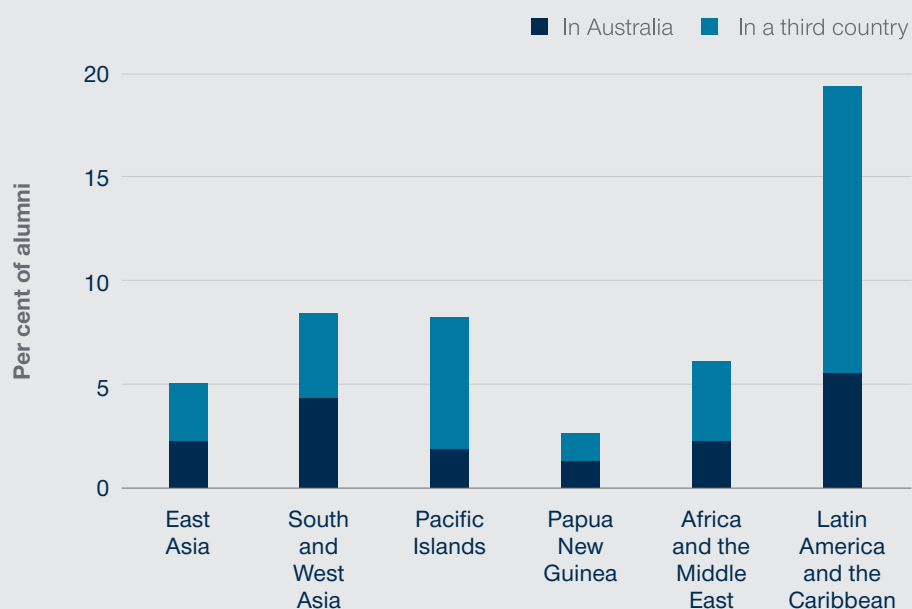
A similar proportion of male and female alumni were living outside their home country, however alumni living in their home country tended to be slightly older, with a median age of 41, than alumni living in Australia (median age of 39) or a third country (median age of 38). Alumni aged between 20 and 29 years were most likely to be living outside their home country, and those aged 60 or older were least likely to be living outside their home country (see Figure 16). Seven per cent of alumni who completed a scholarship were living outside their home country and a similar proportion of alumni who completed a fellowship were also living outside their home country (6 per cent).

Figure 16: Proportion of alumni living in Australia or in a third country by age at time of surveying (n=409)





**Figure 17: Proportion of alumni living in Australia or a third country by region of birth (n=409)**



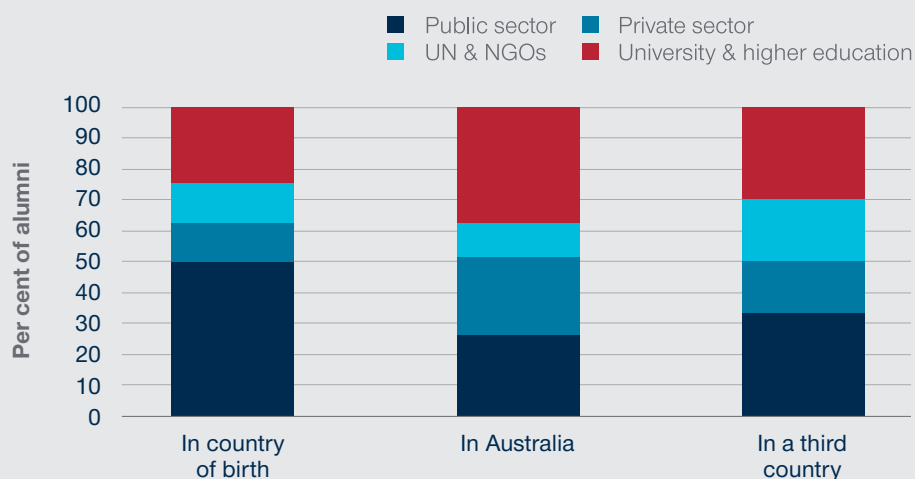
There were also some differences by region of birth. As shown in Figure 17, alumni from Latin America and the Caribbean are most likely to report living in Australia or a third country (19.4 per cent) followed by alumni from South and West Asia (8.4 per cent) and the Pacific Island Countries (8.2 per cent).

The majority of alumni in their home country—89 per cent—were employed full-time. Rates of full-time employment were much lower for alumni living in Australia (45 per cent) or in a third country (72 per cent). Alumni living in Australia were much more likely to be undertaking further study or engaging in other non-work activities (40 per cent) than alumni in their home country (8 per cent) or those in a third country (25 per cent). Close to half of all alumni (46 per cent) who were undertaking further study were living outside their home country.

It is possible some alumni are living in Australia because they received a scholarship to undertake further study. Around half of alumni living in Australia reported that they had received another scholarship following their Australia Award. This compares with 28 per cent of alumni living in their home country and 36 per cent of alumni living in a third country. When focusing on alumni undertaking further study, 76 per cent of these alumni in Australia had received another scholarship, slightly higher than the proportion undertaking study in their country of birth (71 per cent) or in a third country (68 per cent).

Among alumni who were employed, there also appear to be some differences in the sector of employment by alumni location. As shown in Figure 18, alumni living in their home country were more likely to be working in the public sector than alumni in Australia or a third country. Alumni living in Australia were more likely to be working for a university or in the higher education sector (38 per cent) or in the private sector (25 per cent) than alumni in their home country, while alumni in a third country were more likely to be working for the UN or other non-government organisations (20 per cent).

**Figure 18: Sector of employment among employed alumni by location (n=408)**





Overwhelmingly, alumni agreed that they had shared the new knowledge and skills they developed during their award.







# Alumni views of Australia

Scholarship and fellowship alumni hold strong, enduring, positive views of Australia. The overwhelming majority of alumni indicate that as a result of their award experience, their perceptions of Australia, Australians and Australian expertise became more positive. Alumni are actively encouraging and advising colleagues, friends and family to pursue opportunities in Australia.

## Introduction

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**The fourth long-term outcome of the Australia Awards focuses on the extent to which alumni develop and maintain strong, positive views about Australia in the years following their scholarship or fellowship. This long-term outcome is:**

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Alumni view Australia, Australians and Australian expertise positively.

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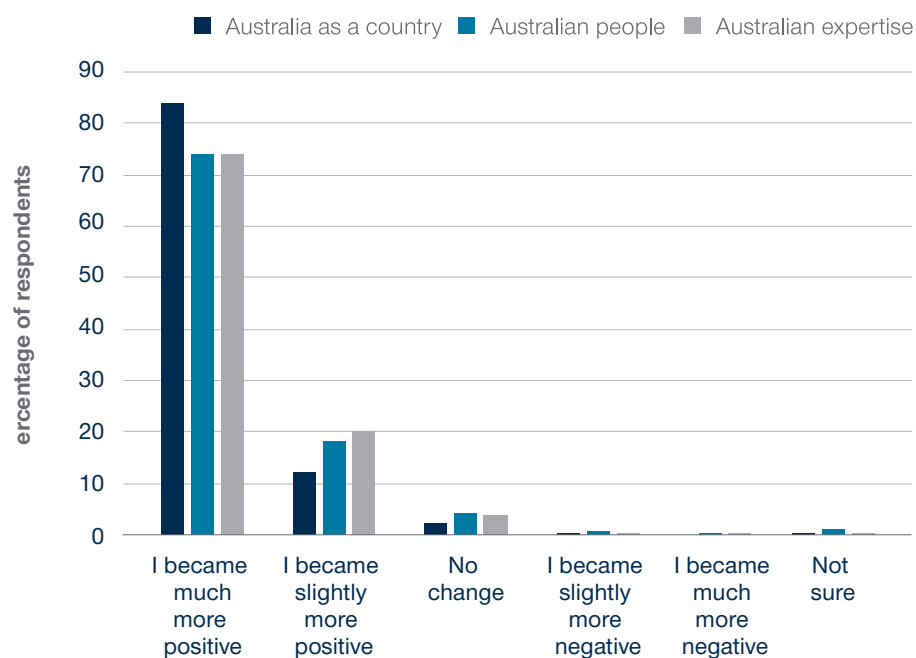
Achieving this outcome is fundamentally important in facilitating the achievement of other long-term outcomes; if alumni views of Australians or Australian expertise are not positive, then they will be less likely to maintain connections or develop professional partnerships with Australia following their award.

The Australia Awards Global Monitoring and Evaluation Framework highlights that ‘people-to-people links have long been a feature of Australia’s investment in scholarships and training’ (DFAT, 2017, p. 8) and that strength in this outcome is important in maintaining and improving bilateral relationships for Australia.

## Alumni perceptions of Australia

Analysis of the Facility’s Global Tracer Surveys show that alumni have been overwhelmingly positive about their views of Australia, Australians and Australian expertise. In the surveys, alumni were asked about the extent to which their views about Australia had *changed* as a result of their scholarship or fellowship. Figure 19 illustrates the substantial positive impact of the award on alumni perceptions of Australia. Regardless of gender, age, region, field of study or sector of employment, alumni consistently indicated that their views of Australia had been positively influenced as a result of their award.

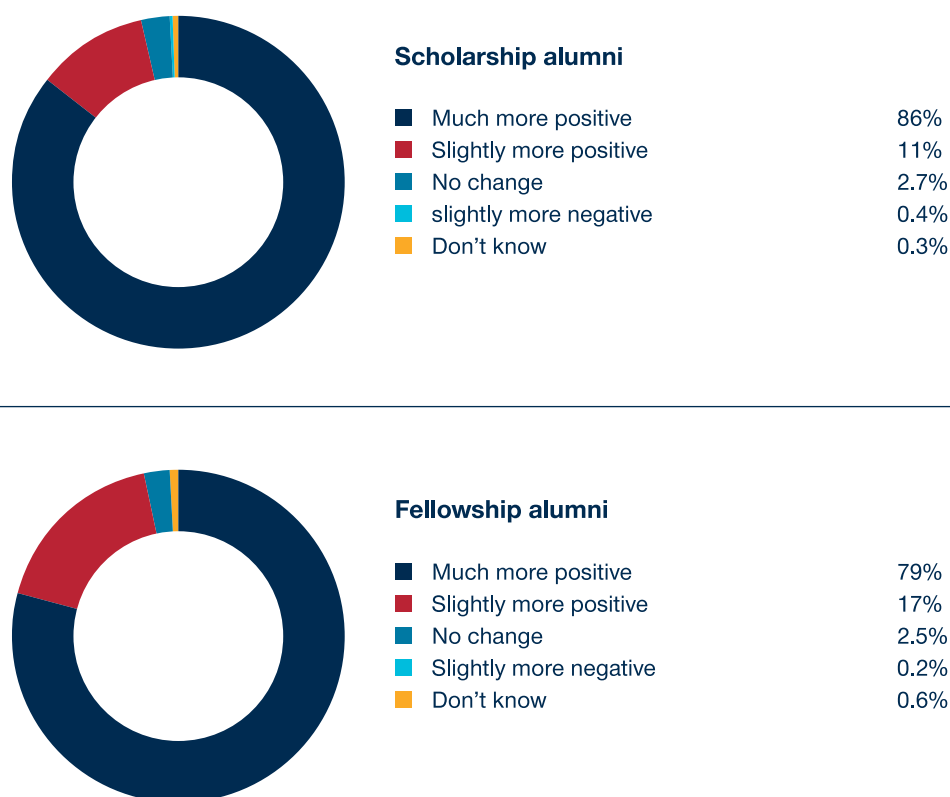
**Figure 19: Change in alumni perceptions of Australia as a result of their time on award (n=5661)**



Across the alumni in the survey, the only area in which there was a notable difference in responses about changing perceptions of Australia as a result of time on award was between scholarship and fellowship alumni (Figure 20). While both these groups overwhelmingly indicated that they had become more positive as a result of their time on award, scholarship alumni were more likely to indicate that they had become *much more positive* (86 per cent) compared with fellowship alumni (79 per cent).

It is likely that this result is related to the length of time these groups have spent in Australia while on award—scholarship alumni have a longer period in Australia while they undertake a full degree (which is generally at least two years), whereas fellowships were generally a shorter timespan (less than one year, and in some cases, a few weeks). For the scholarship holders, the award allowed time to embed themselves more fully in Australia and appears to have helped them develop stronger perceptions and views than perhaps was possible for the shorter-term fellowship groups.

**Figure 20: Change in alumni perceptions of Australia as a country as a result of their time on award by type of award (scholarship n=4409; fellowship n=1257)**



As noted above, the fostering of positive views through the awards are likely to translate into better chances of strong bilateral relations for Australia, solidifying ‘people-to-people’ links. In addition to this outcome, the data collected by the Facility also shows that alumni become ‘ambassadors’ for Australia, promoting Australia to the people that they come in contact with through their work, friendships and community when they return from award. The Global Tracer Survey data show that almost all (97 per cent) of alumni have provided advice to people from their country in relation to pursuing opportunities in Australia. The responses of alumni suggest this advice is spread broadly, with one third of alumni mentioning sharing information with colleagues, a quarter with friends, about one in five with students and ten per cent mentioning providing advice to their family.

When asked about the nature of this advice, alumni indicated this tended to be about pursuing education in Australia—particularly through the Australia Awards. More than 70 per cent of alumni who have provided advice indicated that this had specifically been about how to apply for a scholarship, or information about studying in Australia. About 10 per cent of alumni indicated they have shared opportunities to network with Australians.



Alumni view Australia, Australians  
and Australian expertise positively.







## Developing positive views of Australia—examples from alumni

As the large-scale data show, overwhelmingly alumni are returning from their award with strong and positive views of Australia broadly, and Australians and Australian expertise more specifically. As recognised in the Australia Awards Global Monitoring and Evaluation Framework—returning alumni are significant ambassadors for Australia in terms of promoting Australia as a destination for study and travel, as well as highlighting the role that Australia can play in business, public policy, research and beyond. The examples below, taken from Facility Case Studies, highlight the different ways in which perceptions of Australia and Australian experiences shape the lives of alumni and impact outcomes at the micro, meso and macro levels.

### Impact at the micro level: Australia's role in transformational experiences

On an individual level, alumni involved in the Facility research express substantial gratitude to the Australian Government and Australians they met on award. A common experience in interviewing alumni over the years is that discussions both begin and end with alumni unreservedly thanking Australia for giving them the opportunity to undertake their scholarship or fellowship. As the examples here illustrate, at the micro level, the views of Australia developed as a result of the Australia Awards are often also seen to permeate the immediate family of alumni—many of whom have lived with or visited the alumni during award.

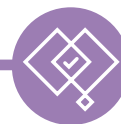


**Ms To Minh Huong**

Evidence collected during the four years of the Facility has found that alumni are strong ambassadors of Australian education. Many of the alumni involved in Facility Case Studies have sent or are planning to send their children to study in Australia. These alumni cite an aspirational desire for their children to have the same 'transformative', educational experiences they had on award. Alumni indicate that their own positive experiences of institutions, course or cities have helped in guiding the selection of education pathways for their children.



For example, Australian Development Scholarship alumna, Ms To Minh Huong (Vietnam) has 'always had a strong belief in the education system in Australia'. Her eldest daughter studied in the International Baccalaureate program at Kilmore International School in Victoria, before going onto study at Monash University. At present, her youngest daughter is studying at the Hanoi-Amsterdam High School in preparation for an undergraduate degree at Monash. Ms To often encourages other parents and friends in her network to consider Australia as a study destination.



### Dr Ith Ponndara

Alumni who were joined on award by their families often have fond memories of the time they spent on award interacting with the local community through schools, childcare and community groups. Alumni also often cite the positive effect of their time in Australia on their children's own learning. These alumni noted that a different approach to learning in Australian schools enriched the experience for their children and they developed new skills and passions like reading and sports.



Australian Development Scholarship alumnus, Dr Ith Ponndara (Cambodia), was joined by his wife and two children while on award and added to his family while completing his PhD. He recalls 'My son actually finished his high school at Canterbury Boys' High in 2013... now he has completed a Bachelor of Public Health at University Health Sciences (Cambodia). My daughter completed Year 5 in Australia at the Campsie Public School, [where] she got a medal in swimming, first place, and second in running. As you will know, in Australia there were sporting activities, so it was so great for students. And the youngest one, she was born in Canterbury Hospital, so I got a baby in Australia during my PhD study.'



### Dr Dora Carias Vega

Many alumni who have gone on to study either post graduate or doctoral degrees post award, cite their 'well respected' and 'high quality' Australian qualifications as providing them with opportunities to pursue further academic opportunities at home or internationally. A Facility Case Study exploring alumni in Costa Rica, interviewed nine alumni who studied an Australia Awards Scholarship between 2011 and 2016. It revealed a number of alumni have been able to use their Australian qualifications to pursue doctoral and post-doctoral studies in Australia and abroad.



For example: Ms Daniela Medina (Master of Environment, Griffith University) is now a PhD candidate at the University of the Sunshine Coast, Mr Aguilar Hernandez (Master of Sustainability, University of Sydney) is now a PhD Candidate at the Institute of Environmental Sciences, Leiden University in the Netherlands, and Dr Dora Carias Vega (PhD, University Melbourne) is a Post-Doctoral Fellow at the University of the Sunshine Coast.



### Ms Helena Matusse

Ms Helena Matusse (Mozambique) received an Australian Development Scholarship and undertook a Master of Biotechnology at Flinders University (2000–2001). As the first person in her family to achieve this level of education she found the experience transformative, giving her new found independence and confidence.

Ms Matusse recalls positively how 'Australia opened my mind' to new practices and ways of doing things. On her return from award, she was able to use Australian teaching techniques, observed on award, to build capacity of her own staff to use new laboratory techniques.

Her leadership skills allowed her to rise through the ranks of her department, and by her retirement in 2017, Ms Matusse was the head of Food and Nutrition in the Agriculture Research Institute of Mozambique.







“Australia opened my mind” to new practices and ways of doing things.





## Impact at the meso level: Positive perceptions shared through communities and organisations

For some alumni, the life-changing experience from their award has encouraged them to share positive views of Australian expertise in their organisations and to recommend people in their community to consider applying for a scholarship themselves. These individuals are seen to be developing or are part of, a critical mass of alumni within organisations or communities where perceptions of Australia are strong and positive because of a number of group members having a scholarship or fellowship experience.



### Mr Siu Fanolua

Mr Siu Fanolua is a Senior Engineer for Quality Assurance and Development at the Electric Power Corporation of Samoa. He undertook an Australian Development Scholarship and studied a Bachelor of Engineering (Electrical and Electronic Engineering) at Victoria University (2011–2014). As a mentor and role model within his church community, Mr Fanolua has become a successful grassroots ambassador of the Australia Awards. Volunteering as a tutor of high school physics and maths students at the study centre at his church, Mr Fanolua is helping to build positive attitudes towards pursuing scholarship opportunities in Australia.



He stated “I was the very first person from my Sunday School to get an award to go to Australia. After me, then my brother, my cousins and some students from my village all got a scholarship to go overseas to do studies. I know when they came back, they do some speech in front of our church community, and they always mention me, that I was their motivation”.



### Mrs Zannatul Ferdous

Inspired by a female colleague who had recently returned from scholarship in Australia, Mrs Zannatul Ferdous applied for an Australian Development Scholarship and undertook a Master of International and Development Economics at the Australian National University (2011–2013). At the time, Mrs Ferdous was working for Bangladeshi Ministry of Finance, where there was a critical mass of Australia Awards alumni in her department helping to transform the Ministry. She was able to use skills and knowledge learnt on award to lead a number of international economic and development initiatives.



This included preparing Bangladesh for graduation from the least developed countries (LDCs) category, which involved preparing impact assessments and supporting documents and presenting them to the Committee for Development Policy at the United Nations. As part of this role, one of her core responsibilities was to coordinate activities across 57 ministries to implement the Istanbul Program of Action to help Bangladesh graduate from LDC status.



Over the last four years, the Facility has observed a strong regard for Australian expertise within organisations that have a critical mass of Australia Awards alumni, often from the same institution. Bilateral relationships between government ministries and Australian institutions have led to cohorts of alumni with similar qualifications working together to build capacity within their organisations. A good example of this high regard for Australia expertise, is the relationship between the University of New South Wales (UNSW) and the Cambodian Ministry of Health.



UNSW has had a long association with the Ministry of Health through technical support and capacity building activities, and this has led to a critical mass of alumni in the Ministry who have studied an Australian Development Scholarship at UNSW. The strong regard for the Masters of Public Health at UNSW have seen departments like the National Centre for HIV/AIDS, Dermatology and STD (NCHADS) actively encourage staff to undertake an award at UNSW.



## Impact at the macro level: The ripple effect of positive perceptions

The role of Australian Government development scholarship programs in the capacity building of public sector officials has been strong and ongoing for many decades. This in particular has resulted in concentrations of high-level public servants with Australian qualifications in some areas and regions. Through the evidence collected from stakeholders in country during the Case Studies, there are strong examples of the way in which these positive perceptions are leading to a widespread association of Australian education as being high quality, and of Australian expertise as something to learn from and draw on. From a soft diplomacy perspective, the examples below illustrate the ripple effect that scholarships and fellowships can have on the way in which Australia is perceived by partner-governments and nations as a whole.



An integral part of the Case Studies implemented by the Facility has been interviews with key partner-government stakeholders to gather their views about the Australia Awards. Interviews across dozens of countries—spanning Africa, Asia and the Pacific—have consistently found that these stakeholders regard the alumni of Australian scholarships as high calibre, and see the benefits of Australian education through the quality of the work, leadership and motivation of these alumni.



One of many examples of this was in Samoa, where stakeholders highlighted the ‘pulling-power’ of an Australian degree in regards to employability across their region. A key stakeholder noted, ‘If I had to weigh the graduates from Australia compared to other graduates, I can say that they are very reliable in terms of knowledge and what they do. You can tell that the Australian graduates that are working with us can do so much more, and they are also very fast learners, and it’s really easy for them to pick up something from training on the job. They have contributed a lot to the workforce, from what I see.’

**Image: Government  
sector precinct,  
Apia, Samoa.**



## Conditions for success—embedding positive perceptions of Australia

In many ways, the strong positive perceptions of Australia are developed organically in alumni while on award, whereby living in another country offers a transformational experience. Therefore, given these are relatively intangible in so many cases, pinpointing conditions for success here is difficult. In addition, the close to universal positivity shown through the survey results earlier also suggest that overt programming or policy changes in this regard are not needed. Nonetheless, there are some highlights

outlined below that should not simply be taken for granted in considering policy and practice in the Australia Awards and alumni relations in the future.

The factors listed below are based on the three levels these occur at, and extent of influence will vary according to each Australia Awards country program's context.

**Table 4: Factors for enabling alumni to form positive views of Australia, Australians and Australian expertise**

Micro—individual-level factors
<ul style="list-style-type: none"><li>• Alumni [and accompanying family] are personally able to adapt to life in Australia.</li><li>• Alumni feel supported academically and holistically while on award in Australia.</li><li>• Alumni explore and experience Australian culture and country.</li><li>• Alumni engage in activities which enable them to build friendships and professional networks, including with fellow Australian students and the broader public.</li></ul>
Meso—organisational/program-level factors
<ul style="list-style-type: none"><li>• Australia Awards provide pre-departure, on-award and reintegration support to ensure a positive experience for alumni at all stages of the award cycle.</li><li>• Australian host institutions provide academic and welfare support to alumni on award to ensure a positive experience.</li></ul>
Macro—societal/government-level factors
<ul style="list-style-type: none"><li>• Alumni have positive encounters and reflection of Australia and Australians.</li><li>• Australia Awards are highly regarded in partner countries.</li></ul>



Alumni have positive encounters and reflection of Australia and Australians.



# Benchmarking scholarship alumni outcomes with other international graduates

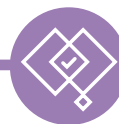
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**In 2018, the Australian Council for Educational Research (ACER) conducted the *International Graduate Outcomes Survey (IGOS)* on behalf of the Australian Government Department of Education, Skills and Employment. Over 10,000 international students who had graduated in the previous five years from an undergraduate or postgraduate qualification from an Australian university completed the survey which asked a range of questions including questions about their experience studying in Australia, their employment outcomes, and their future plans.**

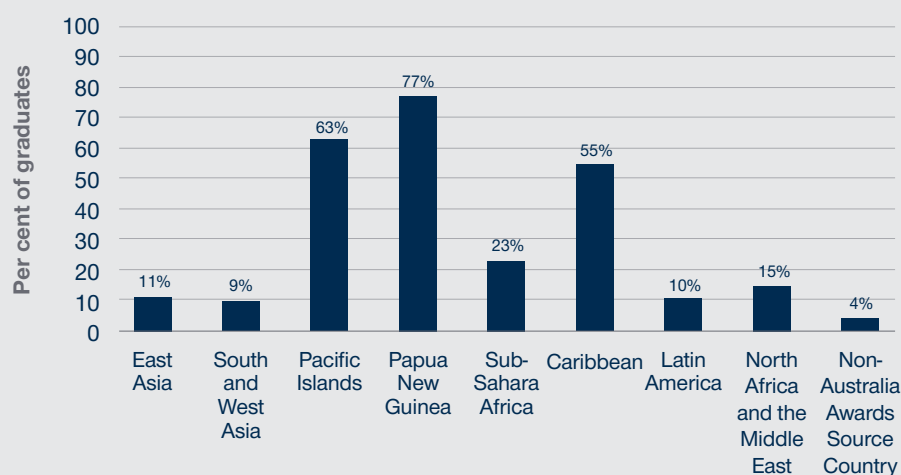
Among this group of respondents from Australia Awards alumni countries, about 13 per cent (874 in total) indicated that they had wholly or partially funded their studies with an Australian Government scholarship. These graduates are referred to as *development scholarship alumni* throughout this analysis.

This secondary data source is interesting for the Australia Awards as it offers an opportunity to compare the outcomes of different groups of international students and explore the extent to which scholarship alumni outcomes differ from private, self-funded former international students. The analyses below show that development scholarship alumni are far more likely than other international graduates to have positive outcomes from their degree, and intend to stay connected with Australia and fellow alumni.

Figure 21 shows the proportion of alumni from Australia Awards source countries by region who had funded their studies with an Australian Government scholarship. This graph shows the importance of scholarships to the education of key development regions for Australia. In particular, the majority of graduates who responded to the IGOS who were from Papua New Guinea (77 per cent) or Pacific Island countries (63 per cent) were development scholarship alumni.



**Figure 21: Per cent of graduates from Australia Awards source countries who funded their studies with an Australian government scholarship by region (n=10,207)**

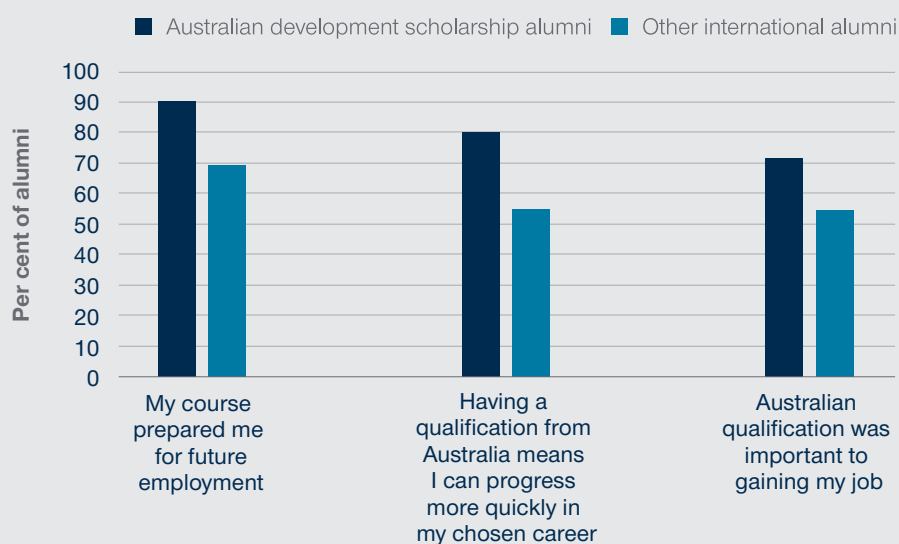


Most development scholarship alumni who responded to the IGOS had completed a postgraduate qualification (95 per cent). The most common degrees completed by development scholarship alumni were Masters by Coursework (70 per cent) and Doctorate by Research, including PhDs (19 per cent). The most common fields of study undertaken by development scholarship alumni included health (18 per cent), society and culture (16 per cent), management and commerce (15 per cent), and agriculture, environmental and related studies (14 per cent). Development scholarship alumni were almost twice as likely to be living in their home country (81 per cent) than other graduates (43 per cent) and much less likely to be living in Australia (10 per cent) than other graduates (46 per cent).

Overall, development scholarship alumni were more likely to be employed (91 per cent) than other international graduates (82 per cent). Development scholarship alumni were more than twice as likely to be working in the public or government sectors (65 per cent) than other graduates (27 per cent) or in the not-for-profit sector (16 per cent) than other graduates (7 per cent). They were also more likely to be employed in their preferred industry than other graduates (91 per cent compared with 83 per cent).

Perhaps most importantly, when reflecting on their experience studying in Australia, development scholarship alumni were much more likely to agree that their course prepared them for future employment (90 per cent) than other graduates (69 per cent). They were also much more likely to agree that having a qualification from Australia means that they can progress more quickly in their career (80 per cent) than other graduates (55 per cent), and were also more likely to indicate that their Australian qualification was important or very important in gaining their current job (71 per cent) than other graduates (54 per cent) (Figure 22).

**Figure 22: Alumni levels of agreement on link between Australian qualification and employment outcomes, development scholarship alumni compared with other international alumni (n=6,897)**



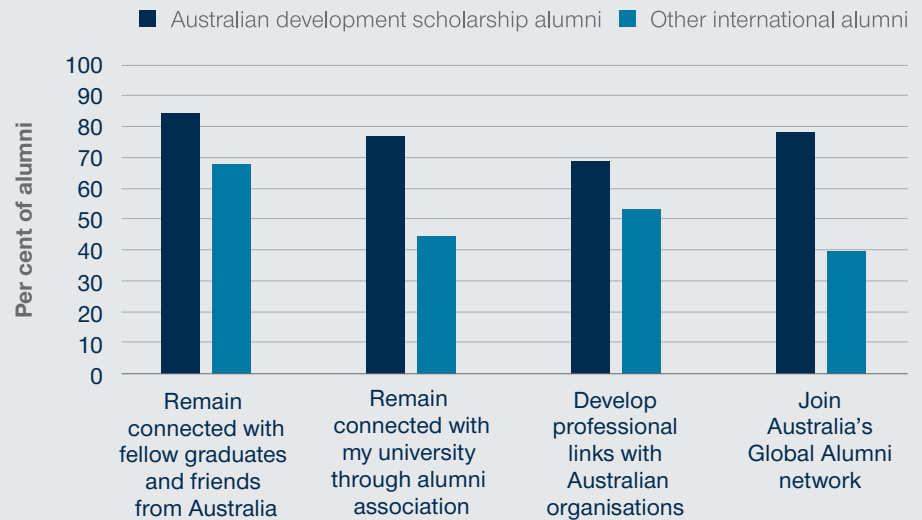
**Australia Awards  
are highly regarded in  
partner countries.**

Although only a small proportion of graduates indicated that they had participated in a leadership program while studying (14 per cent), development scholarship alumni were more than twice as likely to have participated in one of these programs.

Development scholarship alumni were also more positive about their experience than other graduates. Almost all—97 per cent—of these graduates would recommend Australia to people considering studying abroad (compared with 75 per cent of other international graduates).



**Figure 23: Per cent of development scholarship alumni and other graduates who say that they were ‘likely’ or ‘very likely’ to remain connected with Australia in the next five years (n=7,942)**



This positivity is further reflected in Figure 23, which demonstrates that the scholarship alumni are far more likely to intend to remain connected with Australia. Over the next five years, these alumni felt that they were more likely to remain connected with fellow graduates and friends from Australia, to stay connected with their Australian university, to join Australia's Global Alumni network, and to develop professional links with Australian organisations.



# Conclusion—Building on success

**Four years of data collection from nearly 6,500 alumni (6,351 survey respondents and 148 in-depth interviews) of Australian development scholarships and fellowships has provided rich insight into outcomes from Australia's investment in building human capital over the past seven decades.**

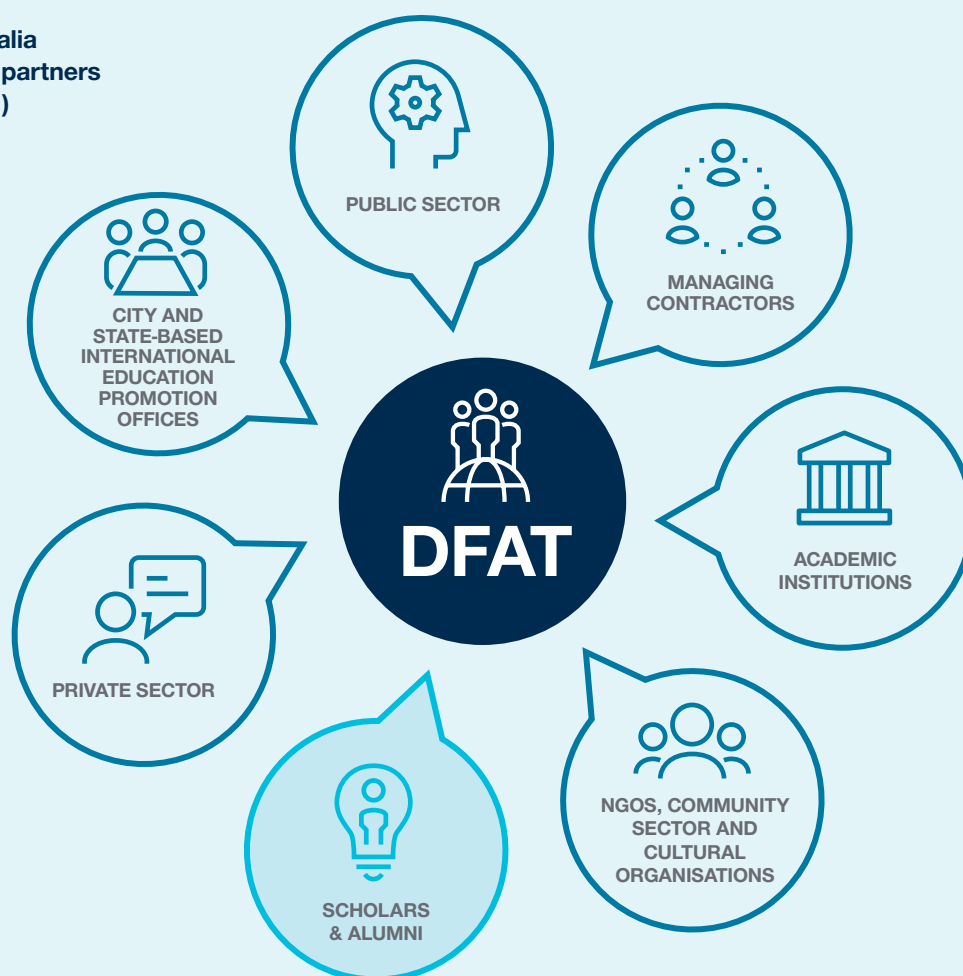
This report has demonstrated the ways in which alumni are contributing to the development of their countries, to ongoing collaboration and partnerships with people and organisations they met as a result of their award, and to broader bilateral relationships with Australia.

By drawing on evidence collected through 'big picture' Global Tracer Surveys and through 'in-depth' Case Studies, the Australia Awards Global Tracer Facility has also identified a range of 'conditions for success' that have been consistently seen to enable the achievement of the Australia Awards long-term outcomes. As a conclusion to this report, the conditions for success identified for each individual long-term outcome above have been synthesised, and organised in order to identify the 'delivery partners' within the Australia Awards who can potentially influence, create, or enhance these conditions through policy and/or practice.

DFAT's Australia Awards delivery partners 'play an important role in building and enhancing mutually beneficial connections and relationships between Australia Awards scholars and the Australian community', and are summarised in the diagram below (DFAT, 2019, p. 3). This role continues for many partners beyond the completion of the award, and can potentially impact on the long-term outcomes of individual alumni and the program as a whole.

## Delivery partners

**Figure 24: Australia Awards delivery partners**  
(DFAT, 2019, p.3)



### Conditions for success—where and when can Australia Awards partners have an influence?

The list below summarises the conditions for success identified through the research of the Facility, indicating the potential role delivery partners could play in influencing the extent to which these conditions are applied or enabled. This summary is intended to be broad and it is acknowledged that the ability of any of the partners to influence these conditions is highly dependent on individual country and regional contexts. In following the approach of this report the summary below is organised by Micro, Meso and Macro level impacts. Indication of the stage in the award cycle and the partners who can potentially have an influence to develop these conditions are also included.



**Table 5: Factors for enabling alumni to contribute to development (Outcome 1)**

Micro—individual-level factors	Award stage	Who can influence
Alumni are motivated to support sustainable development.	Selection	Posts, Managing Contractors
Alumni develop / enhance relevant hard and soft skills while on award.	On-award	Host Institutions
Alumni have positive transformative learning experiences while on award.	On-award	Host Institutions
Alumni have networks from Australia who can support them post-award.	On-award	Posts, Managing Contractors, Host Institutions
Meso—organisational/program-level factors		
Australia Awards priority fields of study support partner country development needs.	Planning	Posts, Partner Countries
On-award professional work experiences are accessible to awardees.	On-award	Host Institutions
Host institutions provide academic and welfare support to ensure success.	On-award	Host Institutions
Australia Awards reintegration support alumni post award.	Post-award	Posts, Managing Contractors
Local alumni associations are a professional resource.	Post-award	Alumni, Posts, Managing Contractors
Workplaces are supportive and enable alumni to apply new skills and knowledge.	Post-award	Posts, Managing Contractors, Alumni, [employers*]
Macro—societal/government-level factors		
Partner-country human resource capacity for development needs are identified.	Planning	Posts, Partner Countries
There is a local job market demand for alumni field of expertise.	Planning	Partner Countries

\*This group is not a defined Australia awards 'delivery partner' but included here due to the importance in relation to this condition.



**Table 6: Factors for enabling alumni to contribute to cooperation between Australia and partner countries (Outcome 2)**

Micro—individual-level factors	Award stage	Who can influence
Alumni are motivated to build and maintain their networks and develop professional links.	Planning	Posts, Managing Contractors
Alumni undertake opportunities to meet Australians and other international students on award.	On-award	Host Institutions, Posts, Managing Contractors
Alumni have the skills and knowledge to effectively engage in professional networking.	On-award	Host Institutions, Posts, Managing Contractors,
Alumni have the time and resources to build or maintain their Australian networks post award.	Post-award	Posts, Managing Contractors, Alumni assoc.
Alumni are in a position within their organisation that supports engagement with networks formed in Australia.	Post-award [Employers of alumni*]	
Meso—organisational/program-level factors		
On-award course modality provides opportunities to work with other students, undertake internships and exposure to Australian organisations or professional bodies.	Selection	Posts, Managing Contractors
On-award professional work experiences are accessible to awardees. On-award	Host Institutions	
Australia Awards programs, Posts and local alumni associations provide alumni engagement opportunities and activities for alumni to remain connected and build new links with fellow alumni, Australians and Australian organisations.	Post-award	Posts, Managing Contractors, Alumni assoc.
Australian institutions remain engaged with alumni post award.	Post-award	Host Institutions, alumni
Australian organisation presence or interest in working in/with partner-country organisations or multi-lateral forums.	Post-award	Posts, Managing Contractors, alumni
Alumni's workplace/sector engages in collaboration or cooperation with Australian organisations or multilateral forums.	Post-award	Alumni, [employers*], Posts, Managing Contractors



**Table 6: Factors for enabling alumni to contribute to cooperation between Australia and partner countries (Outcome 2)**

Macro—societal/government-level factors		
Digital communications and social media platforms are accessible and enable alumni to remain connected globally.	Post-award	Posts, Managing Contractors, Alumni assoc.
The strength of Australia and partner-country bilateral relationship which support and encourage trade, investment and partnerships.	All stages	Posts, Partner governments.
Diaspora communities in Australia, including alumni living in Australia, provide a link to Australia for alumni in partner countries.	On- + Post-award	Alumni, Alumni assoc.

\* This group is not a defined Australia awards 'delivery partner' but included here due to the importance in relation to this condition.





**Table 7: Factors for enabling alumni to develop institutional partnerships with Australia (Outcome 3)**

Micro—individual-level factors	Award stage	Who can influence
Alumni have developed the skills and knowledge to effectively engage in partnership development with Australia.	On-award	Host Institutions
Alumni maintain professional links formed on award to develop partnership opportunities.	Post-award	Posts, Managing Contractors, Alumni assoc.
Alumni have the time and resources to invest in partnership development.	On- + Post-award	Host Institutions, Posts, Managing Contractors
Alumni are in a position within their organisation to develop institutional partnerships.	Post-award	[Employers of alumni*]
Meso—organisational/program-level factors		
Alumni are provided opportunities to meet with Australian organisations and professional bodies on award.	On-award	Host Institutions, Posts, Managing Contractors
Alumni's workplace/sector engages in and seeks partnerships with Australian organisations.	Planning, Selection	Posts, Managing Contractors
Australian organisations are interested in developing partnerships with partner country organisations.	All stages	DFAT, Post.
Macro—societal/government-level factors		
Australia and partner-country have a strong bilateral relationship which support and encourage trade, investment and partnerships.	All stages	Posts, Partner governments.
Diaspora communities in Australia, including alumni living in Australia, facilitate building interest for partnerships between alumni's organisations and Australian organisations.	On- + Post-award	Alumni, Alumni assoc.

\* This group is not a defined Australia awards 'delivery partner' but included here due to the importance in relation to this condition.



**Table 8: Factors for enabling alumni to form positive views of Australia, Australians and Australian expertise (Outcome 4)**

Micro—individual-level factors	Award stage	Who can influence
Alumni [and accompanying family] are personally able to adapt to life in Australia.	On-award	Posts, MC, Host Institutions
Alumni feel supported academically and holistically while on award in Australia.	On-award	Host Institutions. Posts, MC
Alumni explore and experience Australian culture and country.	On-award	Posts, MC, Host Institutions
Alumni engage in activities which enable them to build friendships and professional networks, including with fellow Australian students and the broader public.	On-award	Host Institutions, Posts, MC
Meso—organisational/program-level factors		
Australia Awards provide pre-departure, on-award and reintegration support to ensure a positive experience for alumni at all stages of the award cycle.	All stages	Posts, Managing Contractors
Australian host institutions provide academic and welfare support to alumni on award to ensure a positive experience.	On-award	Host Institutions, Posts, Managing Contractors, alumni
Macro—societal/government-level factors		
Alumni have positive encounters and reflections of Australia and Australians.	On- and Post-award	Post, Host Institutions
Australia Awards are highly regarded in partner-countries.	All stages	Posts, Managing Contractors, alumni, alumni assoc.

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# Acronyms and abbreviations

<b>ACER</b>	Australian Council for Educational Research
<b>ACIAR</b>	Australian Centre for International Agricultural Research
<b>ACU</b>	Australian Catholic University
<b>CBR</b>	Community Based Rehabilitation
<b>China CDC</b>	Chinese Centre for Disease Control and Prevention
<b>CICH</b>	Centre for International Child Health
<b>DFAT</b>	Department of Foreign Affairs and Trade, Australia
<b>DPOs</b>	Disabled People's Organisations
<b>DWU</b>	Divine Word University (DWU)
<b>EDO</b>	Environmental Defenders' Office
<b>KALRO</b>	Kenyan Agricultural and Livestock Research Organisation
<b>KEFRI</b>	Kenya Forestry Research Institute
<b>KEPAWAE</b>	Kenya Professional Association of Women in Agriculture and Environment
<b>MM&amp;M</b>	Monitoring Manual & Menu
<b>MoEC</b>	Indonesian Ministry of Education and Culture
<b>NCHADS</b>	National Centre for HIV/AIDS, Dermatology and STD
<b>NCCM</b>	National Cancer Council of Mongolia
<b>NSW</b>	New South Wales, Australia
<b>NCP</b>	New Colombo Plan
<b>NGOs</b>	Non-government organisations
<b>PHD</b>	Partnership for Human Development
<b>PNG</b>	Papua New Guinea
<b>SDGs</b>	UN Sustainable Development Goals
<b>TESOL</b>	Teaching English to Speakers of Other Languages
<b>TIA</b>	Tribhuvan International Airport
<b>TTM</b>	Tupua Tamasese Meaole
<b>UN</b>	United Nations
<b>UoW</b>	University of Wollongong
<b>VELA</b>	Vanuatu Environmental Law Association



