
Australian Scholarships in Cambodia

Tracer Study and Evaluation

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List of Acronyms

AAA-C	Australian Alumni Association – Cambodia
ACE	Australian Centre for Education
ADS	Australian Development Scholarships
ALA	Australian Leadership Award
ASTAS	Australian Sponsored Training Assistance Scheme
AusAID	Australian Agency for International Development
CARDIAP	Cambodian Agricultural Research Institute Assistance Program
CDC	Council for the Development of Cambodia
CIAP	Cambodia IRRI (International Rice Research Institute) Australia Project
CMU	Carnegie Mellon University
EAP	English for Academic Purposes
ELMO	English Language for Ministry Officials
IELTS	International English Language Testing System
LDP	(ALA) Leadership Development Program
NGOs	Non-Government Organisations
RGC	Royal Government of Cambodia
TVET	Technical and Vocational Education and Training

Executive Summary

Following the Paris Peace Accords, Australia resumed providing scholarships for Cambodia in 1992 when the first two scholars went to Australia under the auspices of the Cambodian International Rice Research Institute Australia Project¹. The more formal scholarships program began in 1994 through the Australian Sponsored Training Assistance Scheme (ASTAS), and provides around 20 scholarships each year. As a result, there are now 267 Cambodia graduates (265 still living) from the various scholarships programs. In addition, there are approximately 50 scholars currently studying in Australia.

In 2008/09 Australia spent A\$2.5 million on scholarships for Cambodians to study at Australian universities, representing approximately 7% of the A\$37 million bilateral aid program. Australia is increasingly focusing on development effectiveness and evidence of the results of official development assistance spending. Because scholarships have such a long-standing and high profile place in the aid program in Cambodia, this evaluation is designed to explore the extent to which they have made a positive contribution to development, and the factors that influence the extent of the impact scholarships can have in Cambodia.

The evaluation comprised a tracer study of 206 alumni (a 78% response rate) plus in-depth interviews with a sample of 33 alumni, as well as interviews with three purposely selected public sector managers. The tracer study had a high response rate (78% of alumni) and the sample was representative in gender terms. As such, it provides a good basis for conclusions about the scholarships program.

Some aspects of the alumni's experiences were difficult to address. The politicisation of the public sector is a significant issue, which many alluded to but were reluctant to speak openly about it in interviews and written responses. There was also some sensitivity associated with the employment circumstances of many alumni. Holding one or more jobs additional to a public sector position was found to be quite common during interviews, but accurate data was difficult to elicit through the tracer study.

Basic Data

The tracer study found:

- An extremely high rate of completion amongst alumni, with only two of 206 respondents failing to complete a postgraduate qualification (i.e. 1%). This compares favourably with the AusAID-wide average of as many as 15% of scholarship students failing to complete.
- 94% completed Master's degrees, and 3% completed PhDs, with the remainder completing Graduate Diplomas or other awards.
- A high rate of return to Cambodia on completion of scholarship: only 10% indicated they are not resident in Cambodia. This compares well to, for example, a reported 15% for scholarship graduates in Vietnam.
- More than a third of scholarships (37%) have been awarded to three Ministries (Health, Education Youth and Sports, and Agriculture Forestry and Fisheries), but scholarships have been spread amongst 31 different institutions in total.

The study also confirmed that when additional English support is provided to women public servants, the participation of women tends to increase in subsequent intakes. This has led to gender equity being achieved in several cohorts.

¹ Previously, Cambodians had studied in Australia under the Colombo Plan

Career Development

Scholarships are awarded to Cambodia's public servants on the understanding that they return to their original workplace for at least two years on completion. The tracer study found a very high level of compliance with this obligation, with 93% returning to their workplace, the majority (53%) to a position equivalent to the one they had left, and 44% to a higher position.

Most alumni had a positive experience returning to work. One in six tracer study respondents (both men and women) had a negative experience reintegrating to their workplace, confronting unsupportive or hostile managers or colleagues, and suffering the consequences of the lack of planning or preparation for their return (by their employer). Alumni who returned to work quickly were more likely to have had a positive experience, with many factors likely to influence the speed of their return. Neither AusAID nor IDP has any engagement with employing Ministries to support the reintegration of alumni.

Two-thirds of respondents report that they still work for the same employer, with no substantial difference between men and women. There is no indication that the involvement of the Ministry in nominations for scholarships has a significant influence on whether an alumnus remains working there over time. In fact alumni who applied independently of their Ministry (i.e. from the more recent cohorts) are more likely to still be working at their original Ministry, suggesting that time is a more significant influence on retention of alumni.

Almost two thirds of respondents (63%) have been promoted at least once although proportionally more common for men than women.

Skills & Knowledge

The strongest skills outcomes that emerged from the evaluation were the levels of increase in technical skills, and in communication skills. Most respondents to the tracer study reported very high increases in a range of skills: planning skills, analytical and critical skills, management, communication, cross-cultural understanding, technical skills, and supportiveness for diversity in the workplace. The strongest increases were found in communication skills and cross-cultural understanding – all valid responses to both questions indicated these skills had increased at least a little. Technical skills were also very much increased. Interview data also highlighted the value of English language skills, and their link to communication skills.

Opportunities outside the Public Sector

A strong majority of alumni are confident that their professional careers will be at least somewhat improved as a result of their scholarship, in terms of promotions and employment opportunities elsewhere in Cambodia and overseas. 93% feel their chance of increased income has increased somewhat or a lot. Many have already secured additional work, often part-time teaching in a university.

Personal Outcomes

Increased confidence was the most striking personal outcome that emerged in the evaluation. Tracer study respondents reported very large increases in their levels of motivation, confidence and ambition as a result of their scholarship, with confidence the most notable: 99% of alumni, including all women alumni, have confidence increased somewhat or a lot. The level of interest, and satisfaction with, work, has also increased a great deal, although not as substantially.

The experience of living and studying in Australia was also an important aspect of the scholarship for many. The evaluation found that many alumni value the exposure to life in a developed country, with democratic government and an egalitarian society was very important, and this experience continues to influence them now that they are back in Cambodia. It also

found that the scholarship contributed to many alumni developing new ways of thinking, a more open mind, and a broader perspective on the world, as well as positive changes in their behaviour at work.

For many alumni, the in-Australia experience had positive and negative aspects, with the most notable difficulty being the stress and anxiety associated with studying at postgraduate level, in a foreign language in an unfamiliar education context. Many commented on how differently they were expected to study and learn compared to their experience in Cambodia and elsewhere.

Linkages in Cambodia, with Australia, and within the Region

Tracer study respondents most commonly mixed with other Cambodian or international students during their studies in Australia. Australians were least commonly reported as a main social group. Only 69% reported establishing links with the staff at the institution where they were studying. In terms of continuing links, 72% remain connected to their Cambodian alumni colleagues, but only 42% report having any links with Australia or Australians. The main themes associated with all discussion of links were friendship, sharing information and professional networking.

Improving Institutional Effectiveness

The impact of scholarships on institutions was the most difficult to assess, particularly in light of the fact that many alumni have more than one workplace, and with an evaluation design that focused on data from alumni themselves. The evaluation did not find tangible evidence that scholarships are having a significant impact on institutional report, and there was no reportable difference between those institutions which had received relatively larger numbers of scholarships (Health, Education Youth and Sports, and Agriculture Forestry and Fisheries), and those who had received few. An in-depth assessment of individual institutions is likely to be necessary in order to elicit such evidence.

Important messages did arise out of this section of the evaluation. Communication and interpersonal skills, as well as English language skills, were seen as highly valued and useful. Alumni place a lot of emphasis on the importance of skills transfer, including through teaching at universities. Of perhaps greatest note is the message about the challenges alumni face when they return to work after their studies. They commented on many factors including: the need for a critical mass of people to achieve change; that change in government is a long-term endeavour; that people at more junior levels struggle more to influence change and, most importantly, that politics plays a fundamental role in the public service in Cambodia. Many alumni requested support from AusAID for their return – something AusAID has not engaged in to date beyond support for the Australian Alumni Association in Cambodia – in order to address some of the constraints they face on their return.

Data showed strongly positive improvements in the relevance of skills and knowledge gained, in the utilisation of those skills and knowledge, in the supportiveness of supervisors and colleagues, and in respondents' success in changing their management style. Fewer, but still a majority, felt they had been able to make changes in workplace operations.

Contribution to Cambodia's Development

Only a handful of respondents (five) do not feel that they are making a contribution to Cambodia's development as a result of their studies. However a minority could provide concrete examples of their contribution. The most common ways alumni see themselves contributing are through using their skills at work (both government and non-government) and through teaching at universities, while many saw that scholarships were a critical contribution to Cambodia's overall stock of human resources, whether deployed in the public, private or civil sectors.

Recommendations

The findings of the evaluation lead to a number of recommendations, which are described in detail in Section 4, and summarised below:

Recommendation 1 – Support for Reintegration

It is recommended that AusAID develop, *and resource*, additional activities throughout the scholarships cycle to better support the integration of scholars in their workplaces. These initiatives can be introduced while retaining the independent selection process; could equally apply for Ministry and open category scholars; and could include:

- engaging the scholar’s supervisor / senior manager in the pre-departure program, possibly including an involvement in a scholar’s choice of study program (to maximise alignment between individual interest and workplace needs and increase the relevance of), and the development of a formal Return-to-Work Plan.
- maintaining regular (e.g. six-monthly) contact with the workplace supervisor or senior manager, and periodic contact with scholars while they are in Australia
- introduce and resource formal planning for the scholar’s return, and resolve difficulties arising from tertiary institutions in Australia sometimes failing to notify IDP of scholars’ impending return to Cambodia.
- a modest allocation of small-scale grant funding, to enable alumni and their workplaces to initiate innovations in the workplace arising from the scholar’s new skills and experience. Such grant funding may also have an incentive effect; encourage workplaces to take a more constructive approach to using their graduates on return to Cambodia.

Recommendation 2 – Links within the Development Cooperation Program

Linked to Recommendation One, it is recommended that AusAID develop a closer integration between scholarships and the rest of the Australian aid program in Cambodia. For example, this could involve more systematically engaging with AusAID-funded advisers and other project personnel to identify and target potential scholarship candidates, to develop the strategic areas of focus for scholarship awards, and to contribute to the recommended expansion of post-scholarships support activities. This would contribute to AusAID’s aim for a more coherent and strategic engagement in target sectors.

Recommendation 3 – Women’s Participation in Australian Scholarships

It is recommended that AusAID commit to maintaining support for at least the current level of English language training for women in the public sector, and that IDP monitor women’s representation closely.

Recommendation 4 – In-Australia Links

AusAID in Cambodia should engage with the Scholarships Group in AusAID headquarters to explore the data from the annual on-award student surveys over time, examining data as far back as possible. In particular, this inquiry should examine whether there are specific difficulties Cambodian scholars face in engaging with their academic staff, and whether there are opportunities for AusAID and the tertiary institutions to provide different, or additional, support for scholars to build connections with their teachers; and whether there are specific issues constraining Cambodian students more often building relationships with Australians while on award, and whether there are things AusAID can do to support greater links with Australians while studying in Australia.

Recommendation 5 – Course Duration

In light of the feedback from some scholars who struggled with completing a one-year Master’s program IDP should encourage all scholars to undertake two-year programs except in exceptional circumstances.

Recommendation 6 – Scholarships Monitoring Surveys

It is recommended that IDP ensure its regular M&E surveys of alumni allow them opportunities to discuss in detail their experiences on return to work.

Recommendation 7 – Women’s Participation in AAA-C

It is recommended that AusAID and IDP encourage the Australian Alumni Association of Cambodia to consider whether its activities are sufficiently accessible to women, and to explore new approaches to maximise the participation of women in the association.

Recommendation 8 – Future Evaluation Work

It is recommended that AusAID develop and resource an explicit forward program of evaluative inquiry regarding scholarships – for example over the life of the new Country Strategy; including a range of approaches and seeking to maximise the involvement of Cambodian evaluators. Future evaluations must also compare the effectiveness of Ministry-linked and open scholarships in order to inform future decisions about the mix of targeted and open awards within Australian Scholarships.

1 Introduction

1.1 Australian Scholarships in Cambodia

Following the Paris Peace Accords, Australia resumed providing scholarships for Cambodia in 1992 when the first two scholars went to Australia under the auspices of the Cambodian International Rice Research Institute Australia Project². The more formal scholarships program began in 1994 through the Australian Sponsored Training Assistance Scheme (ASTAS), and provides around 20 scholarships each year. As a result, there are now 267 Cambodia graduates (265 still living) from the various scholarships programs. In addition, there are approximately 50 scholars currently studying in Australia.

In 2008/09 Australia spent A\$2.5 million on scholarships for Cambodians to study at Australian universities, representing approximately 7% of the A\$37 million bilateral aid program. Australia is increasingly focusing on development effectiveness and evidence of the results of official development assistance spending. Because scholarships have such a long-standing and high profile place in the aid program in Cambodia, this evaluation is designed to explore the extent to which they have made a positive contribution to development, and the factors that influence the extent of the impact scholarships can have in Cambodia.

The majority of AusAID-funded scholarships awarded to Cambodians are Australian Development Scholarships (ADS) and its predecessor programs such as ASTAS. ADS supports the completion of either Postgraduate Diploma or Master level qualifications in Australia although in practice almost all scholars choose to do Master's degrees. In addition, AusAID has arrangements with Carnegie Mellon University and the Centre for Transnational Crime Prevention at the University of Wollongong to support a small number of students to complete Master's programs at those institutions. AusAID has also funded scholarships as part of individual aid projects in Cambodia. Further, Australia introduced Australian Leadership Award (ALA) scholarships in 2006, supporting Master's or Doctorate study for established or emerging leaders³.

Originally the scholarships program was wholly managed and administered by AusAID. IDP (the international arm of Australia's universities) was engaged by AusAID to provide pre-departure English language training for scholars through the Australian Centre for Education (ACE) in Phnom Penh from 1995 onwards. IDP's role in scholarships management evolved from that time onwards, with the organisation increasingly playing a role in administering the selection process, promoting the program, and undertaking the full range of pre-departure preparation support for scholars. Most recently IDP was awarded the contract for scholarships management in Cambodia through an international tender process associated with the current design of the program, and IDP will therefore manage scholarships in Cambodia until 2012.

When scholarships resumed in the 1990s in Cambodia, the targeted Ministries nominated their staff for awards, playing a direct role in identifying and supporting individuals for scholarship opportunities. However, citing concerns that this compromised the process, AusAID changed practice in 2001, establishing a more independent selection procedure. Since then, AusAID works with the Council for the Development of Cambodia (CDC) and IDP to develop a list of target institutions and sectors of study, broadly linked to the Country Program Strategy priorities. Within these parameters, applications are open to any staff from those institutions or sectors and they are assessed on merit and eligibility against a set of published selection criteria, including

² Previously, Cambodians had studied in Australia under the Colombo Plan

³ Further detail on all the scholarships schemes is provided in Section 1.3

through an interview process. There are also requirements regarding the level of English language skills of applicants as assessed through the International English Language Testing System (IELTS). AusAID does not require any indication of formal support or endorsement of applications from applicants' supervisors or employing ministry.

The extent of targeting the scholarships has varied considerably over time in terms of both the *number* of agencies and the *specific* agencies and sectors targeted. When the program first began it was tightly linked to four key Ministries (the Ministries of Health, Education, Agriculture Forestry and Fisheries, and Public Works and Transport), but in 2005, for example, 31 Ministries and government agencies were considered eligible organisations. Targeting has shifted over the years in line with shifts in the focus of the Australian aid program and the objectives articulated for that program in the Development Cooperation Strategies, as well as the expansion of the Cambodian government structure. For example, AusAID largely withdrew from service delivery (health, education) in 2003 to focus on agriculture and governance; but with the new (draft) Strategy it is re-entering the health sector. Generally there has only been partial alignment of priority sectors to the priority areas in the AusAID Country Program Strategy for Cambodia⁴, with the remainder awarded on individual merit alone, although this alignment is increasing substantially in 2009.

As a general rule scholarships are awarded on the condition that scholars return to their employing ministry or government agency for at least two years on graduation.

The importance of English language skills for scholarship students has been recognised from the start of the program. In 1995 AusAID supported IDP to provide a general, basic, English Language for Ministry Officials (ELMO) program, although it was not formally linked to scholarships. This program evolved over time into a more formal English for Academic Purposes (EAP) program, which began in 1998. The intention was to provide opportunities for public servants to improve their English skills before they applied for a scholarship, bringing them from a minimum 3.5 IELTS score up to a score of 5.0 – suitable for completing an application. The EAP program was designed to target equal numbers of men and women and did achieve near-equity in numbers. However because men were tending to dominate in the classroom, IDP established a women-only program in 2000. The general EAP program was cancelled in 2001 in accordance with AusAID's general withdrawal from the education sector in Cambodia, but the women-only program continued until 2002, when it too, was cancelled.

Data held by IDP at the time indicated that the absence of an EAP program was contributing to a decline in suitable women applicants for ADS. Therefore AusAID supported the introduction of a new English language program for women in the public sector in 2005. The training is part-time and provides access at a broad range of employment levels. The classes in which the female Ministry officials study are public access classes, so AusAID-sponsored students mix with privately-funded students. AusAID funds 60 concurrent places each term, and IDP manages the selection process that awards those places. As such, IDP has the discretion to fast-track women who seem focused on scholarships, supporting them to take two or three classes concurrently to help them get the scholarship earlier rather than later. IDP data indicates that this program is directly influencing the representation of women in the scholarships program.

Expanding beyond the public sector for the first time, AusAID introduced a semi-open category into ADS in 2009. For this year's intake an additional five places were made available to non-government employees from a target set of organisations, mainly in civil society – bringing the

⁴ IDP estimates the proportion is generally about 60% of awards are linked to Country Program Strategy priority areas.

total number of scholarships up to 25. Examining the experiences and impact of this new category of scholars will be a critical question for future tracer studies and evaluation studies.

1.2 Previous Studies

AusAID has commissioned three previous studies of its scholarships programs in Cambodia. The first of these, in 1999, was a tracer study of the first 40 officials who had completed their qualifications in Australia. That study concluded that a high proportion of graduates were returning to Cambodia and utilising their training in their Ministries.

Subsequently, AusAID commissioned a second tracer study in 2004. That study interviewed a sample of 43 graduates from six cohorts as well as their supervisors in government. It is generally considered to have provide an unclear picture of impact, but it did confirm that approximately 40% of alumni were no longer working in their original ministry.

Most recently, in 2005 AusAID commissioned a review of ADS. That review conducted workshops with current and recently-completed ADS scholars, and interviewed NGOs, Ministries and other donors. It concluded that graduates meet their obligations to their employers and most remain with their original employers, generally using their new skills although not necessarily securing promotions as a result. Based on the finding that ADS graduates are making a qualitative contribution to the public sector (although not necessarily in priority ministries), the 2005 review reaffirmed the importance of the scholarships program as part of Australia's assistance to Cambodia. It also recommended a number of operational and management changes which have been reflected in the current phase of contract management arrangements.

Finally, AusAID commissions an annual global survey of all ADS students during their studies in Australia. This recurring survey is conducted by a market research firm in Australia (currently ORIMA Research) and provides input mainly to the Australian Scholarships Group in Canberra to inform their management of academic institutions and the support those institutions provide students while on award.

1.3 Scope of the Evaluation

The evaluation focuses on the various schemes that have financed and supported Cambodians to study at university in Australia, for postgraduate or undergraduate formal award study (i.e. not for short courses or other professional development). It examines all scholarship awards *completed* since 1994 that are considered part of Australian official development assistance (ODA) to Cambodia. The schemes that are included in the evaluation are:

Australian Development Scholarships and its Predecessors

Through the bilateral aid program, Australia has provided scholarships for postgraduate study in Australia since 1994. The program is now known as Australian Development Scholarships (ADS). Scholarships support Graduate Diploma and Master qualifications; in practice all scholars enrol in Master-level programs. Reserved entirely for public sector candidates since the late 1990s, ADS supports 25 scholarships per year. This represents an increase on 20 per year in the period to 2008. There are 50 Cambodian ADS scholars currently studying in Australia, of whom 18 are women and 32 are men. A total of 229 scholars have completed their scholarships since 1994.

In order to understand the scholarships program, it is important to understand its objectives. The current phase of ADS articulates three objectives:

- To provide individuals with the competencies and capabilities that will enable them to contribute to Cambodia's development using their new knowledge effectively;
- To help address the human resource needs of Cambodian institutions; and
- To enhance mutual understanding and contribute to linkages between individuals in Australia and Cambodia and in the region.

Before 2008 there was not a stand-alone design document articulating the objectives, or logic, of Australian scholarships programs in Cambodia. However the 2005 Review of ADS articulates the aim of the program as: "to strengthen the human resource capacity of AusAID's development partners in Cambodia, particularly Ministries" and it is understood that since 1994 scholarships have had a similar, if less explicit, objective. It is also understood that the provision of scholarships has always aimed to support improved links between Australia and Cambodia.

Since 1994 the extent of targeting of scholarships has varied, from only four institutions (Ministries of Health, Education Youth and Sports, Agriculture Forestry and Fisheries, and Public Works and Transport) to as many as 31. There has also been an element of prioritising sectors of study, albeit with variation from year to year. The current priority sectors are: agriculture, forestry and fisheries, law and justice, economics and commerce, private sector development, rural development, health and public sector management. The process of prioritising sectors is carried out relatively informally, each year in the lead up to the selection process, through discussion between AusAID and IDP. Generally there has only been partial alignment of priority sectors to the priority areas in the AusAID Country Program Strategy for Cambodia⁵, although this alignment is increasing substantially in 2009.

Scholarship holders are required to return to their country of citizenship for two years after they have completed their studies to contribute to the development of their country.

Australian Leadership Awards

In 2006 Australia introduced a new scholarships scheme, the Australian Leadership Awards (ALA). ALA scholarships are intended for those who are already leaders or have the potential to assume leadership roles that can influence social and economic policy reform and development outcomes, both in their own countries and in the Asia-Pacific region. ALA Scholarships are academically elite awards to undertake postgraduate study (Masters or Doctorate) and a Leadership Development Program (LDP) in Australia.

ALA Scholarships aim to:

- develop a cadre of leaders advancing regional reform, development and governance
- increase exchange of knowledge and information within the region
- build common purpose and understanding between Australia and the region
- build capacity to address priority regional issues
- build effective networks between Australia and the region
- demonstrate the benefits of Australian education through the provision of high quality education.

⁵ IDP indicates that AusAID's guideline has been that about 60% of awards should be linked to Country Program Strategy priority areas.

The LDP comprises a three day conference in Canberra, regional workshops and leadership coaching and practice opportunities. The LDP increases skills in leadership and enhances participants’ understanding of the challenges at national, regional and global levels. LDP aims to help scholars realise their full leadership potential and provides important networking and collaborative opportunities for ALA scholars. The LDP component of the ALA Scholarship is not offered through any other scholarship program in the Asia-Pacific region.

Since its inception in 2006, Cambodian applicants have secured 18 ALA scholarships; only one has completed so far.

Institution-specific AusAID Scholarships

Carnegie Mellon University-AusAID (CMU-AusAID) Scholarships are funded by the Australian Government to support a limited number of students from countries where Australia has a bilateral aid program, to undertake a Masters degree at the H. John Heinz III School of Public Policy and Management at Carnegie Mellon University's campus in Adelaide.

CMU-AusAID Scholarships aim to strengthen human resource capacity in partner countries in public policy, management and information technology. CMU-AusAID Scholarships enable individuals from partner countries to gain high-level skills and knowledge in these areas, so that they can contribute to the economic and social development of their home countries. Therefore, scholarship holders are expected to return to their country of citizenship at the completion of their scholarship for a minimum period of two years in order to contribute to the development of their country.

CMU-AusAID Scholarships are offered for a one-year, full-time Masters by coursework degree to study at Carnegie Mellon University Australia. The two courses available to CMU-AusAID students are:

- Master of Science in Public Policy and Management
- Master of Science in Information Technology (Management Track)

To date six Cambodian scholars have been awarded Carnegie-Mellon Scholarships.

In addition, AusAID has an arrangement with the Centre for Transnational Crime Prevention at the University of Wollongong, supporting students to complete the Master of Transnational Crime Prevention. One graduate of this program is also included in this study.

Other student sponsorships

Outside the formal scholarship programs described above, Australia supported small numbers of scholars to complete qualifications in Australia, generally as part of other aid activities. The first two scholars to Australia were part of the Cambodian International Rice Research Institution Australia Project (CIAP), and the now-completed Cambodian Agricultural Research Institution Assistance Program (CARDIAP) – a continuation of the CIAP activity – has delivered scholarship support for formal award study in Australia. Over the project period of 2002 – 2006, CARDIAP supported three students to complete MBA study in Australia. These scholars are included in this evaluation.

Other similar scholar support is ongoing and therefore not included.

1.4 Originating Ministry

The largest number of scholarships has been awarded to three ministries, as shown below. These three have been a fairly consistent priority for the Australian development cooperation program since it recommenced after the Paris peace accord.

Ministry of Education, Youth and Sports	39
Ministry of Health	31
Ministry of Agriculture, Forestry and Fisheries	28

A further three ministries have received the next most substantial number of awards. It is notable that the Ministry of Public Works and Transport – one of the original four target institutions – is amongst this group, together with more recent areas of focus in Foreign Affairs and Economy and Finance.

Ministry of Foreign Affairs And International Cooperation	14
Ministry of Public Works and Transport	13
Ministry of Economy and Finance	13

A large number of institutions and organisations have been awarded only one or two scholarships (through ADS or other schemes) since 1994. While many of these are smaller employers, this nevertheless highlights how widely spread scholarships have been. These institutions are: Cambodian Red Cross; Council for the Development of Cambodia; IDP (Cambodia); Khmer HIV/AIDS NGO Alliance; Ministry of Planning; Ministry of Tourism; Ministry of Social Affairs, Veterans and Youth Rehabilitation; Ministry of Women’s Affairs; Ministry of Parliamentary Affairs and Inspection; Post and Telecommunications; State Secretariat of Civil Aviation; and State Secretariat of Civil Service.

1.5 Methodology

A detailed description of the methodology and limitations is provided in Annex 1. In summary, AusAID engaged the Evaluation Team Leader early in 2009 to develop the evaluation design for this study. The resulting evaluation design (attached at Annex 4) sets out a series of evaluation questions:

1. How did the scholarship contribute to scholars’ individual career development?
 - a. What new skills and knowledge did the scholarship provide scholars?
 - b. How have scholars been able to apply their new skills and knowledge (in the public sector, and elsewhere)?
 - c. What opportunities has the scholarship brought alumni, beyond their public sector employment?
2. To what extent have scholars developed and maintained links in Cambodia, with Australia, and in the region, as a result of studying in Australia?
 - a. What have been the results of those links?
3. How effective have scholarships been as a mechanism to improve the effectiveness of target institutions?
 - a. How are alumni valued in the public sector?
 - b. What contributions have alumni made to their
4. How have scholars contributed to Cambodia’s development as a result of their scholarship?
5. How have the experiences of men and women scholars differed?

a. What influenced any differences in those experiences?

The evaluation is a mixed method design, integrating quantitative data collected through a tracer survey with qualitative data from the survey as well as more in-depth qualitative data collected through individual interviews with both alumni and public sector managers. The evaluation had four distinct phases:

1. Document Review
2. Tracer Study – targeting the total population of alumni through a written survey comprising both quantitative and qualitative data collection
3. Qualitative Interviews – with 35 alumni in order to add depth and richness and an element of flexible inquiry in a complex context; and with a small sample of public sector managers to provide an employer’s perspective on scholarship graduates.
4. Analysis and Reporting

The Evaluation Team Leader conducted the evaluation working closely with IDP and Domrei Consulting, a local research company, both of which contributed essential expertise to the evaluation team. It was completed over the period of May to October 2009, and the resulting report was written by the Team Leader.

1.5.1 Response Rate

The response rate for the Tracer Survey was strong: 207 graduates of Australian Scholarships – out of a total population of 265⁶ – returned the questionnaire. Of these, one respondent asked that the data provide not be included (despite completing the survey) and this was confirmed through follow-up, so the resulting sample was n=206. This represents a 78% response rate which is comparable to or better than other similar tracer surveys in Asia, and provides a strong basis for data analysis, and for drawing conclusions about the scholarships program.

The excellent response rate was achieved largely thanks to proactive efforts in follow up and encouragement on the part of IDP staff, and was assisted by the strength of the Australian Alumni Association – Cambodia (AAA-C) network.

1.5.2 Reporting Conventions

Reporting this evaluation integrates quantitative and qualitative data from both the survey and the interviews, using interview data to explore themes and issues arising from the survey and to shed light on additional points of interest. Reporting the qualitative data from the survey and the interviews is done anonymously as a general rule with only the year of selection identified, unless interviewees explicitly agreed to be quoted and identified as the source. The report includes many direct quotes from the tracer study and interviews, intended to add richness and to give the alumni who participated a voice in the report. Quotes are drawn from written survey responses and from transcripts from English language interviews or the English translations of Khmer language interviews prepared by staff of Domrei. Quotes have been lightly edited to correct errors arising from translation, and in some cases identifying details are removed to ensure confidentiality.

⁶ Total graduates number 267 but two have died, so are not considered part of the population for the purposes of this study.

Data are disaggregated by gender as a general rule, unless such disaggregation reduces data usefulness. As much as possible, the responses are analysed to establish differences in the scholarship experience and outcomes for men and women.

2 Results

The results of the tracer study and interviews are discussed in detail below. Throughout the discussion, the report refers to the tables and charts provided in the Statistical Annex at Annex 6.

2.1 Descriptive Data of Respondents

2.1.1 Basic Data

Year of Selection

There have generally been around 20 Australian Scholarships awarded each year through ADS and its predecessor programs, plus the small numbers of additional scholarships through the other schemes and projects. The survey reached graduates from all selections since 1992, and the spread of selection year amongst respondents is shown in Figure 1 in the Statistical Annex. Notable is 1996, when 40 scholarships were awarded (of whom 29 responded). In the absence of historical documents it is not possible to establish the reason for this one-off doubling of awards.

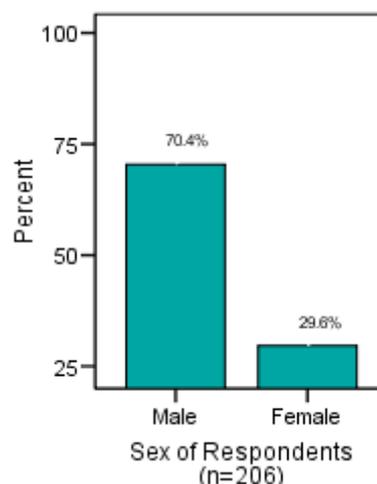
Gender

Of the respondents to the Tracer Survey, 145 (70%) were men and 61 (30%) were women, as shown in Figure 1. This is comparable to the gender breakdown of the total population (n=267), which is 73% (n=194) men and 27% (n=73) women. As such, the sample can be taken as representative in gender terms.

AusAID has had a long-standing policy of aiming for gender equity in scholarships programs. As Figure 4⁷ shows, gender equity has been achieved, and even exceeded, at two points in time.

Between 2001 and 2004 gender equity was achieved, and even exceeded, coinciding with the provision of English language training between 1995 and 2001 (noting the time lag of one to two years between the English training and selection for a scholarship). Interestingly, the proportion of women in scholarships cohorts drops notably from 2003 onwards, coinciding with the (lagged) period between 2001 and 2005 when there was no such English program. None of the participants from this program are included in this study as those who were successful in winning scholarships are still in Australia or preparing to depart. With the recommencement of English training for women in the public sector in 2005, it appears that the representation of women in the ADS program is again at equity levels.

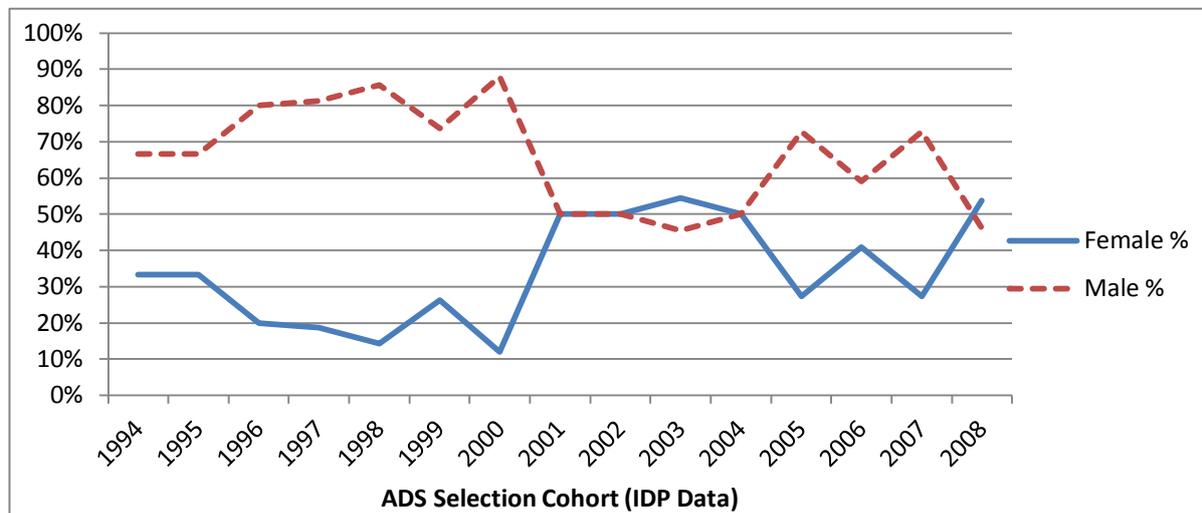
Figure 1: Sex of Respondents



⁷ This data is IDP data, not tracer study data, but provides the complete picture of gender equity in selections since 1994.

Therefore it is reasonable to conclude that this additional investment in English training for women will increase women’s representation in scholarships awards. Regular Australian Scholarships reporting and the next Tracer Study will provide insights into the effectiveness of the program.

Figure 2: Gender Breakdown over Time



Country of Residence

The vast majority (90%) of respondents report being resident in Cambodia at the time of the survey, with an additional 6% resident in Australia and 1% reporting dual residency (i.e. 7% in total). Only 3.5% of respondents are resident anywhere other than Cambodia or Australia.

Disaggregation of country of residence by sex showed no marked difference between men and women, although statistical significance is not measurable due to the highly skewed data.

The interview phase of data collection shed a slightly different light on this question. Of the 33 interviews, six (18%) were conducted by telephone to Australia. Excluding two interviewees who are current in Australia studying under ALA awards, this still leaves 12% of the sample resident in Australia – double the 5.8% reported in the tracer study. This may indicate a slightly higher level of return to Australia after scholarship, with some degree of under-reporting perhaps unsurprising due to concerns about complying with AusAID expectations and alumni obligations regarding return to Cambodia. Nevertheless, there is clearly a very high rate of scholarship graduates returning to Cambodia – for example, the 2006 tracer study in Vietnam had 15% of ADS graduates absent from Vietnam.

This high level of return to Cambodia was emphasised during one of the Manager interviews, particularly when compared to scholarship programs from other donor countries:

“In contrast, when they finished their study in Australia, all of them returned from Australia...maybe IDP have good management in this case...Australia graduates have to return from there when they complete their study” (Senior Manager Interview, 11 September 2009)

Scholarship Scheme or Project

Reflecting the heavy predominance of ADS and its predecessor schemes (named throughout this reports simply as “ADS”), 92.7% (n=191) respondents in this Tracey Survey are graduates of ADS. Subsequent tracer study surveys and evaluations will include a growing cohort of ALA graduates, but at the time of this study only two ALA scholars had completed their studies.

2.1.2 Qualifications

Reflecting the long-standing AusAID policy of restricting ADS and most other Australian scholarship programs to Graduate Diploma and Master’s level qualifications, the vast majority of alumni (94%) graduated with Master’s degrees. Once the data is disaggregated by sex, it is evident that a slightly higher proportion of women gained postgraduate diplomas and slightly fewer PhDs than men, although the statistical significance of these differences cannot be assessed due to the skewed data. All seven PhDs were earned as a result of scholarships provided through the CIAP/CARDIAP project support; the two ALA graduates in the sample gained Master’s degrees.

Achievement of Original Enrolment

Almost all scholars (95%) completed the qualification they originally enrolled to complete. Although it is not possible to assess statistical significance on enrolment changes between men and women, on frequency data alone it can be concluded that amongst the respondents there was no dramatic difference.

The follow-up open question about why the original enrolment changed elucidated both positive and negative reasons for the change in enrolment, but only two of the eleven did not complete a qualification at all. The most significant explanations are summarised in Table 1 below:

Table 1: Reasons for Changing Enrolment

Reasons for changing enrolment	Count
Upgraded to a higher degree (PhD)	3
Academic difficulties	2
To increase relevance to work	1
Returned early for work reasons (did not complete)	1
Returned early for personal reasons (did not complete)	1

2.2 Scholarships Contribution to Individual Career Development

The first evaluation question the study sought to answer was

How did the scholarship contribute to individual career development, including:

- a. What new skills and knowledge did the scholarship provide?
- b. How have alumni been able to apply these new skills and knowledge in the public sector and elsewhere?
- c. What opportunities has the scholarship brought alumni beyond their public sector employment?

Question b above is discussed with reference in Section 2.4, which addresses how scholarships have been able to improve the effectiveness of target institutions, as the application of skills and knowledge is a central aspect of how scholarships are contributing to institutional effectiveness.

As the investigation progressed and themes began to emerge, the study also explored additional personal outcomes from scholarship study in Australia. The results of the data collection and analysis in response to this set of evaluation questions are discussed in detail below.

Respondents were asked about the professional or career outcomes resulting from their scholarship. After exploring their employment circumstances at the time of their award, the tracer study then asked about respondents' experience returning to work. They were also asked about promotions at work, and were asked to rate a set of statements about their professional future against a five-point scale from 'decreased a lot' to 'increased a lot'. It should be noted that respondents are likely to be considering their employment in the broad sense when responding to this section – the data cannot be assumed to relate only to respondents' public sector employment.

Category of Employment Pre-Scholarship

As expected, the vast majority (93%) indicated that they were government employees prior to their scholarship. A small number of scholarships have been awarded to staff of public sector but non-Ministry agencies and organisations, and some of the non-ADS schemes were not limited to civil servants.

It is important to note that 10 respondents (a little more than 4% of the total) gave invalid responses to this question, in most cases by selecting more than one answer. Compared with the level of invalid responses throughout the survey this is noticeably higher and is the first indication of the complexities and sensitivities associated with employment status for government employees in Cambodia. These issues recurred throughout the study and are discussed below.

There are myriad complexities of professionals' working arrangements in Cambodia. Public sector salaries in Cambodia are extremely low⁸. It is widely, if informally, known that civil servants often have other income sources such as part-time teaching, NGO or private sector jobs, or operate their own businesses. Therefore the data should be taken as indicative rather than definitive. The interviews provided, therefore, an essential opportunity to deliver valuable insights into this issue, and their findings are discussed further below.

⁸ Junior civil servants might, for example, earn USD30 per month. With petrol for a motorbike likely to cost that whole amount each month it is clear that government salaries do not offer a living wage.

Returning to Work

While in Australia on scholarship, 65% of respondents report that they retained contact with their supervisor. There was a difference between men and women however: only half of women (49%) stayed in contact with their supervisor, compared to almost three-quarters of men (72%), although it is not possible to ascertain the reasons for this difference.

Scholars on ADS and other scholarships are generally bonded by the Government of Cambodia to return to their government workplace for a specified period, most commonly two years. As a result, the reported rate of return to the same employer is extremely high amongst respondents (93%), with no significant difference between women and men.

The qualitative data arising through the interviews sheds additional light on this question, indicating that the situation is in fact more complex. Some interviewees really only went back to their original positions in name only; others did not return at all. Certainly some alumni indicated that the scholarship was a direct means for them to secure different work on return, with a primary incentive for this change being the opportunity to secure a higher income. It was not clear what consequences might apply to an alumnus who did not see out their two-year commitment to remain in the public sector. That said, however, many alumni do see their Australian qualification as an important contribution to their public sector employment and to Cambodia's development. This is explored in detail in Sections 2.4 and 2.5 below.

Three interviewees (9%) talked about finding it difficult to find a job at all, which is unexpected when scholarships are awarded to employees with commitments to return to work on completion.

Of those respondents who returned to their former workplace, the majority (53%) returned to a position at the same level as before their studies; and 44% of respondents returned to a position that was higher than the one they had before their scholarship, with marginally more men than women.

Approximately one in three respondents (34%) returned to work immediately on their return to Cambodia with no appreciable difference between men and women. Within a month of return to Cambodia, 73% of respondents had returned to work and again there is little difference between men and women.

Reintegration Experience

Tracer study respondents had widely varying experiences reintegrating into their workplaces after they returned from studies; much more widely than most other indicators. More than half (59%) had a *somewhat* or *very positive* experience of returning to work; more men (61%) than women (54%) had a positive reintegration experience. However a substantial proportion of respondents had a *somewhat* or *very negative* reintegration experience: overall 17% had a negative experience with very similar proportions of men and women.

Interviews explored the experience of returning to work, eliciting some detailed stories, especially from those interviewees who had had difficulties in their reintegration. The majority, however, has positive or neutral experiences returning to their workplace. There was no evident pattern between the different employing ministries with respect to the reintegration experience amongst interviewees, nor between interviewees from the group of three large ministries (MoH, MoE and MAFF) and those from the smaller ministries.

Four of the 33 interviewees described negative reintegration experiences, some of which were clearly very demoralising and disappointing. There was no apparent pattern to the Ministries from which these interviewees came. Some returned to find there was not even a desk for them to sit at; another found that colleagues were suspicious and intimidated by the interviewee on

return; another felt that every suggestion or contribution was routinely blocked or rejected by their managers.

“When I went back to Cambodia, the office was not fully equipped so I had no desk, there was no computer for me. If I wanted to work I had to work on colleagues desks if they were away in the provinces, but sometimes I couldn’t log in if their computer was password protected. I only did administration type tasks....After three months I asked my manager if he had any plan to set up a workstation for me and if I will have any project to monitor. He said that most of the projects were managed so that I didn’t have any project to manage so just wait until a new one is signed. I helped the office with some English translations and helped my colleagues to arrange some documents and some other administration works if they were too busy. I was more like an administration assistant.”

After struggling with this situation for some time longer, this interviewee heard of a job opening at another public sector agency. She was concerned about whether moving to this job would still meet her obligation to remain in her job for two years after completing her scholarship, but she was assured it would be a legitimate move.

“I did the paperwork to transfer from Ministry {...} to the]...]. I loved it so much and I used all the knowledge and skills I’d learned and the knowledge about management and communication and I used my English language skills. I learnt a lot from my boss. He was a great boss. A lot of people know him. I admired him very much and still keep in touch now.” (Interview with female member of 2000 cohort, who has now migrated)

This example highlights many aspects of the scholarship experience on return to Cambodia. It is critical that managers are supportive of their graduates and actively use their new skills and knowledge. This requires forward planning and resourcing. It is also important that the work responsibilities match the new skills and knowledge (and, vice versa, that a scholar studies something that will provide relevant skills and knowledge). For example, a more positive experience is:

“First, I am preferred by my boss for important work, he always let me check...needs me to help and I can help his work because my boss studied in our country [Cambodia] so [for] some work he really needs me to help...check and I report to him later. So it means that my boss and my colleagues have strong confidence in me...in my work and my knowledge...” (Interview with male member of 2001 cohort)

At present the Australian Scholarships program does not involve managers or employers in the selection process for awards, in academic and English preparation program, or in the scholar’s selection of study program. Neither is there any formal contact with managers or employers in advance or at the time of alumni return to Cambodia. Further, there is no support provided for alumni following their return to work.

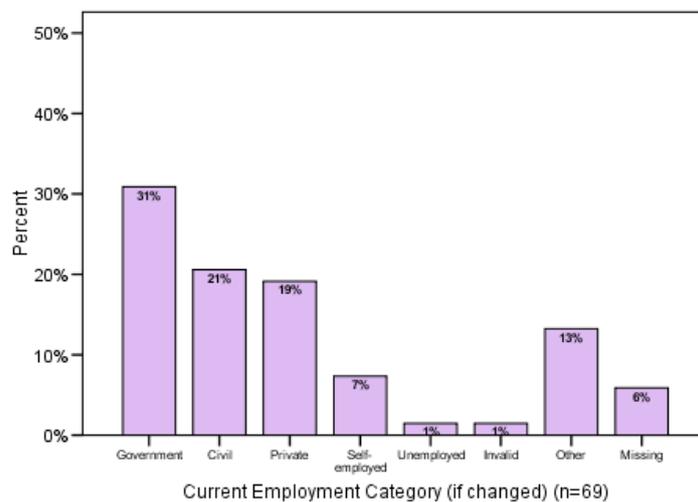
During interviews, interviewees were invited to make suggestions about how they think the scholarships program could be improved. While this is discussed in more detail in Section 3, one of two prominent suggestions was a request for AusAID (and/or IDP) to be more engaged in, and provide support for, the reintegration experience.

Current Employment

Amongst respondents, two-thirds (65%) report that they still work for the same employer as when they went on scholarship, and there was no substantial difference between men and women. Correspondingly, 33% of respondents report that they no longer work for the same employer. Of those respondents who clearly indicated that they no longer work for their original employer, their current reported category of employment varied widely. But it is notable that less than a third (31%) of respondents who had changed employer reported still working in government.

This question had a very high incidence of invalid and missing responses. The 21% of respondents who provided invalid, missing or ‘other’ responses generally indicated that they had more than one category of employment. A relatively high number also omitted answering this question (14%), possibly further indicating discomfort with disclosing or discussing their employment status to IDP/AusAID.

Figure 3: Current Employment Category (if changed)



The written survey was ineffective in shedding light on these complexities, despite piloting the instrument. Responses to the question asking about how many, and what, income sources people had elicited such divergent interpretations of the question that the data is not sufficiently robust for analysis or reporting. The interviews were therefore critical in examining this aspect of alumni circumstances.

Seven of the qualitative interviewees (21%) made it clear that they are entirely disconnected from their previous government employment. For example:

“I have more experience, abilities and knowledge but not for the workplace because this work is not challenging and doesn’t have a lot of activities like the private sectors or NGOs. As you know about the government work, that is why I stopped government work and found a new job outside. In fact, I stopped working for the government because I wanted to work in a challenging environment... I like to work in this environment because it makes me progress. I don’t want to work in a place which has a lot of free time for chatting and at the end of the month; we get salary without working while our capacity doesn’t improve and also our country too. On the other hand our knowledge, experience and skills are put away - not used. So I think that both us and our country waste time.” (Interview with male member of 1996 cohort)

Only twelve interviewees (36%) made it clear that they continue to be clearly and substantively committed to their government employment (in some cases with additional work on the side).

The remaining interviewees – almost half the sample – described more complex working arrangements involving multiple jobs in the public, private and civil society sectors. Twelve out of the 33 interviewees (36%) – more than a third – are earning additional income through teaching at the many private universities in Cambodia. In fact a common arrangement is a mix of government and private teaching work. There is a strong incentive to secure this additional work as it is paid by the hour and brings status and respect in addition to the extra income. This teaching work was raised again in many interviews as the main example of how an interviewee is contributing to Cambodia's development (see Section 2.5)

“...especially I have a chance for working as part-time teacher so it makes my family economy improve. These are results of my study in Australia.” (Interview with male member of 2001 cohort)

Promotions

More than half (63%) of respondents indicated that they had been promoted at least once. However more men (68%) have been promoted than women (51%), and more often, with 6% of men reporting four or more promotions – no women were promoted that often. Nevertheless, the mode (most common) result reported for both men and women is no promotion at all (30% for men and 43% for women).

In follow up, those who indicated they had been promoted were asked if they felt that their Australian scholarship contributed to this result. Overall 92% of those who were promoted ascribed at least part of the reason to their scholarship, with marginally more women (97%) than men (90%) crediting their scholarship for contributing to their career advancement through promotions.

Chance of Promotions with Current Employer

In thinking about their chances of obtaining promotions with their current employer in the future, 84% of respondents felt confident that they were *somewhat* or *a lot* more likely to be promoted in the future with a qualification from Australia. Slightly more men (86%) than women (80%) felt this way but there was not a substantial difference between them. However closer examination highlights a difference between men and women feeling that their likelihood of promotion with their current employer was *increased a lot*: 29% of men felt this way, but only 18% of women.

In discussing the likelihood of career advancement (promotions) in existing Ministry employment, the issue of politics, or ‘networks’⁹, arose in some interviews. Again, while many were reluctant to speak about this sensitive issue, for some interviewees the situation is very plain:

⁹ ‘Networks’ here translates from the word ‘Ksai’ literally ‘string’ or ‘link.’ This refers to the patronage system prevalent in Cambodia which is particularly strong in the Cambodian civil service. A ‘ksai’ refers to a friend or (more usually) a higher ranking government official. The ksai can be petitioned for favours like promotion or transfer or to intervene in disputes to the petitioners favour. In return, beneficiaries are expected to respond to other requests from their ksai.

“...we...don’t only need knowledge, we need some power, must know each other, I want to talk about networks: if someone has networks they can easily get promotions. If we don’t have networks, we need to find promotion ourselves.” (Interview with male member of 1994 cohort)

Discussion

This section of evaluation sheds some light of the extent of complexity and sensitivity associated with scholarship holders’ return to work and their subsequent professional arrangements.

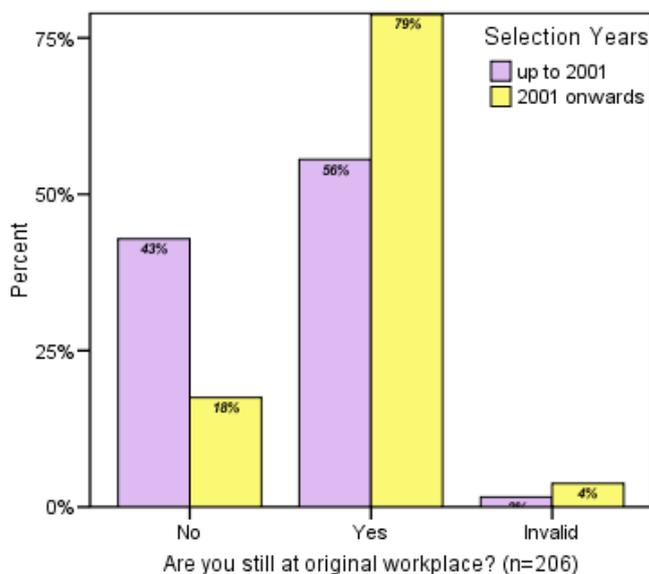
Correlation analysis of tracer study data shows that respondents who returned to work quickly were more likely to have a positive experience of reintegrating into their workplace¹⁰. Because the correlation is relatively weak it is not possible to say that the speed of return to work is the *cause* of a positive reintegration experience; other factors will also influence that experience including the strength of a scholar’s networks (including political allegiance) in the workplace, institutional or management changes during the period of absence, and changed personal ambitions or expectations.

Data was re-analysed in order to compare respondents who were selected by their Ministries (i.e. those selected up to the year 2001) and those who applied independently (i.e. post-2001), in order to explore whether there was any connection between the role of employing Ministries in identifying scholarship awardees, and the experiences those scholars had on their return to work and beyond.

Figure 4 below shows that the independent respondents are more commonly still with their originating employer than the Ministry-nominated respondents. While we cannot assess the causation between these two variables (particularly as the number of cases is relatively small), we can see that in fact a much larger proportion of independent respondents remain with their original employer (79%) as compared to Ministry-nominated respondents (56%), although in both cases more than half report that they remain with their original employer. Because independently selected respondents are those from the more recent cohorts (post-2001), it may therefore be that *time since graduation* is a greater influencing factor on retention at the original workplace than whether or not the Ministry was involved in nominations.

¹⁰ Spearman’s rho=-0.154, p<0.01

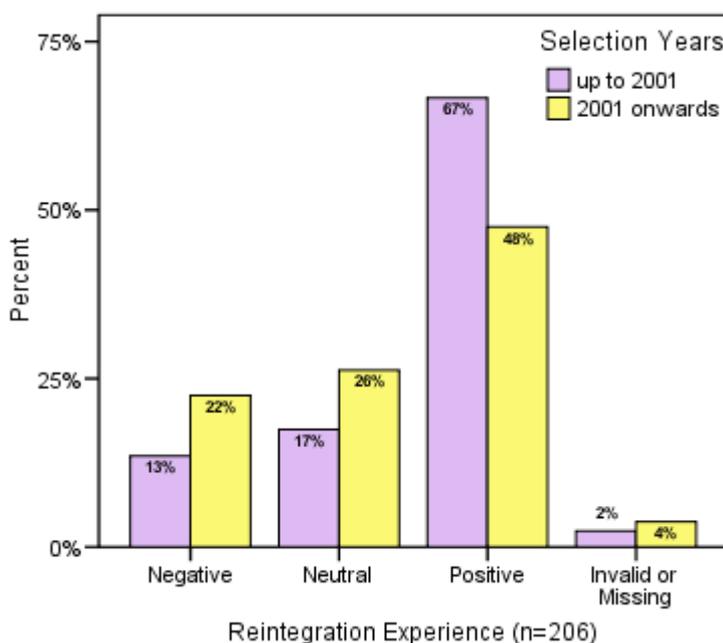
Figure 4: Retention at Original Workplace



It was important to examine whether the involvement of the employing Ministry in nominating applicants for scholarship awards was an influencing factor on the reintegration experience of alumni. If Ministry-nominated alumni had a significantly more positive experience returning to work it might suggest that a return to this approach was warranted. The small number of cases however made it impossible to determine the *statistical* significance, examination of the proportions shown in Figure 5 suggest that Ministry-nominated scholars have more commonly had a positive reintegration experience (67%) than those scholars who applied after 2001 (48%).

Nevertheless, it is important to note that, even amongst those who applied independently after 2001, 22% reported a *somewhat* or *very negative* experience reintegrating in their workplace. In other words, many more scholars from both groups had a *neutral* or *positive* return to work than had a *negative* one. This analysis does not, therefore, present a strong case for a return to Ministry involvement in the nomination process.

Figure 5: Reintegration Experience (Ministry-nominated vs. Independent)



2.2.1 New Skills and Knowledge

With respect to the new skills and knowledge gained through the scholarship, respondents were asked to rate a set of categories on a four-point scale from ‘no change’ to ‘very much improved’. For all questions the data were strongly positively skewed, which makes it impossible to statistically assess the differences between men and women. However proportional comparisons still provide important insights.

Technical Skills

All women reported that their technical skills *improved* at least *a little* as a result of their scholarships, with 38% reporting that their technical skills are *very much improved*. Similarly, all men who gave a valid response also reported *improved* technical skills, but a notably higher proportion (51%) reported *very much improved* technical skills. Overall 47 % of respondents reported that their technical skills were *very much improved*.

Analytical and Critical Skills

A total of 62% of respondents indicated that their analytical and critical skills had *very much improved* as a result of their scholarship. This is borne out by the responses to several open questions, many of which identified these skills as important changes (reported in more detail in other sections). It is apparent that proportionally more women (39%) than men (30%) indicated their skills were *somewhat improved* and, in contrast, proportionally more men (65%) reported their skills were *very much improved* compared to women (56%).

Management Skills

As with the previous skill categories, all women (n=61) reported improvements in their management skills as a result of their scholarship, with 51% reporting those skills are *very much improved*. One man reported *no change* in his management skills and, comparable to the proportion of women, 50% of men reported their management skills were *very much improved* after their scholarship studies.

Communication Skills

All women reported improved communication skills with 56% reporting that their communication skills are *very much improved*. Two men (1%) reported *no change* in communication skills but proportionally more men (63%) than women (56%) reported that their communication skills are *very much improved* as a result of their scholarship.

Cross-Cultural Understanding

Amongst those respondents who gave a valid response to this question, *all of them* – both men and women – reported improvements in their cross cultural understanding after studying in Australia. 60% of the sample indicates that this understanding is *very much improved*, with proportionally more women (66%) than men (57%) reporting their cross cultural understanding is *very much improved*.

Supportiveness for Diversity in the Workplace

Amongst respondents, 98% indicate that their supportiveness of diversity in the workplace is improved as a result of their scholarship. All women report that their support is increased, with 97% of men indicated improvements. Interestingly, a substantially higher proportion of women (13%) than men (4%) report that this improvement is only *a little*. It is not possible, however, to assess whether this is because women are already more supportive of diversity and therefore

have less room for improvement on this question, or whether there is another influencing factor on this result.

Planning Skills

Planning skills also sees *all* respondents who gave valid responses indicating improvements in planning skills resulting from study in Australia on scholarship. Women report marginally more improvement at the lower end of the scale, with 10% reporting their planning skills *improved a little* and 44% reporting these skills *very much improved*. By comparison, 6% men report planning skills have *improved a little* and 48% indicating these skills are *very much improved*.

Discussion

Clearly alumni feel that the full range of their professional or work skills have been improved through their postgraduate studies in Australia. Interestingly, it is the ‘softer’ skills such as communication and cross-cultural understanding that had the largest proportion of respondents feeling their skills had *very much* improved. However, this is not entirely supported by the qualitative data that follows. The survey asked respondents to expand on the improvements in their work skills rated in the preceding questions and 205 answered this question. These qualitative responses were coded and analysed. As shown in the table below, the most commonly mentioned improvement related to technical skills relevant for their work.

Table 2: Themes in Work Skills

Work Skills	Count
Gained relevant technical skills and/or knowledge	77
Improved communication/ interpersonal skills	37
Improved critical thinking/ analytical skills	37
Broader or global perspective / open mind	28
Improved confidence or self-esteem	23

“First of all my technical knowledge in [...] sector as well as the language skills have been greatly improved. In addition, the management concepts I gained enabled me to understand better the communication, motivation, team work, time as well as resource management. With various experiences as well as the broader knowledge I gained, I felt that my conceptual and analytical thinking have improved.” (member of 1998 cohort)

Qualitative data from the interviews were coded for a range of skill outcomes:

- Communication/ interpersonal skills
- Management skills
- Planning skills
- Specific technical skills
- Critical thinking/analytical skills
- English language skills
- Information and communication technology skills
- Policy skills
- Study/ research skills/ new ways to learn

- Collaboration/ team work skills

Four of these skills emerged most strongly in the data. First, **English language skills** are clearly a very highly valued skill gained through study in Australia; valued by both the interviewees and by their employers. In some cases this brings additional responsibilities and opportunities, such as attendance at international meetings or increased collaboration with international consultants; in others it means interviewees are constantly called upon to translate documents and interpret in meetings. For example, when asked “did you use the things you learnt in Australia?” one interviewee (a male member of the 1994 cohort) responded simply: “Yes, yes, my English. My English is very important”.

Closely related to English language skills, and also often linked to the increased confidence discussed above, the second skill most highlighted in interviews was **communication/ interpersonal skills**. This also came through very strongly in the tracer study data.

“After I graduated from Australia I personally became more open and was better at open communication with other people. In Cambodia women are traditionally very shy. Not so good at communicating. I think that changed for me. I had the opportunity to develop communication. That was from a combination after my work at [...] and confidence in myself to communicate with many types of people. This is the most important. Confidence in my self and confidence communicating with other people. And I know myself, and I know the limits of my ability and can see room for improvement and I can learn from other people. It’s important that I can learn to improve myself.”
(Interview with female member of 2000 cohort)

Management skills and **technical skills** were the other most commonly-discussed skills in the interviews.

“Before I studied, I worked as a surgeon. So I only dealt with patients and never had management skills. After I completed my study I seemed to have skills in personal leadership and led my department. And I had a broader public health perspective. Before my knowledge and skills were narrow. I focused only on the health of individuals, not populations or the benefit on the community. After it was useful to use what I gained in Australia to be beneficial to the Provincial Health Department and the community as a whole.” (Interview with male member of 2001 cohort)

“...and if we say about technical skill is clearly...it means that if we apply it in our country, it has good effectiveness. For example: human resource management skills... even though we have different culture but we studied there...the results which they researched and they published in documents...we can convert...we can apply it in our country and we will have good effectiveness. It means that, before we studied in Australia, it’s like that we conduct war without weapons; in contrast when we returned from Australia, it’s like as we war with weapons, we can fire or we can stop...It means that we have more confidence...our skills are clear...our technical skills and management skills...” (Interview with male member of 2003 cohort)

It is interesting to note the differences between the skills data from the tracer study and those from the interviews. The tracer study shows much higher reported levels of technical skills development, while the interviews focus on the ‘softer’ skills of communication and

management, with technical skills discussed somewhat less. It is also interesting to note that English language skills were not as prominent in the tracer study data *in this section of the survey*, compared to its emphasis in the interviews, although much of the other data from the tracer study does highlight the value of English for alumni.

It is possible to conclude that, while technical skills gained through study in Australia are very important; communication and English language skills are also seen by alumni and by their employers as extremely important skills gained through the scholarship.

2.2.2 Opportunities outside the Public Sector

The first evaluation question also sought to identify the opportunities an Australia-funded scholarship had brought alumni outside their official public sector employment and their government careers.

Employment with Other Organisations

Thinking about other future opportunities, 89% of respondents felt that their chances of employment elsewhere was also increased *somewhat* or *a lot*, with the responses from men (89%) and women (88%) very similar.

Interestingly, slightly more respondents (33%) felt that their chances of employment elsewhere were *increased a lot* compared to those who felt similarly confident about promotions at their current employer (26%).

Discussing this issue during the interviews confirmed that for many, their Australian qualification was a turning point in their securing new or extra employment (and thus, extra income). As discussed elsewhere in this report, this is a prominent outcome in the careers of alumni.

Achieving Career Goals

A very high proportion of respondents (94%) indicated that their Australian qualification meant that their chances of achieving their career goals were *increased somewhat* or *a lot*. Men and women feel this way in similar proportions: 94% of men and 92% of women. It echoes the responses to the question about the impact of the scholarship on alumni ambitions for career (see section 2.2.4), which were similarly positive. This finding is hardly surprising, however, as career ambitions would play a very substantial role in influencing a decision to apply for a scholarship in the first place, particularly since 2001 when Ministry ceased their role in nominating applicants, and further, that achieving a scholarship award would be likely to increase an individual's ambitions for the future.

Opportunities for Employment Overseas

Compared to the other questions about the impact of an Australian qualification on their professional futures, slightly fewer respondents feel that their qualification has increased their chance of employment overseas: 76%. Looking at the differences between men and women, proportionally more men (79%) than women (69%) feel their chances of employment overseas are increased with an Australian qualification – but there is likely to be a wide range of factors influencing this difference including cultural and family obligations as well as qualifications.

Increased Salary or Personal Income

It is clear from the data that there is general agreement amongst alumni that an Australian scholarship is likely to lead to increased salary or other income: 92% of respondents feel this

way, with no notable difference between men and women’s feelings about this (93% of men and 90% of women).

Again, the qualitative data confirmed that expectations of increased income are widely held amongst alumni as a result of their scholarship and their Australian qualification.

Discussion

The survey asked respondents a follow-up question inviting them to mention any additional ways that they feel their Australian qualification will change their futures. Responses were coded for those that were *additional* to the categories already recorded above, noting that the most common future changes mentioned here echoed the categories already covered in the preceding questions. In addition to increased income, promotion and employment opportunities, respondents most commonly see a scholarship as increasing their chance for further study – most commonly a PhD and generally in the context of securing a scholarship to complete such study overseas.

Table 3: Additional Anticipated Benefits

Additional Anticipated Benefits of Scholarship	Count
Chance for further study	14
Make an increased contribution to Cambodia’s development	8
Start own business/ enter private sector	5
Make an increased contribution to Cambodia’s institutions	3

Discussion of the impact scholarship studies had on career outcomes in the interviews was illuminating. Almost half of interviewees (48%) talked about promotions they had received and/or higher duties or new responsibilities assigned to them, either in their Ministry or non-Ministry workplaces. For many, as discussed above, one of the main career outcomes was the opportunity to secure new or additional employment, and therefore additional income, beyond the public sector employment they had before their scholarship. As discussed in Section 2.2.1, government salaries are extremely low in Cambodia, so the incentive to find work outside government is high, and the relative acceptance of people holding several concurrent jobs means that many interviewees can retain their public sector job and continue to make a contribution to government work, while also earning a more substantial income elsewhere. Five interviewees discussed the low level of government salaries explicitly. For example, one interviewee talked about the experiences of his fellow scholarship alumni:

“Sure, I know several people... Most of them taught in university and worked in their workplace too. Although they worked for the government they still taught at other universities. Most of them can get more income doing this because government work mostly provides little income.” (Interview with male member of 1998 cohort)

As discussed above, the most common additional employment for alumni is teaching in private universities. Enrolment in tertiary education in Cambodia has grown rapidly over the past decade with approximately 60% in privately operated institutions. In mid-2008 there were 28 public and 41 private higher education institutions spread over 108 campuses (including branches, mostly in

the provinces). Even the public institutions have partial autonomy, which allows them to establish admission criteria, design academic curriculum, and charge tuition fees¹¹.

“First, my knowledge is improved...we have a lot of experience and skills...we can do many works. Related to my English, after I returned from Australia I can work as a translator and I can teach English courses so my skills, knowledge, experience and scope of work are improved...I was promoted...I have more responsibility...I have more income. If I have enough time to work, I think that I can really get more income.” (Interview with male member of 2003 cohort)

It is possible to conclude that scholarships have a very positive impact on alumni’s careers in many ways. The vast majority secure promotions and/or new work, and increased income. Many move on to work in civil society or the private sector (often in tandem with their government employment), and most have very positive expectations about their likely future career opportunities as well.

2.2.3 Personal Outcomes

In addition to the questions posed in the initial evaluation design, the evaluation also examined the impact a scholarship has had on alumni’s personal characteristics. Tracer study respondents were asked about the effect of the scholarship on a set of personal aspects and rated these on a five-point scale. For all these questions the data are strongly skewed, meaning that it is not possible to analyse statistical significance of differences between men and women¹², however proportions still tell an interesting story about the personal outcomes reported.

Motivation to Work

Overall, 94% of alumni reported that their motivation to work *increased somewhat* or *a lot* as a result of their scholarship. Proportionally fewer women (88%) as compared to men (96%) report this extent of increased motivation, however there is still a strongly positive story about the impact of scholarships on motivation for men and women.

Only 2% respondents indicated that their motivation had *decreased*.

Confidence in Abilities

The impact of scholarship study on men’s and women’s confidence is strikingly strong. In fact *all* women alumni reported their confidence had *increased somewhat* or *a lot*, as did 99% of men. Almost three-quarters of respondents reported that their confidence had *increased a lot*: 74% of women and 71% of men. This strongly positive effect on the confidence of individuals is reflected in the qualitative data from both the survey and the interviews, and is discussed further below.

¹¹ The World Bank identified four main quality concerns, one of which is a serious shortage of skilled, well qualified, and experienced professors. It also noted that the quality and relevance of many current higher education courses, especially at newly established campuses, are in question. Source: World Bank – Cambodia Higher Education Quality and Capacity Improvement Project, Project Information Document – Concept Stage (P106605), July 2008

¹² i.e. by cross tabulation (chi square)

Ambitions for Career

Amongst respondents, 93% indicated that their career ambitions had *increased somewhat* or *a lot* as a result of their scholarship. Proportionally more men (94%) than women (88%) reported this increase however there is still a strongly positive impact of scholarships on ambition for their careers for both men and women.

Interest in Work

Respondents also reported a strongly positive impact of scholarship study on their interest in work, with 93% indicating their interest has *increased somewhat* or *a lot*. Men reported this increase slightly more than women (93% as compared to 90%) but again the impact on interest in work is strongly positive for both men and women.

Satisfaction with Work

As with the other personal outcomes, a strong majority of respondents (92.8%) indicated that their level of satisfaction with their work *increased somewhat* or *a lot*, as a result of their scholarship.

It is interesting to note that compared to indicators such as confidence and ambition, proportionally few respondents indicate satisfaction is increased *a lot*, and more have only *somewhat* increased satisfaction. In other words, this data is less skewed than most other indicators of personal outcomes.

Personal Empowerment

The tracer study also asked an overarching question: do you feel the Australian scholarship has empowered you personally?¹³ A strongly positive response to the question – 96% of respondents – indicates that alumni feel personally empowered as a result of their scholarship.

Analysis of the answers to the subsequent open question: “if yes, can you explain how it empowered you?” identified a large number of reasons. The five most common themes in the responses can be summarised in Table 4¹⁴. It is clear that the impact of scholarships for many interviewees is both personal and professional.

Table 4: Empowerment Themes

Empowerment Themes	Count
Improved confidence or self-esteem	68
Gained relevant technical skills and/or knowledge	48
Better able to influence/ make decisions/ exercise leaderships	30
Improved communication and/or interpersonal skills	25
Improved critical thinking and/or analytical skills	23

¹³ Despite some concerns about the conceptual complexity of the notion of empowerment, the piloting of the survey instrument indicated that it was adequately understood, so the question was retained. Nevertheless, its structure is likely to have created an element of positive bias.

¹⁴ Not all responses are provided here, so the total count will not equal the number of respondents.

“Besides giving me confidence, the scholarship has empowered me in planning my work, sharing ideas and making decisions. Moreover, it has enabled me to challenge any ideas or actions which I think are unreasonable in my career and private life.” (member of 2000 cohort)

Discussion

Interviews explored personal outcomes in some depths, with themes emerging throughout the discussion. Data from the 33 alumni interviews were coded for a range of personal outcomes, as follows:

- Changed behaviour at work
- Changed views on women, gender
- Confidence to speak out at work, make suggestions etc
- Migrated/living in Australia
- Experienced how things work in developed country (government, society etc)
- Increased income
- Negative personal outcomes
- Independence through living away from Cambodia
- Increased motivation
- Greater respect from others
- Opened mind/ broader perspective

Only two interviewees reported negative personal outcomes from their scholarship experiences. For one this was because: “my working life is unhappy because I don’t have a job”, although it should be noted that this interviewee is actually still employed in his government position so this comment may refer to his lack of *additional* work. For the second interviewee, discussion clarified that his perception of negative outcomes were resulting more from Cambodia’s economic downturn rather than the scholarship itself.

Four positive themes emerged most strongly in the discussion about the personal outcomes resulting from the scholarship. Most common was the value of the experience **living in a developed country with democratic government and an egalitarian society** – both for the interviewee and their families. This theme also included experiencing how a university operates in Australia, both administratively and academically; several interviewees are now drawing on that aspect of their time in Australia

“Australian people are very educated so they...respect their rules/laws very well. It is not only citizens but the [public sector] workers...the high ranking officials also have to respect the law. It means that all Australian people have to respect their law together...For example...when I stayed in Australia...I...heard that the Australian Prime Minister violated the traffic law by driving his car without wearing a seat belt...yes...all Australian people have to respect the law...traffic law...when they drive a car, they have to wear a seat belt. One day the Prime Minister forgot to wear a seat belt. A newspaper reporter knew about this and a traffic police officer fined him; he was fined by traffic police like a citizen.” (Interview with male member of 2002 cohort)

“Yes, because when we go to a developed country, we can see around us, not only my kids, but other aspects. I see that other people can be together. Not like Cambodia. In Australia when I take my son to school, the teacher knows their responsibility as a

teacher. If you take your son to school you do not pay money. For example, in Australia for electricity you pay a bond. Then when you stop using electricity you get the bond back. But here, we don't. We are not good to customers; they always think they are the boss. So I think its good when you go to a developed country you can see and you can learn. Also the government, the way it works. I went to Canberra. I went to the National Assembly. You know they allow us to observe?! You can watch. Also the opposition party sits in front of the ruling party. Not like Cambodia where they all sit together.” (Interview with male member of 1994 cohort)

“...because I used to work with the government sector and when I live there I can see their lifestyle in their institutions. It's stronger and more effective than ours and gets more results and the people who work there have sufficient skills. These are the good points that I saw. And one more, studying in their universities is different from ours and they respect the laws for living more than us and their government pays a lot of attention to their people and they don't have many problems.” (Interview with male member of 2005 cohort)

Secondly, interviewees talked about how their scholarship experience in its entirety led to them developing a **more open mind, or a broader perspective on the world and society**. This theme is clearly linked closely to the previous theme, but it also draws on the academic experiences of interviewees. For example:

“In the past I had a narrow mind. When I studied in Australia, I met many classmates who came from many countries/nationalities. This opened my perceptions. In the past, I lived like a frog in the well; I didn't know everything that happened in the world. When I lived abroad, I thought that it is so large, my negative thinking reduced. I think that it was a good impact for me. The main thing is that I learned to think outside the box. I am able to see things in a different way.” (Interview with male member of 2005 cohort)

Many interviewees highlighted how their whole attitude to work and their **professional behaviour has changed** since their scholarship. They mentioned changes such as an increased work ethic, changing their interaction with subordinates to encourage them to speak out and make contributions (a more egalitarian approach), and more participatory management styles. For example:

“Also, before I came here I didn't actually work so hard! Here you go to work but have a long lunch break and take a nap. We really work only one or two hours. But I saw there that the academic staffs work very hard. They sit in front of a computer for a long time and don't go home for lunch. They work very hard and work fast and are busy. In comparison, the Cambodian people work less; go to the restaurant and things like this. When I came to Australia I learned a lot and when I went back I tried to do as much as I could. The commitment and dedication of these people can be an example.” (Interview with male member of 2001 cohort)

The fourth major theme that emerged in discussing personal outcomes was the **increase in confidence** interviewees reported, especially in the context of work. They are now much more likely to make contributions in meetings, to make suggestions to their colleagues and to their

superiors (most significantly), and to speak up with opinions and ideas. This is a marked difference from the more usual Cambodian way where seniority largely determines who speaks and when. For some women interviewees, this increased confidence was especially important. For example:

“...we have more courage to talk and campaign in the meeting. Before as we know, ‘Khmer follow what the teacher says.’ However if the teacher says something incorrect, we don’t dare to disagree. But after [the scholarship]...we can analyse to find the reasons that we can debate. Yes, it encourages us to dare to get the result like this, especially for women...” (Interview with female member of 1999 cohort)

These strong positive personal outcomes echo the data from the tracer survey. We can conclude from this that personal growth – changes in attitude and thinking, increases in confidence – are highly valued personal outcomes for alumni. These changes result from the whole scholarship experience, not just the academic experience.

2.3 Linkages in Cambodia, with Australia, and in the Region

One of the long-standing aims of Australian scholarships is to contribute to establishing links between individuals from Cambodia and Australia and within the region. The current phase of the Australian Scholarships Program explicitly identifies this as one of the three program objectives. Therefore the second evaluation question posed by the evaluation was:

To what extent have scholars developed and maintained links in Cambodia, with Australia, and in the region, as a result of studying in Australia? What have been the results of those links?

The evaluation sought to understand the personal connections and linkages respondents developed during their study in Australia, the extent to which those links are being maintained after graduation, as well as the benefits respondents see in these links.

Social Group during Scholarship

Respondents were invited to indicate who they *mainly* mixed with socially during their studies in Australia¹⁵. For the majority (85%) they mixed with other international students, with women somewhat more often mixing with international students than men (93% compared to 81%). The next most common social group, unsurprisingly, was other Cambodian students. 61.2% of respondents mixed with other Cambodia students with little difference between women and men; it is likely that this proportion is not higher mainly because some scholars would have been the only Cambodia student at their institution or even in their host city.

Of all categories, respondents were least likely to mainly mix socially with Australians, with only 38% indicating that their main social network included Australians. Notably there was not a real difference between the experiences of men and women in socialising with Australians.

Personal Links Developed

Turning to a broader notion of links with other people to include any friendships (as opposed to the *main* social groups reported above) and links within the academic institution, respondents give a more mixed picture. In this case most respondents, both men and women, report having some links with Australians (72%); if not establishing these links as part of their main social grouping. Overall, what these data suggest is that most scholars established links with a range of people during their studies in Australia, although most commonly with other Cambodian and international students.

Only 69% of respondents reported that they established links with staff in the institutions where they studied. The proportions were comparable for both men and women on this point. This is of some concern as it suggests that almost a third of scholarship students don't feel they are linked with their academic or other staff. This issue is reflected in some of the comments made throughout the tracer study – although not as frequently as these data might suggest.

It may be worthwhile examining this point further in concert with the data from AusAID's annual survey of students currently on award, in order to identify whether there are actions AusAID can initiate to support increased connections between Cambodian scholarship students and their academic staff at Australian universities.

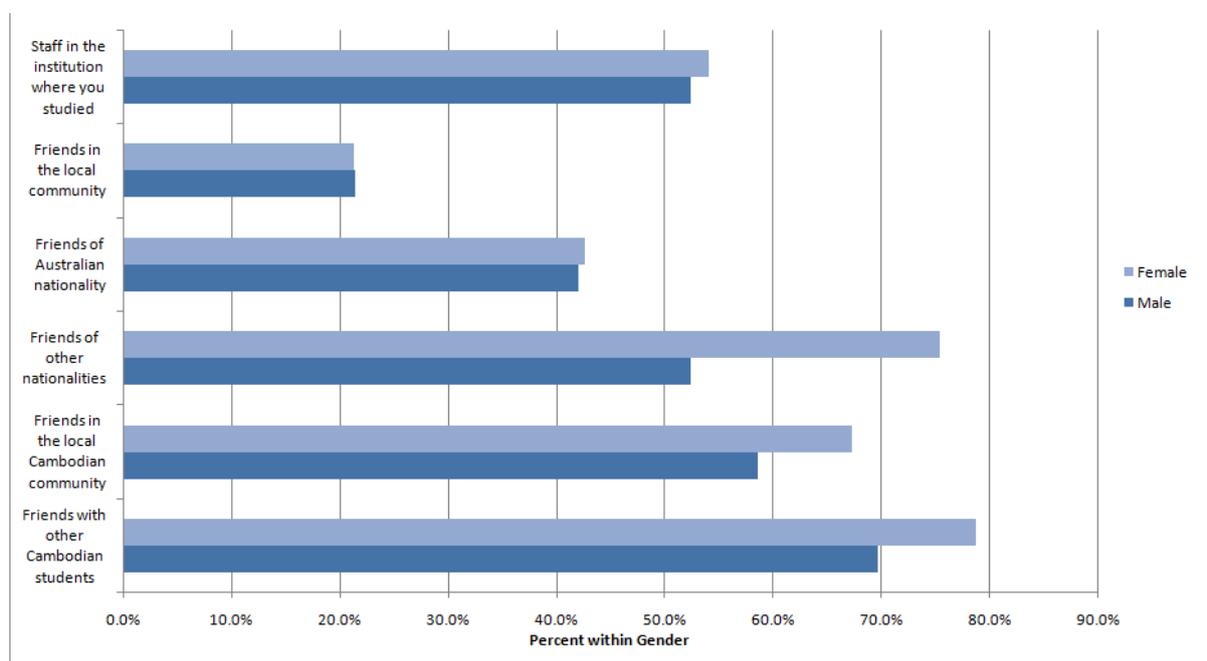
¹⁵ It should be noted that respondents could select more than one group for this question, so cumulative percentages are greater than 100%.

Particularly for women, the Khmer community in Australia is a very important group for Cambodian students on scholarship. For women, the Khmer community was the second most common group with whom they developed links. The stories of experiences arriving in, and living in, Australia that a small number of interviewees recounted during interviews reflected this. For them, the Khmer community was important, especially when they first arrived, to give them practical and social support with everything from navigating unfamiliar food and grocery shopping, to having a community with whom to celebrate important holidays.

Personal Links Maintained

The most common links respondents have maintained since completing their scholarships are those with other Cambodian students: 72% say they are still connected with their colleagues from Cambodia who also studied in Australia. At 79% women are maintaining these links somewhat more than men are (70%).

Figure 6: Personal Links Maintained



Given the significance Australia attaches to scholarships as a means of developing and maintaining links with Australia, it is interesting to note that overall only 42% of respondents report that they still have links to Australian friends, with men and women reporting almost the same proportions. More report that they retain their links with staff in the institution where they studied: 53% have kept these links and again there is little difference between men and women on this point.

The interviews also explored this aspect of the scholarship experience. In fact personal links were the most commonly discussed kind of links that interviewees retain. These links are mostly with their Cambodian colleagues, and with the other international students with whom they studied in Australia. More than a third of interviewees (36%) talked about their continuing personal relationships with friends in other countries, both near and far. Many actually made the point that their links were social and friendly rather than professional or work-related.

“I leave from here to share with other from Cambodia to rent house with five people all are female and when I arrived there at school also have some friends such as: Australia Malaysia, India, Thai, Lao, China, Thailand who were in the same class or in the same

team but I still keep the communication with India, Philippine and also with Thailand, Lao we still keep relationship by e mail to each other it is simple.” (Interview with female member of 2001 cohort)

Others, especially those from the earlier cohorts – when information and communication technologies were much less accessible – spoke with regret about the lost links with their friends around the world resulting from lost mail or email addresses or lack of access to internet in the early years after returning.

“I had good friends but now I do not have good communication with them. Some moved to another country and lost touch. Some changed their address. You know today we have email and it’s easy to communicate. But then it wasn’t easy to email!” (Interview with male member of 1996 cohort)

Interviewees certainly also maintained connections with their Cambodian colleagues from the scholarships program, although by no means universally. The extent and depth of these links also varied substantially: For some it is limited to attending alumni functions; for others it is a deep and ongoing network connected to professional interests and work responsibilities. As with the links to international colleagues, though, the links are more commonly social than professional.

“I had a few friends that I still communicate with via email. Some are back in Cambodia...it’s more about friendship than work. Everyone doesn’t like to talk about their work.” (Interview with female member of 2000 cohort)

In order to explore whether there is a significant relationship between the cohort year and the maintenance of links with Australians and with staff of the academic institutions, a chi-square test was performed. However in both cases, there is no statistically significant relationship between how recently a respondent went to Australia on scholarship (and conversely, how long they have been back in Cambodia) and whether or not they retain links back to Australia¹⁶. This therefore suggests that factors other than time are influencing the extent to which alumni establish and maintain links back to Australia.

An analysis of correlations between these variables¹⁷ illustrates that there are significant correlations between the social groups and links developed, and those subsequently maintained. While this in itself is not a surprising finding, it does emphasise that the in-Australia experience is critical to the nature of the links scholars develop and maintain as a result of their scholarships. Again, looking to the results of AusAID’s annual survey of scholars on award may provide additional insights as to how these links might be enhanced.

Return Travel to Australia

Three-quarters of tracer study respondents (65%) have not been back to Australia since their scholarship studies were completed, and 16% have been back once. Proportionally more women

¹⁶ The cross tabulation is contained in the Statistical Annex

¹⁷ This analysis was conducted using Spearman’s rho and the correlation matrix is included in the Statistical Annex.

(21%) have returned once compared to men (14%); and the proportion of men and women who have returned more than once is similar (12% and 13% respectively).

Benefits of Links

Tracer study respondents were invited to provide additional comments about how the links they reported had benefited them either personally or professionally. Responses varied widely, but the most commonly reported benefits were:

Table 5: Benefits of Links with People and Institutions

Benefits of Links with People and Institutions	Count
Sharing or accessing information	48
Friendship (not specific about with whom)	38
Professional networking	26
Improved cross-cultural understanding	14
Friendships with Australians	12
Promotion or other professional opportunities	11
Professional network in Cambodia	10
Chance to pursue further study or training overseas	8

Within these themes, the thread of sharing information about future employment or scholarship opportunities was strong. Professional networking and the value of links associated with day-to-day work in Cambodia and overseas also came through in the data.

"The links have provided many benefits to me personally and professionally. These include entertainment, social functions and other assistance-accommodation on my second study in Australia. In my career, I found it easier to link with other line ministries (Cambodian government) for both official & unofficial purposes as I have many friends who work for different institutions"(member of 1999 cohort)

In the interviews it was less clear that the links developed and maintained through scholarship study in Australia had led to many tangible benefits, although there were certainly strong themes of friendship with Cambodians and other international students. The interviews confirmed however that there was much less connection with Australia and Australians (including with the university at which an interviewee had studied) than with other international or Cambodian students. It may be that links to Australia and Australians are simply seen as much less useful or valuable in comparison with networks to and within the Cambodian government which could be important for career and family reasons. In only a small number of interviews did interviewees describe tangible benefits such as opportunities to deliver training elsewhere in the region, or the chance to do further study as a result of continuing professional links to the Australian university.

"When I completed my degree first I went back and attended all the Alumni Association activities, even though I was busy at work. I seized the opportunity to build networks. I

still keep in contact with some former lecturers and students from the Asia Pacific countries in this field for networking and communication. It was therefore easy for me to find my current supervisor [for PhD] because they knew me at the [university]. This allowed me to apply for the new ALA scholarship. It is very important to know a lot of people. It's useful.

It's most important to have close contact and relationships with people from different areas and countries to share experience and learn from each other. We experience different backgrounds and areas that we don't know. For example, I still have contact with scientist group that share knowledge and also sometimes also share my knowledge. The world is big, but it becomes closer when we keep communicating through email, calling. We can learn from each other new knowledge and skills.”
(Interview with male member of 2001 cohort)

Links with Formal Australian Entities or Organisations

Almost half of respondents (45%) reported that they have links with formal Australian entities or organisations; proportionally fewer women (38%) than men (47.6%) were included in this group. Conversely of course, more than half of respondents (54%) have no links with formal Australian entities, including 59% of women respondents and 52% of men.

Responses to the follow-up open question showed that the majority of links being reported in this question were either participation in AAA-C functions or functions involving the Australian Embassy, often as part of the respondent's government work. Other links reported included: involvement in an Australian project; interaction with AusAID; links with Australian education institutions; and links with ACE and/or IDP:

Australian Alumni Association of Cambodia

The Australian Alumni Association of Cambodia (the AAA-C) is an independent association that describes itself as “a forum for those who have studied in Australia, their friends and supporters”. Graduates from Australian universities (whether scholarship or privately funded) can join as “active members” by paying a modest fee; members elect a Committee that manages association activities. AAA-C is funded through membership dues and donations; neither IDP nor AusAID fund it directly although with AusAID funding IDP does provide secretariat and advisory support, including assistance with organising functions and managing membership matters. The main social events for alumni are the annual scholarships launch and farewell functions.

Three-quarters of respondents (74%) indicated that they are members of AAA-C. While this is a substantially larger number than membership data indicates, whether respondents identify themselves as members of the AAA-C can be considered an indicator of the extent to which they see value in sustaining links developed as a result of their Australian Scholarship, and of the extent to which they place a public value on their studies in Australia. It is notable that a smaller proportion of women respondents (61%) are AAA-C members compared to men respondents (79%). While this is not a statistically significant difference¹⁸, this may still be substantial enough to warrant the AAA-C committee examining it further in order to ensure membership is equally accessible and attractive for women as well as men.

¹⁸ ($X^2=6.543$ NS $p>0.05$; see Statistical Annex for details)

By far the most significant benefit respondents see in participating in AAA-C is the opportunity to build and maintain their professional networks, including sharing and accessing information relating to their work and professional responsibilities.

Table 6: Benefits of AAA-C Membership

Benefits of AAA-C Membership	Count
Professional networking/ information sharing	90
Opportunity to develop and maintain friendships	45
Avenue for information about job opportunities	15
Avenue for information about scholarships	9
Discount on course fees at ACE for family members	5

Respondents were also invited to suggest what sorts of activities they would most like to see the AAA-C conducting. Suggestions included networking functions; seminars and workshops; charity and community development work; and facilitating alumni access to employment opportunities. Other suggestions included establishing an AAA-C website and/or magazine; establishing a contact database so alumni have access to each other’s contact details; and hosting weekend or public holiday outings to enable extended networking opportunities. One respondent suggested the AAA-C establish a consultancy firm to make full use of the expertise amongst its members.

“There should be more support for the alumni members and get them back to work for the government, and make sure the support is strong enough to overcome the temptation of better salary outside, and particularly to win number so postgraduates produced by local unis (some of which are able to produce these people like factories).” (member of 1999 cohort)

One comment made in this section is of particular interest given the complexities of people’s professional affiliations:

“Regular organization of info exchange forums. Besides governmental job, private business of individuals should be included.” (member of 2001 cohort)

This last comment suggests that some alumni may feel that the association – and perhaps, by extension AusAID – is only really interested in the government work they do. The emphasis AusAID and the Cambodian government place on strengthening government institutions as a key aim of the scholarships program may lead to this perception.

2.4 Improved Institutional Effectiveness

The third evaluation question posed in the evaluation design was:

How effective have scholarships been as a mechanism to improve the effectiveness of target institutions:

- a. How are alumni valued in the public sector?
- b. What contributions have alumni made to their institutions?

This was a challenging aspect of the evaluation. The evaluation design focused on seeking the views of alumni and, to a lesser extent, their managers. This approach is recognised as having limitations as a means to establish evidence of institutional change, but was necessary in light of the difficulties associated with undertaking detailed institutional assessment without existing, and in-depth, relationships with those institutions. The difficulties were exacerbated by the wide spread of scholarship alumni across a large number of institutions.

Three managers from a range of sectors were interviewed. As noted in the methodology annex, it proved difficult to secure participation from managers; only three of the eight managers identified agreed to participate. While this sample was too small to be relied upon for general conclusions about the view of public sector employers, the data collected through the interviews do give insights into the sorts of impressions the scholarships program makes on some managers in government.

2.4.1 Valuing Alumni in the Public Sector – the Managers’ Perspective

All three managers highlighted the value of the improved English language skills alumni bring to the workplace. They described how valuable this is generally, and particularly with respect to working with international technical advisers and in international meetings. The other skill that was mentioned was analytical skills, or ‘a new way of thinking’ about problems. These highlighted skills echo the skills most commonly-mentioned in the tracer survey and the qualitative interviews with alumni. As a result, it is reasonable to conclude that these are among the main skills benefits derived from Australian Scholarships.

All managers discussed how much benefit there would be from AusAID providing support to graduates and their employing organisations on their return from scholarship, to assist the employing Ministry make better use of their newly improved human resource. In one case the challenge faced (and generally lost) was retaining graduates in competition with much higher salaries on offer from NGOs; there was general agreement that the low salaries in government are a very substantial barrier to retaining highly qualified staff. In the absence of AusAID being able to influence something as fundamental as public sector salaries, however, managers would like to see greater engagement from AusAID in planning for alumni return to work, and supporting the use of their new skills on their recommencement (even, for example, for funding specific activities).

“...it is good because our unit receive new human resource that they just got training and came for work with this project...Helping a lot like language, help and help this program...so much in communication with international..to make plan. ...they have experiences and knowledge they can prepare work in new style that altogether in here must learn from them and we must provide chance for them to do...some NGO they have budget for staff training when we have staff with high education then they steal my staff because they advertise a high salary...here one in three [scholarship graduates

still employed after their return]. Ministry must have plan clearly before we decide how many year for them [to continue working at Ministry on return] but in the Ministry we don't have this plan so I want AusAID should have contact with Ministry clearly.”
(Manager interview 8 September 2009)

All managers feel that scholarships make a substantial contribution to Cambodia’s human resources, although one did comment that: “*AusAID has a big budget to train one staff*” (Manager interview 8 September 2009) when that staff member may not stay with the work unit on return. However another manager commented that: “*even though they work in governmental work or other NGOs or other companies...I think they also contribute to the development of Cambodia....they contribute to solving the problem in their responsibilities...because they have knowledge*” (Manager interview 11 September 2009).

Two of the three managers mentioned that alumni retain links with their international network and within the Cambodian alumni network, and they saw this as a positive aspect of the alumni experience. One also mentioned specific ongoing links between his work unit and the university where he and some of this staff had studied. This is an example of a fairly intensive relationship that is not typical.

“Before as you know the human resources in Cambodia especially in the field of research, health, including epidemiology and biostatistics are quite low and devastated by the Khmer Rouge...now I think the young Cambodian research teams learn how to crawl, to stand up, to walk and to run. Then we see the fruits of their study. Study in Australian and elsewhere.” (Manager interview 7 September 2009)

In conclusion, the general consensus amongst the three managers interviewed was that scholarships graduates’ enhanced human resources are a benefit for the nation, but the challenges retaining and using them in the public sector are often very great. They also agreed that scholarships deliver substantial individual benefits to alumni, and expressed a desire for more support and engagement from the scholarships program (AusAID and IDP) to improve the way the public sector uses and retains alumni on their return.

2.4.2 Scholarships Graduates’ Contribution to Institutions

In considering the impact their new skills and knowledge have had on their workplace, tracer study respondents were asked to rate several statements against a four-point scale from *not at all* to *very much*. Results should be interpreted with an element of caution, as given the complexities of many respondents’ work circumstances, it is not possible to determine the extent to which these results refer only to respondents’ government work, or more broadly to their range of professional and business activities.

Relevance of Skills and Knowledge

Respondents indicated a very high degree of alignment between the knowledge and skills they gained in Australia and their current work. In fact 93% indicate that their skills and knowledge match their jobs *somewhat* or *very much*, with no appreciable difference between men and women (93% and 92% respectively). Only two (male) respondents felt their skills and knowledge were *not at all relevant* to their work.

Utilisation of Skills and Knowledge

Only one (male) respondent reported that he has not utilised the knowledge and skills he gained in Australia in his current job, indicating a very high degree (97%) of utilisation of new skills and knowledge amongst scholars at least a little. Women were likely less commonly utilising their new knowledge and skills (93%) compared to men (98%). The picture between men and women differs further amongst those respondents who indicated they have utilised their knowledge and skills *very much* in their current work: only 34% of women as compared to 59% of men.

It is worth noting that these data do not differentiate between the technical and academic skills and knowledge and the broader personal and cultural knowledge that many respondents also indicated were an important and valuable part of their learning in Australia.

During the interviews there was discussion of the relevance of interviewees new skills and knowledge to their workplaces, both Ministry and non-Ministry, and the extent to which they have been able to make use of their new abilities. Half of interviewees (51%) described examples of their relevance to Ministry employment, showing a positive, if not extensive, degree of connection between scholarship training and public sector work. However it is nowhere near the degree of alignment reported in the tracer study. In some cases, interviewees achieved increased alignment by moving from their original workplace to another government position, or to their non-Ministry work in the private sector or with development agencies.

“After my Masters I had a lot of experience related to public health perspectives. The skills and experience I gained in study I took to the Provincial Health Department in [...]...I was chief of the Technical Office. I got a promotion to dealing with things like maternal health, HIV, avian flu, malaria. Before I was dealing with curative services only and not prevention. I didn’t know much about the benefit of prevention. But after I completed my degree in Australia, I was more prepared and better at prevention.”
(Interview with male member of 2001 cohort)

“I got the knowledge and experience from my study in Australia; I usually use it in my workplace. First, I applied my knowledge and experience to my project... Now I have more responsibility than before: I organise the training...set up the plans related to Human Resource Development in [name of institution]. And if we talk about my scope of work, I have a lot of responsibilities...I improved my knowledge and also my English through study in Australia and I can apply it in my workplace. On the other hand all of my work relates to my knowledge from studying in Australia. Now we improve...upgrade our existing work and we are involved in preparing many international training courses...Through my participation, my boss is so happy and he gives me more responsibility.” (Interview with male member of 2001 cohort)

Several interviewees expressed the view that non-Ministry employers make more effective use of scholarship graduates than Ministry employers. They commented that non-Ministry employers such as NGOs are more likely to promote and employ on merit – often because they are not tied to the politics of the Royal Government of Cambodia.

“...we are also the general officer and the characteristics of the Cambodian government, we want to say that the higher level makes decisions that we must follow. If we...make some comments...either they don’t listen or they punish us too. But this knowledge and

experience that I got from the Australian scholarship, mean that, I apply them a lot in the private sector.” (Interview with male member of 2005 cohort)

Support from Supervisor(s)

Less than half of tracer study respondents (41%) feel that their current supervisor is *highly supportive* of them using their new skills and knowledge, with women much less commonly feeling this way – only 26% indicated that this was their experience. Once results are grouped, however, 86% respondents indicate that their supervisor is *somewhat* or *highly supportive* of them using their new skills and knowledge.

Conversely only 2% of respondents feel that their current supervisor is *very* or *somewhat unsupportive*, with similar results for both men and women (2 % and 3% respectively). Amongst respondents, 7% feel their supervisory is *neither supportive nor unsupportive*.

During the interviews, ten interviewees recounted examples of their managers’ support for their new skills and knowledge. For example:

“I have abilities to do it so my boss... our upper level, likes me which provides me with more opportunities ...and responsibilities” (Interview with male member of 2001 cohort)

Support from Colleagues

When asked about how supportive colleagues, as opposed to supervisors, are of respondents’ using their new skills and knowledge the results are similar: 86% indicate that their colleagues are somewhat or highly supportive. Again, however, women less commonly feel that colleagues are *highly* supportive (26%) of them using their new skills.

During the interviews, four interviewees (12%) described negative reactions they had experienced from their colleagues when they returned to work after completing their studies. For example:

“When I returned from Australia, I experienced discrimination from co workers. Before, my relationship was smooth with them. But when I came back it was different, I got discrimination. Some of them, they will look and see our work result. And in this ministry there are 30 people who graduated from Australia...They are afraid, I will take their position.” (Interview with male member of 1999 cohort)

Changes in Management Style

The majority of respondents (91%) report making at least *a few changes* to their management style as a result of their scholarship, with similar results for both men and women. Almost a third of respondents (32%) feel that they have made *many changes*, and again the results are similar for men and women.

Of the respondents who expanded on how they feel they have made many changes to their management style the strongest theme to emerge was a shift to a **more participatory or team-based approach** – a significant change from a more conventional command-and-control approach that is common in Cambodian workplaces.

Table 7: Themes in Changes to Management Style

Changes to management style themes	Count
A more participatory/ team work approach	18
Improved time, HR or project management	9
Motivating staff and having a greater focus on performance / results	8
Thinking critically/ analytically/ strategically about things	6

"I lean toward team work and I began to share knowledge and experience more with colleagues and subordinates. I listen to different opinions." (member of 1997 cohort)

Changes to Workplace Operations

Compared to management style, slightly fewer respondents feel that they have been able to make changes in operations at their workplace, with 84% making at least a few changes and little difference between men and women. Almost one in ten (10% n=20) however feel they have been able to make no changes in their workplace, with marginally more men (10%) feeling this way compared to women (8%).

Of those respondents who clearly articulated examples of how they made changes to operations in their workplace, the strongest theme was clearly bringing in greater team work and staff participation, echoing the most common change in management articulated above. The second most common example provided related to introducing greater attention to performance and accountability for results. Others offered specific new operational examples such as establishing a new library system or changing the management of IT in the workplace.

Table 8: Themes in Changes to Operations

Changes to Operations	Count
Introducing more staff participation/ team work	14
Greater accountability for performance/ results focus	11
Specific examples of new systems or processes	9
Improving or introducing planning in the workplace	8

"In my Government workplace, one of the changes is the conduct of monthly meetings or staff meetings. Previously one or two persons dominated the meeting and the decision-making, but as I have a close relationship with the director of the department who always trusts me and sometimes seeks my suggestions I managed to make the meeting more participatory and in some cases fairer and more democratic tools were used in making decisions. Also, the operation of work in my office is not as top down as it used to be. Some staff are empowered to take responsibility for planning and executing tasks." (member of 2002 cohort)

Five respondents proffered reasons for not making any changes to operations at their workplace, including:

“It is hard and time consuming to change deep rooted organizational culture.” (member of 2001 cohort)

‘I did not have any authority to make recommendations for operational change in my workplace because I had a low ranking position’ (member of 1996 cohort)

Skills Transfer

Respondents reported a very high level (92%) of transferring their new skills and knowledge to colleagues within and outside their workplace. Men reported this slightly more (94%) than women (87%).

The additional information provided in the follow-up open question provided greater insights into the understanding of skills transfer amongst respondents. Three ways that respondents see they are transferring skills and knowledge came through much more strongly than any others, as shown below. Clearly the most common approach is an informal one associated with using and demonstrating new skills and knowledge and sharing it with colleagues. Next most commonly, however, is the practice of teaching – generally part-time – at one of the many universities in Phnom Penh.

A typical explanation is one that captures the frequent dual role of public servant and part-time university teacher:

“I conduct coaching activities for my staff on work related knowledge and practice. In addition, I am a lecturer for undergraduate students at the [university]” (member of 2006 cohort)

Twenty respondents indicated they have taken a more formal approach to skills transfer, delivering workplace training to colleagues.

Table 6: Themes in Skills Transfer

Skills Transfer	Count
Sharing knowledge/experiences with colleagues/ mentoring/ on-the-job training	68
Teaching at a university	40
Delivering workplace training	20

The interviews also highlighted teaching and training as one of the most important ways interviewees see that they are contributing to the development of their workplace (whether Ministry or non-ministry). For example:

“...my current workplace works on developing policy and providing training to commune, provincial and district facilitator level and under-national level officers so I have opportunity to participate in creating the policy and developing training tools and lessons. All my experience and knowledge from studying in Australia are applied to this work, it means that I can share and contribute my experience to under-national level officers especially to the commune and district level. Sure, in the past I participated in developing policy and tools of training on Gender and Development. Now we see that all under-national levels (from provincial to village level) have a woman who is vice leader in each level. These are my contribution to my work.” (Interview with male member of 2002 cohort)

It is worth noting that, apart from the few women who commented on their personal experiences as women in the public sector, this interviewee was the only one to make any comment about gender issues or the level of representation of women in public sector roles.

Discussion

Analysis of correlation between these organisational outcomes (shown in the correlation matrix contained in the Statistical Annex) indicates that there are positive relationships of medium strength between the relevance of a scholar’s skills and knowledge to their current work, and the extent to which they have been able to use those skills and knowledge, and with the extent of support they experience from their supervisors and colleagues in using those skills and knowledge.

There are weakly positive correlations between the relevance of skills and knowledge, the extent of support from supervisors and colleagues, and the extent to which scholars have been able to make changes in operations and management style.

While the analysis does not provide evidence of very strong links, there is nevertheless evidence that the better the match between a scholar’s skills and their job, together with the extent of support from their supervisor and colleagues, the more likely they are to be able to use their skills and knowledge and to make changes in their management and operations at work.

It is interesting to note the pattern in the tracer study qualitative data about how respondents have been able to change their management style, and operations in their workplaces: the common leading theme is introducing a more participatory or team-based approach to work. This can be seen as linked to the skills outcomes that came through most strongly too, such as the improved communication and interpersonal skills, and the personal outcomes that were prominent such as a more open mind, changed behaviours at work to be more ethical and hard-working, and the experience of living in a more egalitarian society.

The tracer study was not designed to provide data that enabled analysis of respondents’ level of seniority and the influence that might have on their experiences. This was based on the understanding that for many civil servants in Cambodia their position titles do not give a clear indication of their position in the hierarchy, as well as the previously mentioned difficulties understanding the exact position of an individual in a complex institutional and organisational system. The database managed by IDP faces similar challenges in capturing such details. It would be useful for subsequent tracer studies to pilot such data collection and analysis, based on the lessons learned from this study.

The common themes emerging from the interview data are that, in government and other work; **many interviewees are using their new skills and knowledge and find them relevant to at least some of their work.** However the more flexible and comfortable format of the interview allowed many interviewees to talk in some depth about the difficulties associated with trying to

influence change in the Cambodian public sector. It is highly politicised with a complex web of networks and influence that, combined with the small numbers of Australian Scholarships, spread across a very large number of institutions and agencies.

“I believe that a collective of graduates would make a big difference to a workplace. Together in a team of graduates of similar interest and courage, we are pretty powerful to push changes in the workplace.” (Interview with female member of 1995 cohort)

Some interviewees also commented how **limited their personal influence was when they are at relatively junior levels**, and a number clearly recognised that influencing change in the public sector is a very long-term undertaking:

“For my institution, I don’t have much more influence than before because my position is small and I am young. When we talk...they will listen a little and I am younger than them and female.” (Interview with a female member of 2005 cohort – who completed her studies at the end of 2007)

“I worked with the weaknesses and strengths of what we are doing, at different levels and I took that opportunity to incorporate what I learned in Australia little by little. To teach step by step. I had to slowly get across what was needed to change. If I tried to change things quickly they wouldn’t listen. It’s important to work as a team, not work individually, it’s important to learn from each other in terms of both management and technical skills. When we complete our study and want to change everything completely we will be unsuccessful. They will accuse us of Australian or European tendencies and criticize. You have to bring about change little by little.” (Interview with male member of 2001 cohort)

Another very strong theme that emerged in the interview discussions of achieving change at the workplace addressed working with international consultants. Because international consultants are so common in Cambodian public sector organisations, for many interviewees their increased technical skills and English language abilities mean that **they are able to work much more effectively with international advisers**. They see this as one of the major contributions their scholarship studies can make to their workplace: they and their employer can get more value from their international consultants.

“When I came back I had broader knowledge. My skills before were general [...]. I didn’t have knowledge about management, [sector], policy. Here at the [Ministry] especially in my bureau’s role it’s about policy, strategies and guidelines. It’s at the policy level, designing policy, strategy and guidelines. At [Ministry] I work as a counterpart with international consultants so we can discuss on a more technical level, we have to discuss more technically and broadly when working with international [sector] partners in the ministry. I need these skills for our work at [Ministry].” (Interview with female member of 1998 cohort)

Some interviewees also mentioned the **lack of operational resources** as a constraint to them achieving change in their workplace. They felt that without funding to support the

implementation of their ideas, they had little scope to introduce new ways of working or new plans or projects.

Underpinning all aspects of the tracer study and the interview discussions is the issue of politics in Cambodia. In the qualitative data from the Tracer Study it was mentioned openly and implicitly through euphemisms such as ‘networks’ or ‘other factors that affect careers’. In some cases these expressions could also refer to corruption and other forms of influence as well as political influence.

“I have two reasons for resigning from [Ministry]: 1) I feel that they are not paying attention to me. Because of my knowledge and experience, I think that I can find a new job, it is no problem for me to find a new job 2) I don’t have networks (partisan)[political] in [Ministry], I only know my boss while I don’t know other staffs well. It is our (Khmer) rule; we need a network in our workplace to promote our rank.” (Interview with member of 2005 cohort)

For many interviewees politics and the politicisation of the public sector was a difficult and uncomfortable issue to discuss, although some were quite open about it. One interviewee asked that the section of the record of interview that dealt with politics in the public sector be removed, due to concerns about confidentiality and the sensitivities associated with the issue. While many respondents and interviewees have been promoted, secured new jobs, and generally advanced their careers after completing scholarship studies, for others the politicisation of the public sector is a major constraint. If their political allegiance does not match that of their superiors, or their employing Ministry, they report experiencing discrimination or simply lack of opportunity. The situation varies considerably between Ministries, but, for example:

“...I know that after people finished their study then went back to Cambodia that those people are good in their work or at other things. This is the most effective way. Some can’t earn much money in their ministry but can earn extra income by teaching or doing translations. As far as I know, most have been promoted. But maybe 50% didn’t go back to their ministry. They don’t get recognized for their achievements by their boss. They are not connected to powerful people. I don’t want to talk too much about this. A lot go to NGOs and some went to the private sector. About 40% are at the ministry because they have connections...Some ministries it’s not the case that you need to know someone. Some of my friends have been promoted to acknowledge their knowledge and skills gained overseas. Some people are highly educated and they value the people with higher education. I can’t say that at all ministries you need connections.” (Interview with member of 2000 cohort)

This issue is beyond the scholarships program’s scope to influence. It cuts across all bilateral aid that is engaged with the public sector. However in light of this issue, and the more operational issue of the patchy use of human resources across the public sector (discussed at length in previous studies, particularly the 2005 ADS Review¹⁹), there is scope for AusAID to invest more in supporting Ministries and their scholarship graduates to work together more effectively after graduation.

¹⁹ ADS Review, Kai Detto, 2005

2.5 Contribution to Cambodia's Development

As part of the aid program, scholarships are intended to make a contribution to Cambodia's development. As described already, the general intention is to strengthen the capacity of public sector institutions and agencies by investing in human resource development through the scholarships, recognising that it is a long-term undertaking in a complex context. Therefore, the fourth evaluation question investigated was:

How have scholars contributed to Cambodia's development as a result of their scholarship?

In seeking to explore this fundamental question, tracer study respondents were asked whether they believe they are making a contribution to the development of Cambodia, and whether they felt that any contribution was directly or partially attributable to their study in Australia. Tracer study respondents were asked first if they feel they are making a contribution to Cambodia's development, and 97% feel that they are with comparable numbers of men and women responding this way (97% and 95%). In fact only five respondents (three men and two women) do not feel they are making any contribution to their country's development. In follow up, only two men and one woman do not feel that their contribution is at least partly as a result of their Australian qualification.

This almost universally positive picture is probably unsurprising in response to a question ostensibly asked by the donor who funded their scholarship as part of the aid program – so the data elicited through the open question that followed, and the interviews, is important.

"I strongly believe that my study in Australia contributed much to the development of Cambodia. I was shaped and trained well in Australia. I am able to do my job more effectively. I am one of the government officials who has benefited from the ADS scholarship which absolutely contributed to the human resource development in Cambodia. Therefore, I am grateful to the government of Australia, which gave me that golden opportunity." (member of 2002 cohort)

Some respondents made fairly generic statements on their written surveys regarding the contribution they are making to Cambodia's development, however the more specific statements were coded and analysed, bringing to light some important themes:

- Thirty-three respondents related the skills and knowledge they had developed in Australia to improvements they can see in the sectors where they work: health (12 responses); community development (9); education (7); economics, banking and finance (6); agriculture (5) and de-mining (3).
- The next most common way (24) respondents who answered this question feel they are contributing to Cambodia's development is by teaching students – generally at a university either part-time or (much less often) full-time.
- A number of respondents (20) mentioned examples of how they are directly using the content of their degrees or the skills they developed while studying in Australia in the day-to-day work they undertake, emphasising the relevance of their skills.

"Being able to run my own company that employs many skilled people and labourers and building various key projects, ability to work with international clients and developing our own human resources to be up to the job." (member of 1994 cohort)

Discussion of Cambodia’s development during the interviews generated some useful additional data. They were coded according to a range of themes:

- Development takes a long time
- Scholarships empower Cambodians to change their own country
- Scholarships are a chance for women to improve their skills
- Scholarships improve ability to work with international consultants and/or donors
- Scholarships contribute to development through ongoing skills transfer, teaching and using experiences
- Scholarships contribute to Cambodia’s overall stock of human resources.

The most strongly emerging themes from the interview data were that scholarship graduates make important contributions to the work of both Ministry and non-Ministry workplaces, especially through passing on their skills and experiences to colleagues and staff through formal training and informal processes. Interviewees talked about both technical skills and the less tangible changes in attitude and behaviour they brought back as a result of the general experience of living and studying in Australia.

Some people think that we can contribute to the development of Cambodia only if we work in government/public sector. But for me, I think we can contribute...also in private sector or NGOs or civil society because these are main partners with the government...if they don't work in the public sector, they will work in the private sector, as you know, the private sector is most important to support the country...they can make money... and some are involved in human resource development...because they teach in other universities means that they can share their knowledge with other people. If they work in NGOs like me, they also contribute to the development of country too...an institution cannot be improved until the leadership level listens and respects the suggestions and opinion of their staffs. But I think that...in general...the leadership level in [public sector] never listens and respects the suggestions or opinion of their staffs...they use top-down communication" (Interview with male member of 1996 cohort)

For one unusual interviewee, the contribution he is making to Cambodia’s development is to operate his private company – his contribution is employment creation, as well as his general attitude to being an employer, which he describes as strongly influenced by his experiences in Australia:

My company was created, I don't use...foreigners, I use only Khmer workers. We want to provide some knowledge to them and they work to develop our country. We are doing everything for ourselves but it is one part of developing the country too....I manage, I help with technical knowledge and I provide appropriate salary and I try to train them to develop themselves and they have knowledge. Sometimes they stop working here to work in another place so that they can develop themselves. I think this is one part that I can help develop...I try to use...other ways...to make my staff understand our objective...I don't keep my experience secret; whatever I know I share with my staff...sometimes they bring new ideas for us too." (Interview with male member of 1994 cohort)

For many, the most tangible example they could provide about how they are contributing to Cambodia's development was their work as part-time or full-time teaching staff at universities, as already discussed, and as reflected in tracer study data. For example:

"Yes...I like my work because I think that, the teacher...the lecturer is good work while we got the salary and we are honoured by other people too. These are good actions. For me, I'm never upset at work and I don't want to resign from my work. Also I don't want to look for a new job because I love this work and I can share and contribute to the development of Cambodia. Every year, at least 300-400 university students graduate. So I think that in a year, a lot of students graduate because of my teaching. This is my contribution to the development of Cambodia." (Interview with male member of 2001 cohort)

Many interviewees perceive Australian scholarships as a broad contribution to the overall level of human resources in Cambodia, rather than (or as well as) a direct contribution to human resource development in the targeted institutions of sectors.

"Scholarships can contribute, not only in [sector], but in other areas, many different sectors. Scholarships develop the human resources of Cambodia. It's a long term thing. My knowledge now can be transferred to new generations. I can pass on what I know. Scholarships help people to be more confident, have more knowledge, more good ideas and experience which help with the development of Cambodia." (Interview with female member of 1998 cohort)

It is interesting to note that few interviewees gave very tangible examples of how they were contributing to Cambodia's development. For most, their contribution was described in the broad terms already discussed above.

It is not possible to conclude definitively that scholarships contribute to Cambodia's development. The causal links are too remote and the multitude of other contributing factors, many much more significant, makes attribution impossible. However a number of findings from this evaluation provide a positive indication: a very high proportion of Cambodian scholarship awardees complete their qualification, and return to Cambodia. Almost all are employed in at least one, and often more than one, professional job where they are using at least some of the skills and knowledge they gained in Australia. There is therefore no doubt that scholarships do contribute to increasing the sum total of internationally qualified human resources in Cambodia. Whether or not this represents value for money is more difficult to assess, and few alumni provided tangible examples of how they are contributing to national development beyond generic statements about their work.

2.6 Differences for Men and Women Alumni

The study sought to answer a final, fifth evaluation question:

How have the experience of men and women scholars differed?

c. What influenced any differences in those experiences?

These questions have been answered throughout the report, through the sex disaggregation of all quantitative data and the analysis conducted on that data, and by the delineation of qualitative data between men and women. As noted elsewhere, in the majority of cases, highly skewed data means that it is not possible to determine statistically significant differences between the experiences of men and women in most areas of inquiry. However the examination of proportional data shows that for most questions in the tracer study there is not an appreciable difference in the reported experiences of men and women. Similarly with respect to qualitative data, there is no substantial difference in the focus of qualitative data for men and women.

Where experiences did appear to differ more markedly for men and women, it has been noted throughout the report. While differences are modest, the most notable are:

- Men were more likely to remain in contact with their supervisor(s) while in Australia on award (see section 2.2.1).
- Women reported less increase in their motivation at work, compared to men (see section 2.2.4).
- Women tended to connect more with the Khmer community in Australia during their studies, compared to men; and more commonly maintaining their links with Cambodian alumni than men (see section 2.3).
- Women much less commonly felt that their supervisors and colleagues were highly supportive of them using the skills and knowledge they brought back from Australia (see section 2.4.2).
- Men reported slightly higher levels of utilisation of their new skills and knowledge compared to women, which confirms that with greater support from supervisors and colleagues (as per the point above) alumni are more able to use their new skills and knowledge (see section 2.4.2).
- Women appear to find participation in the AAA-C somewhat less appealing or accessible than men, as discussed in Section 2.3.

2.7 Experiences in Australia

Tracer study respondents were also asked about their most positive and negative experiences in Australia. These elicited a wide range of responses in both cases. Positive experiences included the personal (“made friends with many people from different countries”; “being independent, braveness”) to the academic (“completed my thesis with a distinction grade”; “gaining knowledge from high professional lecturers”) and broader examples (“freedom of speech, feeling safer and great natural environment”; “education system is good but social learning is more useful to me, such as how Australian people respect human rights, people respect each other, especially ladies”).

“The most positive experience I had during my study in Australia was that Australia has a very strong and good education system, good governance and strong social and health insurance, and people are very friendly and helpful.” (a member of the 1999 cohort)

During interviews, many interviewees also commented on how positive the scholarship experience was for their accompanying families. For example, children became English speakers and have experienced Australian schooling, and spouses had a generally positive experience of living in and adapting to Australia. For example:

So, I think that it is so good because my children learned about democracy when they were in first or second class. They sit in one row and all of them receive attention from the teachers. In contrast in our country they sit in different rows and they must pay money for part time study...they must bribe teachers...” (Interview with male member of 1994 cohort)(P32 photo?)

Negative experiences reported in the tracer study were similarly diverse. Most commonly (n=29) alumni reported experiencing homesickness and loneliness, followed by academic difficulty and stress (n=25) and difficulty adjusting to the climate and weather (n=15). Thirteen respondents also highlighted racism and discrimination, and five reported that they had been the victims of theft either at home or in the street. Others reported much more minor negative experiences such as a sandwich whose “taste was very strange and unacceptable to me” and getting “lost once on the first day I arrived in Adelaide”.

During interviews, apart from light-hearted discussions about the different weather (extreme hot and cold) and the challenges of unfamiliar food, by far the most significant experience interviewees discussed were the **stresses and difficulties associated with scholarship study**. This outweighed the experience of homesickness and loneliness which for most interviewees was a problem early on but which dissipated over time. Difficulties with study were based on many factors – studying in the English language and the added challenges of understanding Australian and other accents and slang; the very different way of learning in Australia as compared to Cambodia; the need to read much more than ever before (and in a foreign language); the challenges of learning how to use the library and understand the system for borrowing and researching; and the over-arching anxiety about meeting family, AusAID, and government expectations of success. These difficulties were greatly exacerbated for the few interviewees who did one-year Master’s programs – the shorter program gave them insufficient time to adjust to the multitude of new experiences.

“I was so worried about my study, I had a stomach ache. It got better when I finished my degree. It was caused by stress... I had no free time for walking or visiting in Australia...I had no time. When I finished my degree, I had time to go for a walk. In term time, I almost didn’t have enough time to do the assignments because I had such a short time to study. But my friends at their university had more time than me because they had two years to study for their degree. So they had a lot of time to study and to do everything. For me, it was so hard in this area. Apart from this, there were no problems. It can impact our health when we have to study hard. Even though we can speak English but it is still have problem because it is not our mother tongue, they called it that language barriers. As you know, the academic books are not easy to read ... they’re difficult to understand in our language (Khmer) so were really so hard to understand in English while we don’t understand some concepts.” (Interview with male member of 1996 cohort)

Many interviewees relied on the Khmer-Australian community for support during their time in Australia, especially when they first arrived. This is discussed further in Section 2.3.

2.8 Most Significant Change as a result of Scholarship

“As a result of winning and experiencing an Australian Scholarship, I become more open-minded, more confident in doing my job. I moved to work in a more interesting place and was promoted. Furthermore, I became better at communicating and more socialised. Last but not least, I now see the world in a much more positive way” (member of the 2002 cohort)

Responses to this question in the tracer study were coded and analysed, revealing a mixed picture of change. As the question was written rather than face-to-face, in many cases respondents include a list of significant changes or a complex story, rather than identifying a *single most significant* change. The changes reported included very personal growth stories as well as material changes in income or status, new or increased professional opportunities and greater confidence and self-esteem. Four themes came through most strongly in the change stories, being mentioned many more times than any others:

Table 70: Themes in Significant Change Stories

Themes in Significant Change Stories	Count
Gained relevant technical skills and/or knowledge	47
Promotion or other professional opportunities	31
Improved confidence or self-esteem	31
Broader or global perspective / open mind	28

“The most important change...when I returned from Australia, my character, behaviour and perceptions were changed.” (Interview with male member of 1996 cohort) (P25 photo?)

The next most common response (n=16) was to mention making a contribution to Cambodia's development as part of the most significant change story.

“Higher self-confidence and self-esteem...making more effort to learn more about Cambodia (i.e. history, culture, language); sometimes a Cambodian needs to step away from the country for a while in order to see a better picture of Cambodia as a whole, and learn to appreciate life in Cambodia more.” (member of the 1996 cohort)

3 Looking to the Future

During the tracer study, and the interviews, alumni had many suggestions about how they thought the Australian Scholarships program could be improved. Many interviewees took this as an opportunity to express their gratitude to Australia for sponsoring them to study, acknowledging that they would never have been able to do so without AusAID support. Two suggestions were prominent and recurred much more than any others. First and foremost was an appeal for **greater numbers of scholarships**. Some even drew comparisons with the level of awards in neighbouring countries such as Lao and Vietnam, who are perceived to have much higher levels of scholarship support from Australia.

“Scholarships are very helpful. Without the support from the Australian government, we cannot have adequate human resources to develop the country. We need more! Compared to other countries, we need a lot more. Where I study there are a lot of international students that come to study in Australia. There are many Vietnamese, and Indonesian students. We need more from Cambodia to come to speed things up. In 2009, the government only offered 4-5 ALA scholarships and each takes 3 or 4 years to complete. So it takes a lot of time to build up. After the Khmer Rouge a lot of doctors were slaughtered by the Khmer Rouge so we need to build up the human resources again. The Australian government scholarships are a fantastic opportunity. I never expected to have this opportunity to study overseas. I am very lucky.” (Interview with male member of 2001 cohort)

In addition to suggesting increased numbers, some also suggested providing support for undergraduate, technical (TVET) and PhD qualifications as well as Master’s level. However the data does not suggest that this change is necessarily warranted. The ALA program already supports PhD study (many alumni may not be aware of this). With respect to undergraduate or TVET study, the need for a degree of personal maturity to cope with living independently in Australia away from family, friends and community, and with study in a new system and a foreign language – as reflected in the stories told during this evaluation about experiences in Australia – suggest that the focus on Master’s level study should be retained.

The second very strong message that emerged from the invitation to comment and provide suggestions was a plea for much **more support from AusAID and/or IDP for alumni on their return to Cambodia**. This suggestion responds to one of the most striking themes that emerged, about the many and varied challenges alumni face on their return to work. In comparison to scholarships support in some other countries in the region, this is one area where AusAID in Cambodia is notably disengaged. The irony is that, while one objective of Australian Scholarships is to address human resource needs of Cambodian institutions, those institutions are not involved in the planning for scholarship awards, nor are they supported to make best use of returning graduates. One interviewee was very clear on this point:

“ [AusAID should]...Follow up new graduates in getting appropriate job arrangement and tell or explain to people in the ministries that these graduates have no intention to take their jobs, but want to help improve work productivity and stimulate other possible development.” (Interview with male member of 1999 cohort)

Another interviewee suggested:

“But I think that AusAID ... should follow up with the institution, we must communicate with the leader of the institution, how many students will come back from Australia... How about them? Why? Because if they do this at least more will remember...my officers just came back from study, some they don’t know about their staff...They should ... contact and follow up with institutions, when officers came back they can help the institution. Less or more promotion is up to them, but this idea can make them remember...So that, I think that ... AusAID should follow up with the leader of institutions or the management. How about this person or that person? Does he/ she help in your work? Should be promoted or not? ...make the leaders wake up and not forget.” (Interview with female member of 2004 cohort)

As Dr Vin McNamara, a long-standing international consultant in the Cambodian education sector commented: “graduation is the start of the process, not the end”.

Recommendation 1 – Support for Reintegration

The most glaring gap in the Australian Scholarships program is the absence of planning for and support for the reintegration of graduates into their workplace on graduation. The independent, merit-based selection process was deliberately initiated to ensure a transparent and merit-based selection, and the evaluation does not indicate that this approach should be changed. However it does suggest that the lack of any Ministry involvement in the scholarships program is undermining the potential impact.

Therefore, it is recommended that AusAID develop, *and resource*, additional activities throughout the scholarships cycle to better support the integration of scholars in their workplaces. Any initiatives should consider any differences in the needs of men and women on their return to work in light of the evaluation findings about women’s experiences with securing support from supervisors and colleagues and utilising their new skills and knowledge.

These initiatives can be introduced while retaining the independent selection process; could equally apply for Ministry and open category scholars; and could include:

- Once a scholarship award is made, AusAID and/or IDP should involve the scholar’s supervisor / senior manager in the pre-departure program. The exact nature of this involvement requires further consideration, but it could include anything from a simple tailored briefing, to an involvement in a scholar’s choice of university and study program (to maximise alignment between individual interest and workplace needs and increase the relevance of the scholarships program overall), to the development of a formal (written) Return-to-Work Plan. The Return-to-Work Plan should cover at least one, and possibly two years of actions, including support by IDP and/or AusAID, in follow-up to the completion of a scholarship award.
- During a scholar’s studies in Australia, IDP should maintain regular (e.g. six-monthly) contact with the workplace supervisor or senior manager so as to stay up-to-date with developments in the institution that could affect a returning scholar’s reintegration. It would also ensure that supervisors and senior managers have regular opportunities to ask questions and seek information about the scholarships program, with reference to individual scholars and the program overall. This will contribute to enhanced engagement with the sectors and institutions where AusAID is targeting its support.
- IDP should also maintain periodic contact with scholars while they are in Australia, and facilitate or encourage contact between the scholar and their workplace.

- Six months before expected study completion IDP should initiate more detailed contact with the workplace and commence three-way planning for the scholar's return (i.e. between IDP, the workplace and the scholar). This could include the development of the Return-to-Work Plan, or the updating of the Plan if it was developed during the pre-departure program. It would also include encouraging a workplace to ensure that a returning graduate will have a work station and an appropriate work allocation.
- On return from Australia, AusAID and IDP should meet with both the alumnus and their employer, either together or separately, to welcome the returning graduate and to support both parties in the reintegration process.
- In order to achieve this, AusAID also needs to continue its corporate efforts to resolve difficulties arising from tertiary institutions in Australia sometimes failing to notify IDP of the impending completion, and return to Cambodia, of scholars.
- Finally, this new program of support could include a modest allocation of grant funding. This would provide small-scale funding, awarded on assessment of a formal proposal, to enable alumni and their workplaces to initiate innovations in the workplace arising from the scholar's new skills and experience. Such grant funding may also have an incentive effect; encourage workplaces to take a more constructive approach to using their graduates on return to Cambodia.

The exact nature and extent of these activities will require a small design exercise to explore feasibility and the extent of support in the Royal Government of Cambodia, and to detail the precise objectives, processes and responsibilities. There are likely to be lessons from the approach taken in other scholarships program in the region, such as the ADS program in Vietnam and the Philippines, which support a post-return support strategy and workplan for scholarships graduates.

Noting that AusAID currently allocates only a part-time program officer resource to managing the scholarships program, and that these new initiatives would be additional to the existing contract provisions with IDP, it is very likely that AusAID and/or IDP will require additional resources to ensure these activities are appropriately planned and implemented. The design exercise should also consider resource requirements.

Recommendation 2 – Links within the Development Cooperation Program

The rationale of linking scholarships to the areas where AusAID is providing other support – its priorities and activities in the Development Cooperation Strategy – is sound. However it does pose some practical challenges for the program: from selection for scholarship to return from Australia with a Master's degree can take at least four years. As the aid program and its strategy evolves over time (such as the exit from, and re-entry to, the health sector) it can constrain the emergence of natural links between scholarships and individual aid activities that may only have a life span of five years or so.

There remains considerable weakness in Cambodia's approach to human resources reform in the public sector (an issue discussed at length in the 2005 ADS Review). In the absence of this reform it will continue to be difficult to target scholarships awards directly to support institutional development, and the impact of scholarships on institutional effectiveness will continue to be difficult to ascertain. However the position of Australian scholarships alumni in the public sector should underpin a strong link between the aid program and the Royal Government of Cambodia, by contributing to more effective networking with key institutions and through increased technical and language skills that are relevant to the aid program.

The evaluation did not provide evidence of a close link between AusAID's other activities and the scholarships program, except where scholarships were an integral part of an activity such as

CARDIAP. This reinforces the critical necessity of AusAID taking a long-term perspective on scholarships, and to establishing a long-term engagement in support of scholarships (particularly as they often ‘outlive’ other aid activities such as projects or institutional support programs) in order to achieve the greatest effectiveness. This is an issue both for the *allocation* of scholarship support – the strategic use of scholarships – and for the *utilisation* of scholarship graduates on their return from Australia.

Therefore, linked to Recommendation One, it is recommended that AusAID develop a closer integration between scholarships and the rest of the Australian aid program in Cambodia. For example, this could involve more systematically engaging with AusAID-funded advisers and other project personnel to identify and target potential scholarship candidates, to develop the strategic areas of focus for scholarship awards, and to contribute to the recommended expansion of post-scholarships support activities. This would contribute to AusAID’s aim for a more coherent and strategic engagement in target sectors.

Recommendation 3 – Women’s Participation in Australian Scholarships

Because the data shows that the participation of women is affected by the extent of English language training support available to them, it is recommended that AusAID commit to maintaining support for at least the current level of English language training for women in the public sector.

It is also recommended that IDP monitor the level of women’s participation in scholarships closely, and include data in reporting to AusAID, to enable adjustments to the support provided for women to access scholarships opportunities equally.

Recommendation 4 – In-Australia Links

AusAID in Cambodia should engage with the Scholarships Group in AusAID headquarters to explore the data from the annual on-award student surveys over time, examining data as far back as possible. In particular, this inquiry should examine:

- whether there are specific difficulties Cambodian scholars face in engaging with their academic staff, and whether there are opportunities for AusAID and the tertiary institutions to provide different, or additional, support for scholars to build connections with their teachers; and
- whether there are specific issues constraining Cambodian students more often building relationships with Australians while on award, and whether there are things AusAID can do to support greater links with Australians while studying in Australia.

Recommendation 5 – Course Duration

In light of the feedback from some scholars who struggled with completing a one-year Master’s program IDP should encourage all scholars to undertake two-year programs except in exceptional circumstances.

Recommendation 6 – Scholarships Monitoring Surveys

Conducting the tracer study with a written survey instrument created some difficulties with invalid data, inconsistencies in responses to unclear questions, and the need for some intensive follow up to secure a high response rate. Learning from this experience, IDP has already decided to administer its regular M&E surveys (which target a single cohort of students at a time, so have much smaller sample sizes) by telephone. This is applauded. In addition, it is recommended that IDP ensure its regular M&E surveys of alumni allow them opportunities to discuss in detail their experiences on return to work.

Recommendation 7 – Women’s Participation in the Australian Alumni Association in Cambodia

The tracer study found that women were less likely than men to participate in Australian Alumni Association in Cambodia (AAA-C). The AAA-C is an independent membership-based association, so neither AusAID nor IDP has control over its activities or its mandate. However IDP does provide secretariat support for its activities with AusAID support, so there is an element of engagement with the organisation. Therefore it is recommended that AusAID and IDP should encourage the leadership group, and the general members of, the AAA-C to consider whether its activities are sufficiently accessible to women, and to explore new approaches to maximise the participation of women in the association.

Recommendation 8 – Future Evaluation Work

Clearly it is difficult to see impact from individual scholarships in the short-term. The evaluation indicates that the impact of scholarships emerges over a scholar’s lifetime. The regular monitoring surveys that are part of the new IDP M&E plan for Australian Scholarships, which cover up to two years after an alumnus returns, are critical. In addition, regular tracer studies and periodic evaluations are essential to continue to build AusAID’s understanding of the program. The complexity of the context in which scholarships occur, especially in the public sector, suggests that this regular evaluative inquiry needs to be creative and contextually-appropriate. Therefore it is recommended that:

- AusAID develop and resource an explicit forward program of evaluative inquiry regarding scholarships – for example over the life of the new Country Strategy;
- AusAID explore a range of approaches to this evaluative inquiry in addition to tracer studies, such as in-depth institutional analysis and detailed individual case studies, in order to deepen the understanding of how scholars experience their studies and their work life post-scholarships, and to inform choices about future developments in the scholarships program.
- In order to ensure maximum understanding of the complexities in the public sector context, AusAID should ensure increasing participation by Cambodian evaluators in the conduct of future evaluative inquiry.

Future evaluations must also compare the effectiveness of Ministry-linked and open scholarships in order to inform future decisions about the mix of targeted and open awards within Australian Scholarships.

Annex 1 – Detailed Methodology, Limitations and Reporting Conventions

Methodology

AusAID engaged the Evaluation Team Leader early in 2009 to develop the evaluation design for this study. She visited Cambodia to undertake evaluation design consultations, during which time she met with AusAID and IDP staff, representatives of other donor scholarship programs (for context), and reviewed documents including the new Monitoring and Evaluation Strategy for scholarships that was prepared by the AusAID Australian Scholarships Group (ASG). From these initial consultations she prepared a draft set of evaluation questions. The Team Leader held a workshop with a small group of scholarships alumni to further develop the evaluation questions and to test her ideas about the evaluation design. The resulting evaluation design (attached at Annex 4) sets out four areas of inquiry:

1. Individual outcomes
2. Links between people and institutions
3. Workplace/Institutional outcomes
4. Contribution to Cambodia's development

The design addresses the key M&E questions specified by AusAID's Australian Scholarships Group (ASG) which are concerned with

- Return to home country
- Reintegration into the workplace
- Maintaining linkages with Australia and networking with other awardees
- Applying skills effectively
- Contributing to national development
- Strengthening organisational effectiveness
- Impact on gender, leadership and governance

The evaluation is a mixed method design, integrating quantitative data collected through a tracer survey with qualitative data from the survey as well as more in-depth qualitative data collected through individual interviews with both alumni and public sector managers. The evaluation had four distinct phases:

5. Document Review
6. Tracer Study – targeting the total population of alumni through a written survey comprising both quantitative and qualitative data collection
7. Qualitative Interviews – with 35 alumni in order to add depth and richness and an element of flexible inquiry in a complex context; and with a small sample of public sector managers to provide an employer's perspective on scholarship graduates.
8. Analysis and Reporting

The Evaluation Team Leader conducted the evaluation working closely with IDP and Domrei Consulting, a local research company, both of which contributed essential expertise to the evaluation team. It was completed over the period of May to October 2009, and the resulting report was written by the Team Leader.

Survey Instrument and Data Management

Based on advice from IDP, the Team Leader decided to use a written survey instrument, in English, for the tracer study. The instrument was developed by IDP in consultation with the Team Leader, based on the approved M&E survey instrument for the current phase of ADS management by IDP. The intention of this link was to contribute to comparability of data over time. IDP piloted the instrument with a small group of alumni. As a result some changes to the instrument were made plus, including the clarification of the wording of several questions and the rationalisation of the number of questions. The final instrument is attached at Annex 1.

The survey was circulated to all alumni on 10 May, with a closing date of 23 May. IDP staff constructed a tracer study database in Microsoft Access, and IDP staff completed all data entry by the start of July. Data entry included a 10% visual quality check by the IDP survey supervisor. The Team Leader and a Domrei consultant worked with IDP staff to complete data cleaning immediately thereafter, with subsequent statistical analysis, charting and reporting using SPSS Statistics 15.0.

Response Rate

The response rate for the Tracer Survey was strong: 207 graduates of Australian Scholarships – out of a total population of 265²⁰ – returned the questionnaire. Of these, one respondent asked that the data provide not be included (despite completing the survey) and this was confirmed through follow-up, so the resulting sample was n=206. This represents a 78% response rate which is comparable to or better than other similar tracer surveys in Asia, and provides a strong basis for data analysis, and for drawing conclusions about the scholarships program.

The excellent response rate was achieved largely thanks to proactive efforts in follow up and encouragement on the part of IDP staff, and was assisted by the strength of the Australian Alumni Association – Cambodia (AAA-C) network.

Sample Selection Process for Interviews

As part of the tracer study questionnaire respondents were asked to indicate their consent to be contacted for the qualitative interviews. A total of 190 respondents agreed to be contacted; ten declined and seven did not respond to this question. On the basis of this willing sample, the team used a two-stage random sampling process to select 30 alumni for interview. A further five alumni were purposely selected to complete the sample of 35. In addition, five managers were selected purposely to provide a perspective from the public sector employer.

The first stage in the random sampling was the random selection of 20 interviewees from the three Ministries which have had the greatest number of scholarships: Ministry of Education, Youth and Sports (MOEYS); Ministry of Health (MOH); and Ministry of Agriculture, Forestry and Fisheries (MAFF). These ministries were oversampled in the hope of capturing potential institutional impacts in the ministries that had the greatest number of scholarships awarded. The second stage was the random selection of ten interviewees from all other employers – both ministries and other government agencies – which had received fewer scholarships.

A sampling interval was calculated by dividing the required sample by the eligible population. A random starting point was chosen and this was the first respondent chosen. The sampling interval was then followed to select additional respondents until the sample was achieved.

²⁰ Total graduates number 267 but two have died, so are not considered part of the population for the purposes of this study.

The additional sample of five respondents was selected purposively in order to include particularly interesting cases. For example, of the small number of respondents (n=5) who indicated they were not making a contribution to Cambodia's national development or from amongst those who had offered particularly unusual or insightful feedback to the open questions in the Tracer Survey. A further four 'reserve' interesting cases were selected as back-ups for possible non-participation amongst the initial sample of five.

Five senior managers were also selected purposively with input from AusAID, IDP and Domrei, with the intention of identifying managers who would be likely and willing to provide comprehensive comments on Australian scholarships graduates on their return to the public sector. A list of three 'reserve' managers was prepared to allow for refusals.

Interview Design and Implementation

The Team Leader worked with Domrei consultants to develop two interview protocols: one for alumni interviews and a second, less comprehensive one, for manager interviews.

Alumni were first approached by representatives from IDP, either by phone or email, to inform them of their selection and to obtain their verbal consent to participate. At this stage, five of the selected alumni respondents declined to participate in the interviews and were replaced by further random sampling from their categories (three main Ministries or Other Ministries).

Domrei then contacted the respondents to arrange an interview time and location. At this stage two alumni were unavailable during the interviewing period (one due to international travel and one due to work commitments) and were replaced by further random sampling from their categories.

Six alumni were currently living in Australia so phone interviews were planned for these respondents. Two of these respondents could not be interviewed despite numerous efforts to contact them by phone and email.

Interviews were then conducted by Domrei staff over several weeks in August and September. The majority of the interviews were carried out in Khmer, or in a mix of English and Khmer. Most interviewees agreed to have their interviews recorded (only one declined); telephone interviews were not recorded. For those interviews not recorded and transcribed (seven in total), Domrei staff took detailed notes to inform written records of the interviews. For all interviews, the interview transcripts were submitted to interviewees for corrections and approval. In one case the interviewee edited substantial sections of the record to remove discussion of sensitive issues associated with the politicisation of the public sector in Cambodia. In all other cases amendments were minor factual corrections only.

Of the five managers selected, and the reserve managers selected, only three agreed to be interviewed. Two managers refused interviews. A further two managers were contacted to replace these respondents but they also refused interviews. All of those who declined to participate indicated that they did not see the relevance of providing feedback about the impact of the Australian Scholarships program on the Royal Government of Cambodia.

Two alumni who had initially agreed to participate could not be contacted to confirm interview appointments, despite repeated attempts. Because the majority of interviews had been conducted by this stage the team concluded that the sample was appropriately represented and no replacement sampling was done. Therefore, by the end of the interview period 33 alumni interviews were completed plus three manager interviews.

Limitations

Document analysis was constrained through difficulties locating historical documents. With the exception of the 1999 Tracer Study (held in hard copy in Phnom Penh), AusAID hard copy archives no longer contained any scholarships reports earlier than 2001, despite the best efforts of AusAID in Cambodia and Canberra to locate old files. Electronic file management likewise could not provide access to earlier documents. To the extent that this evaluation sought to examine a complete set of data from the commencement of scholarships for Cambodia this was a considerable limitation.

Tracer survey data contain a small number of invalid or missing data in most questions. This is a result of it being a written survey, thus not enabling on-the-spot validation to ensure all questions are answered validly. Nevertheless the number of invalid responses are very small and do not undermine the overall validity of the data set.

Scholars generally complete up to a year of pre-departure English and other training in Cambodia before going to Australia, leading to some confusion between ‘year of selection’ and ‘year of departure to Australia’ for some respondents. Therefore, after data cleaning, data regarding alumni year of selection and scholarships scheme were replaced with data from the IDP database as it was judged to be substantially more accurate than the reported data from survey respondents.

The survey did not ask alumni about their employer at the time of going on scholarship, so for the purposes of sampling for the interviews IDP records of originating employer were used.

In most cases, the data are highly skewed, which limits the statistical analysis of significance. However generally an analysis of proportions and frequency is sufficient for understanding the data.

Overall, alumni invited to participate in the interviews stage were eager to share their experiences and give feedback on the Australian Scholarships program. However some were uncomfortable about being interviewed in their workplaces, and elected to meet either at the Domrei office or at neutral locations such as coffee shops. Of the 31 alumni interviews conducted in person, only 14 were conducted at government offices.

Reporting Conventions

Reporting this evaluation integrates quantitative and qualitative data from both the survey and the interviews, using interview data to explore themes and issues arising from the survey and to shed light on additional points of interest. Reporting the qualitative data from the survey and the interviews is done anonymously as a general rule with only the year of selection identified, unless interviewees explicitly agreed to be quoted and identified as the source. The report includes many direct quotes from the tracer study and interviews, intended to add richness and to give the alumni who participated a voice in the report. Quotes are drawn from written survey responses and from transcripts from English language interviews or the English translations of Khmer language interviews prepared by staff of Domrei. Quotes are presented as much as possible as exact quotes; however in some cases identifying details are removed and in others spelling errors corrected to assist the reader.

Data are disaggregated by gender as a general rule, unless such disaggregation reduces data usefulness.

Annex 2 – Tracer Study Survey Instrument



Australian Government

AusAID

Australian Scholarships Tracer Study

About this Tracer Study

Scholarships are an important part of the Australia-Cambodia Development Cooperation Program. The Australian Agency for International Development (AusAID) is interested in the impact that the Australian Scholarships have on you professionally, on your workplace and on the development of Cambodia. In order to gain feedback and develop a picture of the impact of the Australian Scholarships Program, AusAID has developed a Monitoring and Evaluation plan. This tracer study plays a central role in this plan.

Personal data from this tracer study will remain confidential. AusAID’s intention is to pool all information and then to conduct numerical analysis based on the responses. A follow-up qualitative survey may be conducted where more specific individual opinions and impressions will be sought.

For this tracer study, please indicate below whether you wish to share your responses.

Do you consent to share information from this tracer study for anonymous use?

YES

NO

Do you consent to be cited as the source of this information?

YES

NO

Biographical Information

1	<p>Family name: _____ _____</p> <p>Given name: _____</p> <p>Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female _____</p> <p>_____</p> <p>Date of birth (DD/MM/YYYY): _____</p> <p>Country where you currently reside: _____</p> <p>Mailing address: _____ _____</p> <p>Email address: _____ _____</p> <p>Alternative email address: _____</p>
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Details of Your Australian Scholarship

2	<p>Which scheme was your Australian Scholarship? <i>(tick one)</i></p> <p><i>N.B. ADS includes the former ASTAS program.</i></p>	<p>ADS – Public (government sector) <input type="checkbox"/></p>		
	<p>ADS – Open (non government sector) <input type="checkbox"/></p>	<p>ALA <input type="checkbox"/></p>		
	<p>CARDIAP <input type="checkbox"/></p>	<p>CMU - AusAID <input type="checkbox"/></p>		
	<p>Other <input type="checkbox"/></p>			
	<p>Date you were selected for your Australian Scholarship (approximately if known) (month, year)</p>			
	<p>Date you departed for Australia (month, year)</p>			
<p>Date you began your study in Australia (month, year)</p>				
<p>Date you first returned to Cambodia after completing your Scholarship (month, year)</p>				
3	<p>What level of qualification did you achieve?</p>	<p>Bachelors degree <input type="checkbox"/></p>		

	<i>(tick one)</i>	Post graduate diploma	<input type="checkbox"/>			
		Masters degree	<input type="checkbox"/>			
		Doctoral degree	<input type="checkbox"/>			
		Other -----	<input type="checkbox"/>			
4	Did you obtain the qualification you originally enrolled for?	Yes	<input type="checkbox"/>			
		No	<input type="checkbox"/>			
4a	If NO, can you provide more details about why not?					
5	Name of educational institution					
	Name of qualification (e.g. Masters of Business)					
	Area of study (e.g. Finance and Banking)					
	Thesis title (if applicable) and its word length					
6	Details of any scholarships you have received after your Australian Scholarship (If any)					
	Name of qualification and area of study	Educational institution	Country	Length	Year completed	Funding Source

Your Australian Scholarship and You						
Now that you have completed your study in Australia, how much do you believe that your Australian qualification has affected the following personal aspects? (tick one)						
7	My motivation to work					
	<input type="checkbox"/> Decreased a lot	<input type="checkbox"/> Decreased somewhat	<input type="checkbox"/> No change	<input type="checkbox"/> Increased somewhat	<input type="checkbox"/> Increased a lot	
8	Confidence in my abilities					
	<input type="checkbox"/> Decreased a lot	<input type="checkbox"/> Decreased somewhat	<input type="checkbox"/> No change	<input type="checkbox"/> Increased somewhat	<input type="checkbox"/> Increased a lot	
9	Ambitions for my career					
	<input type="checkbox"/> Decreased a lot	<input type="checkbox"/> Decreased somewhat	<input type="checkbox"/> No change	<input type="checkbox"/> Increased somewhat	<input type="checkbox"/> Increased a lot	
10	Interest in my work					
	<input type="checkbox"/> Decreased a lot	<input type="checkbox"/> Decreased somewhat	<input type="checkbox"/> No change	<input type="checkbox"/> Increased somewhat	<input type="checkbox"/> Increased a lot	
11	Satisfaction with my work					
	<input type="checkbox"/> Decreased a lot	<input type="checkbox"/> Decreased somewhat	<input type="checkbox"/> No change	<input type="checkbox"/> Increased somewhat	<input type="checkbox"/> Increased a lot	
Now that you have completed your study in Australia, how much do you believe that your Australian qualification has affected the following work skills? (tick one)						
12	Technical skills					
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved		
13	Analytical and critical skills					
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved		
14	Management skills					
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved		
15	Communication skills					
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved		

16	Cross-cultural understanding			
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved
17	Supportiveness for diversity in the workplace			
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved
18	Planning skills			
	<input type="checkbox"/> No change	<input type="checkbox"/> Improved a little	<input type="checkbox"/> Somewhat improved	<input type="checkbox"/> Very much improved
19	For questions 12-18, if you indicated that your work skills were ‘Somewhat improved’ or ‘Very much improved’, can you elaborate as to the specific improvements?			
20	Do you believe your Australian Scholarship has empowered you personally?			Yes <input type="checkbox"/>
				No <input type="checkbox"/>
20a	If YES, can you explain how (it empowered you)?			
21	When you were in Australia, which of the following best describes your main social group? <i>(tick as many as appropriate)</i>	The students from Cambodia	<input type="checkbox"/>	
		Individuals from Cambodia who live in Australia	<input type="checkbox"/>	
		The international students	<input type="checkbox"/>	
		Australians	<input type="checkbox"/>	
22	When you were in Australia, did you develop links with any of the following? <i>(tick as many as appropriate)</i>	Friends with other Cambodian students	<input type="checkbox"/>	
		Friends in the local Cambodian community	<input type="checkbox"/>	
		Friends of other nationalities	<input type="checkbox"/>	
		Friends of Australian nationality	<input type="checkbox"/>	
		Friends in the local community (e.g. neighbours, participation in sports clubs, ethnic associations, etc.)	<input type="checkbox"/>	

		Staff in the institution where you studied (e.g. lecturers, university administrative staff, etc.)	<input type="checkbox"/>	
22a	If you ticked any boxes in Q22, can you indicate if you have maintained your links with any of the following? <i>(tick as many as appropriate)</i>	Friends with other Cambodian students	<input type="checkbox"/>	
		Friends in the local Cambodian community	<input type="checkbox"/>	
		Friends of other nationalities	<input type="checkbox"/>	
		Friends of Australian nationality	<input type="checkbox"/>	
		Friends in the local community (e.g. neighbours, participation in sports clubs, ethnic associations, etc.)	<input type="checkbox"/>	
		Staff in the institution where you studied (e.g. lecturers, university administrative staff, etc.)	<input type="checkbox"/>	
23	Please comment on whether, or how, the above links have benefited you personally or professionally (i.e. in your career).			
24	What was the most positive experience you had while studying in Australia?			
25	What was a negative experience you had while studying in Australia?			
26	Since completion of your study in Australia, how many times have you travelled back to Australia?			
27	Since returning to Cambodia, have you had or do you currently have any links with any formal Australian entities (e.g. the Embassy, an Australian Government Project, ABAC etc.)?	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
28a	If YES, can you provide more details?			
29	Are you a currently registered member of the Australian Alumni Association of Cambodia (AAA-C)? <i>N.B. A currently registered member is a member who has paid the</i>	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	

	<i>membership fee for the current year.</i>			
29a	If YES, what benefits do you see in AAA-C membership?			
29b	If NO, what would attract you to join the AAA-C?			
30	What kinds of activities would you like to see the AAA-C conduct?			
Your Australian Scholarship and Your Workplace				
Now that you have completed your study in Australia, describe the effects that your Australian qualification has had for you in your workplace				
31	What was your category of employment before leaving to study in Australia? <i>(tick one)</i>	Government	<input type="checkbox"/>	
		Civil society/NGO	<input type="checkbox"/>	
		Private sector	<input type="checkbox"/>	
		Self-employed	<input type="checkbox"/>	
		Unemployed	<input type="checkbox"/>	
		Other -----	<input type="checkbox"/>	
32	During your study in Australia, did you retain regular contact with your immediate supervisor/employer?	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
32a	If NO, at what point did you contact your immediate supervisor/employer? <i>(tick one)</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	While in Australia	Just before returning to Cambodia	After returning to Cambodia	
33	Did you return to your former workplace?	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
33a	If YES, that position was <i>(tick one)</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Lower position than before	Same position as before	Higher position than before	
34	How soon after you returned to Cambodia did you officially resume your duties? <i>(tick one)</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Immediately	Less than 1 month	Less than 3 months	Less than 6 months
				<input type="checkbox"/>
				More than 6 months
35	How did you feel about your reintegration into the workplace when you returned to Cambodia? <i>(tick one)</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very negative	Somewhat negative	Neutral	Somewhat positive
				<input type="checkbox"/>
				Very positive
	Can you provide more details to explain why you felt this way? 			
36	Do you still work for the same employer or Ministry that you did before leaving to study in Australia?			Yes <input type="checkbox"/>
				No <input type="checkbox"/>
36a	If NO, my current category of employment is <i>(tick one)</i>		Government	<input type="checkbox"/>
			Civil society/NGO	<input type="checkbox"/>
			Private sector	<input type="checkbox"/>
			Self-employed	<input type="checkbox"/>
			Unemployed	<input type="checkbox"/>
			Other	<input type="checkbox"/>
37	How many times have you been promoted since returning to Cambodia? <i>(tick one)</i> <i>N.B. If you have not been promoted, please go to question 38.</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	None	1	2	3
				<input type="checkbox"/>
				4 or more
37a	If you have been promoted, do you believe that your study in Australia played a role in making these promotions possible?			Yes <input type="checkbox"/>
				No <input type="checkbox"/>

	If YES, can you provide more details?				
38	<p>How many different positions do you currently have either in your Ministry or with another employer (e.g. supplementary income generation)?</p> <p>Number of positions:</p> <p>Complete the following table by listing your primary job first:</p>				
	Position title	Immediate supervisor	Section/department	Ministry/agency	Year Started
39	<p>The content, knowledge and skills I gained in Australia are well-matched to my current job <i>(tick one)</i></p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all A little Somewhat Very much </p>				
40	<p>I have utilised the knowledge and skills I gained in Australia in my current job <i>(tick one)</i></p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all A little Somewhat Very much </p>				
41	<p>My current supervisor is supportive of me using the knowledge and skills I gained in Australia <i>(tick one)</i></p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Very unsupportive Unsupportive Neither Somewhat supportive Highly supportive </p>				
42	<p>My current colleagues are supportive of me using the knowledge and skills I gained in Australia <i>(tick one)</i></p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>				

	Very unsupportive	Unsupportive	Neither	Somewhat supportive	Highly supportive
43	<p>Since returning to Cambodia, I have made changes in my management style <i>partly or entirely as a result of my study in Australia</i> (tick one)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> No changes A few changes Some changes Many changes </p>				
	<p>Can you give examples?</p>				
44	<p>Since returning to Cambodia, I have made changes in operations in my workplace <i>partly or entirely as a result of my study in Australia</i> (tick one)</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p style="text-align: center;"> No changes A few changes Some changes Many changes </p>				
	<p>Can you give some examples?</p>				
45	<p>I have transferred some of the skills and knowledge I gained in Australia to</p> <p style="text-align: center;"> colleagues within my organisation <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p style="text-align: center;"> people outside my organisation <input type="checkbox"/> Yes <input type="checkbox"/> No </p>				
	<p>Can you provide more details?</p>				

46	What contributions to your current workplace can you directly attribute to your study in Australia? Can you provide more details?			
47	Do you believe that you have made a contribution to the development of Cambodia?	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
48	If YES, can you directly or partially attribute this contribution to your study in Australia?	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
	Can you provide more details or describe an example?			
Your Australian Scholarship and Your Future				
How much do you believe that your Australian qualification will continue to affect your future in the following ways? (tick one)				
49	Future chance of obtaining promotions with my current employer			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Decreased a lot	Decreased somewhat	No change	Increased somewhat
				<input type="checkbox"/>
			Increased somewhat	Increased a lot
50	Future chance of employment with other organisations			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Decreased a lot	Decreased somewhat	No change	Increased somewhat
				<input type="checkbox"/>
			Increased somewhat	Increased a lot
51	Future chance of achieving my career goals			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Decreased a lot	Decreased somewhat	No change	Increased somewhat
				<input type="checkbox"/>
			Increased somewhat	Increased a lot
52	Future chance of opportunities for employment overseas			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Decreased a lot	Decreased somewhat	No change	Increased somewhat
				<input type="checkbox"/>
			Increased somewhat	Increased a lot
53	Future chance of increased salary or personal income			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Decreased a lot	Decreased somewhat	No change	Increased somewhat
				<input type="checkbox"/>
			Increased somewhat	Increased a lot

54	Describe any other ways you think that your qualification has already changed or will change your future.	
Your Suggestions about the Australian Scholarships Program		
What do you consider the most significant change you have experienced as a result of winning and experiencing an Australian Scholarship?		
55		
Looking back on your experience, do you have any suggestions about how to improve the management of the Australian Scholarships?		
56	Your suggestions	

Thank you for taking the time to complete this tracer study. Your feedback is greatly valued.

IDP and the evaluation team will analyse the responses from all alumni in order to understand your experiences of study in Australia, and to explore the impact Australian Scholarships have. We may also contact you to invite you to participate in additional interviews during a

second stage of our research. You do not have to participate, but we will be very grateful if you do.

Do you agree that we may contact you

to invite you to participate in further research?

YES

NO

Please return your completed survey by either soft copy or hard copy by **Saturday 23 May 2009** to **IDP Education:**

No. 46, Street 214, Sangkat Boeung Raing, Khan Daun Penh, Phnom Penh

Tel: (855) 23 212 113 /215 227

Fax: (855) 23 426 608

Email: chanveasna.heang@idp.com

Please feel free to contact us if you have any questions or concerns about this survey.

Thank you again for your assistance.

Annex 3 – Interview Protocols

Qualitative Interview Guide – ADS Evaluation for Scholarships Alumni

Introduction and Informed Consent

Thank you for making time to meet with us today. We've come to interview you on behalf of AusAID and IDP about your experience with Australian Scholarships and other scholarships provided through Australian aid projects. Your feedback will help to inform our evaluation of the scholarship program in Cambodia.

Do you agree to be interviewed?

Yes/No

We would really like to record our interview on tape. This will help to ensure that we don't miss or forget any information that you give us. Altogether we will interview about 40 people, including a small number of senior managers in government. However, if we have your permission to record we will only use a code number to identify your interview – not your name. We will transcribe your interview onto computer, again without using your name and then the cassette record will be blanked. This way your interview record will become anonymous with the other 39 interviews.

Do you agree to our interview being recorded?

Yes/No

Would you like us to make your interview anonymous?

Yes/No

Would you like a copy of your interview to make corrections?

Yes/No

Individual Impact

First, could you tell me about the impact of your study in Australia on you personally and on your career?

Prompts:

- *describe the experience for you and your family)*
- *what opportunities have come your way since you completed your scholarship, that otherwise might not have?)*
- *explore multiple work/jobs*

Links to Other Countries

Now, could you tell me about any links that you made during your study with people from Australia or from other countries?

Prompts

- *have you maintained links since you finished your studies?*
- *What have been the benefits of these links?*

Impact on the workplace

Now, could you tell me about what effect you had on your workplace when you returned from Australia?

Prompt:

- *how are you using your skills, knowledge and experience?*
- *what has made things easy or difficult at work in government, since you completed your studies?*
- *try to draw out an understanding of the various workplaces – not just government*

Impact on the development of Cambodia

Could you explain how you think your study in Australia has contributed to the development of Cambodia?

Personal Change (MSC)

Could you tell me about the most important personal change that happened because of your study in Australia?

Institutional Change (MSC)

Could you tell me about the most important change in your institution that happened because of your study in Australia?

Prompt:

- *how can you know this change results from your scholarship?*

Impact of Scholarships overall

Now thinking about other Australian Scholarship graduates in your ministry or other workplaces, can you tell us what impact do you think scholarships have had?

Prompts:

- *think about your staff; your colleagues; your bosses*
- *Clarify if feedback refers to government work or other work places*

Feedback on ADS

Do you have any suggestions for AusAID or IDP to improve the scholarship program?

We would like to include some short personal profiles of alumni in the report? We would use the information collected during this interview, and we would provide the draft text to you for corrections before it was used in the document.

Do you agree to a short personal profile? Yes/No

We would also like to include some photographs of Alumni in our report. This will help AusAID to see some of Cambodian Alumni and not just numbers in a database.

Do you agree to being photographed? Yes/No

Thank you very much for your time and for agreeing to meet us today.

Qualitative Interview Guide – ADS Evaluation for non-alumni managers

Introduction and Informed Consent

Thank you for making time to meet with us today. We've come to interview you on behalf of AusAID and IDP about your views regarding Australian Scholarships. Your feedback will help to inform our evaluation of the scholarship program in Cambodia.

Do you agree to be interviewed? Yes/No

We would really like to record our interview on tape. This will help to ensure that we don't miss or forget any information that you give us. Altogether we will interview about 40 people – both alumni and a small number of senior managers. However, if we have your permission to record we will only use a code number to identify your interview – not your name. We will transcribe your interview onto computer, again without using your name and then the cassette record will be blanked. This way your interview record will become anonymous with the other 39 interviews.

Do you agree to our interview being recorded? Yes/No

Would you like us to make your interview anonymous? Yes/No

Would you like a copy of your interview to make corrections? Yes/No

Individual Impact

Thinking about your staff, colleagues or other senior managers who have studied under Australian Scholarships, what impact do you think the scholarship has on them personally?

Prompts:

- *Do you think the scholarship brings them opportunities they would not otherwise have?*
- *What new skills or knowledge do they bring back from Australia?*

Links to Other Countries

To what extent do Australian scholarships graduates bringing new linkages in Cambodia or the region (including with Australia) and do those links have any benefits to your workplace?

Impact on the workplace

Thinking about your staff and colleagues who have postgraduate qualifications from Australia and their work in your unit/department/Ministry: what difference do they make to how effectively you can operate?

Prompt:

- *Can you give us an example?*

Impact on the development of Cambodia

How do you think scholarships program contribute to Cambodia's development?

Feedback on ADS

Do you have any suggestions for AusAID or IDP to improve the scholarship program?

Thank you very much for your time and for agreeing to meet us today.

Annex 4 – Evaluation Design

Purpose of the Evaluation

In 2008 Australia spent \$1.8m on scholarships for Cambodians to study at Australian universities, representing approximately 5% of the \$37 million bilateral aid program in Cambodia. Australia is increasingly focusing on development effectiveness and seeks a stronger basis for reaching conclusions about the results of official development assistance spending. Because scholarships have had such a long-standing and high profile place in the aid program in Cambodia, it is important to understand the extent to which they have made a positive contribution to development, and the factors that influence the extent of the impact scholarships can have (in their current form) in Cambodia.

Focus of the Evaluation (the Evaluand)

The evaluation will focus on the various schemes that have financed and supported Cambodians to study at university in Australia, for postgraduate or undergraduate formal award study (i.e. not for short courses or other professional development). It will examine all scholarships *completed* since 1994 that are considered part of Australian official development assistance (ODA) to Cambodia. The schemes that are included in the evaluation are:

Australian Development Scholarships and its Predecessors

Through the bilateral aid program, Australia has provided scholarships for postgraduate study in Australia since 1994. The program is now known as Australian Development Scholarships (ADS). Scholarships support Graduate Diploma and Master qualifications; in practice all scholars enrol in Master-level programs. Reserved entirely for public sector candidates since the late 1990s, ADS supports 25 scholarships per year. This represents an increase on 20 per year in the period to 2008. There are 50 Cambodian ADS scholars currently studying in Australia, of whom 18 are women and 32 are men. A total of 229 scholars have completed their scholarships since 1994.

In order to understand the evaluand, it is important to understand its objectives. The current phase of ADS articulates three objectives:

- **To provide individuals with the competencies and capabilities that will enable them to contribute to Cambodia’s development using their new knowledge effectively;**
- **To help address the human resource needs of Cambodian institutions; and**
- **To enhance mutual understanding and contribute to linkages between individuals in Australia and Cambodia and in the region.**

Before 2008 there was not a stand-alone design document articulating the objectives, or logic, of Australian scholarships programs in Cambodia. However the 2005 Review of ADS articulates the aim of the program as: **“to strengthen the human resource capacity of AusAID’s development partners in Cambodia, particularly Ministries”** and it is understood that since 1994 scholarships have had a similar, if less explicit, objective. It is also understood that the provision of scholarships has always aimed to support improved links between Australia and Cambodia.

Since 1994 the extent of targeting of scholarships has varied, from only four institutions (Ministries of Health, Education Youth and Sports, Agriculture, and Public Works) to as many as 31. There has also been an element of prioritising sectors of study, albeit with variation from year to year. The current priority sectors are: agriculture, forestry and fisheries, law and justice, economics and commerce, private sector development, rural development, health and public sector management. The process of prioritising sectors is carried out relatively informally, each year in the lead up to the selection process, through discussion between AusAID and IDP. Generally there has only been partial alignment of priority sectors to the priority areas in the AusAID Country Program Strategy for Cambodia²¹, although this alignment is increasing substantially in 2009.

Scholarship holders are required to return to their country of citizenship for two years after they have completed their studies to contribute to the development of their country.

The table on page 12 provides an overview of ADS awards since 1994. Of these, a total of 233 have completed their studies.

Australian Leadership Awards

In 2006 Australia introduced a new scholarships scheme, the Australian Leadership Awards (ALA). ALA scholarships are intended for those who are already leaders or have the potential to assume leadership roles that can influence social and economic policy reform and development outcomes, both in their own countries and in the Asia-Pacific region. ALA Scholarships are academically elite awards to undertake postgraduate study (Masters or Doctorate) and a Leadership Development Program (LDP) in Australia.

ALA Scholarships aim to:

- **develop a cadre of leaders advancing regional reform, development and governance**
- **increase exchange of knowledge and information within the region**
- **build common purpose and understanding between Australia and the region**
- **build capacity to address priority regional issues**
- **build effective networks between Australia and the region**
- **demonstrate the benefits of Australian education through the provision of high quality education.**

The LDP comprises a three day conference in Canberra, regional workshops and leadership coaching and practice opportunities. The LDP increases skills in leadership and enhances participants' understanding of the challenges at national, regional and global levels. LDP aims to help scholars realise their full leadership potential and provides important networking and collaborative opportunities for ALA scholars. The LDP component of the ALA Scholarship is not offered through any other scholarship program in the Asia-Pacific region.

Since its inception in 2006, Cambodian applicants have secured 18 ALA scholarships; only one has completed so far.

The table on page 13 provides a summary of ALA awards since 2006.

²¹ IDP estimates the proportion is generally about 60% of awards are linked to Country Program Strategy priority areas.

Carnegie Mellon University – AusAID Scholarships

Carnegie Mellon University-AusAID (CMU-AusAID) Scholarships are funded by the Australian Government to support a limited number of students from countries where Australia has a bilateral aid program, to undertake a Masters degree at the H. John Heinz III School of Public Policy and Management at Carnegie Mellon University's campus in Adelaide.

CMU-AusAID Scholarships **aim to strengthen human resource capacity in partner countries in public policy, management and information technology.** CMU-AusAID Scholarships enable individuals from partner countries to gain high-level skills and knowledge in these areas, **so that they can contribute to the economic and social development of their home countries.** Therefore, scholarship holders are expected to return to their country of citizenship at the completion of their scholarship for a minimum period of two years in order to contribute to the development of their country.

CMU-AusAID Scholarships are offered for a one-year, full-time Masters by coursework degree to study at Carnegie Mellon University Australia. The two courses available to CMU-AusAID students are:

- Master of Science in Public Policy and Management
- Master of Science in Information Technology (Management Track)

To date six Cambodian scholars have been awarded Carnegie-Mellon Scholarships.

Other student sponsorships

Outside the formal scholarship programs described above, Australia support small numbers of scholars to also complete qualifications in Australia, generally as part of other aid activities. The now-completed Cambodian Agricultural Research Institution Assistance Program (CARDIAP) has delivered scholarship support for formal award study in Australia. Over the project period of 2002 – 2006, CARDIAP supported three students to complete MBA study in Australia. These scholars are included in this evaluation.

Other such scholar support is ongoing and therefore not included (see below for more details).

Scholarship Management Arrangements

AusAID contracts out the management of ADS, ALA and Carnegie Mellon University AusAID scholarships. This management has been undertaken by IDP since 1997; this was re-confirmed through the 2008 tender process that awarded IDP the management contract for another four years. This contract includes providing promotion services, testing and participating in the selection of applicants, English language training (up to 12 months pre-departure), placements advice and assistance, pre-departure briefing, financial management, and management throughout the scholars' studies in Australia. IDP also provides support for the Australian Alumni Association in Cambodia (AAA-C). As such, IDP is a crucial stakeholder in the evaluation of Australian scholarships in Cambodia and will take an active role in implementing the evaluation.

With the negotiation of the contract to manage AusAID scholarships in Cambodia for a further four years, IDP undertook to substantially upgrade monitoring and evaluation practice and systems. Accordingly, it has developed a detailed M&E Plan that includes, for the first time, a regular schedule of detailed data collection. Central to this system is a cycle of scholar surveys, that will be completed pre-departure, on return from study, six months after return, and two years after return from study. In future, this will provide a rolling series of data that are

consistent and provide a robust basis to track scholars throughout their scholarship experience and into their post-study work lives. This new M&E system is being operationalised during 2009, including a significant upgrade to the alumni database, and a concerted effort to re-establish contact with alumni who have not remained in touch with IDP.

Scholarships not included in Evaluation

The Australian Centre for International Agricultural Research (ACIAR) provides scholarships for postgraduate study in agriculture in Australia through the John Allwright Fellowships. John Allwright Fellowships are awarded to partner-country scientists involved in ACIAR-supported collaborative research projects to undertake postgraduate training, usually at the Masters or Doctoral level, at Australian universities. Small grants are also available for John Allwright Fellows when they have completed postgraduate studies and returned to employment in their home country. This follow-on funding scheme provides grants of up to \$10,000 for an activity that continues, or is related to, the ACIAR project research and their associated postgraduate work. The funding is primarily aimed at developing small-scale research projects in the returnee's institution, which may catalyse longer-term support and ongoing international collaboration.

Five Cambodians been awarded John Allwright Fellowships but only one has completed his studies. For this reason, and because ACIAR scholarships are managed separately from AusAID funding, these scholars are not included in this evaluation. In future evaluations it would be ideal to negotiate the inclusion of ACIAR scholarships in order to examine the differential processes and outcomes of the program.

Australia is also supporting a small number of scholarships for staff of the Cambodian Development Research Institute (CDRI), through the Water Resource Management Research Capacity Development Project. Three students are being supported to complete Masters and PhD studies in Australia, but none have yet completed. As such they are not included in this evaluation, but as with ACIAR scholarships, it would be valuable to include them in future tracer studies and evaluations.

Audience for the Evaluation

The commissioning, and therefore primary, audience for this evaluation is AusAID. AusAID is interested in the evaluation for both accountability and management purposes: to provide a more robust basis for reporting the results of investments in scholarships (mainly through the Annual Program Performance Report), and to inform decisions about the future direction of Australian support for scholarships in Cambodia. The Cambodia post is the focal point for AusAID in this evaluation, although the Australian Scholarships Group in Canberra, as well as the Cambodia desk and the posts in the rest of the region may also have an interest.

Secondary audiences are the Royal Government of Cambodia (particularly the CDC, the Ministry of Education, and partner agencies which have benefited from scholarships for their staff); alumni; and Australian government agencies (particularly the Department of Foreign Affairs and Trade).

Evaluation Questions

The evaluation will seek to answer a set of evaluation questions that have guided the design of this plan:

6. How did the scholarship contribute to scholars' individual career development?
 - a. What new skills and knowledge did the scholarship provide scholars?

- b. How have scholars been able to apply their new skills and knowledge (in the public sector, and elsewhere?)
 - c. What opportunities has the scholarship brought alumni, beyond their public sector employment?
7. To what extent have scholars developed and maintained links in Cambodia, with Australia, and in the region, as a result of studying in Australia?
 - a. What have been the results of those links?
8. How effective have scholarships been as a mechanism to improve the effectiveness of target institutions?
 - a. How are alumni valued in the public sector?
 - b. What contributions have alumni made to their
9. How have scholars contributed to Cambodia’s development as a result of their scholarship?
10. How have the experiences of men and women scholars differed?
 - a. What influenced any differences in those experiences?

The evaluation will examine how the impact of the scholarships has varied between scholars in different sectors, and between scholars from different employing institutions.

Methodology

An evaluation methodology describes a systematic approach to collecting data and analysing it, to inform conclusions about the impact of the scholarships program. The research design for this evaluation takes an explanatory mixed methods approach. It is objectives-based – it will examine the extent to which the objectives have been achieved – but will also have an open element so unintended outcomes are captured and examined. Data will be collected sequentially, beginning with a whole-of-population tracer study, followed by a more in-depth qualitative study of a sample of scholars. The qualitative data is important, because the evaluation is seeking to understand changes in a complex context, for which simple survey questions are generally insufficient. We also want to explore the scholarships program in some depth – the qualitative data will be ‘meat’ on the statistical ‘bones’ of the tracer study.

The evaluation is design in four phases, with distinct roles and responsibilities for the three main parties: AusAID Cambodia, IDP, and the Evaluation Team Leader. The phases can be scheduled with a fair degree of flexibility – they can run immediately following one another (which would maintain momentum for the evaluation) or there can be gaps between them to suit scheduling imperatives, competing deadlines and resources availability.

Phase One: Preparation

The preparation phase is brief but crucial as it lays the foundation for the tracer study. During this phase all three parties have responsibilities: AusAID will launch the evaluation through correspondence (and dialogue, where appropriate) with all stakeholders and by confirming the timetable and resources for the evaluation. AusAID will also assemble the complete set of background documentation necessary for the secondary data analysis. These documents will include, at least:

- ADS Cambodia program reports (of all types) back to 1994 – e.g. progress reports, selection reports, contract completion reports, previous tracer studies and reviews;

- ALA reports for Cambodia;
- AusAID corporate performance or evaluation reports for scholarships in Cambodia (e.g. 2008 ASG performance report);
- Other project reports of relevance, e.g. CARDIAP reports that mention scholarships.

IDP will develop the tracer study questionnaire, based on the survey instrument developed for the two-year survey of alumni that is part of the new M&E Plan. It is likely that the tracer study questionnaire will mirror the two-year survey with the addition of some open questions aligned to the evaluation questions set out above. The tracer study survey instrument will be piloted and refined before being finalised. During this phase IDP will also complete the manual updating of its alumni database – already underway – to achieve the maximum number of alumni with current contact details. This is crucial to ensure the population sampled in the tracer study is as near-to-complete as possible, including those alumni not currently in Cambodia.

The Team Leader will work with IDP in the development and finalisation of the tracer study survey instrument. During this phase the Team Leader will also undertake systematic secondary data analysis of the documents and data assembled by AusAID²².

Phase Two: Tracer Study and Phase Three Preparation

As noted above, the Tracer Study will collect mainly quantitative data, but with a small number of open questions inviting qualitative information. Using the IDP survey instrument (extended) will therefore provide a long-overdue baseline for the ongoing monitoring of ADS and other scholarships program, and will ensure continuity and consistency of data in future. During this phase, IDP will distribute the survey to all alumni on its database, and will build the necessary database to capture the survey data. While the final decision will be made in negotiation with IDP, it is likely that a database in MS Access will be most appropriate, with data analysis using SPSS statistical software. IDP will also take responsibility for collecting completed surveys, following up non-returns, data entry, and data cleansing.

Once all data entry is completed and quality assured, the Team Leader will join the team in Phnom Penh to undertake survey data analysis. The analysis will inform the choices made about sampling for Phase Three, and about the exact forms of interviews and case studies.

Following data analysis and sampling, the Team Leader and the rest of the evaluation team will develop guides and protocols for the in-depth interviews and case studies. Decisions will be made regarding the language of interview (English or Khmer), which may vary depending on the interviewee (for example, alumni may be comfortable in English, but employers are likely to prefer Khmer). Interview guides and protocols will be piloted and finalised during this phase. Once all decisions are made and data collection methods finalised, a detailed schedule will be finalised for Phase Three. This will include determination of the exact resource requirements (e.g. the extent of translation support will be known once interview languages are decided).

Phase Three: Evaluation

Phase Three focuses on the collection of qualitative data, to support the deeper investigation of key issues arising out of the tracer study. Experience suggests that focus groups are unlikely to be the most effective means of data collection, so the emphasis will be on individual face-to-face interviews. Certainly a sample of alumni will be interviewed; possibly also selected employers and

²² It is likely this content analysis will be conducted using a qualitative data analysis application such as *HyperResearch*, *NUD.IST* or *Nvivo*.

colleagues. A sub-set of interview subjects may also lead to the development of detailed case studies – either of individual alumni, or of individual institutions (in terms of their experience with staff who have participated in the scholarship program). Sampling is discussed in more detail below.

All data will be disaggregated by gender, by field of study, and by employer.

Interviews will be conducted by a team of two evaluators, in order to address language requirements as well as to facilitate a mix of discussion, note-taking and (where appropriate) recording of interviews. It will be necessary to prepare transcripts of each interview, including careful translations from Khmer into English in order to enable textual analysis.

There will be considerable administrative and logistical work involved in Phase Three, mainly involving correspondence with interview subjects, appointment programs, transport requirements and interpreting/translation arrangements. It is proposed that IDP take responsibility for this administration support.

Phase Four: Analysis and Reporting

The team leader will take primary responsibility for the qualitative data analysis, likely using content analysis applications (as noted in Phase One). The analysis will subsequently bring together all data collected throughout the evaluation phases, from both primary and secondary sources, in order to draw conclusions about the impact of the scholarships program in line with the evaluation questions.

Sampling

The tracer study will aim for a whole-of-population sample, i.e. $n=237^{23}$. In reality it is likely that a proportion of alumni will not be contactable (it is known that a small percentage are not in Cambodia, although attempts will be made to include non-resident alumni in the sample as they will provide an important perspective). IDP indicates, however, that it is confident of reaching a large percentage of alumni. Further, IDP experience suggests a high completion rate amongst alumni for previous surveys.

Sampling for interviews and case studies will be done at the conclusion of the Tracer Study, in order to maximise the value of the qualitative data collected. The sample for qualitative study will be much smaller than the tracer study in order to facilitate more in-depth data collection. As such, sampling will be purposeful, and will include the identification of information-rich case studies for investigation.

It may be that sampling focuses on significant results, or extreme cases, on variables that distinguish between groups, or distinguishing demographic characteristics. A maximum variation approach (heterogeneity) may be useful. For example, it may be instructive to examine the different experiences of institutions that have a large number of returned scholars, as compared to an institution with few; or it is likely to be important to explore the experiences of women; or to investigate particularly successful alumni in order to understand the reasons for their success. By the same token, it may also be useful to examine the experiences of alumni who have had greatest difficulty making an increased contribution following their scholarship.

²³ i.e. all completed scholarships from ADS, ALA and CARDIAP

Dissemination

Once the analysis has been completed, the Team Leader will prepare a detailed Evaluation Report for submission to AusAID. Once the report has been accepted by AusAID, the Team Leader will also be available to prepare a set of additional material drawn from the evaluation report, as the basis for the dissemination of the evaluation findings to key stakeholders. At a minimum it is recommended that the Team Leader prepare:

- A one-page summary – in English and translated into Khmer – of the evaluation findings, for distribution to alumni and government stakeholders. This summary will be suitable for wide distribution and will provide far more accessible feedback on the evaluation than the full report.
- A short executive summary of the evaluation report, suitable for distribution within AusAID and other interested Australian government agencies, providing greater detail than the one-page summary, but omitting dense methodological detail and focusing on the findings and the basis for the conclusions reached. This document would be no more than five pages in total length.

Once the dissemination documents have been finalised, AusAID will take responsibility for dissemination and any subsequent follow up, although the Team Leader would also be available to participate in dissemination should that be requested.

Codes of Behaviour

A number of important principles will guide the behaviour of evaluators on this evaluation. The evaluation will be conducted by a competent and credible evaluation team, guided by the needs of stakeholders. The evaluation plan will be feasible, cost effective and practical, in particular being mindful of the workloads of alumni and their employers (the primary source of data for the evaluation).

The evaluation will seek to be complete and fair, guided by formal agreements regarding scope and methodology and respecting the rights of evaluation participants. Finally, the evaluation will be based on defensible information sources, systematic data collection, and impartial reporting. Data will be kept confidential and no identifying information will be reported. Although it is not present in Cambodian law, the principle of informed consent will be applied to the process of inviting alumni and other interlocutors to participate in the evaluation. Information about the purposes of the evaluation and the use of the data collected will be provided to all participants and their agreement secured before any data is requested.

Resources

It is proposed that a small evaluation team conduct the evaluation, comprising at least three people led by an international evaluator. The team will need to have, between them:

- Technical skills in evaluation design and implementation
- Knowledge of Australian scholarships in Cambodia
- Khmer and English language skills at a high standard
- Professional writing skills
- Quantitative and qualitative data analysis expertise, including skills in statistical analysis using SPSS and

The team would most usefully comprise inputs from IDP, an international consultant, and the professional Khmer research community: an international evaluation team leader, a Khmer researcher, and an input from IDP with expertise in the alumni database, surveys and quantitative analysis. It is likely that a skilled Khmer researcher could be provided by Domrei Consultants.

There will also be a need for some inputs from a translator/interpreter and a professional note-taker who can take detailed notes (transcripts) during interviews and focus groups. The notes need to be sufficiently detailed and accurate as to enable content analysis, and quoting of comments and stories. Again, Domrei Consultants is likely to be a source for this expertise.

Administrative support will be required to undertake correspondence, survey distribution and follow-up, appointments and meeting logistics, and general administration. Such support may best be provided by IDP, depending on negotiated availability of resources.

The phasing of the evaluation design (outlined below) will mean that not all resources are required for the entire study.

Evaluation Schedule

The evaluation will be conducted in four phases. These are outlined in the workplan at Attachment 1, with an indication of who might take lead responsibility for each task and an estimate of the time required for each stage. Assuming IDP can take responsibility for the implementation of the tracer survey, with input from the Team Leader at key points throughout preparation and implementation, it may only be necessary to contract in additional resources (to, and in, Cambodia) during phases three and four.

The phasing of the evaluation schedule provides flexibility for AusAID in implementation, with the option of separating phases one and two (the tracer study phases) from phases three and four (the evaluation phases). This timetable will require considerable confirmation before it can be considered final.

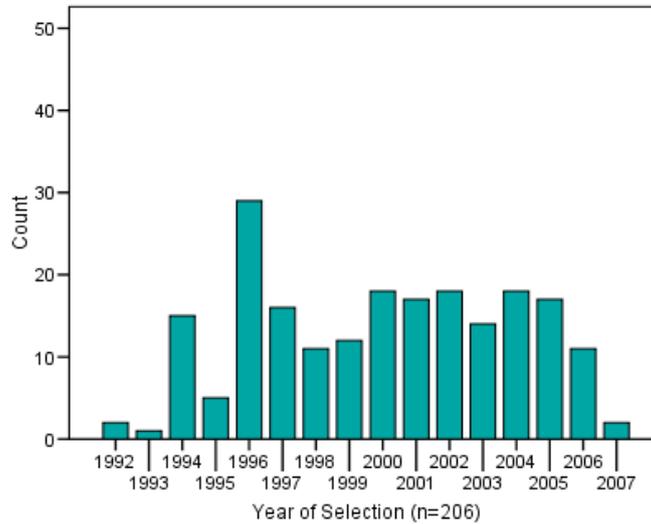
Annex 5 – List of Documents

<i>A Tracer Study of Australian Development Scholarship Graduates Returned from Australia</i> (Marie Yeo) – May	1999
<i>Cambodia: Pre-departure training for ADS – Program Review Report</i> (AusAID) – September	2001
<i>ADS in Cambodia Impact Study – Final Report</i> (Enrica G Aquino & Eng Peou) – November	2004
<i>Australian Development Scholarships Review – Draft Report</i> (Kai Detto) – July	2005
<i>Cambodia Agricultural Research and Development Institute Assistance Project (CARDIAP) Activity Completion Report</i> (Hassall and Associates International with Hunter Consulting Services) – August	2006
<i>ADS Selection Panel Report for ADS 2009 Awards Cambodia</i> (IDP Education) – 12 December	2007
<i>Australian Scholarships Program Design Document</i> – July	2007
<i>Annual Work Plan 2007: ADS Pre-departure Training and Management – Cambodia</i> (IDP) – February	2007
<i>Annual Plan 2009 Cambodia Australian Scholarships Program</i> (IDP) – December	2008
<i>Cambodia Pre-departure training for Australian Development Scholarships</i> (AusAID) – September	2001
<i>Pre-departure Training Reports: Australian Development Scholarships</i> (IDP Education) – quarterly reports	2006-2009
<i>Cambodia Australian Development Scholarships – Issues Paper</i> (Kai Detto) – January	2007
<i>Australia-Cambodia Development Cooperation Strategy 2003-2006</i> (AusAID)	2003

Annex 6 – Statistical Annex

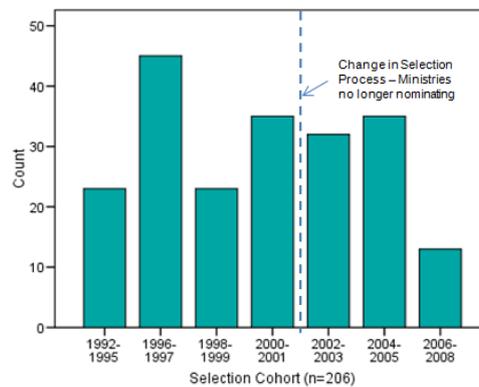
The chart at Figure 1 shows the respondents to the tracer study by their year of selection:

Figure 7: Selection Cohorts



Because of the large number of selection years in the study, and in order to facilitate more manageable and meaningful data analysis and reporting, the selection years were re-coded into categories as shown in Figure 2. The responses for the most recent years are lower because some scholars from those cohorts can be assumed to be still on award. The chart also shows the point at which AusAID changed its policy on the role of employing Ministries in the selection process.

Figure 8: Two-Yearly Selection Cohorts



Demographic and Descriptive Data

Table 8: Reported Country of Residence

			Sex		Total
			Male	Female	Male
Country of Residence	Australia	Count	6	6	12
		% within Sex	4.1%	9.8%	5.8%
	Cambodia	Count	133	52	185
		% within Sex	91.7%	85.2%	89.8%
	Canada	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	France	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Japan	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	Kuwait	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Lao	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Malaysia	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	USA	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Australia/Cambodia	Count	1	1	2
		% within Sex	.7%	1.6%	1.0%
Total		Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.850(a)	9	.363
Likelihood Ratio	11.128	9	.267
Linear-by-Linear Association	.178	1	.673
N of Valid Cases	206		

a 17 cells (85.0%) have expected count less than 5. The minimum expected count is .30.

Table 9: Scholarship Scheme

	Frequency	%
ADS	191	92.7
ALA	2	1.0
CMU	3	1.5
UOW	1	0.5
UPPEEP	2	1.0
CARDIAP/CIAP	7	3.4
Total	206	100.0

Table 10: Level of Qualification

	Male	Female	Total
Postgraduate Diploma	1 0.7%	3 4.9%	4 1.9%
Masters	137 94.5%	57 93.4%	194 94.2%
Doctorate	6 4.1%	1 1.6%	7 3.4%
Other	1 0.7%	0 0.0%	1 0.5%
Total	145 100.0%	61 100.0%	206 100.0%

The one respondent who is recorded as ‘Other’ achieved a professional fellowship qualification in a specialised medical field.

Table 4: Achievement of Original Enrolment

	Sex		Total
	Male	Female	Male
No	9 6.2%	2 3.3%	11 5.3%
Yes	136 93.8%	59 96.7%	195 94.7%
	145 100.0%	61 100.0%	206 100.0%

Chi-Square Tests

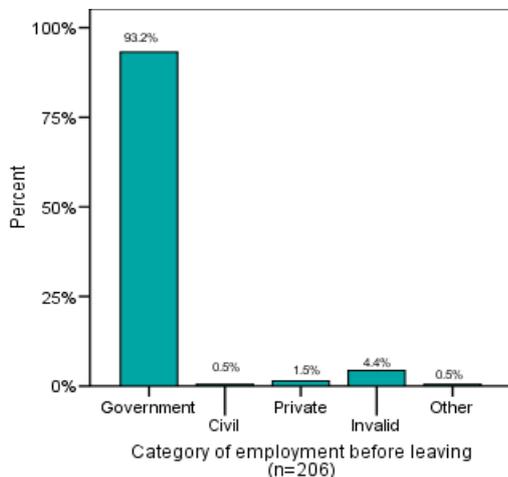
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.728(b)	1	.393		
Continuity Correction(a)	.264	1	.607		
Likelihood Ratio	.796	1	.372		
Fisher's Exact Test				.513	.317
Linear-by-Linear Association	.725	1	.395		
N of Valid Cases	206				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.26.

Individual Career Development

Figure 9: Original Category of Employment



Return to Former Workplace

			Sex		Total
			Male	Female	
Did you return to your former workplace?	No	Count	9	4	13
		% within Sex	6.2%	6.6%	6.3%
	Yes	Count	136	56	192
		% within Sex	93.8%	91.8%	93.2%
	Missing	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.404(a)	2	.301
Likelihood Ratio	2.461	2	.292
Linear-by-Linear Association	2.361	1	.124
N of Valid Cases	206		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

Return to Former Workplace (re-coded)

			Recorded Yr Sel part A		Total
			up to 2001	2001 onwards	up to 2001
Did you return to your former workplace?	No	Count	8	5	13
		% within Recorded Yr Sel part A	6.3%	6.3%	6.3%
	Yes	Count	117	75	192
		% within Recorded Yr Sel part A	92.9%	93.8%	93.2%
	Missing	Count	1	0	1
		% within Recorded Yr Sel part A	.8%	.0%	.5%
Total	Count	126	80	206	
	% within Recorded Yr Sel part A	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.640(a)	2	.726
Likelihood Ratio	.988	2	.610
Linear-by-Linear Association	.632	1	.427
N of Valid Cases	206		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is .39.

Level of Position on Return

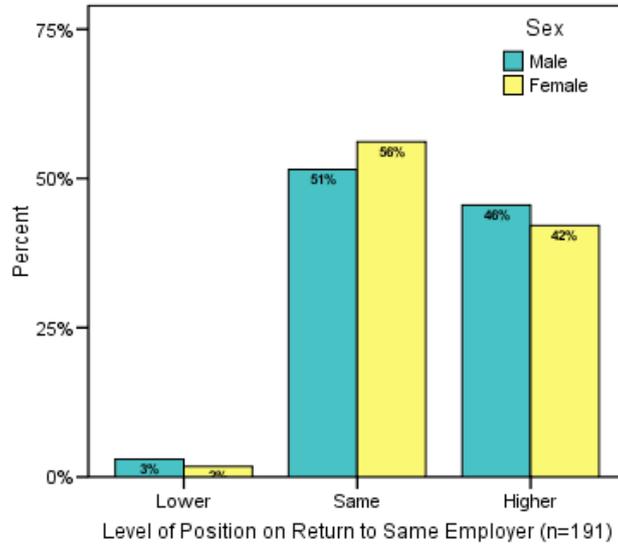
			Sex		Total
			Male	Female	
If YES that position was lower/same/higher	Lower	Count	4	1	5
		% within Sex	2.8%	1.6%	2.4%
	Same	Count	69	32	101
		% within Sex	47.6%	52.5%	49.0%
	Higher	Count	61	24	85
		% within Sex	42.1%	39.3%	41.3%
	Invalid	Count	2	0	2
		% within Sex	1.4%	.0%	1.0%
	Missing	Count	9	4	13
		% within Sex	6.2%	6.6%	6.3%
Total		Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.357(a)	4	.852
Likelihood Ratio	1.935	4	.748
Linear-by-Linear Association	.036	1	.849
N of Valid Cases	206		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is .59.

Figure 10: Level of Position on Return



Timing of Return to Work

			Sex		Total
			Male	Female	
How soon after return did you resume duties?	Immediately	Count	48	22	70
		% within Sex	33.1%	36.1%	34.0%
	Less than 1 month	Count	58	23	81
		% within Sex	40.0%	37.7%	39.3%
	Less than 3 months	Count	26	11	37
		% within Sex	17.9%	18.0%	18.0%
	Less than 6 months	Count	2	1	3
		% within Sex	1.4%	1.6%	1.5%
	More than 6 months	Count	8	4	12
		% within Sex	5.5%	6.6%	5.8%
	Missing	Count	3	0	3
		% within Sex	2.1%	.0%	1.5%
Total		Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

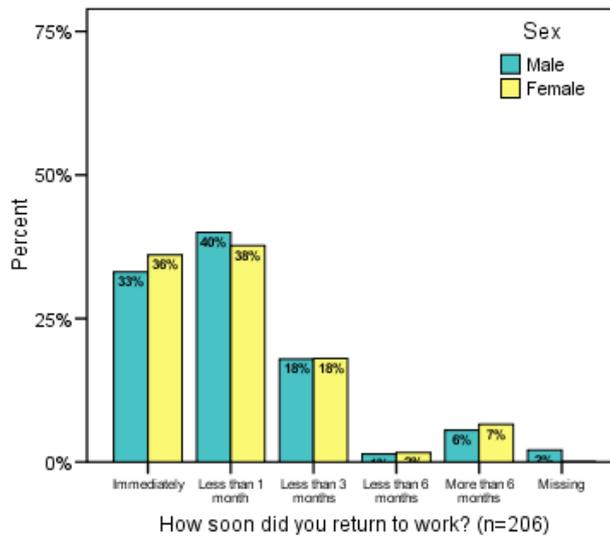
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.530(a)	5	.910

Likelihood Ratio	2.372	5	.796
Linear-by-Linear Association	1.256	1	.262
N of Valid Cases	206		

a 5 cells (41.7%) have expected count less than 5. The minimum expected count is .89.

Figure 11: Timing of Return to Work



Reintegration Experience

			Sex		Total
			Male	Female	
How did you feel about your reintegration into the workplace?	Very negative	Count	6	0	6
		% within Sex	4.1%	.0%	2.9%
	Somewhat negative	Count	18	11	29
		% within Sex	12.4%	18.0%	14.1%
	Neutral	Count	28	15	43
		% within Sex	19.3%	24.6%	20.9%
	Somewhat positive	Count	55	25	80
		% within Sex	37.9%	41.0%	38.8%
	Very positive	Count	34	8	42
		% within Sex	23.4%	13.1%	20.4%
Invalid	Count	2	0	2	
	% within Sex	1.4%	.0%	1.0%	
Missing	Count	2	2	4	

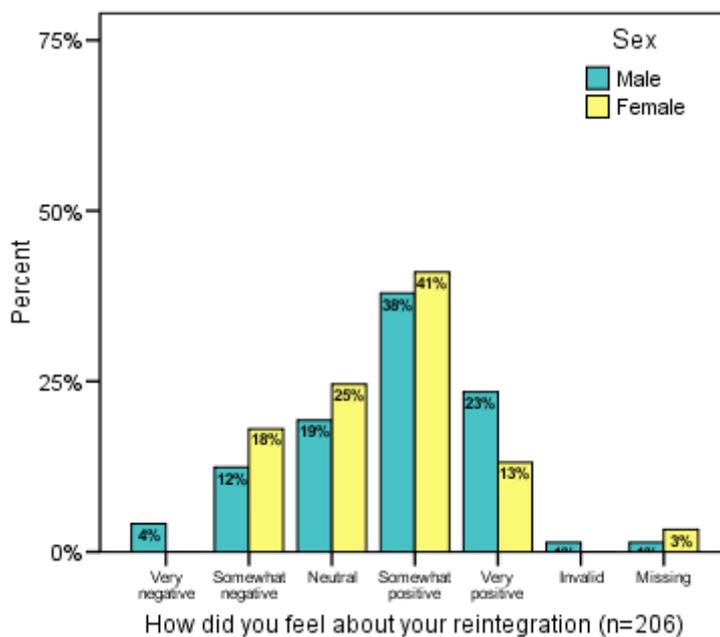
Total	% within Sex	1.4%	3.3%	1.9%
	Count	145	61	206
	% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.051(a)	6	.234
Likelihood Ratio	10.372	6	.110
Linear-by-Linear Association	.082	1	.775
N of Valid Cases	206		

a 6 cells (42.9%) have expected count less than 5. The minimum expected count is .59.

Figure 12: Reintegration Experience



Reintegration Experience (re-coded)

			Recoded Yr Sel part A		Total
			up to 2001	2001 onwards	up to 2001
How did you feel about your reintegration into the workplace?	Very negative	Count	6	0	6
		% within Recoded Yr Sel part A	4.8%	.0%	2.9%
	Somewhat negative	Count	11	18	29
		% within Recoded Yr Sel part A	8.7%	22.5%	14.1%
	Neutral	Count	22	21	43
		% within Recoded Yr Sel part A	17.5%	26.3%	20.9%
	Somewhat positive	Count	50	30	80
		% within Recoded Yr Sel part A	39.7%	37.5%	38.8%
	Very positive	Count	34	8	42
		% within Recoded Yr Sel part A	27.0%	10.0%	20.4%
	Invalid	Count	1	1	2
		% within Recoded Yr Sel part A	.8%	1.3%	1.0%
	Missing	Count	2	2	4
		% within Recoded Yr Sel part A	1.6%	2.5%	1.9%
Total	Count	126	80	206	
	% within Recoded Yr Sel part A	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.509(a)	6	.003
Likelihood Ratio	22.066	6	.001
Linear-by-Linear Association	.143	1	.705
N of Valid Cases	206		

a. 6 cells (42.9%) have expected count less than 5. The minimum expected count is .78.

Still work for same employer

			Sex		
			Male	Female	Total
Do you still work for the same employer/ministry than when you left?	No	Count	52	16	68
		% within Sex	35.9%	26.2%	33.0%
	Yes	Count	91	42	133
		% within Sex	62.8%	68.9%	64.6%
	Invalid	Count	2	3	5
		% within Sex	1.4%	4.9%	2.4%
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.669(a)	2	.160
Likelihood Ratio	3.482	2	.175
Linear-by-Linear Association	2.399	1	.121
N of Valid Cases	206		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.48.

Still at same workplace (re-coded)

			Recoded Yr Sel part A		Total
			up to 2001	2001 onwards	up to 2001
Do you still work for the same employer/ministry than when you left?	No	Count	54	14	68
		% within Recoded Yr Sel part A	42.9%	17.5%	33.0%
	Yes	Count	70	63	133
		% within Recoded Yr Sel part A	55.6%	78.8%	64.6%
	Invalid	Count	2	3	5
		% within Recoded Yr Sel part A	1.6%	3.8%	2.4%
Total	Count	126	80	206	
	% within Recoded Yr Sel part A	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.552(a)	2	.001
Likelihood Ratio	15.330	2	.000
Linear-by-Linear Association	1.268	1	.260
N of Valid Cases	206		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.94.

Career Outcomes

Promotions since Scholarship

			Sex		Total
			Male	Female	
How many time promoted since return?	None	Count	43	26	69
		% within Sex	29.7%	42.6%	33.5%
	1	Count	36	19	55
		% within Sex	24.8%	31.1%	26.7%
	2	Count	31	5	36
		% within Sex	21.4%	8.2%	17.5%
	3	Count	23	7	30
		% within Sex	15.9%	11.5%	14.6%
	Greater than 4	Count	9	0	9
		% within Sex	6.2%	.0%	4.4%
	Missing	Count	3	4	7
		% within Sex	2.1%	6.6%	3.4%
Total		Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.967(a)	5	.016
Likelihood Ratio	16.810	5	.005
Linear-by-Linear Association	2.025	1	.155
N of Valid Cases	206		

a 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.07.

Chance of Promotion with Current Employer

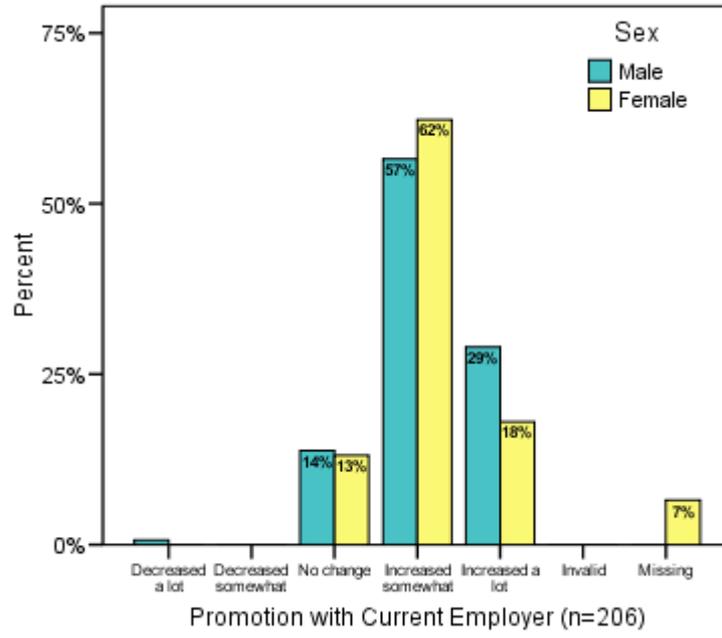
			Sex		
			Male	Female	Total
Future chance of obtaining promotions with my current employer	Decreased a lot	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	No change	Count	20	8	28
		% within Sex	13.8%	13.1%	13.6%
	Increased somewhat	Count	82	38	120
		% within Sex	56.6%	62.3%	58.3%
	Increased a lot	Count	42	11	53
		% within Sex	29.0%	18.0%	25.7%
	Missing	Count	0	4	4
		% within Sex	.0%	6.6%	1.9%
Total		Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.181(a)	4	.016
Likelihood Ratio	12.830	4	.012
Linear-by-Linear Association	9.396	1	.002
N of Valid Cases	206		

a 4 cells (40.0%) have expected count less than 5. The minimum expected count is .30.

Figure 13: Chance of Promotions with Current Employer



New Skills and Knowledge

Technical Skills

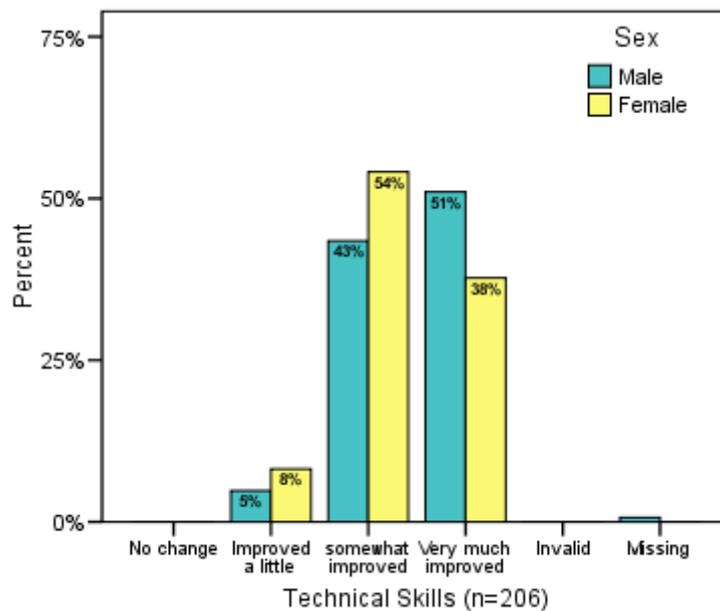
			Sex		Total
			Male	Female	Male
Technical skills	Improved a little	Count	7	5	12
		% within Sex	4.8%	8.2%	5.8%
	somewhat improved	Count	63	33	96
		% within Sex	43.4%	54.1%	46.6%
	Very much improved	Count	74	23	97
		% within Sex	51.0%	37.7%	47.1%
Missing	Count	1	0	1	
	% within Sex	.7%	.0%	.5%	
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.923(a)	3	.270
Likelihood Ratio	4.195	3	.241
Linear-by-Linear Association	.660	1	.417
N of Valid Cases	206		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .30.

Figure 14: Technical Skills



Analytical and Critical Skills

	Sex	Total

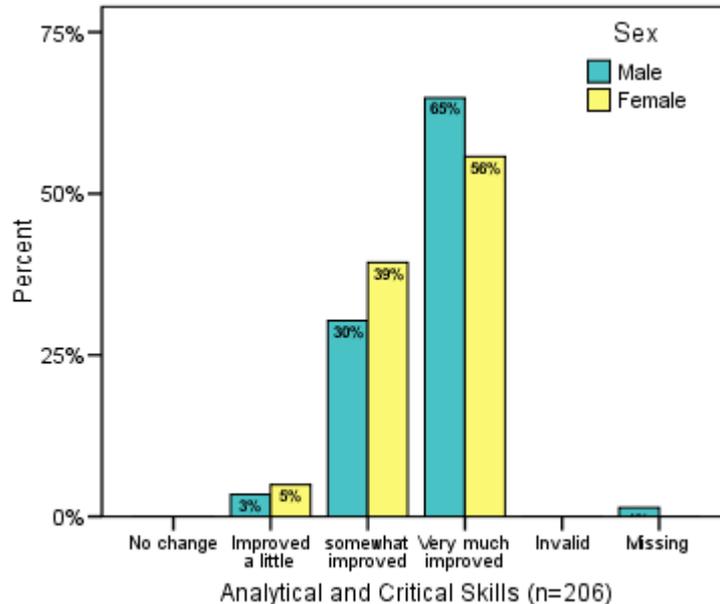
			Male	Female	Male
Analytical and critical skills	Improved a little	Count	5	3	8
		% within Sex	3.4%	4.9%	3.9%
	somewhat improved	Count	44	24	68
		% within Sex	30.3%	39.3%	33.0%
	Very much improved	Count	94	34	128
		% within Sex	64.8%	55.7%	62.1%
Missing	Count	2	0	2	
	% within Sex	1.4%	.0%	1.0%	
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.705(a)	3	.439
Likelihood Ratio	3.235	3	.357
Linear-by-Linear Association	.994	1	.319
N of Valid Cases	206		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .59.

Figure 15: Analytical and Critical Skills



Management Skills

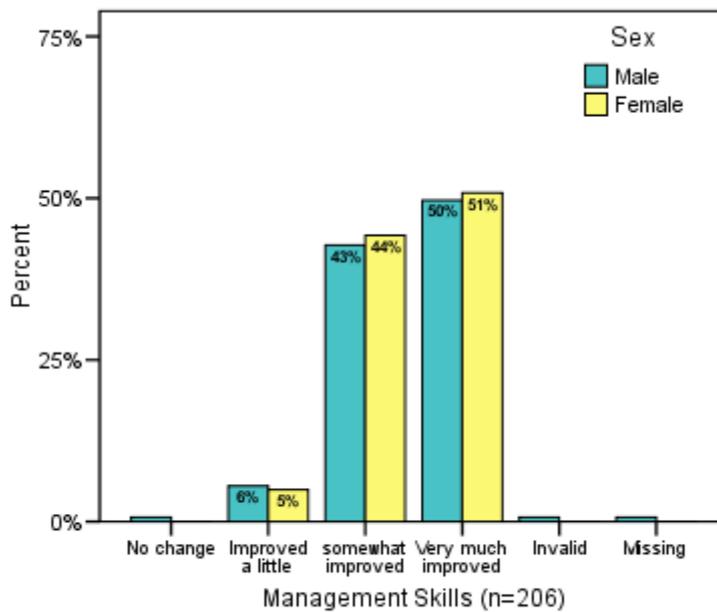
			Sex		Total
			Male	Female	Male
Management skills	No change	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Improved a little	Count	8	3	11
		% within Sex	5.5%	4.9%	5.3%
	somewhat improved	Count	62	27	89
		% within Sex	42.8%	44.3%	43.2%
	Very much improved	Count	72	31	103
		% within Sex	49.7%	50.8%	50.0%
	Invalid	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Missing	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.325(a)	5	.932
Likelihood Ratio	2.170	5	.825
Linear-by-Linear Association	.791	1	.374
N of Valid Cases	206		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .30.

Figure 16: Management Skills



Communication Skills

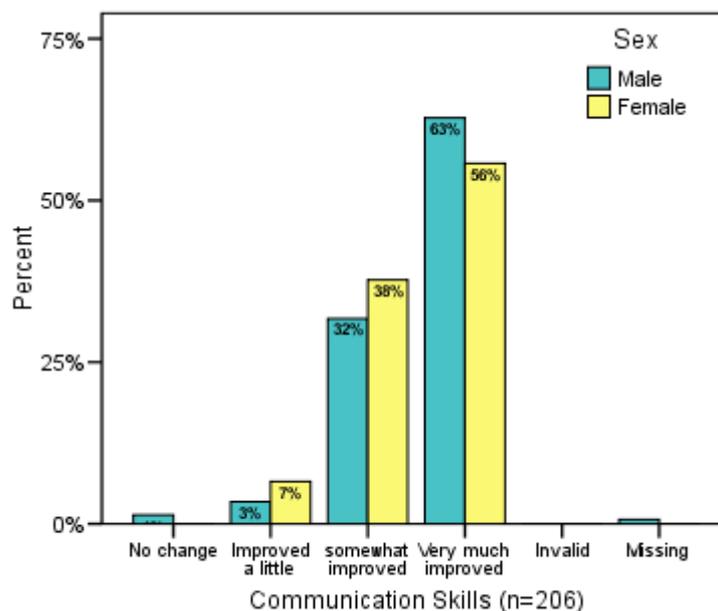
			Sex		Total
			Male	Female	Male
Communication skills	No change	Count	2	0	2
		% within Sex	1.4%	.0%	1.0%
	Improved a little	Count	5	4	9
		% within Sex	3.4%	6.6%	4.4%
	somewhat improved	Count	46	23	69
		% within Sex	31.7%	37.7%	33.5%
	Very much improved	Count	91	34	125
		% within Sex	62.8%	55.7%	60.7%
	Missing	Count	1	0	1
		% within Sex	.7%	.0%	.5%
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.019(a)	4	.555
Likelihood Ratio	3.792	4	.435
Linear-by-Linear Association	.521	1	.470
N of Valid Cases	206		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

Figure 17: Communication Skills



Cross-Cultural Understanding

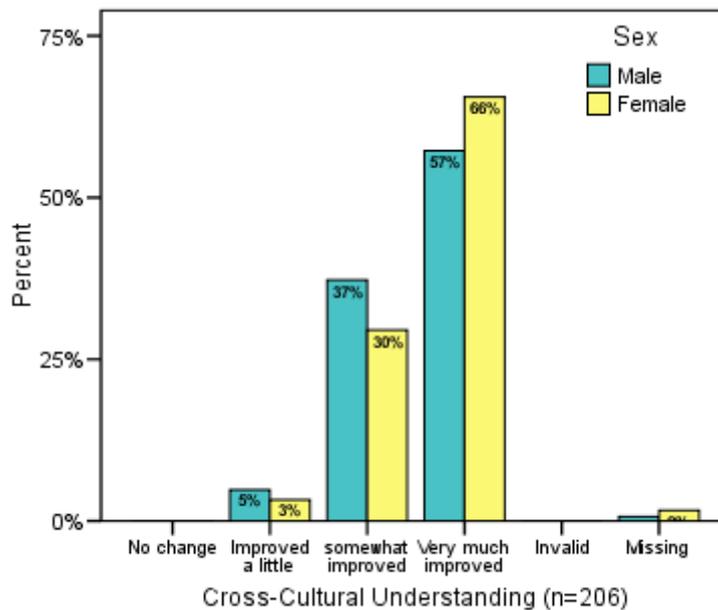
			Sex		Total
			Male	Female	Male
Cross-cultural understanding	Improved a little	Count	7	2	9
		% within Sex	4.8%	3.3%	4.4%
	somewhat improved	Count	54	18	72
		% within Sex	37.2%	29.5%	35.0%
	Very much improved	Count	83	40	123
		% within Sex	57.2%	65.6%	59.7%
Missing	Count	1	1	2	
	% within Sex	.7%	1.6%	1.0%	
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.869(a)	3	.600
Likelihood Ratio	1.863	3	.601
Linear-by-Linear Association	.496	1	.481
N of Valid Cases	206		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .59.

Figure 18: Cross-Cultural Understanding



Supportiveness for Diversity

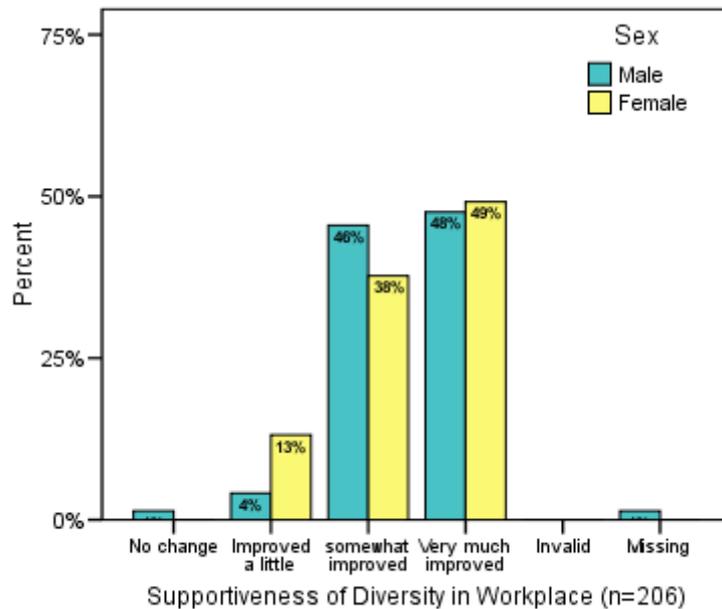
			Sex		Total
			Male	Female	Male
Supportiveness for diversity in the workplace	No change	Count	2	0	2
		% within Sex	1.4%	.0%	1.0%
	Improved a little	Count	6	8	14
		% within Sex	4.1%	13.1%	6.8%
	somewhat improved	Count	66	23	89
		% within Sex	45.5%	37.7%	43.2%
	Very much improved	Count	69	30	99
		% within Sex	47.6%	49.2%	48.1%
	Missing	Count	2	0	2
		% within Sex	1.4%	.0%	1.0%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.403(a)	4	.116
Likelihood Ratio	8.019	4	.091
Linear-by-Linear Association	.909	1	.340
N of Valid Cases	206		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is .59.

Figure 19: Supportiveness of Diversity in Workplace



Planning Skills

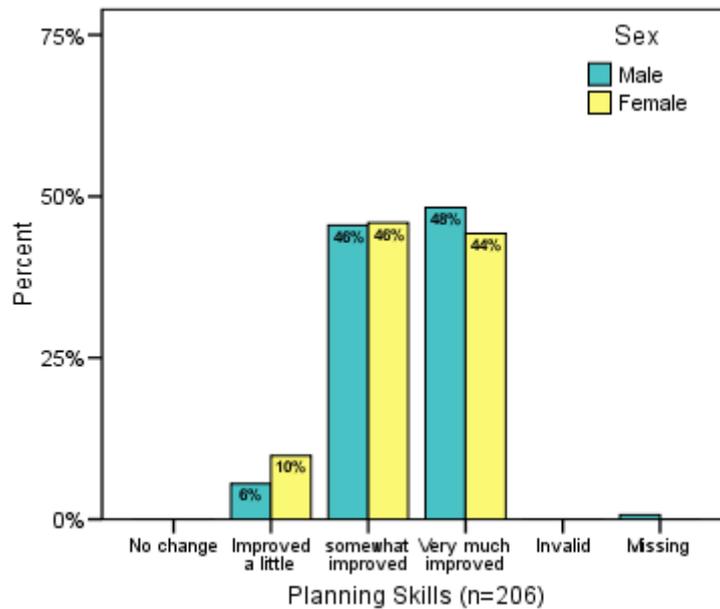
			Sex		Total
			Male	Female	Male
Planning skills	Improved a little	Count	8	6	14
		% within Sex	5.5%	9.8%	6.8%
	somewhat improved	Count	66	28	94
		% within Sex	45.5%	45.9%	45.6%
	Very much improved	Count	70	27	97
		% within Sex	48.3%	44.3%	47.1%
Missing	Count	1	0	1	
	% within Sex	.7%	.0%	.5%	
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.747(a)	3	.626
Likelihood Ratio	1.953	3	.582
Linear-by-Linear Association	.533	1	.465
N of Valid Cases	206		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .30.

Figure 20: Planning Skills



Opportunities outside the Public Sector

Employment with Other Organisations

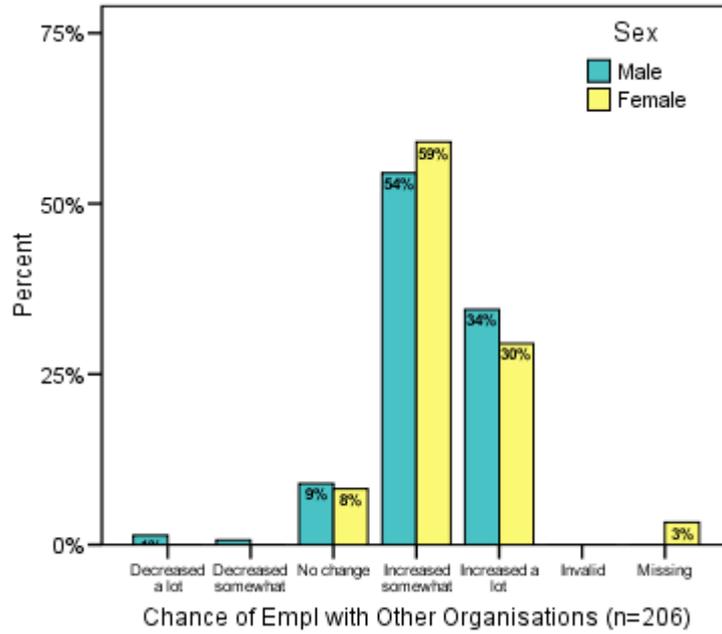
			Sex		Total
			Male	Female	
Future chance of employment with other organisations	Decreased a lot	Count	2	0	2
		% within Sex	1.4%	.0%	1.0%
	Decreased somewhat	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	No change	Count	13	5	18
		% within Sex	9.0%	8.2%	8.7%
	Increased somewhat	Count	79	36	115
		% within Sex	54.5%	59.0%	55.8%
	Increased a lot	Count	50	18	68
		% within Sex	34.5%	29.5%	33.0%
	Missing	Count	0	2	2
		% within Sex	.0%	3.3%	1.0%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.525(a)	5	.258
Likelihood Ratio	7.490	5	.187
Linear-by-Linear Association	4.812	1	.028
N of Valid Cases	206		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

Figure 21: Chance of Employment with other Organisations



Chance of Achieving Career Goals

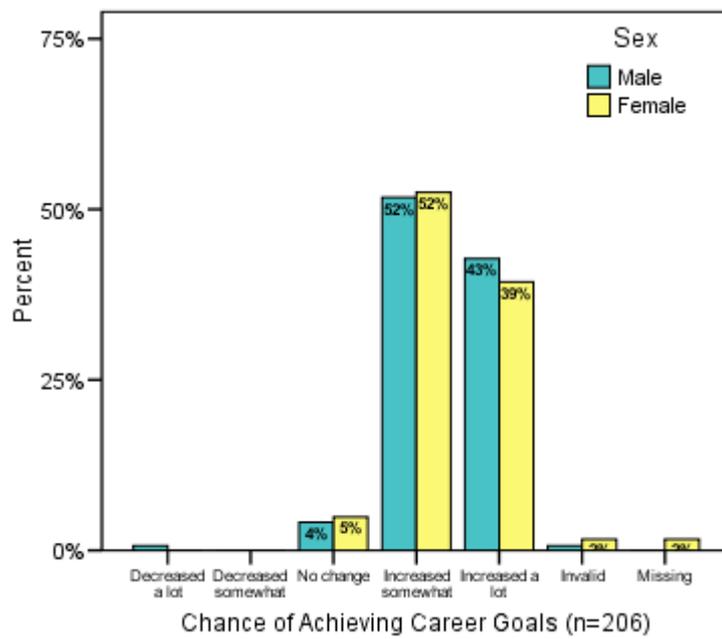
			Sex		
			Male	Female	Total
Future chace of achieving my career goals	Decreased a lot	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	No change	Count	6	3	9
		% within Sex	4.1%	4.9%	4.4%
	Increased somewhat	Count	75	32	107
		% within Sex	51.7%	52.5%	51.9%
	Increased a lot	Count	62	24	86
		% within Sex	42.8%	39.3%	41.7%
	Invalid	Count	1	1	2
		% within Sex	.7%	1.6%	1.0%
Missing	Count	0	1	1	
	% within Sex	.0%	1.6%	.5%	
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.381(a)	5	.641
Likelihood Ratio	3.684	5	.596
Linear-by-Linear Association	2.266	1	.132
N of Valid Cases	206		

a 7 cells (58.3%) have expected count less than 5. The minimum expected count is .30.

Figure 22: Chance of Achieving Career Goals



Opportunities for Employment Overseas

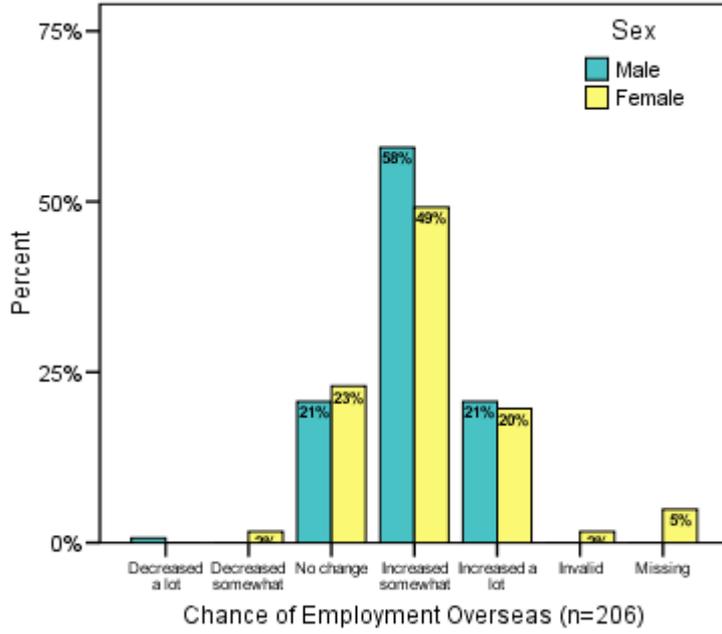
			Sex		
			Male	Female	Total
Future chance of opportunities for employment overseas	Decreased a lot	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Decreased somewhat	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	No change	Count	30	14	44
		% within Sex	20.7%	23.0%	21.4%
	Increased somewhat	Count	84	30	114
		% within Sex	57.9%	49.2%	55.3%
	Increased a lot	Count	30	12	42
		% within Sex	20.7%	19.7%	20.4%
	Invalid	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	Missing	Count	0	3	3
		% within Sex	.0%	4.9%	1.5%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.025(a)	6	.043
Likelihood Ratio	13.604	6	.034
Linear-by-Linear Association	9.358	1	.002
N of Valid Cases	206		

a 8 cells (57.1%) have expected count less than 5. The minimum expected count is .30.

Figure 23: Chance of Employment Overseas



Increased Salary/Personal Income

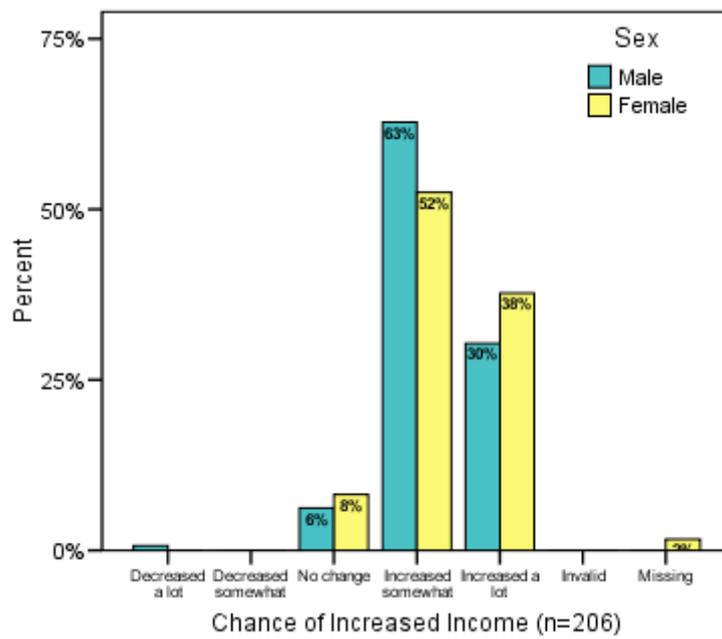
			Sex		Total
			Male	Female	
Future chance of increased salary or personal income	Decreased a lot	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	No change	Count	9	5	14
		% within Sex	6.2%	8.2%	6.8%
	Increased somewhat	Count	91	32	123
		% within Sex	62.8%	52.5%	59.7%
	Increased a lot	Count	44	23	67
		% within Sex	30.3%	37.7%	32.5%
	Missing	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.526(a)	4	.339
Likelihood Ratio	4.855	4	.302
Linear-by-Linear Association	2.600	1	.107
N of Valid Cases	206		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

Figure 24: Chance of Increased Income



Personal Outcomes

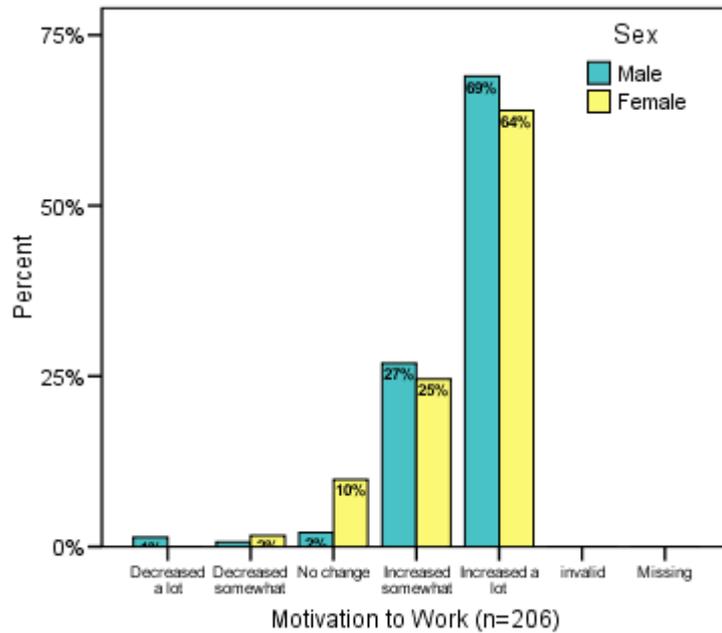
			Sex		Total
			Male	Female	Male
My motivation to work	Decreased a lot	Count	2	0	2
		% within My motivation to work	100.0%	.0%	100.0%
		% within Sex	1.4%	.0%	1.0%
	Decreased somewhat	Count	1	1	2
		% within My motivation to work	50.0%	50.0%	100.0%
		% within Sex	.7%	1.6%	1.0%
	No change	Count	3	6	9
		% within My motivation to work	33.3%	66.7%	100.0%
		% within Sex	2.1%	9.8%	4.4%
	Increased somewhat	Count	39	15	54
		% within My motivation to work	72.2%	27.8%	100.0%
		% within Sex	26.9%	24.6%	26.2%
	Increased a lot	Count	100	39	139
		% within My motivation to work	71.9%	28.1%	100.0%
		% within Sex	69.0%	63.9%	67.5%
Total	Count	145	61	206	
	% within My motivation to work	70.4%	29.6%	100.0%	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.417 ^a	4	.115
Likelihood Ratio	7.273	4	.122
Linear-by-Linear Association	.943	1	.332
N of Valid Cases	206		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .59.

Figure 25: Motivation to Work



Confidence in Abilities

			Sex		Total
			Male	Female	Male
Confidence in my abilities	Decreased a lot	Count	1	0	1
		% within Confidence in my abilities	100.0%	.0%	100.0%
		% within Sex	.7%	.0%	.5%
	No change	Count	1	0	1
		% within Confidence in my abilities	100.0%	.0%	100.0%
		% within Sex	.7%	.0%	.5%
	Increased somewhat	Count	40	16	56
		% within Confidence in my abilities	71.4%	28.6%	100.0%
		% within Sex	27.6%	26.2%	27.2%
Increased a lot	Count	103	45	148	
	% within Confidence in my abilities	69.6%	30.4%	100.0%	
	% within Sex	71.0%	73.8%	71.8%	
Total	Count	145	61	206	
	% within Confidence in my abilities	70.4%	29.6%	100.0%	
	% within Sex	100.0%	100.0%	100.0%	

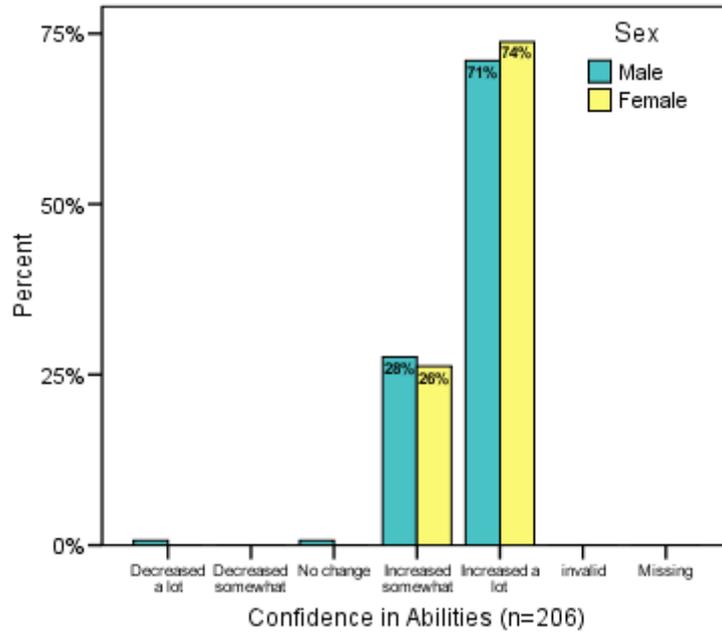
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.915(a)	3	.822
Likelihood Ratio	1.478	3	.687

Linear-by-Linear Association	.463	1	.496
N of Valid Cases	206		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

Figure 26: Confidence in Abilities



Ambitions for Career

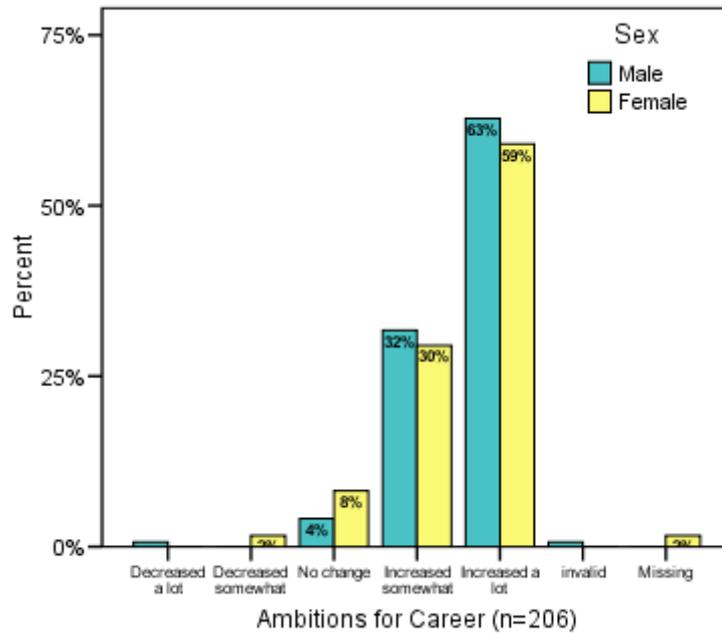
			Sex		Total
			Male	Female	Male
Ambitions for my career	Decreased a lot	Count	1	0	1
		% within Ambitions for my career	100.0%	.0%	100.0%
		% within Sex	.7%	.0%	.5%
	Decreased somewhat	Count	0	1	1
		% within Ambitions for my career	.0%	100.0%	100.0%
		% within Sex	.0%	1.6%	.5%
	No change	Count	6	5	11
		% within Ambitions for my career	54.5%	45.5%	100.0%
		% within Sex	4.1%	8.2%	5.3%
	Increased somewhat	Count	46	18	64
		% within Ambitions for my career	71.9%	28.1%	100.0%
		% within Sex	31.7%	29.5%	31.1%
	Increased a lot	Count	91	36	127
		% within Ambitions for my career	71.7%	28.3%	100.0%
		% within Sex	62.8%	59.0%	61.7%
	invalid	Count	1	0	1
		% within Ambitions for my career	100.0%	.0%	100.0%
		% within Sex	.7%	.0%	.5%
Missing	Count	0	1	1	
	% within Ambitions for my career	.0%	100.0%	100.0%	
	% within Sex	.0%	1.6%	.5%	
Total	Count	145	61	206	
	% within Ambitions for my career	70.4%	29.6%	100.0%	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.086(a)	6	.313
Likelihood Ratio	7.665	6	.264
Linear-by-Linear Association	.579	1	.447
N of Valid Cases	206		

a 9 cells (64.3%) have expected count less than 5. The minimum expected count is .30.

Figure 27: Ambitions for Career



Interest in Work

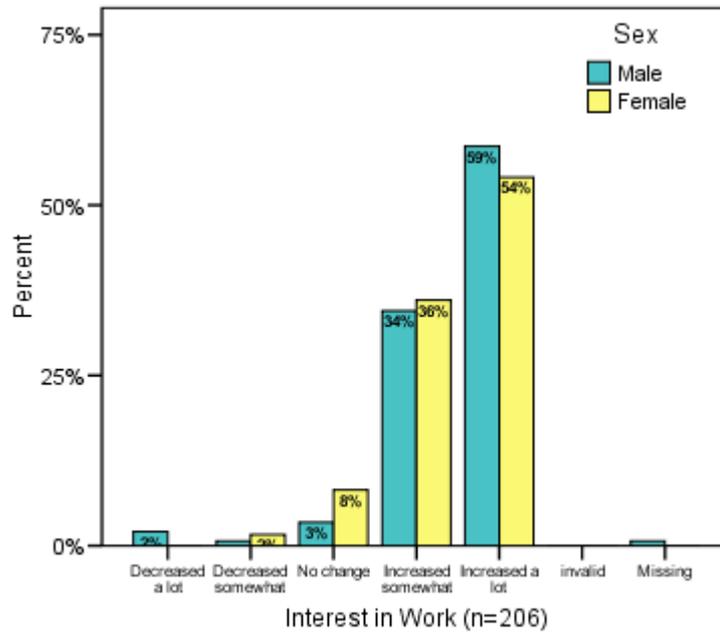
			Sex		Total
			Male	Female	Male
Interest in my work	Decreased a lot	Count	3	0	3
		% within Sex	2.1%	.0%	1.5%
	Decreased somewhat	Count	1	1	2
		% within Sex	.7%	1.6%	1.0%
	No change	Count	5	5	10
		% within Sex	3.4%	8.2%	4.9%
	Increased somewhat	Count	50	22	72
		% within Sex	34.5%	36.1%	35.0%
	Increased a lot	Count	85	33	118
		% within Sex	58.6%	54.1%	57.3%
	Missing	Count	1	0	1
		% within Sex	.7%	.0%	.5%
Total	Count		145	61	206
	% within Sex		100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.260(a)	5	.513
Likelihood Ratio	5.177	5	.395
Linear-by-Linear Association	.485	1	.486
N of Valid Cases	206		

a 7 cells (58.3%) have expected count less than 5. The minimum expected count is .30.

Figure 28: Interest in Work



Satisfaction with Work

			Sex		Total
			Male	Female	Male
Satisfaction with my work	Decreased a lot	Count	2	0	2
		% within Satisfaction with my work	100.0%	.0%	100.0%
		% within Sex	1.4%	.0%	1.0%
	Decreased somewhat	Count	3	1	4
		% within Satisfaction with my work	75.0%	25.0%	100.0%
		% within Sex	2.1%	1.6%	1.9%
	No change	Count	4	4	8
		% within Satisfaction with my work	50.0%	50.0%	100.0%
		% within Sex	2.8%	6.6%	3.9%
	Increased somewhat	Count	58	27	85
		% within Satisfaction with my work	68.2%	31.8%	100.0%
		% within Sex	40.0%	44.3%	41.3%
	Increased a lot	Count	78	28	106
		% within Satisfaction with my work	73.6%	26.4%	100.0%
		% within Sex	53.8%	45.9%	51.5%
	Missing	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	Total	Count	145	61	206
% within Sex		100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.563(a)	5	.351
Likelihood Ratio	6.053	5	.301
Linear-by-Linear Association	2.168	1	.141
N of Valid Cases	206		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .30.

Figure 29: Satisfaction with Work

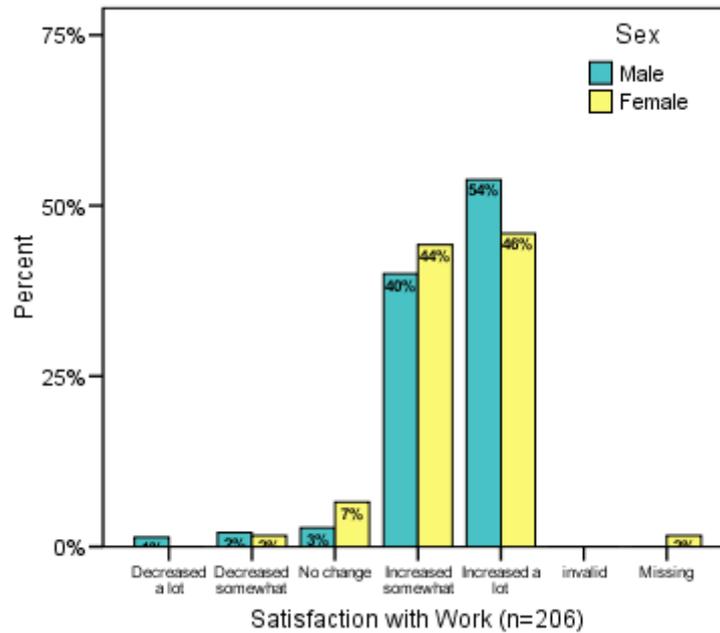


Table 11: Personal Empowerment as a result of Scholarship

			Sex		Total
			Male	Female	Male
Do you believe your Australian Scholarship has empowered you personally?	No	Count	3	2	5
		% within Sex	2.1%	3.3%	2.4%
	Yes	Count	139	59	198
		% within Sex	95.9%	96.7%	96.1%
	99	Count	3	0	3
		% within Sex	2.1%	.0%	1.5%
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.524(a)	2	.467
Likelihood Ratio	2.355	2	.308
Linear-by-Linear Association	1.289	1	.256
N of Valid Cases	206		

a 4 cells (66.7%) have expected count less than 5. The minimum expected count is .89.

Linkages Outcomes

Figure 30: Main Social Groups in Australia

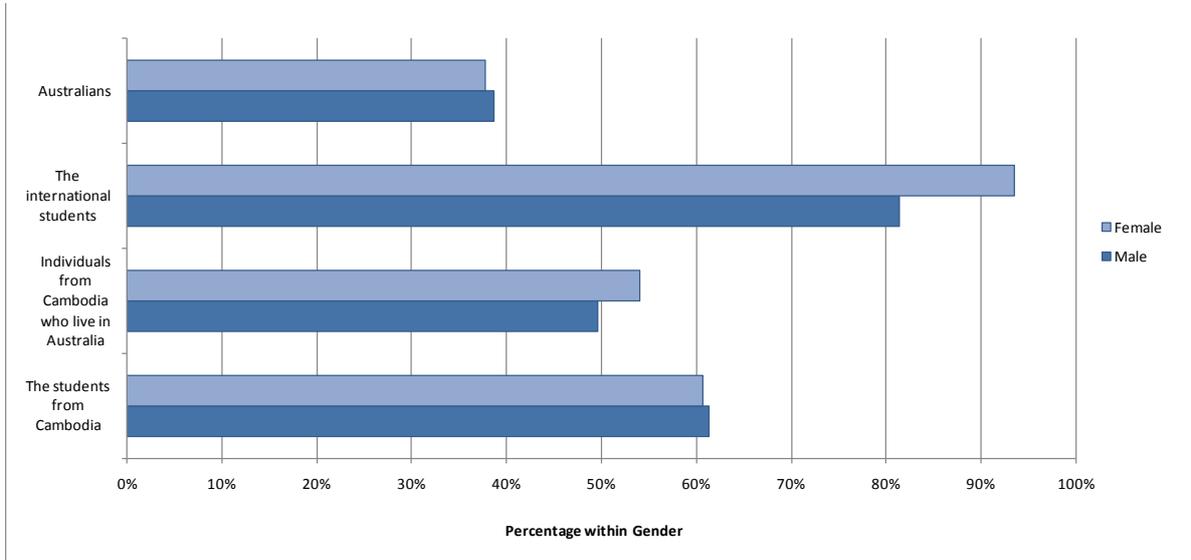
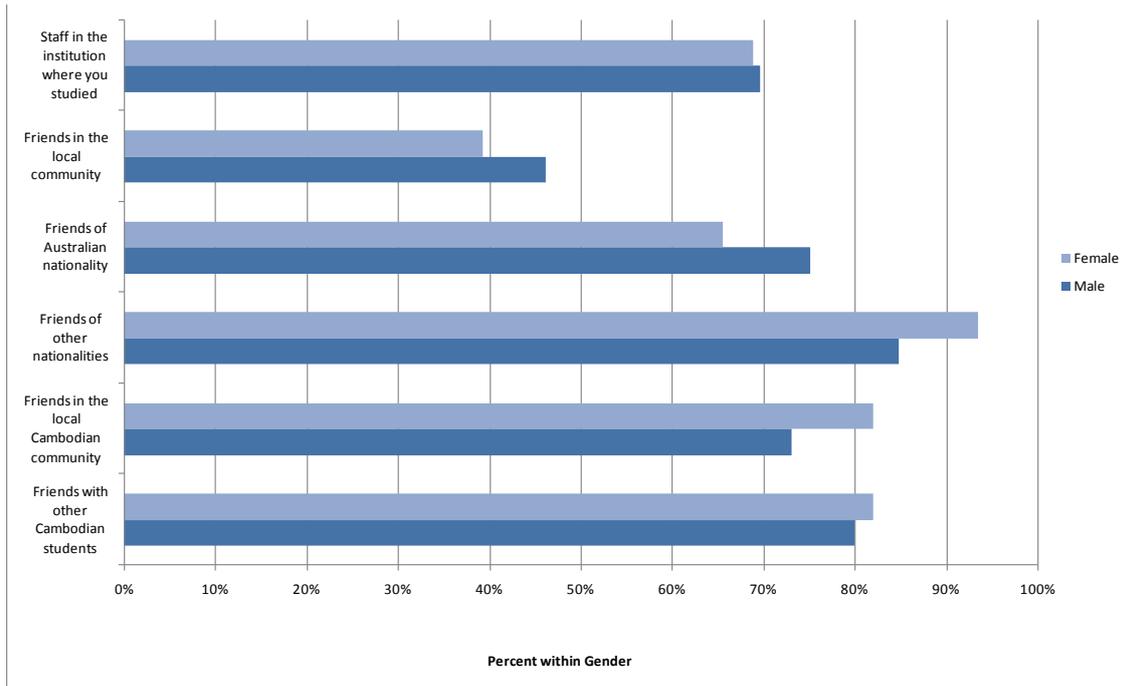


Figure 31: Links Developed in Australia



Maintained Links - Staff in the institution where you studied * Recoded Year of Selection Crosstabulation

		Recoded Year of Selection						Total	
		1992-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005		2006-2008
Maintained Links - Staff in the institution where you studied	No	14	25	12	18	12	12	4	97
	Yes	9	20	11	17	20	23	9	109
Total		23	45	23	35	32	35	13	206

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.424(a)	6	.209
Likelihood Ratio	8.536	6	.201
Linear-by-Linear Association	7.785	1	.005
N of Valid Cases	206		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.12.

Maintained Links - Friends of Australian nationality * Recoded Year of Selection Crosstabulation

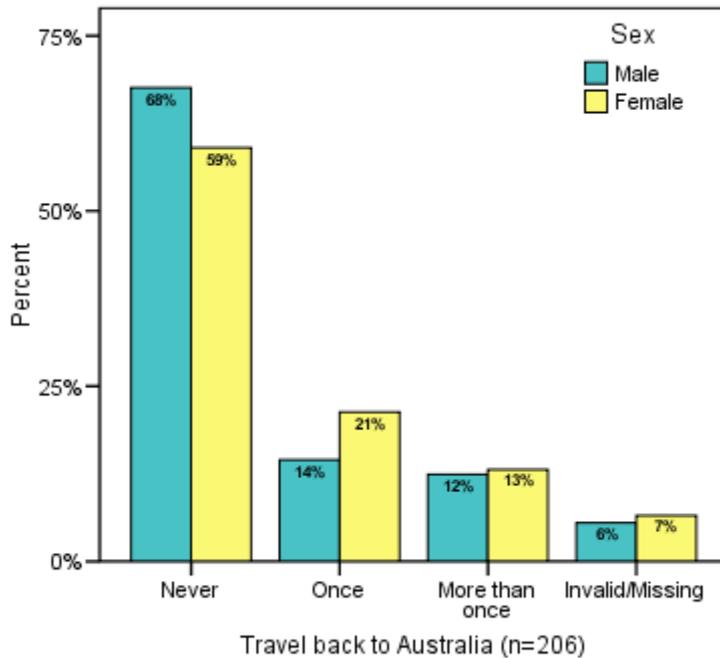
		Recoded Year of Selection						Total	
		1992-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005		2006-2008
Maintained Links - Friends of Australian nationality	No	19	26	14	21	23	11	5	119
	Yes	4	19	9	14	9	24	8	87
Total		23	45	23	35	32	35	13	206

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.529(a)	6	.002
Likelihood Ratio	21.220	6	.002
Linear-by-Linear Association	9.127	1	.003
N of Valid Cases	206		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.49.

Figure 32: Return Travel to Australia



Are you a registered member of the AAA-C * Sex Crosstabulation

			Sex		Total
			Male	Female	
Are you a registered member of the AAA-C	No	Count	29	22	51
		% within Sex	20.1%	37.3%	25.1%
	Yes	Count	115	37	152
		% within Sex	79.9%	62.7%	74.9%
Total		Count	144	59	203
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.543(b)	1	.011		
Continuity Correction(a)	5.663	1	.017		
Likelihood Ratio	6.251	1	.012		
Fisher's Exact Test				.013	.010
Linear-by-Linear Association	6.511	1	.011		
N of Valid Cases	203				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.82.

Australian Scholarships in Cambodia – Tracer Study and Evaluation
Annex 5 – List of Documents

Links – Correlation Matrix

			Correlations																
			Social Group - Cambodian students	Social Group - Cambodian Australians	Social Group - International students	Social Group - Australians	Develop Links - Cambodian students	Develop Links - Friends in local Cambodian community	Develop Links - Friends of other nationalities	Develop Links - Friends of Australian nationality	Develop Links - Friends in the local community	Develop Links - Staff in the institution where you studied	Maintained Links - Cambodian students	Maintained Links - Friends in local Cambodian community	Maintained Links - Friends of other nationalities	Maintained Links - Friends of Australian nationality	Maintained Links - Friends in the local community	Maintained Links - Staff in the institution where you studied	
Spearman's rho	Social Group - Cambodian students	Correlation Coefficient	1.000	.277*	-.083	.284**	.491**	-.317**	.118	.221**	.231**	.251**	.355**	.205**	.071	.080	.154*	.169*	
		Sig. (2-tailed)	.	.000	.235	.000	.000	.000	.090	.001	.001	.000	.000	.003	.306	.249	.027	.015	
		N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
	Social Group - Cambodian Australians	Correlation Coefficient	.277**	1.000	-.058	.338**	.281**	.352**	.067	.069	.066	.089	.264**	.317**	-.098	.116	.069	.090	
		Sig. (2-tailed)	.000	.	.410	.000	.000	.000	.334	.323	.421	.200	.000	.000	.160	.096	.321	.195	
		N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
	Social Group - International students	Correlation Coefficient	-.083	-.058	1.000	.250**	.035	.016	.290**	.166*	.130	.164*	-.016	.028	.260**	.142*	-.041	.176*	
		Sig. (2-tailed)	.235	.410	.	.000	.620	.817	.000	.017	.062	.018	.816	.685	.000	.042	.554	.011	
		N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
	Social Group - Australians	Correlation Coefficient	.284**	.338**	.250**	1.000	.263**	.170*	.091	.445**	.248**	.309**	.201**	.059	.030	.341**	.255**	.169**	
		Sig. (2-tailed)	.000	.000	.000	.	.014	.191	.000	.000	.000	.000	.004	.395	.672	.000	.000	.015	
		N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
	Develop Links - Cambodian students	Correlation Coefficient	.491**	.281**	.035	.263**	1.000	.324**	.258**	.328**	.192**	.394**	.657**	.240**	-.031	.124	.110	.153*	
		Sig. (2-tailed)	.000	.000	.620	.000	.	.000	.000	.006	.000	.000	.001	.661	.075	.116	.027		
		N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
	Develop Links - Friends in local Cambodian community	Correlation Coefficient	.317**	.352**	.016	.324**	1.000	.324**	.059	.157*	.209**	.289**	.233**	.595**	-.030	.029	.106	.239**	
		Sig. (2-tailed)	.000	.000	.817	.014	.000	.	.402	.023	.002	.000	.001	.000	.672	.682	.129	.001	
		N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207
	Develop Links - Friends of other nationalities	Correlation Coefficient	.118	.067	.290**	.091	.258**	.059	1.000	.158*	.163*	.161*	.158*	.088	.340**	.120	.058	.199**	
		Sig. (2-tailed)	.090	.334	.000	.191	.000	.402	.	.023	.019	.020	.023	.205	.000	.086	.403	.004	
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Develop Links - Friends of Australian nationality	Correlation Coefficient	.221**	.069	.166*	.445**	.328**	.157*	.158*	1.000	.290**	.297**	.128	.155*	-.003	.486**	.194**	.288**		
	Sig. (2-tailed)	.001	.323	.017	.000	.023	.023	.023	.	.000	.000	.065	.026	.967	.000	.005	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Develop Links - Friends in the local community	Correlation Coefficient	.231**	.056	.130	.248**	.192**	.209**	.163*	.290**	1.000	.275**	.094	.151*	.026	.312**	.519**	.294**		
	Sig. (2-tailed)	.001	.421	.062	.000	.006	.019	.000	.000	.	.000	.176	.030	.706	.000	.000	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Develop Links - Staff in the institution where you studied	Correlation Coefficient	.251**	.089	.164*	.309**	.394**	.289**	.161*	.297**	.275**	1.000	.250**	.122	.116	.187**	.247**	.578**		
	Sig. (2-tailed)	.000	.200	.018	.000	.000	.000	.020	.000	.000	.	.000	.080	.095	.007	.000	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Maintained Links - Cambodian students	Correlation Coefficient	.355**	.264**	-.016	.201**	.657**	.233**	.158*	.128	.094	.250**	1.000	.199**	.107	.158*	.141*	.180**		
	Sig. (2-tailed)	.000	.000	.816	.004	.000	.001	.023	.065	.176	.000	.	.004	.124	.023	.042	.010		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Maintained Links - Friends in local Cambodian community	Correlation Coefficient	.205**	.317**	.028	.059	.240**	.595**	.088	.155*	.151*	.122	.199**	1.000	.051	.141*	.154*	.289**		
	Sig. (2-tailed)	.003	.000	.685	.395	.001	.000	.205	.026	.030	.080	.004	.	.463	.043	.027	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Maintained Links - Friends of other nationalities	Correlation Coefficient	.071	-.098	.260**	.030	-.031	-.030	.340**	-.003	.026	.116	.107	.051	1.000	.233**	.102	.269**		
	Sig. (2-tailed)	.306	.160	.000	.672	.661	.672	.000	.706	.095	.124	.463	.	.001	.001	.145	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Maintained Links - Friends of Australian nationality	Correlation Coefficient	.080	.116	.142**	.341**	.124	.029	.120	.486**	.312**	.187**	.158*	.141*	.233**	1.000	.305**	.396**		
	Sig. (2-tailed)	.249	.096	.042	.000	.075	.682	.086	.000	.000	.007	.023	.043	.001	.	.000	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Maintained Links - Friends in the local community	Correlation Coefficient	.154*	.069	-.041	.255**	.110	.106	.058	.194**	.519**	.247**	.141*	.154*	.102	.305**	1.000	.284**		
	Sig. (2-tailed)	.027	.321	.554	.000	.116	.129	.403	.005	.000	.000	.042	.027	.145	.000	.	.000		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	
Maintained Links - Staff in the institution where you studied	Correlation Coefficient	.169*	.090	.176*	.169*	.153*	.239**	.199**	.288**	.294**	.578**	.180**	.289**	.269**	.396**	.284**	1.000		
	Sig. (2-tailed)	.015	.195	.011	.015	.027	.001	.004	.000	.000	.000	.010	.000	.000	.000	.000	.		
	N	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	207	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Improved Institutional Effectiveness

Relevance of Skills and Knowledge

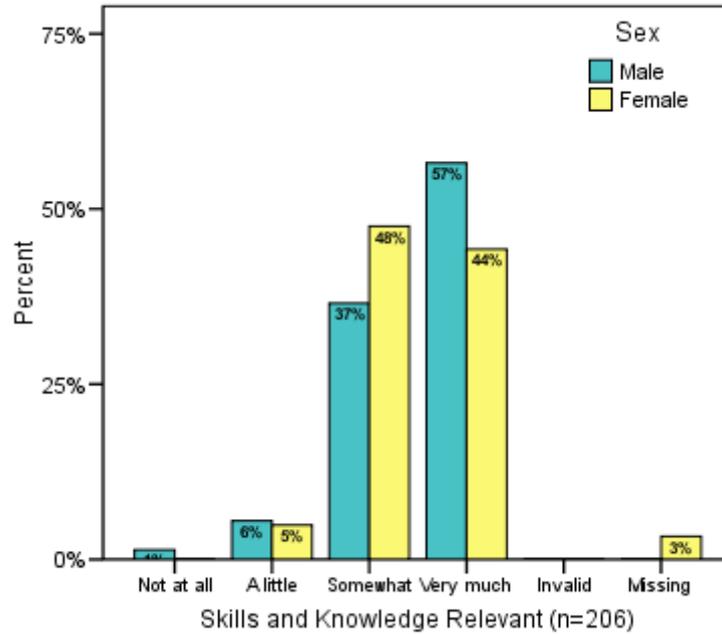
			Sex		Total
			Male	Female	Male
Content, Knowledge and Skills match my job	Not at all	Count	2	0	2
		% within Sex	1.4%	.0%	1.0%
	A little	Count	8	3	11
		% within Sex	5.5%	4.9%	5.3%
	Somewhat	Count	53	29	82
		% within Sex	36.6%	47.5%	39.8%
	Very much	Count	82	27	109
		% within Sex	56.6%	44.3%	52.9%
	Missing	Count	0	2	2
		% within Sex	.0%	3.3%	1.0%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.153(a)	4	.086
Likelihood Ratio	8.830	4	.065
Linear-by-Linear Association	4.532	1	.033
N of Valid Cases	206		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .59.

Figure 33: Relevance of New Skills and Knowledge



Utilisation of Skills and Knowledge

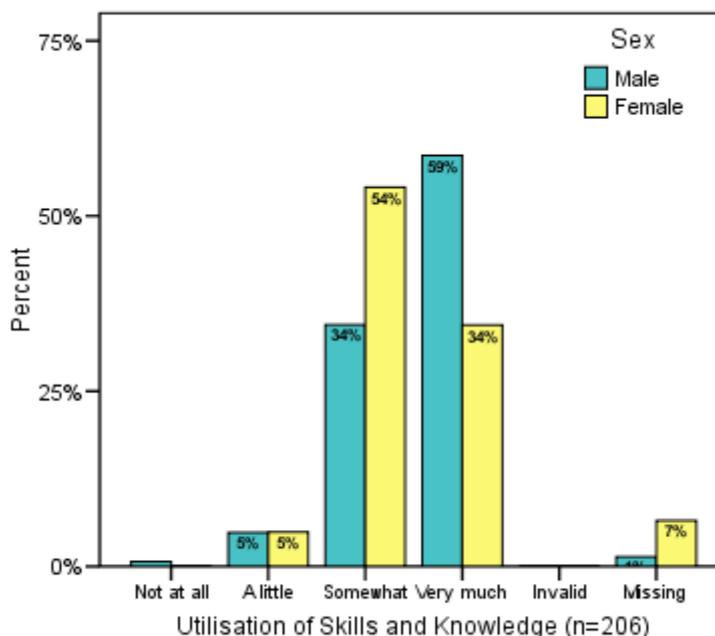
			Sex		Total
			Male	Female	Male
Used knowledge and skills	Not at all	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	A little	Count	7	3	10
		% within Sex	4.8%	4.9%	4.9%
	Somewhat	Count	50	33	83
		% within Sex	34.5%	54.1%	40.3%
	Very much	Count	85	21	106
		% within Sex	58.6%	34.4%	51.5%
	Missing	Count	2	4	6
		% within Sex	1.4%	6.6%	2.9%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.359(a)	4	.010
Likelihood Ratio	13.366	4	.010
Linear-by-Linear Association	3.718	1	.054
N of Valid Cases	206		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

Figure 34: Utilisation of New Skills and Knowledge



Support from Supervisor

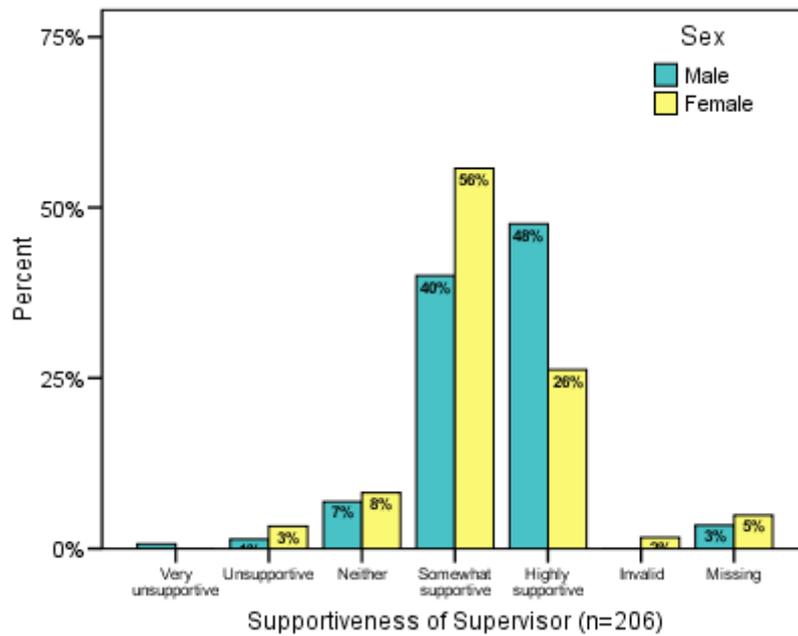
			Sex		Total
			Male	Female	Male
Supervisor is supportive of using new knowledge and skills	Very unsupportive	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Unsupportive	Count	2	2	4
		% within Sex	1.4%	3.3%	1.9%
	Neither	Count	10	5	15
		% within Sex	6.9%	8.2%	7.3%
	Somewhat supportive	Count	58	34	92
		% within Sex	40.0%	55.7%	44.7%
	Highly supportive	Count	69	16	85
		% within Sex	47.6%	26.2%	41.3%
	Invalid	Count	0	1	1
		% within Sex	.0%	1.6%	.5%
	Missing	Count	5	3	8
		% within Sex	3.4%	4.9%	3.9%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.061(a)	6	.086
Likelihood Ratio	11.654	6	.070
Linear-by-Linear Association	.658	1	.417
N of Valid Cases	206		

a. 8 cells (57.1%) have expected count less than 5. The minimum expected count is .30.

Figure 35: Supportiveness of Supervisor



Support from Colleagues

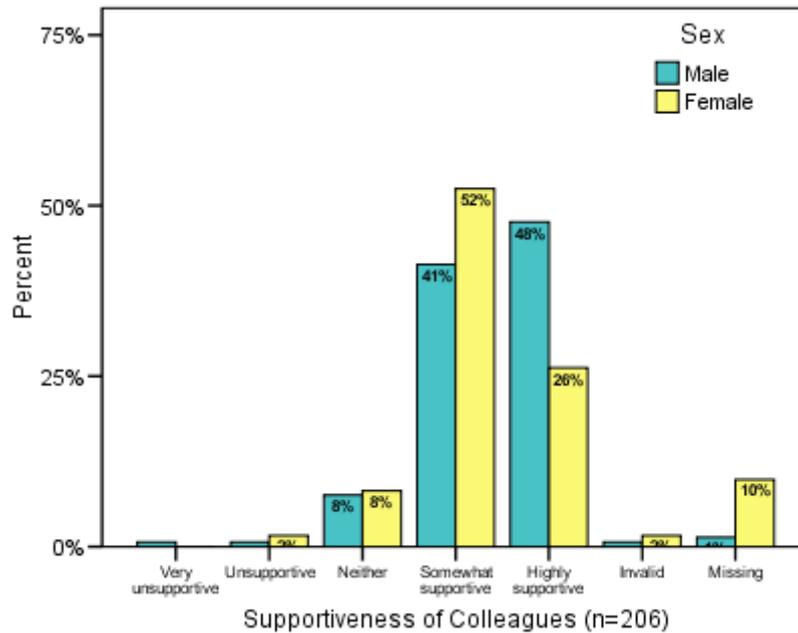
			Sex		Total
			Male	Female	Male
Colleagues are supportive of using knowledge and skills	Very unsupportive	Count	1	0	1
		% within Sex	.7%	.0%	.5%
	Unsupportive	Count	1	1	2
		% within Sex	.7%	1.6%	1.0%
	Neither	Count	11	5	16
		% within Sex	7.6%	8.2%	7.8%
	Somewhat supportive	Count	60	32	92
		% within Sex	41.4%	52.5%	44.7%
	Highly supportive	Count	69	16	85
		% within Sex	47.6%	26.2%	41.3%
	Invalid	Count	1	1	2
		% within Sex	.7%	1.6%	1.0%
	Missing	Count	2	6	8
		% within Sex	1.4%	9.8%	3.9%
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.073(a)	6	.020
Likelihood Ratio	14.786	6	.022
Linear-by-Linear Association	8.126	1	.004
N of Valid Cases	206		

a 8 cells (57.1%) have expected count less than 5. The minimum expected count is .30.

Figure 36: Supportiveness of Colleagues



Changes in Management Style

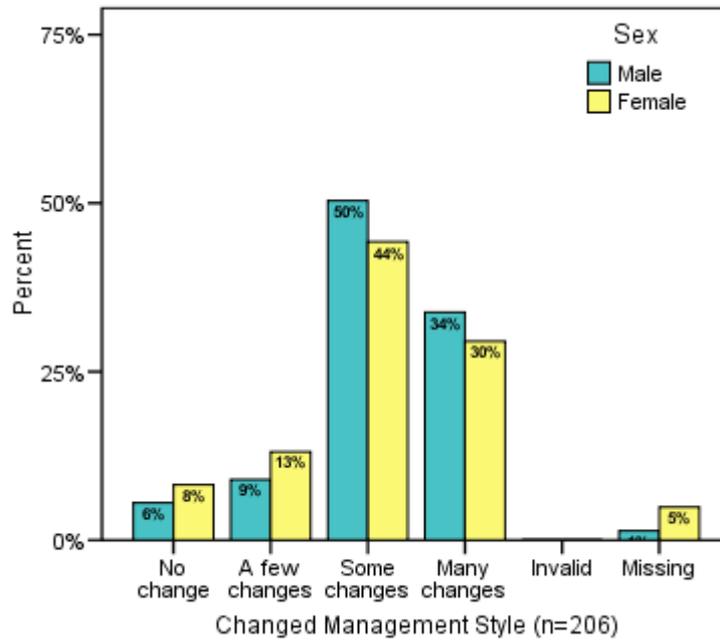
			Sex		Total
			Male	Female	Male
Since returning changes in management style	No change	Count	8	5	13
		% within Sex	5.5%	8.2%	6.3%
	A few changes	Count	13	8	21
		% within Sex	9.0%	13.1%	10.2%
	Some changes	Count	73	27	100
		% within Sex	50.3%	44.3%	48.5%
	Many changes	Count	49	18	67
		% within Sex	33.8%	29.5%	32.5%
	Missing	Count	2	3	5
		% within Sex	1.4%	4.9%	2.4%
	Total	Count	145	61	206
		% within Sex	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.998(a)	4	.406
Likelihood Ratio	3.713	4	.446
Linear-by-Linear Association	2.078	1	.149
N of Valid Cases	206		

a 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.48.

Figure 37: Changed Management Style



Changes in Workplace Operations

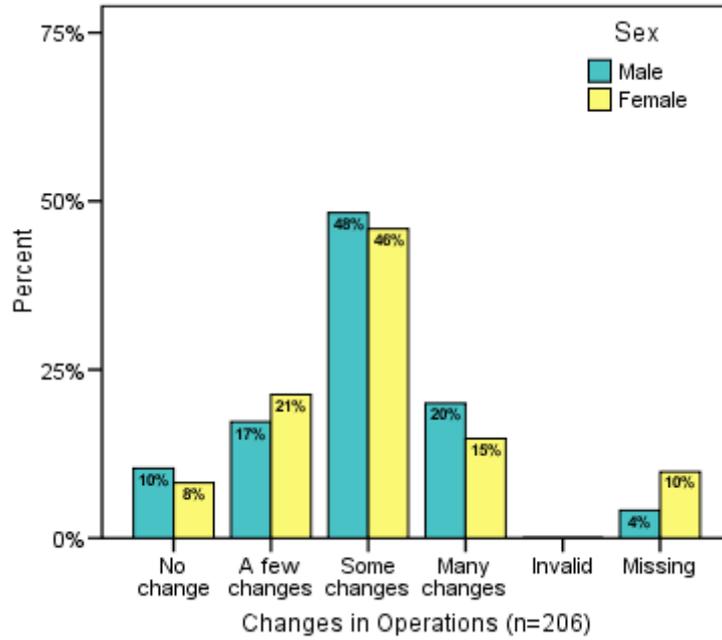
			Sex		Total
			Male	Female	Male
Since returning changes in operations	No change	Count	15	5	20
		% within Sex	10.3%	8.2%	9.7%
	A few changes	Count	25	13	38
		% within Sex	17.2%	21.3%	18.4%
	Some changes	Count	70	28	98
		% within Sex	48.3%	45.9%	47.6%
	Many changes	Count	29	9	38
		% within Sex	20.0%	14.8%	18.4%
	Missing	Count	6	6	12
		% within Sex	4.1%	9.8%	5.8%
Total	Count	145	61	206	
	% within Sex	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.674(a)	4	.452
Likelihood Ratio	3.488	4	.480
Linear-by-Linear Association	2.469	1	.116
N of Valid Cases	206		

a 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.55.

Figure 38: Changes in Workplace Operations



Contribution to Cambodia's Development

		Male	Female	Total
Do you believe you have made a contribution to the development of Cambodia?	No	3	2	5
		2.1%	3.3%	2.4%
	Yes	141	58	199
		97.2%	95.1%	96.6%
	Missing	1	1	2
		0.7%	1.6%	1.0%
Total	145	61	206	
	100.0%	100.0%	100.0%	

Correlations

			Do you still work for the same employer/ministry than when you left?	How many time promoted since return?	Content, Knowledge and Skills match my job	Used knowledge and skills	Supervisor is supportive of using new knowledge and skills	Colleagues are supportive of using knowledge and skills	Since returning changes in management style	Since returning changes in operations	Do you believe you have made a contribution to the development of Cambodia?
Spearman's rho	Do you still work for the same employer/ministry than when you left?	Correlation Coefficient	1.000	-.222(**)	.016	-.028	-.112	-.117	-.134	-.210(**)	-.114
		Sig. (2-tailed)	.	.002	.817	.693	.112	.098	.059	.003	.107
		N	201	201	201	201	201	201	201	201	201
	How many time promoted since return?	Correlation Coefficient	-.222(**)	1.000	.133	.117	.162(*)	.165(*)	.163(*)	.184(**)	.139(*)
		Sig. (2-tailed)	.002	.	.059	.097	.022	.020	.021	.009	.049
		N	201	201	201	201	201	201	201	201	201
	Content, Knowledge and Skills match my job	Correlation Coefficient	.016	.133	1.000	.724(**)	.506(**)	.491(**)	.299(**)	.224(**)	.102
		Sig. (2-tailed)	.817	.059	.	.000	.000	.000	.000	.001	.149
		N	201	201	201	201	201	201	201	201	201
	Used knowledge and skills	Correlation Coefficient	-.028	.117	.724(**)	1.000	.502(**)	.568(**)	.286(**)	.285(**)	.151(*)
		Sig. (2-tailed)	.693	.097	.000	.	.000	.000	.000	.000	.032
		N	201	201	201	201	201	201	201	201	201
	Supervisor is supportive of	Correlation Coefficient	-.112	.162(*)	.506(**)	.502(**)	1.000	.645(**)	.201(**)	.273(**)	.069

using new knowledge and skills	Sig. (2-tailed)	.112	.022	.000	.000	.	.000	.004	.000	.328
	N	201	201	201	201	201	201	201	201	201
Colleagues are supportive of using knowledge and skills	Correlation Coefficient	-.117	.165(*)	.491(**)	.568(**)	.645(**)	1.000	.240(**)	.257(**)	.088
	Sig. (2-tailed)	.098	.020	.000	.000	.000	.	.001	.000	.215
	N	201	201	201	201	201	201	201	201	201
Since returning changes in management style	Correlation Coefficient	-.134	.163(*)	.299(**)	.286(**)	.201(**)	.240(**)	1.000	.538(**)	.096
	Sig. (2-tailed)	.059	.021	.000	.000	.004	.001	.	.000	.177
	N	201	201	201	201	201	201	201	201	201
Since returning changes in operations	Correlation Coefficient	-.210(**)	.184(**)	.224(**)	.285(**)	.273(**)	.257(**)	.538(**)	1.000	.167(*)
	Sig. (2-tailed)	.003	.009	.001	.000	.000	.000	.000	.	.018
	N	201	201	201	201	201	201	201	201	201
Do you believe you have made a contribution to the development of Cambodia?	Correlation Coefficient	-.114	.139(*)	.102	.151(*)	.069	.088	.096	.167(*)	1.000
	Sig. (2-tailed)	.107	.049	.149	.032	.328	.215	.177	.018	.
	N	201	201	201	201	201	201	201	201	201

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

			Content, Knowledge and Skills match my job	Used knowledge and skills	Supervisor is supportive of using new knowledge and skills	Colleagues are supportive of using knowledge and skills	Since returning changes in management style	Since returning changes in operations	Transferred skills and knowledge to colleagues	Transferred skills and knowledge to other outside my work
Spearman's rho	Content, Knowledge and Skills match my job	Correlation Coefficient	1.000	.725(**)	.471(**)	.457(**)	.307(**)	.232(**)	.111	.153(*)
		Sig. (2-tailed)	.	.000	.000	.000	.000	.001	.114	.028
		N	206	206	206	206	206	206	206	206
	Used knowledge and skills	Correlation Coefficient	.725(**)	1.000	.474(**)	.538(**)	.297(**)	.300(**)	.171(*)	.241(**)
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000	.014	.000
		N	206	206	206	206	206	206	206	206
	Supervisor is supportive of using new knowledge and skills	Correlation Coefficient	.471(**)	.474(**)	1.000	.654(**)	.178(*)	.259(**)	.189(**)	.049
		Sig. (2-tailed)	.000	.000	.	.000	.011	.000	.007	.486
		N	206	206	206	206	206	206	206	206
	Colleagues are supportive of using knowledge and skills	Correlation Coefficient	.457(**)	.538(**)	.654(**)	1.000	.215(**)	.244(**)	.145(*)	.124
		Sig. (2-tailed)	.000	.000	.000	.	.002	.000	.037	.075
		N	206	206	206	206	206	206	206	206
	Since returning changes in management style	Correlation Coefficient	.307(**)	.297(**)	.178(*)	.215(**)	1.000	.541(**)	.251(**)	.084
		Sig. (2-tailed)	.000	.000	.011	.002	.	.000	.000	.229
		N	206	206	206	206	206	206	206	206
	Since returning changes in operations	Correlation Coefficient	.232(**)	.300(**)	.259(**)	.244(**)	.541(**)	1.000	.262(**)	.115

	Sig. (2-tailed)	.001	.000	.000	.000	.000	.	.000	.101
	N	206	206	206	206	206	206	206	206
Transferred skills and knowledge to colleagues	Correlation Coefficient	.111	.171(*)	.189(**)	.145(*)	.251(**)	.262(**)	1.000	.159(*)
	Sig. (2-tailed)	.114	.014	.007	.037	.000	.000	.	.022
	N	206	206	206	206	206	206	206	206
Transferred skills and knowledge to other outside my work	Correlation Coefficient	.153(*)	.241(**)	.049	.124	.084	.115	.159(*)	1.000
	Sig. (2-tailed)	.028	.000	.486	.075	.229	.101	.022	.
	N	206	206	206	206	206	206	206	206

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).