



Australia Awards

Australia Awards Global Tracer Facility

Case Study in Mozambique
in the fields of agriculture,
food security and natural
resources

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Acronyms and abbreviations

AIDS	Acquired Immune Deficiency Syndrome
AMEA	Mozambique-Australia Alumni Association
AusAID	Australian Agency for International Development (former)
CCFICS	Committee on Food Import and Export Inspection and Certification Systems
CLYD	Coconut Lethal Yellow Disease
DFAT	Australian Government Department of Foreign Affairs and Trade
DRR	Disaster risk reduction
EIA	Environmental Impact Assessment
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
Institute of Scholarships	Instituto de Bolsas de Estudo
NGOs	Non-governmental organisation
NCD	Non-communicable diseases
PhD	Doctor of Philosophy
Sasol	Suid-Afrikaanse Steenkoolen Olie
SCB	Scholarships and Alumni Branch (DFAT)
SDG	Sustainable Development Goals
TB	Tuberculosis
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNICEF	United Nations International Children's Emergency Fund
UNIDO	United Nations Industrial Development Organization
UNSW	University of New South Wales

1. Executive Summary

This report explores the long-term outcomes of Australian Government scholarship alumni from Mozambique. Alumni in this Case Study undertook Australian Development Scholarships (now known as the Australia Awards) in the fields of agriculture, food security and natural resources and graduated in the early 2000s. This research was conducted by the Department of Foreign Affairs and Trade's (DFAT) Australia Awards Global Tracer Facility (the Facility).

1.1 Findings

1. Development contributions

Alumni described using skills and knowledge developed through their scholarships to make **significant contributions to improving agriculture, food security and natural resources sector development**. These skills include advanced technical skills, improved English language, and cross-cultural competence. The impact of the contributions by alumni have occurred at an organisational, national, and regional level to meet overarching national development goals of zero hunger, poverty reduction and economic growth. For this group, **Australia Awards long-term Outcome 1 is being achieved**.

Examples of contributions to development include:

- leading disaster risk reduction (DRR) and emergency response activities
- improving agronomy and agricultural productivity
- introducing new practices for greater food and water quality control and standards
- leading innovative practice in Environmental Impact Assessments for natural resources management
- Building workplace capacity development in using new equipment and deepening expertise

Alumni identified the following factors which enabled them to make contributions as a result of their scholarship:

- relevant skills – English language skills, technical skills and cross-cultural competence
- broadened mindset through transformative experience living and studying in Australia
- personal motivation to contribute to their country's development.

Alumni experienced a number of challenges in making further contributions, these include:

- reintegration - relevance of position on return and resistance to change

- resource availability in the workplace to utilise new methods and equipment
- hurdles to career progression and a perception of partiality in the public sector.

2. Economic and public diplomacy outcomes

Long-term Outcomes 2 and 3 set the objective for alumni contributing to cooperation and building effective, mutually advantageous partnerships between institutions and businesses in Australia and partner countries. A challenge in determining the achievement of these outcomes is its retroactive application to predecessor scholarships of the Australia Awards which focused predominantly on building the human resource capacity of scholars.

As a result, the alumni in this Case Study at the time of their award did not go to Australia with a specified focus to build professional networks. However, they have developed ongoing friendships with Australians, fellow scholarship holders and other international students. Indicating **limited achievement of long-term Outcome 2 and not achieving long-term Outcome 3.**

Examples of connections with Australia and Australians from these alumni include:

- informal professional networks with Australians to share technical knowledge and access resources such as academic journals
- ongoing personal friendships with Australians they lived with, worked with or studied with while on award
- enduring links with fellow scholarship holders from Mozambique, connected by their common experience in Australia through the Mozambique-Australia Alumni Association (AMEA)
- connection to Australia through workshops and events through the Australian High Commission in Pretoria and Australia Awards in Africa.

Both on-award and post-award factors have enabled the facilitation of these networks. These include living arrangements, study opportunities and work experience in Australia, and an alumni association with opportunities to link with fellow alumni as well as engagement through the Australian High Commission.

Alumni experienced some barriers to maintaining their networks following their award. Timing was an issue for some, where their jobs on return did not match with their courses just completed, limiting the relevance of their networks of expertise built in Australia. In addition, the sphere of geopolitical and business priorities between Australia and Mozambique is limited, leading to few opportunities to build ongoing professional networks based on shared interests.

3. Views of Australia and Australian expertise

The enduring positive views Mozambican alumni have of Australia and Australian expertise strongly indicates that **long-term Outcome 4 is being achieved.** Evidence of positive views shared by alumni related to the experience and value provided by the scholarships, the quality of education in Australia, and the friendliness of Australians.

The key factors enabling these positive experiences were participation in extra-curricular activities on award, the support mechanisms provided by the scholarship, and the structure and delivery of university courses.

4. Impact on addressing equity issues

Mozambique has significant challenges relating to poverty reduction as one of the ten least developed countries in the world. Although recording one of the world's highest annual average GDP growths and experiencing population increases, wealth distribution is unequal and gender inequality significant. Access to education and completion is unequal for those from low socio-economic groups, females, persons with disability, and regional and rural populations. As a result, Australia Awards in Africa must balance its aims of enabling access and ensuring equitable outcomes with limitations beyond the influence of the scholarships concerning gender, disability, health and English language skills in Mozambique.

Australia Awards alumni in Mozambique are building capacity and helping to achieve zero hunger and economic growth

Australia Awards alumni are contributing to:



Country and regional disaster risk reduction and humanitarian response



Improving food and water quality control and standards



Improving agronomy and agricultural productivity



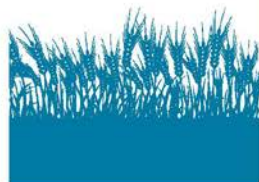
Innovation and research in natural resources management for economic growth

Australia Awards results

1 Alumni provided strong examples of development contributions

Achieved ✓

"If their plants are healthy, the plants will produce more, and farmers...they can sell, they can export...bring money into the country. If the government has money, [it can] go to building roads, schools, hospitals, bridges."



2 Alumni are contributing to cooperation between Australia and Mozambique

Partly Achieved

"During my work as a laboratory technician, I was able to contact my colleagues in Australia, asking them: 'I'm doing this and that, but I found a gap, what can I do?', and they were able to help me, like, 'Try to do it like that.'"



3 Alumni support effective institutional partnerships between Australia and Mozambique

Not Achieved ✗

"In Mozambique, at the moment one of the key areas is oil and gas and mined oil extractives. There are research centres in this area – for example in Queensland. If we could connect people to those kinds of institutions, I think it would add value...It's something that we need in order to start the process – because the channels are there."



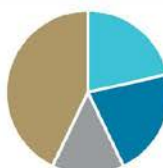
4 Alumni view Australia and Australian expertise positively

Achieved ✓

"The calibre of teachers and the professors you have. That helps you in terms of broadening the way of thinking...of understanding how things are. Some of the things you thought were complex are demystified – they make it easier for you."



Participants: Alumni who completed scholarships between 2001 and 2005



Case study participants:

- 3 Female Alumni
- 3 Male Alumni
- 2 Colleagues of alumni
- 6 Stakeholders

2. Background of the Study

The Facility is a four-year project funded by DFAT. Through this project, DFAT assesses the development contributions and public and economic diplomacy outcomes of Australia's investment in the Australia Awards.¹ The key research and reporting activities being undertaken are a quantitative Tracer Survey and qualitative Case Studies, which are prepared concurrently throughout the four years of the project.

This report gives the key findings of the Mozambique Case Study; the majority of the data collection for which was undertaken by the Facility in Maputo and Nampula in late October and early November 2018. Follow-up interviews were carried out after the in-country fieldwork and data collection was completed in early December 2018.

2.1 Objectives

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

2.2 Scope

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

2.3 Case Studies

The Case Studies are being conducted via an iterative approach whereby the qualitative phase can be designed based on what is learned from the initial quantitative phase.

The Facility Case Study methodology is explanatory and multiple in design. That is, cases are selected based on findings from the quantitative (survey) research, and the 'how' and 'why' of alumni experiences is explained in detail. Multiple Case Studies enable the researcher to explore differences within and between cases. Case Studies contribute to the evidence base for country programs, providing useful comparison across cases and Case Studies to build a robust understanding of diverse alumni experience.

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

5. Year 1 of the Facility

In the first year of the Facility, Case Study countries and themes were based on criteria such as availability and range of alumni details in the Global Alumni database; previous country or thematic research undertaken; investment priorities, and partner-country priorities. The cohort for Year 1 Case Studies were alumni who graduated between 1952 and 1995. In Year 1, the selected Case Study countries are Fiji, Sri Lanka, Nepal, and Kenya. Field research took place between late October 2016 and March 2017.

6. Years 2 through 4

Subsequent Case Studies in Years 2–4 are to be determined through the annual planning process. Case Studies will not be limited to geographic foci, and may be sectoral or regional as determined through findings of the annual Tracer Survey and planning and consultation process. Case Studies will also align with the priorities of the *Australia Awards Global Strategy: Investing in the next generation of global leaders for development 2016-2018* (the Global Strategy) and any other areas of importance as identified by SCB.

In Year 2, the selected Case Study countries and sectoral focus were Vanuatu – law and justice, Mongolia – finance, Solomon Islands - health, Indonesia - education, and China – agriculture and environment. Field research occurred between mid-October 2017 and April 2018.

In Year 3, the selected Case Study focuses on alumni who completed their award between 1996 and 2005. The countries and sectoral focus include: Vietnam – women in banking and finance, Mozambique – agriculture, food security and natural resources, Cambodia – public health, Pakistan – governance and leadership, and Papua New Guinea – information technology and engineering (civil and electrical). Field research will occur between mid-October 2018 and May 2019.

2.4 Country context

Mozambique is located along the eastern coast of Southern Africa and borders Tanzania, Malawi, Zambia, Zimbabwe, South Africa and Swaziland. A low-income developing country, its economic, political and social development is considered important to the stability and growth of the Southern African region. Particularly as four of its six neighbouring countries are dependent on Mozambique's coastal location as access to global markets (World Bank, 2018).

A tumultuous period following independence from Portugal in 1975, during which Mozambique experienced a 16-year civil war that ended in 1992 with significant damage to infrastructure including schools and hospitals, disruption of production, and forced displacement of populations. In the period that has followed, the country has faced a range of compounding issues in its development. These have included an ongoing lack of qualified labour and poor management knowledge, as well as successive natural disasters that has included cyclic drought, flooding and cyclones (Government of Mozambique, 2003).

Following a period of strong economic growth, Mozambique has experienced an economic downturn due to a hidden debt crisis identified in 2016. Real gross domestic product (GDP) growth decelerated to 3.7 per cent in 2017, compared with

7 per cent average growth achieved between 2011 and 2015. According to the World Bank (2018), Mozambique's economy requires diversification away from capital-intensive projects and low-productivity subsistence agriculture in addition to improved economic governance, increased transparency, and structural reform.

Social indicators are also low and present a significant challenge to development in Mozambique. Life expectancy is low, at 50 years, ranking the country 181st of 188 on the 2016 Human Development Index (World Bank, 2018; USAID, 2018a).

Poor education outcomes are a barrier to social inclusion. Although access to primary and secondary has improved, rapid expansion in participation has placed pressure on ensuring quality. Despite significant government investment in education, learning outcomes remain low, and only one-third of children enrolled in primary school complete primary education. Less than half (45 per cent) of the adult population are unable to read or write. There are gendered outcomes as well, with 58 per cent of women unable to read or write. Although 94 per cent of girls enrol in primary school, only 11 per cent continue to secondary level, and 1 per cent enrol in higher education (UNESCO, 2018; USAID 2018b).

About 70 per cent of the population lives and work in rural areas, with agriculture the mainstay of the economy accounting for more than 80 per cent of employment. However, chronic food insecurity is a critical issue that is challenged by climate shocks and frequent natural disasters. Only 16 per cent of arable land is cultivated indicating the country's potential to become a major food producer in Southern Africa (World Bank, 2018; USAID, 2018c).

During the period of focus for this Case Study, Australian assistance in Africa focused on South Africa and Mozambique, and was targeted towards food security, HIV/AIDS, water supply and sanitation, education and governance. Scholarships were introduced as part of a capacity-building program, both in-country and in-Australia to increase the number of qualified Mozambicans in these fields. Australian support also included assisting the improvement of food security for communities in the food-deficit southern region, supporting the distribution of locally-sourced maize, school-feeding campaigns and food-for-work interventions (AusAID 2001).

3. Methodology

This chapter includes an overview of the Case Study design, development and implementation. This is the eleventh Case Study of the Facility. Mozambique was one of five Case Study countries proposed in the Year 3 Facility Annual Plan. Mozambique was selected as a Case Study country on the basis there was a core group of alumni identified in the interrelated fields of agriculture, food security, and natural resources, sectors which have clear alignment with investment priorities. In addition, there has been limited previous research regarding alumni in this country and area.

3.1 Overall Case Study design

The purpose of the Facility Case Studies is to collect detailed qualitative data on the impact and benefits of the Australia Awards. The Case Study methodology proposed is based on the Facility Case Study Approach, which was developed in the inception phase of the Facility and reported in the Annual Plan for Year 1.

The Global Strategy and Australia Awards Global Monitoring and Evaluation Framework (the Framework) form the basis for the Case Study design. The research questions, propositions, data collection instruments, and report template are built around these frameworks. Findings reported by alumni are triangulated with relevant stakeholders such as employers and colleagues, and industry bodies thereby strengthening findings by providing further evidence to support or refute propositions. This methodology was developed by the Facility and SCB.

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

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

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

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

3.2 Methods

The data collection method used for this Case Study was through interviews. A set of questions were developed for each key participant group, namely alumni, colleagues and employers (both of alumni and generally), alumni associations; and the DFAT staff, managing contractors, and coordinating authorities working on the Australia Awards in partner countries. Questions for each key participant group (see Annex 2) align with the research propositions (located at Annex 1) and long-term outcomes of the Australia Awards. This ensures that data collected directly relate to the key questions the Case Studies are seeking to answer and that there is consistency across each Case Study.

3.3 Sample

Mozambique was selected as a Case Study country as it recorded the highest number of alumni participants from Sub-Saharan Africa in the Australia Awards Global Tracer Facility Survey, Year 2. It also held a sufficiently large number of alumni to supplement the sample from the Global Alumni database.

The 14 alumni who responded to the Tracer Survey were spread across six fields of study. Of these, six alumni studied in the areas of Agriculture, Environment and Related Studies and Natural and Physical Sciences, and were shortlisted for the sample.

Further analysis utilising the Global Alumni database at the time of planning this Case Study revealed 26 alumni who studied in the fields of Agriculture, Environmental and Related Studies, Food Science and Biotechnology, and Nutrition and Dietetics science. Of these alumni, 11 had an email contact listed.

In addition to the six alumni identified from the Tracer Survey, one alumna was shortlisted from the Global Alumni database in order to balance of gender and regional representation of focus alumni.

7. Contact details

The Facility contacted all six alumni through their updated contact details provided in the Year 2 Tracer Survey. The supplemented alumna from the Global Alumni database similarly provided current email details for contact. As a result, all seven shortlisted alumni were contacted, and all responded to be part of the Case Study (four women, three men).

However, due to work commitments at the time of fieldwork, one alumna was unable to participate and withdrew, resulting in a final sample of six alumni (three women and three men). Four were located in the capital, Maputo, while one alumnus was located in the northern city of Nampula and one alumna was located in the United States of America in Washington D.C.

Table 1 lists the alumni participants in the Mozambique Case Study.

Table 1 **Mozambique Case Study alumni participants**

Name	Gender	Australian Government scholarship	University	Award Completed	Current position
Ms Helena Adolfo MATUSSE	Female	Australian Development Scholarship	Flinders University	2002	Retired. Formerly, Head of Food and Nutrition Department, Agriculture Research Institute of Mozambique
Mr Carlos Domingos SONO	Male	Australian Development Scholarship	Curtin University	2001	Director, Centre of Medical Examinations
Dr Amaral Machaculeha CHIBEBA	Male	Australian Development Scholarship	Charles Darwin University	2003	Postdoctoral Fellow in Agronomy and Soil Microbiology, International Institute of Tropical Agriculture (IITA)
Ms Marta Jordao HENRIQUES	Female	Australian Development Scholarship	The University of New South Wales	2004	Environmental management consultant
Mr José Rafael MANGUE	Male	Australian Development Scholarship	The University of Queensland	2004	Emergency Operations Manager, Save The Children
Ms Ofélia Santos SIMÃO	Female	Australian Development Scholarship	The University of Queensland	2005	Senior Technician, Ministry of Economy and Finance; Directorate of Economic Studies

In addition to the alumni who participated in the Case Study, eight other people were interviewed in order to provide context, triangulate alumni perspectives and better understand the impact of the Australian scholarships on the outcomes for Mozambique and Australia. These additional interviews included stakeholders such as the Australian High Commission in Pretoria and Australia Awards in Africa, as well as bodies such as the Instituto de Bolsas de Estudo (Institute of Scholarships) and the Mozambique-Australia Alumni Association (AMEA).

Where possible and available, colleagues of alumni were also interviewed to gather further information about the impact of the alumni.

Table 2 lists these participants. In total, 14 people were interviewed for the Mozambique Case Study.

Table 2 **Key stakeholder and employer/colleague interviews**

Name	Position	Reason for interview
Mr Paul ZIBIA	Economist, Directorate of Economic Studies; Ministry of Economy and Finance	Colleague of Ms Simão
Ms Deizi SITOI	Humanitarian Coordinator, Save the Children Mozambique	Colleague of Mr Mangué
Ms Stacey WALKER	First Secretary, Australian High Commission, Pretoria	Stakeholder (DFAT)
Ms Anita MENTE	Senior Research and Program Officer, Australian High Commission, Pretoria	Stakeholder (DFAT)
Ms Fiona PAKOA	Lead, Australia Awards in Africa	Stakeholder (managing contractor)
Ms Laila CHEMANE	Alumni Ambassador for Mozambique, and founding member of the Mozambique- Australia Alumni Association (AMEA)	Alumni association
Dr Octávio DE JESUS	Director General, Instituto de Bolsas de Estudo (Institute of Scholarships)	Stakeholder (coordinating authority)
Ms Ester TINGA	Head of Scholarships Department, Instituto de Bolsas de Estudo (Institute of Scholarships)	Stakeholder (coordinating authority)

3.4 Exclusions

All Case Study alumni were selected from the Year 2 Tracer Survey and the Global Alumni database, which only includes those who have successfully completed their degree. Accordingly, this study excludes anyone who did not complete their scholarship.

3.5 Data collection

The Facility piloted all Case Study instruments with Australia Awards alumni who resided in Australia. This process validated the instruments and adaptations to questions were made. In addition, an interview guide template for researchers to record all data collected was developed and utilised. Following a review of Year 1 Case Study data, questions were adjusted for clarity.

This Case Study was conducted by Dr Daniel Edwards and Ms Amanda Taylor, core Facility staff who bring relevant expertise in qualitative research and international development. Case Study researchers worked together to undertake data collection and report writing: one conducted the interview and the other recorded and took notes. This enabled high-quality reliable data to be gathered. At the conclusion of interviews, the researchers discussed and verified the data to ensure completeness and accuracy.

3.6 Process

The Case Study field research was undertaken in Mozambique from 29 October to 2 November 2018. Two interviews were conducted via telephone due to geographic location (USA), and availability.

Alumni were requested to provide their resume to researchers where available for further background information. Participants were provided with background information relating to the research and the Facility, and all provided written informed consent to their participation and identification in reporting.

3.7 Data management and reporting

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

3.8 Coding and review

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

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

Case Study participants were sent segments of the report where clarification or review and approval were necessary and ensured accuracy. Review by participants is not consistently used in qualitative research but was done so here to ensure the validity of the data and avoid errors. The researchers provided participants ample time to respond, and follow up requests were sent. One alum provided feedback on the segment requested for their review, offering minor edits.

3.9 Limitations

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

8. Positive response bias

It is probable that alumni who felt that they had a positive experience as an Australian Government scholarship recipient and/or had success in their career following their award are more likely to agree to participate in Case Studies. In a study by the Commonwealth Scholarship Commission in the UK, 'A study of research methodology used in evaluations of international scholarship schemes for

higher education' (Mawer, 2014) recognition of positive response bias is highlighted:

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

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

9. Nature of the research

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

The Case Study researchers experienced difficulty in evaluating Outcome 2 'alumni are contributing to cooperation between Australia and partner countries', and Outcome 3 'effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries'. These two outcomes are aligned with the second research question for the Case Study 'How are Australia Awards contributing to Australia's economic and public diplomacy outcomes?' There is an overlap and difficulty in differentiating 'cooperation' and 'partnerships'. The research team delineated them by determining that Outcome 2 relates to people-to-people links including informal relationships; whereas Outcome 3 specifically relates to institutional links between the partner country and Australia, which alumni have contributed to establishing.

No issues were encountered by the research team in collecting, collating, coding or analysing data related to Outcome 4 of the Australia Awards - 'Alumni view Australia, Australians and Australian expertise positively'.

10. Research process

The ability to code the interview transcripts effectively is dependent on understanding the partner-country development goals, at the time these alumni were awarded their scholarships. Researchers involved in the Case Study made concerted attempts to identify relevant secondary data such as policy documents, papers, books and digital resources to provide background and insight into development plans, policies and changes over the time span of 1996 to 2005, the years of focus for Year 3 when these alumni completed their scholarship.

4. Development Outcomes

Summary findings

Alumni have described using skills and knowledge developed through their scholarships to make **significant contributions to improving agriculture, food security and natural resources sector development**. These contributions have had an impact at an organisational, national, and regional level. They are linked to national development objectives related to achieving zero hunger, poverty reduction and economic growth. The skills alumni developed as a result of their study in Australia include advanced technical skills, improved English language, and cross-culture competence.

Examples of **contributions to development** include:

- food security
 - disaster risk reduction (DRR) and emergency response
 - agronomy and agricultural productivity
 - food and water quality control and standards
- natural resources management
- workplace capacity development
 - using new equipment
 - deepening expertise

Key enabling factors

Alumni identified the following factors which enabled them to make contributions following their scholarship:

- relevant skills
- broadened mindset
- personal motivation

Key challenging factors

Alumni experienced a number of challenges in making further contributions, these include:

- reintegration - relevance of position on return and resistance to change
- resource availability
- hurdles to career progression

4.1 Introduction

This chapter details the development impact made by Australian Government scholarship alumni who graduated in the fields of agriculture, food security and natural resources between 1996 and 2005. The analysis and discussion of this chapter offer specific reference to Australia Awards long-term Outcome 1: 'Alumni are using their skills, knowledge and networks to contribute to sustainable development'. From this outcome the following propositions are explored:

- alumni use their skills, knowledge and networks to contribute to achieving partner-country development goals
- alumni develop skills, knowledge and networks on award that enable and are used to contribute to achieving partner-country development goals
- alumni understand, value and want to contribute to partner-country development goals.

This Case Study shows that alumni have made **substantial contributions toward supporting agriculture, food security and natural resources sector development**, which can be mapped to organisational and institutional effects (meso-level effects) and societal impacts (macro-level effects) (Mawer, 2017).

Overall, this finding of alumni contribution to development is consistent with the 2012 Outcomes Evaluation of the In-Africa Australian Development Scholarships (ADS) Management Program which included Mozambican alumni working in health: 'the ADS program has been a relevant response to the long-term human resource and capacity building needs of Mozambique' (Bysouth and Allaburton, 2012).

4.2 Background – agriculture, food security and natural resources

The areas of agriculture, food security and natural resources are interrelated, and Mozambique faces challenges within each and at the intersection of these areas. These challenges are underpinned by poverty, natural disasters and climate change, all of which negatively impact social and economic development (UNESCO, 2017). More than 82 per cent of jobs in Mozambique depend on natural resources, with natural capital contributing an estimated 50 per cent of Gross Domestic Product (GDP). Therefore, achieving sustainable economic and social development in Mozambique is dependent on the sustainable use of its natural resources (UN Environment, 2017).

The Government of Mozambique holds agriculture, food security and extractives as central to national development priorities, including these areas in the following policy frameworks: Agenda 2025 – The Nation's Vision and Strategies, Five Year Plan 2015 – 2019, and the Operational Plan for Agricultural Development 2015 - 2019, (World Food Program 2017; FSDMoç, 2015).

Mozambique's agriculture sector accounts for one-third of gross domestic product, with 70 per cent of the population dependent on subsistence agriculture. In

addition, most farmers are women². Key produce – which includes maize, cassava, beans and legumes – supplies national demands; while rice, wheat, vegetable oil and meat are imported (World Food Programme, 2017).

Mozambique is a low-income food-deficit country, with a mostly rural population of 28 million. Although Mozambique achieved some hunger targets under Millennium Development Goal 1 – to halve chronic food insecurity and undernourishment, significant challenges remain in achieving targets under Sustainable Development Goal (SDG) 2 – Zero Hunger. Chronic malnutrition affects 43 per cent of children aged under five, and food insecurity affects 50 per cent of households in Mozambique with higher rates in the central and southern provinces (Corrilho et al., 2015; World Food Programme, 2017). The key challenges to achieving SDG 2 include access to food, food insecurity, malnutrition, and agricultural productivity (World Food Programme, 2017).

Agriculture and food security are affected by the frequency of natural disasters in Mozambique, with country designated a rating of seven (extreme) on the UNDP/UNEP Global Disaster Risk index. Approximately 60 per of the population live in coastal areas affected by ‘rapid-onset disasters’ (World Food Programme, 2017; Save the Children Mozambique, 2018a).

In addition, uptake of agricultural technologies and improvements is limited due to the weak link between research and extension work with producers. Although the number of full-time agricultural researchers increased from 120 in 2000 to 263 in 2008, more researchers and experts are needed to support the sector due to the diversity of agro-ecological areas and regional cultivation patterns (Corrilho et al. 2015).

The extractives sector is economically important for Mozambique. Mining and gas/oil production is in an early stage of development but contributes significantly to economic growth. Mozambique has been producing gas since 2004, with the first large-scale commercial production carried out by South African firm, Suid-Afrikaanse Steenkoolen Olie (Sasol). Contractions in the global price of oil and access to resource locations and infrastructure are key challenges to sector development (FSDMoç, 2015; UNU-Wider 2018).

11. The role of Australian Government scholarships (1996 – 2005)

Compounded by its colonial history and civil war, in the early 1990s Mozambique emerged from this period with limited human resource capacity, particularly in qualified labour. During the colonial period, in commerce and industry and various professional sectors, almost all leadership positions were held by colonists, with many indigenous workers holding no professional qualifications. Following independence and civil war, this limitation of qualified labour and management knowledge undermined the development of the agricultural, industrial and construction sectors (Government of Mozambique, 2003).

² Of households headed by women, 76 per cent are farmers compared with 56 per cent of households headed by men. Ministry of Economy and Finance (2015). ‘Household Budget Survey, 2014/15’in World Food Programme (2017).

In 1996, the beginning of the period of focus for this Case Study, the report to the UN General Assembly described the challenges placed by the acute shortage of technological and management skills in Mozambique:

The thin human resource base may well represent the major bottleneck to sustained growth, development and capacity-building. Tied to this factor, the modern domestic private sector is still embryonic, and indigenous entrepreneurial capacity is scarce, lacking capital and managerial expertise and experience.

Australian assistance in 1996 reflected this priority need, with capacity building a core component of the aid program (OECD, 2000). From the 1990s to 2011, the key sectors which Australia provided support for under the Australian Development Scholarships Program in Africa were: agriculture and food security, natural resources management, health, and public sector management and governance (Bysouth & Allaburton, 2012). In addition, at the request of the Government of Mozambique, an emphasis was placed on English-language training for public servants, as it was felt the country could not compete with neighbours due to language constraints (AusAID, 2001; Bysouth and Allaburton, 2012).

4.3 Skills developed on award

Within this chapter are examples of a range of skills that alumni developed while on their scholarship that they have been able to utilise on their return from Australia. While these skills are implicit throughout the analysis that follows, a list of skills identified by the alumni and their colleagues is provided here to highlight the depth in knowledge gained and application of skills the awards offered alumni.

Generic/broad/'soft' skills developed include:

- critical thinking
- problem-solving
- cross-cultural competence

Areas in which *practical/technical/'hard' skills* were developed include:

- English language
- research techniques/approaches
- laboratory instrumentation
- environmental impact assessments
- participatory development approaches

4.4 Alumni contributions

Alumni in this Case Study have used their skills and knowledge developed in Australia to make significant contributions to the capacity building of the agriculture, food security and natural resources sectors in Mozambique. The section below describes the key examples of alumni impact articulated in three key areas: food security, natural resources management, and workplace capacity development. The outcomes of these impacts have occurred at the macro level (food security

and natural resources management), and the meso level (workplace capacity development).

12. Food security

Contributions to food security made by alumni fall under the areas of disaster risk reduction (DRR) and emergency response, agronomy and agricultural productivity, and food quality control and standards.

Disaster risk reduction (DRR) and emergency response

Mr José Rafael Mangué has contributed significantly to the field of food security in the areas of DRR and emergency response. Following completion of a Master of Plant Protection at the University of Queensland in 2004, Mr Mangué was employed as a Monitoring and Evaluation Officer at World Vision Mozambique. Within six months, Mr Mangué was promoted to the position of Relief Team Leader and in this role successfully implemented World Vision's response to the protracted drought in Tete Province.

For over 10 years, Mr Mangué has contributed to emergency response in Mozambique, and also regionally and internationally. In his current role as Emergency Programme Operations Manager, Mr Mangué led the operational management of Save the Children's 2016 to 2017 El Niño induced drought response providing food assistance to over 14,000 households. Ms Deizi Sitei, Humanitarian Coordinator for Save the Children, described Mr Mangué as 'key to helping Save the Children to help respond to that situation'. Mr Mangué is also leading the Cash Preparedness Project which seeks to improve emergency intervention outcomes through the use of cash transfers (Save the Children Mozambique, 2018b).

I think I'm contributing with all my capacity I can in the coordination mechanism ...it's helping a lot in terms of our contribution [to food security]. This is not only serving for this country but also serving for the whole region, which is a plus. I think without that kind of training [in Australia] would I have got a chance [to contribute], I think [study] played a key role in that. – Mr Mangué

Agronomy and agricultural productivity

Dr Amaral Machaculeha Chibeba studied a Master of Science (Environmental Management) at Charles Darwin University during 2002 and 2003 and has held senior positions applying his technical expertise across a range of projects improving food production. Dr Chibeba has made significant contributions in the areas of cashew nuts, coconut and cassava production, working with local communities and producers to improve crop outputs, and in turn livelihoods.

Following his award in 2004, Dr Chibeba was the project director of a cashew production and marketing project for the Kulima, Nakosso and Olipa Consortium. At the time of Dr Chibeba's project, which focused on reducing powdery mildew disease, subsidised fungicides were reaching only approximately 10 per cent of households (Forum for Food Security d., 2004). Dr Chibeba described that the project sought to educate smallholders on how to identify the disease and demonstrate how the treatment works in fixing it.

Utilising participatory development approaches learned in Australia, Dr Chibeba highlighted this as a key factor in his success in engaging with farmers and uptake of the pesticide to eradicate the disease from current and future crops.

The benefit of not having the disease was that the plant would produce more cashew nuts. If their plants are healthy, the plants will produce more, and farmers can sell the cashew nuts...If farmers can have cashew nuts, they can sell, they can export...bring money into the country. If the Government has money, [it can] go to building roads, schools, hospitals, bridges.

Prior to his Doctoral degree (undertaken on a scholarship in Brazil and completed in 2012), Dr Chibeba was the senior agronomist and monitoring and evaluation specialist for the World Vision Farmer Income Support Project. In this project, Dr Chibeba actively contributed to benefiting 1.7 million smallholders depending on coconut tree production who were at risk of losing their crops to Coconut Lethal Yellow Disease (CLYD) (Millennium Challenge Corporation, n.d.). Dr Chibeba assisted in the promotion of diversification and intercropping produce, in addition to coordinating the production and planting of over 100,000 coconut seedlings tolerant to CLYD in endemic areas.

Similarly, Mr Mangué has also utilised his knowledge in plant protection to assist in linking technical experts with farmers in response to the invasive species, fall armyworm, affecting crops in Mozambique. Mr Mangué describes being able to understand who to reach out to, inviting the local university to assist in building the capacity of both farmers and technical practitioners responding to work together in minimising damage.

Food and water quality control and standards

Ms Helena Adolfo Matusse has made significant national and international contributions to improving the standards of food safety in her role as Head of the Food and Nutrition Department at the Directorate of Animal Science. Following her studies in Master of Biotechnology at Flinders University from 2000 to 2002, Ms Matusse attributes her promotion to the position of Head of Department as recognition of the skills and knowledge gained in Australia preparing her for the role.

In the following 15 years before her retirement in December 2017, Ms Matusse was responsible for ensuring compliance with national and international requirements for local and international consumption and exportation. Ms Matusse has also been recruited on numerous occasions as a national expert and consultant to support regional and national projects and committees. In these opportunities, Ms Matusse's contributions include activities such as the initial drafting of legal and institutional frameworks on bio-security in Mozambique and as a consultant for the UN Industrial Development Organization (UNIDO). For UNIDO, Ms Matusse worked on national projects relating to capacity building in trade policy formulation and management, and women's empowerment in the formal and informal agricultural sector.

Ms Matusse was also a national member for the Codex Alimentarius Commission which coordinates input from over 160 countries to develop and endorse the standards that comprise the international food code. Sitting on the Committee on

Food Import and Export Inspection and Certification Systems (CCFICS) and Committee on Food Hygiene, Ms Matusse has contributed to ensuring the safety, quality and fairness of international food trade.³

[My career] progressed faster because of this basis, my studies in Australia, I was also able to get a lot of consultancy work, because they saw my CV and saw that I was in Australia...I have worked with [UNIDO], so I was working in the food safety area, and I used to do my interventions in the industries that are processing foods, to help them [understand] how to process safe foods. They used to involve me in these big projects that were coming from UNIDO, to be part of their staff.

13. Natural resources management

Ms Marta Henriques is contributing to environmental, social and economic sustainability in the use of natural resources as an environmental and social advisor in the extractives sector. Her achievements include implementing innovative approaches in the practice of Environmental Impact Assessment (EIA) in a scoping project for Sasol Petroleum Tehman in Mozambique following her award in 2004. Ms Henriques completed a Master of Environmental Management at the University of New South Wales.

From 2004 to 2007, Ms Henriques coordinated a major EIA for an offshore hydrocarbon explorations project which sat adjacent to significant ecological, tourist and subsistence fishing areas for a large coastal population. A controversial exploration project with significant media and stakeholder attention, Ms Henriques pioneered new approaches to stakeholder engagement in the Mozambican context which enabled successful outcomes. In establishing a Stakeholder Forum for open and continuous dialogue, and an Independent Peer Review, Ms Henriques and her team were able to demonstrate the importance of forming trusting relationships with communities to facilitate inclusive and sustainable decision making (Henriques et al., 2008)

So I am really proud of that as a professional achievement because I feel that we've been able to demonstrate that these environmental processes or environmental management processes can work.

Ms Ofelia Santos Simão also completed a Master of Environmental Management, studying at the University of Queensland in 2005. Following five years as Country Director for The Hunger Project, addressing poverty and zero hunger, Ms Simão is now conducting research as a Senior Technician with the Directorate of Economic Studies within the Ministry of Economy and Finance. Examples of Ms Simão's contributions to national level policy and program development includes her current research Strategic Environmental Assessment Project. This project seeks to improve the integration and assessment of environmental and sustainability issues into sectoral strategic plans.

³ The Codex Alimentarius international food standards, guidelines and codes of practice contribute to the safety, quality and fairness of this international food trade. Consumers can trust the safety and quality of the food products they buy and importers can trust that the food they ordered will be in accordance with their specifications. <http://www.fao.org/fao-who-codexalimentarius/about-codex/en/>

14. Workplace capacity development

At an organisational level, alumni have brought advanced technical skills which they have passed on to their colleagues, building the capacity of their teams to use new equipment in laboratories, and deepen expertise.

Using new equipment

Following their scholarships, both **Mr Carlos Sono** and Ms Matusse returned to laboratory departments within the Ministry of Health and the Agriculture Research Institute respectively. While in Australia, both alumni state learning to use new techniques and equipment as key learning that they brought back to their workplaces.

Mr Sono, who completed a Master of Food Technology at Curtin University in 2001, used new techniques and equipment at his university's laboratory. On his return, he was promoted to the position of Director of the National Laboratory of Food and Water Safety and saw an opportunity to upgrade his team from using classic methods and improve the reliability of results.

Here in Mozambique, I didn't have such an opportunity to work in the lab using [the new techniques], I used only classic methods... When I came back, we bought some equipment so we could use it. [The staff] have the theoretical knowledge but we don't have the parts or equipment, so I taught them how to use the equipment... Our accuracy was improved very much because [of this].

Ms Matusse similarly learned new techniques on award. On return to Mozambique, she was able to identify new equipment that was needed and used her new skills to introduce this technology to her colleagues in the laboratory. A key benefit she saw from her experiences in Australia was a greater understanding of the purpose of the new laboratory techniques which helped her to explain to staff not just the 'how', but also the purpose of a method; the 'why'.

Deepening expertise

Mr Mangué and Ms Simão both work in cross-disciplinary teams with a diverse range of expertise and skillsets. Their colleagues reported how they have benefitted from the specialist technical knowledge the alumni bring to the workplace and share with others. Ms Sitoi described, that as a generalist in humanitarian response, 'I'm learning from him [Mr Mangué]...he is a food security specialist, so we exchange a lot of experiences and things'.

Similarly, Mr Paulo Zibia described how Ms Simão is generous in providing guidance in the workplace, and sharing her learnings from her award in Australia:

She [Ms Simão] is a technician with a lot of experience; she likes to help us when we have difficulties doing some activities... She is a very good mentor; she likes to show us with concrete experience. A lot of time she likes to tell us about what we must do in our jobs here, as she did in Australia when she attended the course.

4.5 Enabling factors

As a result of their study in Australia, alumni have made a range of contributions to food security, natural resources management and workplace capacity building. Through the interviews with alumni, colleagues, and stakeholders key factors were

identified that have helped facilitate these contributions. They are outlined here and relate to the relevance of skills developed, a broadened mindset through their study abroad experience, their access to expertise through networks developed in Australia, and their motivations to contribute to their workplace and country's development.

Overarching this, alumni reflected that the reputation and quality of Australian institutions contributed to their competitiveness in the job marketplace in Mozambique and Southern Africa, with hard-earned degrees well recognised. Ms Henriques observed of herself and fellow graduates, 'I found that everyone that has gone to Australia and come back, they really got stuff out of their programs. This wasn't some airy-fairy degree on paper; this was really deep.' Dr Chibeba similarly stated that study in Australia ensured that as a job applicant, he met two key criteria, a Masters degree *and* English language skills – 'So, two points for you for doing a Masters in Australia'.

15. Relevant skills

Relevancy of skills reflects the high-quality courses undertaken, as well as meeting sector and workplace capacity demands. Matching the selection of Australia Awards scholars to Mozambique's human resource capacity needs is ensured through its strong relationship with the coordinating authority in Mozambique, the Instituto de Bolsas de Estudo (Institute of Scholarships).

The skills developed on award that alumni most identified as relevant to their work are: English language skills, technical skills, and cross-cultural skills.

English language skills

Mozambique is one of the few countries in Africa with Portuguese as an official language. This presents a barrier to competition in the region, particularly with immediate neighbours such as South Africa – a powerful regional economic leader – with English as their official language (Popov & Manuel, 2016). These factors resulted in emphasis by the Government of Mozambique for English-language training for public servants (AusAID, 2001; Bysouth and Allaburton, 2012).

Two alumni emphasised how their improved English language skills have benefitted them in the workplace. As part of her role producing research reports with summaries provided in English, Ms Simão stated that her study in Australia helped her to feel confident in delivering these:

The way I write my assignments, I feel confident now to write my assignments...I think it's almost all the things together; it's the structure, the way I organise my views...So [through] presentations, assignments, assignments, assignments. That's [how I learned] and feel confident to do this.

Dr Chibeba also described feeling confident and competent in his written and spoken skills as a result of his time in Australia immersed in practising his English language skills in everyday life, where he 'could even breathe English'.

Speaking with your manager an hour a week or less per day [as I did in Mozambique before going on award] is completely different to speaking English 24 hours... That was the reason behind the exponential improvement in my English. It helped me a lot.

Completing a postgraduate degree in an English-speaking country has also made Dr Chibeba competitive in the job market where many postings will have an English language requirement as he can demonstrate a proven ability to meet this.

Technical skills

Alumni have described how their study in Australia has provided them with a deeper understanding of their technical areas of expertise and provided them with exposure to different methods within the laboratory.

Two alumni described how they were able to apply the technical expertise gained on award in their work. Dr Chibeba's study focused on environmental management, where he found that with the technical knowledge and skills developed, he 'could easily apply it back home'. For Ms Henriques, she stated that a benefit of her Masters program was that it 'looked at filling the gaps in your education and knowledge', and equipped her with skills to provide solutions to issues.

For Ms Matusse and Mr Sono, the opportunity to use state-of-the-art equipment in their institutions' laboratories enabled them to learn how to apply new techniques in their places of work on return.

I gained a lot of skills because when I left home, some of the techniques that we were using in the laboratory, they were very, very conventional, very old techniques. And in Australia, I managed to see that, no, we can improve these techniques, using this and this and this, which was not so expensive a material that we were able to buy. – Ms Matusse

Cross-cultural competence

Two alumni emphasised that their study in Australia and exposure to different cultures, enabled them to enhance outcomes in their workplace by bridging cultures to support local ownership of projects undertaken.

Ms Henriques, having studied outside Mozambique for all of her tertiary education, found that she possessed a comparative advantage in her ability to understand the perspective and approaches of both international and local Mozambican staff. Working in Mozambique for a private South African company with mostly international staff, Ms Henriques observed that there were challenges in adapting to 'local contexts', and as a result of her studies in both South Africa and Australia, she was able to act as a conduit bridging the two groups (international and Mozambican) together.

I found that because I had lived abroad and experienced these different cultures and then become used to really being in this flux...I found that I was, I suppose, somebody that was easily hireable because they could understand me, I could understand them, and they saw in me somebody that could interpret and facilitate this relationship, really.

Dr Chibeba continues to draw on his learning experience using participatory development approaches to engage effectively with farmers to encourage uptake of crop interventions. In approaching communities, Dr Chibeba explained it was essential to utilise consultations and to understand the cultural aspects of a community and has been helpful in his work and Doctoral research. Dr Chibeba also stated that these approaches have helped to overcome a common

dissonance between agronomists developing solutions and farmers not implementing these solutions.

16. Broadened mindset

Four alumni specifically emphasised that the opportunity to study abroad was a transformative experience which broadened their mindset and understanding of different perspectives and approaches in work and life. For Ms Matusse, living in an environment with different societal norms provided her with a different viewpoint of women's empowerment and gender equality, principles which she has applied in her own life. She saw that the exposure gained from studying in a foreign country went beyond the classroom

...it was also to see life in another way because when we are at home our life is square, but, when we go abroad, we look at things in a different way...you now have a broader perspective.

In the classroom, Ms Henriques attributes 60 per cent of the benefit from her Masters by coursework to the discussions that occurred in the seminars with students and staff. These interactions, Ms Henriques felt, helped to stimulate new ideas and approaches to understanding problems and to develop solutions.

I found that what [the discussions] did was really to open your mind up to different ways of thinking, different ways of analysing problems, thinking outside of the box, and trying to break down issues so that you can sort them out, problem solve in a way. But I felt that my Masters was this amazing opportunity where I could bring perspective to discussions. I could get others' perspectives, and that is where the creativity, the innovation, the learning really happened, in that interaction.

Mr Mangue also stated that the greater availability of learning resources and information at Australian institutions provides a difference between himself and those who have not had the opportunity to study abroad. Exposure to a greater source of information, Mr Mangue found, expanded his ways of thinking, interpreting and sourcing information.

17. Personal motivation

Personal motivation is a significant factor in both selecting appropriate scholars who will meet the development objective of Australian scholarships, and as an enabling factor in contributions made by alumni following their return to their home country.

For the alumni in this Case Study, the personal motivations to undertake a postgraduate scholarship in Australia include: to advance their skills and knowledge, to build capacity within their organisation, and/or to contribute to country or regional development. All of the alumni have demonstrated how they have translated their goals into outcomes through their work, which have also aligned with Australia Awards long-term Outcome 1.

Ms Fiona Pakoa, Team Leader for Australia Awards in Africa, stated that 'we select people who have a commitment, passion, and attitude towards development'. Articulated personal motivations to contribute to development can increase the surety that selected individuals will have the motivation to maximise their opportunities both during and post-award which has a focus on this contribution.

Five of the alumni in this Case Study identified a motivation to contribute to their workplace or country as a reason for their application for an Australian Government scholarship. As stated by Ms Henriques, for alumni, 'studying abroad was a vehicle, the focus was coming back to Mozambique and contributing there'. Similar motivations were expressed by Mr Sono – 'I wanted to make this country better for everyone, not for me only, but for everyone, so it can go forward'. Likewise, Dr Chibeba's motivations for furthering his education (which has resulted in completing a Doctoral degree, in addition to his Masters degree) is underpinned by his aim of advancing the field of agronomy in Mozambique.

When I was a child, I was always thinking of making as good a possible contribution to my country. If your knowledge is reduced, you can possibly help one person, but as much as you learn, you can contribute not to two, but several people. So my idea was to go [to Australia] and learn and acquire knowledge, so I could help not just people that were linked with me, but to be able to help more and more people. So I had that desire to learn.

4.6 Challenging factors

Alumni referred to workplace challenges they have faced when trying to apply their skills and knowledge gained in Australia. The most commonly discussed barriers were: reintegration – relevance of position on return and resistance to change, limited resources and outdated equipment in laboratories, and perception of partiality in public sector opportunities.

18. Reintegration

Relevance of position on return

For one alumna, returning to a project-based role in rural development limited her opportunities to use her expertise in natural resource management. Ms Simão stated that it took leaving her position and making the leap to Country Director for The Hunger Project and now as Senior Technician at the Directorate of Economic Studies to utilise her degree fully.

And now I have this opportunity for me. It's a good opportunity because I'm doing what I want, and I love what I want to do. It's part of my degree. So I think now it's really relevant.

Today, returning Australia Awards scholars are provided mechanisms for support. Reintegration planning is an emphasised component of the current implementation of Australia Awards in Africa. In developing Australia Awards scholars into 'agents of change', the reintegration planning seeks to ensure on-award course selection will align with development impact and change on returning home. Using an online portal, scholars complete a 'Reintegration Planning Journey' as part of their award: 'Through each significant stage of a student's scholarship, emphasis will be made on Reintegration Planning and the Reintegration Action Plan.' (Australia Awards in Africa, 2018a)

In addition, the Mozambique-Australia Alumni Association (AMEA) established in 2012, may ease similar challenges faced by alumni in seeking more relevant work, or re-entry into the workforce. Through a support network provided to alumni members, information is shared relating to job opportunities and contacts.

Resistance to change

Mr Sono experienced some resistance to new ideas from colleagues in the workplace but did not feel that this challenge was insurmountable, and instead required patience to build understanding and support.

Sometimes it's not easy. I'll tell you why. Because when you come back from abroad and wanted to implement something here, and some people don't support, they think that you are smarter than us. Yes. It's [resistance to] a culture change. Do you find they're receptive to your ideas when you explain what you've learnt? Yes. In the beginning, some people said, "Oh no. You think you are smarter than us. Just keep quiet." But if we want to go, we'll have to go together. We cannot go alone. Alone maybe you'll fall.

19. Resource availability

Ms Matusse and Mr Sono both returned to laboratory-based positions following their awards and similarly experienced challenges in applying new techniques which required updated equipment. Following promotions to positions of leadership, they were able to have the relevant materials and equipment purchased to update the laboratory practices and improve results. In sourcing funds for these purchases, Ms Matusse stated that this took some years but with collaboration with another faculty, and financial support from external agencies they were able to secure the equipment.

Fortunately, after some years, we managed to get this equipment in the Faculty of Vet, so we used to share knowledge there in the Faculty of Vet on the use of this equipment... in our laboratory, we even managed to have organisations like atomic energy that helped us to purchase this equipment.

20. Hurdles to career progression

There was a perception from three alumni that the public sector lacked impartiality with regards to career progression and opportunities in the workplace. One alum stated that criteria for progress in the public sector system were not necessarily a reflection of competence. Another alum felt that political alliances influenced career progression in the private sector, but more so in the public sector:

The political alignment and agendas and how you choose to be political. I'm apolitical. So I'm not a political animal at all, and so I stay out of that. And that can also mean that there are very clear ceilings that you reach in doing that.

This impartiality was also felt to influence scholarship opportunities, with one alum stating that this was the benefit and appeal of the Australian Government scholarships which offered awards for those also working outside of the public sector.

The transparency of the selection criteria and process for Australian Government scholarships also appealed to another alum, who similarly felt that this was a point of difference to other scholarships offered.

I looked around for what courses were available to Mozambicans, and at the time, it was the AusAID scholarship, and this was particularly well advertised. I thought it was quite well managed and transparent...I think just clarity of what programmes were funded, in terms of what sectors were funded, how straightforward the process was. It was well advertised, it was open, you could phone somebody, and

you could talk to somebody, you could get answers, and it just went very smoothly from there.

5. Economic and Public Diplomacy Outcomes

Summary findings

Alumni in this Case Study developed ongoing friendships with Australians, fellow scholarship holders and other international students. However, on a professional basis, enduring links with Australia were not apparent.

Examples of connections with Australia and Australians from these alumni include:

- informal professional networks, whereby ongoing links with Australia have helped alumni update their technical knowledge and access resources such as academic journals
- ongoing personal friendships with Australians they lived with, worked with or studied with while on award
- enduring links with fellow scholarship holders from Mozambique, connected by their common experience in Australia through the alumni association, AMEA
- connection to Australia through workshops and events through the Australian High Commission in Pretoria and Australia Awards in Africa.

The factors that have facilitated these connections include the range of experiences that alumni were exposed to while on award – particularly through living arrangements, study opportunities, and for some alumni, work experience. An active and inclusive alumni association and engagement through the Australian High Commission are also avenues that have helped in facilitating connections for alumni.

A critical context to note in exploring these issues is that the emphasis on alumni relations and making connections on award was not as central during the period in which these alumni undertook their scholarships as it is today. As such, the degrees which these alumni undertook did not have embedded opportunities or focus on developing professional relationships. In addition to this, some alumni in this Case Study found that the work they returned to after their award did not align with their studies. Connections waned by the time their careers progressed to a point where links with Australia would be beneficial. Others mentioned geopolitical priorities of Australia and the vast distance between these two countries as limiting opportunities for building ongoing professional relationships.

5.1 Introduction

This chapter explores the extent to which alumni and their organisations are contributing to two of the Australia Awards long-term outcomes:

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

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

The Australia Awards Global Monitoring and Evaluation Framework (the Framework) describes activities under these outcomes as: facilitating business or trade links, participating in international or regional bodies, or advocating the relationship between Australia and partner countries (e.g. promoting study in Australia).

The examples in this chapter examine these outcomes in the context of Mozambique and the alumni featured in this Case Study. Within the context of this particular research, some informal partnerships and cooperation with Australians and the Australian High Commission were evident, but there was no evidence of ongoing business or professional relationships with Australia. As such, the findings from this Case Study suggest limited achievement of Outcome 2 and no specific achievement for Outcome 3 among this particular group of alumni. This finding is similar to a 2012 evaluation of alumni outcomes in Africa, which included a focus on Mozambican alumni in the health sector. That evaluation found that ‘few scholars indicated continuing links with Australia’ (Bysouth, 2012: Appendix F).

5.2 Background

Australia does not have an Australian Embassy or High Commission physically based in Mozambique, but maintains a diplomatic presence through the nearby Australian High Commission in Pretoria. Rather than a bilateral aid program, development aid to the country is encapsulated in Australia’s Sub-Saharan Africa Aid Program.

However, in terms of the Australia Awards, the Director General of the coordinating authority in Mozambique, which has responsibility for oversight and bilateral relations regarding scholarships, emphasised that a strong ongoing relationship exists between his country and Australia. In particular, the Director General highlighted the role that scholarships play in developing connections, noting:

The outcome of our relationships is training people, and with this kind of support people develop their connections, their roots, and these roots are long-lasting. This contribution is different to sending a box of water, or bag of rice. These things you drink and eat and then forget about it, forget where support came from. But when you train people, this is long-lasting.

Similarly, DFAT staff from the Australian High Commission in Pretoria noted the ongoing dialogue with Mozambique relating to scholarships and emphasised the value that the Australian High Commissioner places on this engagement.

Also of relevance here is that when this group of alumni went on award in the late 1990s and early 2000s, alumni relations were not greatly emphasised within the predecessor scholarship programs, or even within Australian institutions. This was highlighted by Ms Pakoa, Team Leader of Australia Awards in Africa:

Overall, the Australia Awards only started strongly messaging around linkages in 2013 or 2014, so while we are now seeing extremely significant opportunities that alumni are accessing while in Australia – developing relationships beyond the social – for the cohort in your study, there was far less emphasis on these aspects.

5.3 Examples of cooperation and partnership

This Case Study has found some evidence of ongoing cooperation and friendship between alumni and connections with Australia, but no specific examples of business partnerships or professional collaborations. As such, the examples provided below focus on aspects of Outcome 2: cooperation between Mozambique and Australia. Three areas are discussed in this regard: informal professional networks developed by alumni; ongoing friendships and connections; and the role of the Australian High Commission and AMEA in maintaining links through alumni activities.

21. Informal professional networks

Most of the alumni in this Case Study mentioned that over the decade or more since returning from their scholarship, they had maintained contact with people from their alma mater (including academic staff and former students). These people have helped provide technical assistance or guidance at some point, or have offered access to resources to assist the alum in keeping up to date in their field of interest.

For example, Ms Matusse drew on advice from her former teachers and laboratory colleagues at Flinders University on her return to Mozambique:

They supported me a lot. When I came back to Mozambique, for more than 10 years, we were in touch, talking about technical issues...During my work as a laboratory technician, I was able to contact my colleagues in Australia, asking them: 'I'm doing this and that, but I found a gap, what can I do?', and they were able to help me, like, 'Try to do it like that...'

Ms Henriques also mentioned maintaining contact with a key member of the University of New South Wales (UNSW) faculty who she had studied under during her scholarship noting, 'professionally, for the first 10 years or so I stayed in touch'.

Ongoing connection with Australian institutions has also kept a number of alumni in touch with research communities. Dr Chibeba spoke of a professor from Charles Darwin University who provided this support: 'The head of the Masters course was very helpful, providing materials and also was very much interested in linking me to academic networks.' One particular avenue he was introduced was an online academic research network: 'She introduced me to ResearchGate, I am still connected with her and I share my research in ResearchGate'.

Mr Sono and Ms Matusse spoke of similar help through continued networks with their Australian alma mater. In these cases, this was provided through the provision of materials and resources that enabled them to continue to access the most up to date scientific techniques and approaches for their work. Ms Matusse received journals from Flinders University colleagues, 'this Australian group on food safety used to send me scientific journals, abstracts and so on...This came through their library and kept me updated in what is going on in my area.' Mr Sono emphasised how important this connection has been, suggesting that he would not have been able to access this information without his Australian connections 'because in Mozambique it is not easy to find those kind of resources'.

22. Ongoing friendships and connections

Each of the alumni in this Case Study spoke of personal friendships that they developed while on their award that has maintained their connection to Australia. The friendships and connections described below include those formed on award with Australians, fellow African scholars and other international students.

Mr Mangué, Ms Henriques, Ms Matusse and Mr Sono all spoke fondly of relationships developed with Australians during their scholarship. For Mr Mangué, a close friendship was formed with a fellow Australian student at the University of Queensland. As a result of living together, Mr Mangué describes that 'we became family'. They have kept in contact over the years, meeting in Singapore and again in Australia when Mr Mangué returned to undertake a leadership course in 2013 at Deakin University. Ms Henriques has remained close with her Australian housemate since her award – her housemate's first trip overseas was to Mozambique. In the case of Mr Sono and Ms Matusse, each forged connections and friendships through their work in laboratories as students. Ms Matusse also found Australian friends in an extra-curricular job she secured while on award – 'my colleagues from work, even from the department at university, they used to take me to their home, to show me their family, how they were living.'

Ms Henriques also spoke about the interest in her background that was shown by the Australian students with whom she shared her classes: 'I found that many of my Australian classmates had never met a Mozambican. They had no idea where this place was, and they were interested and reached out.' She saw this interest as a catalyst for ongoing connections from both fellow students and lecturers well after completion of the scholarship and her return to Africa.

The scholarships have also helped in building links with fellow African students, with the commonality of having studied in Australia bonding these students. Ms Matusse noted that these friendships not only helped her in adjusting to life in Australia but also led to long-term relationships, 'today we are still in touch'. Ms Henriques' connection with other African scholars in Australia led to useful and ongoing professional partnerships, 'in my professional life in Mozambique at least four of my recruits over the last eight years have been Australian scholarship alumni. I continue to interact with awardees in various capacities across a number of disciplines'.

The third type of ongoing friendship and connections mentioned by alumni were those with other international students while in Australia. In particular, Mr Mangué has maintained strong professional networks with those who he studied with. His networks with fellow Indonesian alumni came to benefit him when he was working in Aceh following the 2004 Boxing Day tsunami: 'when I told them I was coming after the tsunami...they communicated among themselves and organised a kind of welcome reception for me and introduced me to their family.' Mr Mangué noted that his colleagues at the development agency were amazed by the bond they shared from their time in Australia studying together. Ms Henriques also mentioned a strong professional bond she formed with a fellow Indonesian student while in Australia who she has met over the years in Mozambique and South Africa for work.

23. Connection with Australian High Commission and alumni association

Activities that are organised by the Australian High Commission and by AMEA have helped alumni maintain some ongoing connection to Australia in the 15 or so years since their scholarships.

Most of the alumni mentioned being invited or attending activities initiated by the Australian High Commission over the years since completing their scholarship. These invitations have been a way of maintaining an Australian connection for the alumni. The activities have included workshops relating to leadership and gender, as well as participation in the pre-departure functions for newly selected award scholars. Dr Chibeba recalled one such event organised by the Australian High Commission:

People who have been there [on scholarship to Australia] are called to tell their story... So the new students know what things they can expect when in Australia. It is a very interesting thing.

The benefits from these intermittent interactions for Australia are noteworthy, with Ms Walker, First Secretary at the Australian High Commission in Pretoria noting that staff from the Australian High Commissioner value these activities:

You meet all sorts of people that you wouldn't otherwise meet because they were alumni. We will be sitting in a meeting and someone senior will suddenly chime up: "I'm an alumnus". It happens quite regularly. We find it very valuable.

The coordinating authority in Mozambique also highlighted how the connection with alumni and cooperation with the Australian Government in the selection stage of the scholarships cycle has a positive impact on relationships:

We, as a government, feel that this is a major contribution provided by the scholarships because we can see that the people who come back are proactive, their knowledge is consolidated, they are productive, creative, valuable and we welcome them. This is why we continue to be happy with this bilateral cooperation.

The alumni association, AMEA, also acts as a central point of connection for alumni, the Australian High Commission and the Mozambique Government (see further information on the association in the box later in this chapter). The Secretary General of the coordinating authority in Mozambique sees this association as offering 'the focal point for the exchange of information between Mozambique and Australia'. Most of the alumni involved in the Case Study currently have or have had involvement with this group. Ms Laila Chemane, Alumni Ambassador for Mozambique and founding member of AMEA, notes that while currently, the association's main function is in keeping Australian alumni from Mozambique in contact with each other. The hope is that in the future it will have a role in facilitating relationships with Australia.

Ms Chemane emphasised that there is an interest within the association to begin to build on industry-based clusters of alumni to work on joint research papers or projects that might be able to leverage on Australian relationships:

In Mozambique, at the moment one of the key areas is oil and gas and mined oil extractives. There are research centres in this area – for example in Queensland. If we could connect people to those kinds of institutions, I think it would add

value...It's something that we need in order to start the process – because the channels are there.

5.4 Enabling factors

Through the interviews conducted in this Case Study, a number of factors which assisted alumni in making the connections and links discussed above have been identified. By further strengthening these kinds of factors for future scholars of the Australia Awards, the benefits to economic and public diplomacy outcomes are likely to be strengthened. Three main areas are discussed below – experiences in Australia, engagement through the Australian High Commission, and AMEA.

24. Experiences living in Australia

As noted in the examples relating to ongoing friendships in the section above, a key factor in facilitating their relationships was the **living arrangements** that alumni chose during their time on scholarship. For many of the alumni, it was their former housemates who were identified as the main ongoing link they had to Australia. Mr Mangu highlighted that he and a fellow Mozambican scholarship student had made a decision on their flight to Australia that was beneficial to their immersion in Australia: 'we agreed on the plane that we wouldn't live together because we wanted to mingle, to learn the culture and so forth, which was good because the Australian I stayed with became family'. Dr Chibeba mentioned the role that International House at Charles Darwin University played in helping him forge links – 'I made so many friends with Australians, Europeans, Asians, all very friendly'.

The nature of the university coursework alumni engaged in also helped in facilitating the development of friendships. **Study experiences** were highlighted by Ms Henriques, Mr Sono and Ms Matusse as being a platform for ongoing connections. Ms Matusse spoke of her study which helped in 'opening my mind to new opportunities, connections and relationships'. Ms Henriques specifically mentioned the benefit of interacting with mature colleagues in her classes: 'the ones who reached out were mature...these people had five, eight years' experience and really reached out and took their time to do that'.

The experience of **work** was also beneficial to Ms Matusse in helping in broadening opportunities to interact with Australians and forge friendships. Having been able to gain a visa to work casually during her study, Ms Matusse stated:

I was young when I went to Australia, and my work colleagues were much older than me. They helped me a lot because we use to talk a lot, chat with them. So they opened my mind in a social way.

25. Involvement by the Australian High Commission in Pretoria

Through the Australia Awards, the Australian High Commission in Pretoria is helping to maintain a link with, and interest in, Australia, despite not having a physical presence in Mozambique. Ms Chemane from AMEA spoke about the important role that the Australian High Commission played in facilitating the development of the association, 'We had some kind of networking and so forth...But honestly, the idea of doing an association came more from the Australian Government...making it official came from them'.

In addition to pre-departure briefings that the alumni in this Case Study have been involved, the Australian High Commission has worked alongside AMEA in charity and community development activities. For example, an alumni activity at a school for people with disability in Mozambique was jointly organised by the alumni association and the Australian High Commission. Described by Ms Chemane, this activity linked alumni with Australian staff in a joint effort to promote 'inclusion and making sure that people have the same opportunity'.

26. Participation in the Mozambique-Australia Alumni Association

As noted earlier, most alumni in this Case Study have some connection with AMEA. While the core aims of the association currently relate to building networks among alumni within Mozambique. The relationships described above with the Australian High Commission and the coordinating authority in Mozambique demonstrate the potential for this association to maintain and regenerate links with Australia.

As described in the box below, the strengths of AMEA currently are the simplicity of its primary communications platform – WhatsApp – the breadth of membership, and an understanding from the current leadership of the potential for forging genuine links with Australia through common areas of interest. These strengths highlight the growing contribution that this association could have in building relationships in the future.

Ms Chemane exemplified this ambition in the following exchange:

In the future, we want to try and form sector groups and then see how we can do things. We could go to the High Commission and say, "What are the areas that the Australian Government is supporting in Mozambique?" for example, and then "How can we help?" Because we have specialists in that specific area. We have specialists in education, and we have specialists in this and that. So how can we help? We know the country. We have completed higher education. We somehow have also broadened a little bit our knowledge and information because we have been exposed to different cultures and so forth, so maybe we can contribute to something that is being done.

Box 1 Mozambique-Australia Alumni Association (AMEA)

AMEA was formed in 2012 by Australian scholarship alumni with support from the Australian High Commission in Pretoria and the Australia Awards in Africa. The formation of an alumni association in Mozambique helped to formalise existing networks of Australian-university alumni that had been maintained by different cohorts of Mozambicans over the years. Membership of the association is broad, with alumni from a range of different fields and areas of work, including people in the public and private sectors, academics and politicians.

According to its current head and founding member, Ms Laila Chemane, first and foremost the association offers a platform for **alumni to keep in contact and network**. In doing this, it serves a number of other functions. It is used by alumni:

- for welcoming and re-integrating new alumni returning from scholarship in Australia
- for sharing job opportunities
- as a place to seek advice from others about further educational options, and
- as a discussion space for exploring research opportunities.

The key communication platform used by members of the association is the online messaging and social media application, WhatsApp. Ms Chemane and other alumni involved in the Case Study mentioned that this platform was particularly useful because ‘everyone uses it and it’s very easy to share information...it’s the most active way we exchange information’. Alumni also keep in contact via a monitored alumni association email address and through a Facebook group.

In addition to its key function of facilitating a central network for alumni, the association also **works with the Australian High Commission** to promote alumni workshops and invitations for pre-departure events for new awards scholars. As noted earlier in this chapter, from a diplomatic point of view the coordinating authority in Mozambique sees the association as a ‘focal point for the **exchange of information between Mozambique and Australia.**’

Through the association, alumni also coordinate events focussed on giving back to the Mozambican community. These **social and community development activities** have included sponsorship, donations, and visits to local orphanages and schools for people with disability.

According to Ms Chemane, there is a strong potential for the association to broaden its achievements. She discussed the ambition to develop stronger networks among alumni who work in particular sectors and would like sectoral collaboration among alumni to be generated in the future:

We are looking at the possibility of setting up working groups, for example, people from agriculture, people from the mining sector, people in education, and then for them to look at what they want to do.

Ms Chemane suggested that there was interest in collaborative research papers, professional development activities and further education tailored by sectoral groups to their specific needs. As noted above, this sector-specific networking is also seen by the association as a good way to re-ignite connections with Australia – for example through joint research projects.

5.5 Challenging factors

The difficulties faced by alumni in making connections with Australia and Australians following their study are relatively broad. Critical to this outcome is the purpose of predecessor scholarships to the Australia Awards highlighted in the introductory section of this chapter. At the time of the scholarships for this cohort,

the diplomacy, networks and connections aspects that are now central to the Australia Awards were not a clearly stated aim. As noted by the Team Leader for Australia Awards in Africa, the emphasis on connection with alumni by Australia is something that has only come to the fore in the past few years.

Aside from this fundamental issue, a number of specific factors are explored below and reflect the same challenges found in the Kenya Case Study by the Facility (Edwards and Capel, 2017). These issues experienced by alumni relate to: time available for networking and making connections at university, the relationship between study and work on return home, and the distance between Australia and Africa in geography and interests to build professional connections. As a result, these factors for this cohort have led to weaker engagement with Australia.

27. Lack of opportunity to connect during study

As is common among alumni interviewed in the Facility research, the time pressure and intensity of studying in another country are significant. For the Mozambican alumni, the additional issue of adapting to English language tuition was a further burden on their time. Alumni mention that the pressure of satisfactorily completing their degree was all-encompassing and the idea they would also have time to make professional connections with Australian organisations is fanciful. As noted by Ms Henriques ‘with my Masters – you get there, you do your Masters, and you basically get out.’

Interestingly, Ms Pakoa from Australia Awards in Africa emphasised that this aspect of limited time for making connections is changing. Ms Pakoa highlighted increased awareness of the importance of alumni engagement, the changing approach at Australian institutions to education, and the emphasis on people with ambition to make connections as creating a more engaging environment. In her interview, Ms Pakoa pointed out that about half of all African scholars currently on award in Australia are engaged in extra-curricular activities which builds stronger connections with Australia.

28. Time taken for alumni to establish their career

As highlighted in Chapter 4, some of the alumni noted that a challenge for them to contribute was that on return, it took some time for them to undertake work that had direct relevance to their scholarship. During this time, it was noted by a few alumni, that many of the connections they had during their studies in Australia had been lost. For example, Ms Simão highlighted that in her role now, she would like to re-establish relationships that were formed on award, but the key supervisors and professors she knew have now retired – ‘When I came back I didn’t work exactly in natural resource management...[However,] now those links are really relevant...but today no, I don’t have the connection’.

Ms Henriques noted a similar issue on return to Mozambique, ‘there wasn’t a direct link between doing my Masters and being able to engage Australian businesses right away as a result of that...today I think it would be different.’ As noted by Ms Pakoa, this difference today is the fact that current university degrees have more opportunities for connection interwoven into the course structure. Australia Awards scholars now also begin their scholarships explicitly seeking these connections as part of their experience and their way of contributing on return home.

29. Distance from, and different contexts to Australia

One alumna, Ms Henriques, highlighted contextual factors that she saw as an impediment to developing relationships with Australian organisations on return: the geopolitical situation of Australia; and the geographical distance between Australia and Mozambique. These observations are similar to those noted in the Facility's previous Case Study in Kenya.

Regarding diplomacy, aid and politics, Ms Henriques who studied a Master of Environmental Management, noted the contextual difference for Australia and Australians: 'I felt that I came from a different planet because I'm an African talking about developing country issues which for many Australians means Asia-Pacific, not Africa.' In this context, Ms Henriques noted the likely different priorities of Australia in terms of development priorities. 'I know geopolitically, Australia has to make other commitments and greater commitments in the [Asia-Pacific] area because this is their context and area of influence.'

6. Views about Australia and Australian Expertise

Summary findings

Mozambican alumni in this Case Study hold strong, positive views of Australia and Australian expertise. Based on the evidence provided by alumni, the Australia Awards long-term Outcome 4, that 'Alumni view Australia, Australians and Australian expertise' is being achieved.

Positive views of Australia were particularly strong among alumni in relation to:

- the value and support structures of the scholarships
- the quality of education in Australia
- the friendliness of Australians

A number of factors were identified that helped in enhancing these positive views. These included participation in extra-curricular activities while on award, support within the scholarship and the structure and delivery of the courses undertaken by alumni.

6.1 Introduction

An important priority of the Australia Awards is to develop positive views of Australia, Australians and Australian expertise (DFAT, 2016). One element of the 'theory of change' that underpins the Australia Awards is that undertaking an Australia Award will result in outputs that include:

- awardees and their families have a positive experience of life in Australia
- awardees complete good quality, relevant education, training, other professional development and research activities.

It is assumed that these factors will translate to the long-term outcome of alumni viewing Australia, Australians and Australian expertise positively. This outcome will contribute to the overall goal of the Australia Awards: that 'partner countries progress their development goals and have positive relationships with Australia that advance mutual interests' (DFAT, 2016).

This chapter includes evidence of Mozambican alumni views about Australia, Australians and Australian expertise based on their experiences in Australia.

Of important context in this Case Study is that many of the alumni had little or no engagement with Australia prior to their scholarship. Dr Chibeba and Ms Matusse both highlighted their lack of knowledge about Australia; respectively they noted 'I knew very little about Australia back then' and 'before I went, I didn't have any idea of the background of Australia...I just went'. This element is different from Case

Studies undertaken in the Pacific and South East Asia, where Australia has a significant role as a development partner.

As such, that the views formed by alumni are overwhelmingly positive is an important finding and demonstrate that for this group, Outcome 4, 'Alumni view Australia, Australians, and Australian expertise positively', is being achieved.

The discussion relating to these views focuses on a few central themes, these are: respect for the scholarships themselves; the high quality of Australian education; and appreciation of the friendliness of Australians.

6.2 Examples of positive views of Australia

30. High value placed on Australian scholarships

The scholarships themselves were viewed particularly positively by alumni. While this may be expected given these alumni were the beneficiaries, it was notable that a number of this group who had been part of other scholarship programs, held their Australian experience in far higher regard. For example, Dr Chibeba described the difference in support and education in his Australian Masters degree scholarship and a subsequent scholarship to undertake his Doctorate in Brazil as 'night and day!'

Alumni spoke about the high value with which they regard Australian scholarships as they were very well organised and focussed on merit. These positive experiences translate into individual alumni becoming champions of these scholarships in their communities, encouraging others to apply and speaking generously about Australian expertise.

In terms of organisation of the scholarships, alumni mentioned support provided from the point of application, all the way through to reintegration as being carefully planned, clear and conducive to positive outcomes. Dr Chibeba simply described the way things were handled as 'professional'. Ms Henriques highlighted the clarity of the application and selection process was a better than the United States-based scholarships, and noted that there was ongoing support even before applying: 'you could phone somebody and talk, you could get answers, and it just went very smoothly'.

The efficient organisation of the scholarships were also highlighted by these two alumni. Ms Henriques noted the 'smooth transition' into life in Australia that was facilitated by the social support, travel logistics and welcoming received on arrival in Australia: 'Simple things, like being met by two Mozambicans at the airport! I didn't expect that, but someone at UNSW had organised for that'. Dr Chibeba remembered the letter and briefing he received prior to arrival in Australia which helped in preparation:

It was so organised before you arrive, they would write a letter explaining where you are going, what kind of people you will find there, the size of the city, the diversity they have there...just after our arrival we had we had a meeting to introduce ourselves.

Another aspect relating to the high value placed on the Australian scholarships by alumni was that they are viewed as being transparent, merit-based and impartial.

One alum articulated this well in their own example, which helps to explain the relative accessibility of the Australian scholarships to someone who is not well connected in political circles:

Before I went to Australia, I heard that there was a possibility of doing a Masters in the US, and the problem with that scholarship, from what I heard, is that to go to the US you should be working at a government institution. But the Australian scholarships...some [recipients] could come from government institutions but others from other organisations. So that is very, very helpful. You would know our country very well and you know about corruption, not only in Mozambique but in many other African countries, if it's from government institutions, people are selected by their bosses to go there and study. Sometimes they select their own children...

So I found the Australian scholarships very helpful on that because everyone could apply for it, even myself. In my family, there is no one in the government. I've come from a very poor community, very poor family, not working for the government. No way I would go and do my Masters [through other programs selected from within government].

31. Quality Australian education

A common theme across Case Studies of the Facility is the esteem in which Australian education is held by alumni, their colleagues and other stakeholders in their country. This Mozambique Case Study strongly highlights the perception of Australian education as very high quality.

In his interview, Mr Mangue spoke about the benefit to his learning from having high-quality teachers during his Masters degree at the University of Queensland:

The calibre of teachers and the professors you have. That helps you in terms of broadening the way of thinking, of doing things, of understanding how things are. Some of the things you thought were complex are demystified; they make it easier for you. That helps a lot, and it's unique.

The coordinating authority in Mozambique also recognises this sentiment. The Director General detailed the breadth of opportunity that Australian education delivers for Mozambican students, noting that alongside the technical aspects that students gain from this education, there are other lessons learnt.

These alumni's behaviour and attitude, and most importantly, dedication shown in their work is something that is extraordinary. This means that if they have this extraordinary performance, it comes from extraordinary training.

Ms Henriques discussed her appreciation of Australian education from two perspectives. First as a student:

The Masters I did really looked at filling the gaps in your education and your knowledge...[to me] it was like 'Oh, ok, this is how it all fits in', and this is perhaps how we can enhance it.

Second, as an employer of Australian graduates later in her career: 'The bottom line is, in my field, Australians are super well trained...when I worked in Papua New Guinea, I would come and get talent in Australia'.

When it comes to recommending educational opportunities abroad, alumni spoke about how they don't hesitate in encouraging Mozambicans to consider Australia. Dr Chibeba tells prospective students 'If you are in Australia, expect the best. People there will teach you, people are willing to help you.'

32. Friendliness of Australians

The alumni discussed how they were embraced by Australians and their educational institutions during their time on scholarship. The openness with which they were welcomed appears to have had a long-lasting positive impact on each of the alumni interviewed. Mr Sono was particularly taken by this, highlighting how the general approach to treating people that he experienced in Australia has a flow-on effect to work, study and general wellbeing: 'All the people were really friendly...when you meet nice people [in that environment] you can develop your skills and knowledge...it will be easy for everyone'.

Ms Simão spoke about her 'beautiful experience' which was a result of working with 'different people from different cultures, a mix of people, so it was really wonderful'. Even more than a decade later, Ms Simão's colleague notes that she speaks fondly of the people and her experiences in Australia – 'it seems like [she was there] yesterday when she is speaking to somebody about Australia.'

Other alumni appreciated the way in which Australian's showed interest in the Mozambican culture. Dr Chibeba noted 'people wanted to know where I came from, what is the culture, the languages...very curious'. Likewise, Ms Henriques found the curiosity from her classmates in her heritage as a sign of positive interest in broadening understanding of other cultures. Ms Matusse still speaks fondly of the support and care she felt while in Australia, 'I realised it's a good country for African people to study...the people are very, very, very good people, very helpful...ready to help you on any issue.'

6.3 Enabling Factors

There are a number of factors built into the experiences of alumni that have clearly helped in facilitating the positive views of Australia articulated above. A number of these are implicit in the examples shared, but a few specific factors are discussed below.

Extra-curricular activities are an aspect that expanded the extent to which alumni were able to experience Australia and Australian people. Within this aspect came formal examples of such activities. Such as the organised 'trips to the harbour...to socially acclimatise' (Ms Henriques) as well as informal experiences gained through living with Australians (as discussed in the previous chapter). For Ms Matusse, it was the fun she had with her work colleagues who showed her 'the culture of Australian people.'

Program support as part of the scholarships themselves is also a strong factor enabling the excellent experiences expressed by alumni. Examples of the enabling programs that were built into the scholarship to improve English language and introduce scholars to their universities were noted by Dr Chibeba and Ms Henriques. These programs set a foundation for success when their university studies began, and being there to support if needed during their studies.

Support built into the scholarships also helped these alumni on return home. Again, Ms Henriques spoke about the reintegration planning and seminars 'getting ready and getting into the mindset' for returning to Mozambique. It is clear that this transitional support helped in reintegration as well as in sustaining the positive views alumni hold about their experience in Australia.

Course structure and delivery is a third key factor identified as contributing to building positive views of experiences in Australia. As discussed earlier, the approach to learning built into the Masters courses these alumni were part of was very much one of participation, sharing of experiences, group work and collegiality. Alumni such as Mr Sono and Ms Matusse, whose studies involved extensive laboratory time, spoke fondly of their 'lab group' and the interactions stimulated by the group work in this environment. Ms Henriques and Mr Mangue thrived on the intimate aspects of seminar work and group discussion that they experienced in their Australian classrooms.

6.4 Challenging Factors

The overwhelming sentiment from alumni in relation to their views of Australia are positive and inspiring. As such, few inhibiting factors to developing positive views were apparent from the discussions. However, one alumna, Ms Henriques did make an important point relating to some of the cultural aspects she had found surprisingly lacking in Australia when she was studying.

The first of these, also discussed in the previous chapter, related to the **insular thinking** she found in many of her classmates. She highlighted that one thing she noticed was that many of the Australians she interacted with lacked broader perspective: 'I felt that here was this island continent, sitting in this corner of the world...with not a lot of interest or even knowledge of what happens outside'.

In addition to this, Ms Henriques expressed some surprise at the lack of understanding of **issues facing Indigenous people** in Australia – 'in the university there wasn't an Indigenous person that I could see or engage with. For me that is just mind-blowing...people just didn't really talk about it.' This aspect of her time in Australia has influenced the development of her holistic view of Australia.

7. Impact of Australia Awards on Addressing Equity Issues

Summary findings

The Australia Awards in Africa are proactively applying and promoting defined principles of social inclusion across the scholarships cycle and through alumni engagement activities and groups. Social inclusion in the context of the Australia Awards in Africa includes recognition of gender equality, disability inclusion and HIV. In addition, alumni have shared their experiences relating to English language as a barrier to accessing scholarships in their context.

Alumni in this Case Study have been unaffected significantly by these barriers. This, however, is not necessarily reflective of broader systemic issues in Mozambique regarding access to higher education, career progression, and more specifically the Australia Awards.

Overall, the Australia Awards in Africa must balance its aims of enabling access and ensuring equitable outcomes with limitations beyond the influence of the scholarships in the context of gender, disability, health, and English language in Mozambique.

7.1 Introduction

Chapter 7 describes the impact of the Australia Awards in addressing equity and disadvantage in Mozambique. It explores how the scholarships contribute to 'address barriers to participation and provide on-award/post-award support where participation by women, people with disability and other disadvantaged members of society is low' (DFAT, 2016).

This chapter outlines the barriers to accessing postgraduate study and in career progression experienced by the alumni in this Case Study. It also explores equity issues the Australia Awards in Africa and Australian High Commission in Pretoria seek to address. These barriers and equity issues relate to gender, disability, health and language.

The Mozambique alumni sample group included three women and three men, which provided a balanced gender representation for this Case Study. The sample group also included some differing geographical locations and ethnic backgrounds. One alumnus is currently working outside of the capital of Maputo, in the northern region in Nampula city, and one alumna is of Portuguese descent and identifies as a white Mozambican. There was limited opportunity to investigate the impact of the Australia Awards scholarships on people with disability as no alumni in the Case Study sample identified as a person with disability. However, insights shared by the Australia Awards in Africa and Australian High Commission have been considered in this report.

7.2 Background

The Australia Awards seeks to address cross-cutting issues relating to equity and social inclusion outlined in the Global Strategy's five principles applied to the Australia Awards investment approach decisions, including Principle 2: equity of access. Equity of access is encouraged at the promotion, application, on-award and post-award stages by:

- maintaining equal numbers of Awards for women and men at the global level
- ensuring Australia Awards opportunities are promoted widely across government, civil society and private sectors
- designing appropriate interventions to address barriers to participation and provide on-award/post-award support where participation by women, people with disability and other disadvantaged members of society is low
- ensuring equitable access to on-award and alumni engagement opportunities.

The Australia Awards in Africa has aligned with the Global Strategy by adopting the collective term 'gender equality and social inclusion (GESI)' 'to refer to the management of gender equality, disability inclusion and HIV within the program' (Australia Awards in Africa, 2018b).

7.3 Gender

The Australia Awards seeks to have a positive impact on gender equality, and women's empowerment can occur in the application, selection and acceptance of a scholarship, on-award experiences, and post-award in career outcomes. However, there are broader societal issues beyond this that can affect truly equitable participation in undertaking scholarships.

In the Mozambican context, gender relations are continually evolving due to profound structural changes to societal norms that are a result of factors such as conflict, migration and urbanisation (Tvedten, 2011). Mozambique has been traditionally divided between two kinship systems, with the southern regions typically patrilineal, and parts of the centre and in the northern areas typically matrilineal, but both are highly male-dominated (Bicchieri & Ayala, 2017; Karberg, 2015).

Gender disadvantages and gender-specific relationships, as a result, differ across the regions in Mozambique due to its diversity in ethnicity and culture. Tvedten (2011) summarises that in general terms, females in southern Mozambique are constrained primarily by access to and control over economic resources. While in the more 'traditional' areas of the north, culture and religion are the critical barriers to gender equality. However, in all regions, urbanisation and urban life have opened up social space for women.

Like many other post-conflict African states, women in Mozambique have experienced greater representation in society in recent generations. However, this has not translated into increased gender equality for all women (Karberg, 2015). Mozambique has one of the highest rates of female parliamentary representation globally, with 39.6 per cent in the 2015 national elections and ranking equal 14th of

193 countries. However, Mozambique is also one of the lowest-ranked countries (138 of 160) on the Gender Inequality Index in 2017 (Inter-Parliamentary Union, 2018; UNDP, 2018). Poverty in Mozambique has a gender dimension with women on average having poorer outcomes than men economically, in education and health (UNESCO 2018).

Access to education and learning outcomes for females is also low. Only 16 per cent of adult females reach at least a secondary level of education, compared with 27 per cent of males. A factor in this is child marriage – which Mozambique has the 10th highest rate of globally. Female literacy rates are low, with 45 per cent compared to 73 per cent for males in 2014 to 2015. With significantly low rates of females completing secondary schooling, representation in higher education is also low (Karberg, 2015).

33. Alumni experiences

Alumni in this Case Study shared their perceptions of gender equality in career progression, barriers experienced in balancing career and family, and how their on-award experience has influenced their understanding of women's empowerment.

Impact of on-award experiences

One alumna described how living in Australia had changed her thinking with regards to gender equality, women's rights, and social protection; principles which she has since applied in her personal life:

The women's rights in Australia, the ladies have a lot of support from the government. The men cannot mistreat their wives. It was no like here in Mozambique. So even their children, I realise that in Australia, when someone's born, they have government support. [Here] we have our kids, we just manage by ourselves. And regarding the rights of women, Australia is very, very, very, good.' – Ms Matusse

Career progression

The alumnae in this Case Study have felt they have had equal opportunities to progress and succeed in their careers, with all of the alumni (three females, three males) agreeing that there were equal opportunities in the workplace regardless of gender. It may be that for females who are not affected by the gendered disadvantages in access and completion of education as described above, opportunities become equal, particularly in the workplace.

Alumnae indicated that they have not had to overcome any barriers as a result of their gender and compared with males who have had the same overseas study opportunities, their career progression has been similar:

No, I didn't find any barriers. I was lucky. I was improving. As I said, when I came back, I was appointed to be a Head of Department. – Ms Matusse

According to my experience here, yes, I think that, yes, here, yes [I haven't felt being a woman has impacted my career]. – Ms Simão

I think I am inclined to say that in both the private sector as well as in government in Mozambique, women tend to get similar opportunities as men, generally. – Ms Henriques

One alumnus perceived that for alumnae who have overcome or been unaffected by the barriers in access to education, once they have achieved a Masters level degree, their career progress is accelerated.

In Mozambique, at least now, at this moment, few women are applying [for jobs] with Masters Degrees...So if you are a woman and you have a Masters, go, you are far ahead of many people. – Mr Chibeba

Family and carer responsibilities

Both male and female alumni spoke about their experiences balancing carer responsibilities in the home and its impact on career progression and opportunities, reflecting the changing gender dynamics occurring in Mozambique. Ms Henriques however, stated while workplace opportunities were equal, females are more likely to experience a slower or lower career trajectory due to carer responsibilities, and as a result, they may not always follow the typical pathway in the workplace.

Ms Henriques described how she has balanced moving to the United States of America for her partner's work with her career options, and the challenges involved in moving away from her region of expertise and networks. To continue her work opportunities, Ms Henriques is now freelancing stating this option enables her to contribute to the region, demonstrating her commitment to her work.

Mr Mangué also described how his carer responsibilities influence his decision-making in applying for roles in the humanitarian sector. As most postings are unaccompanied, his family is not able to follow, Mr Mangué stated he has, as a result, declined international job offers, particularly as he wishes to be home to support his school-aged children's learning.

Ms Matusse, who had children before her award, stated that a key factor in her ability to undertake her scholarship in Australia was the support of her husband who remained in Mozambique to care for their children. She stated that 'socially and professionally, I was lucky'.

34. Impact of the Australia Awards

Gender equality and women's empowerment

The Australia Awards seeks to promote gender equality and women's empowerment. This principle has also been a cross-cutting priority in the predecessor Australian Government scholarships programs. The coordinating authority in Mozambique, the Institute of Scholarships, pointed to the Australian Government's commitment to female participation and empowerment as a significant contribution:

Participation of women in the program is substantial, and we see the result of that. Women come back and move into positions usually high in the hierarchy of their organisation. We can see them being decision-makers in sectors where they work...they also drag along other women – making broader improvements for all.

However, the 2012 Outcomes Evaluation of the In-Africa Australian Development Scholarships (Bysouth and Allaburton) found alumnae were 'not necessarily representative of the potential population of women who are capable, academically, of successfully completing a Masters degree'. It determined that achieving gender equity would require understanding the barriers for 'well-qualified

women' to applying, and undertaking affirmative action to encourage their participation'.

The Australia Awards in Africa seeks to address gender disparities across the awards cycle. This involves working with national coordinating authorities and women's organisations to ensure reaching as many eligible women as possible in the promotion of the opportunity provided by the scholarships. The participation of both men and women to become 'transformative leaders in promoting gender equality and social inclusion in their workplace and communities' is emphasised (Australia Awards in Africa, 2018c).

Potential applicants with family and carer responsibilities may be deterred in applying for the Australia Awards due to geographical distance and time away on award. The Australia Awards in Africa website provides information for both male and female applicants with families regarding the impact of undertaking an overseas scholarship. Australia Awards in Africa also offers women with childcare responsibilities support mechanisms such as financial support for child-minding to attend interviews and pre-departure briefings.

The Australian High Commission has also taken steps to increase the number of women who apply for Australia Awards. However, reductions in the support for scholars to bring their partners and children to Australia has disadvantaged women. To ease this barrier the eligibility age has been increased to the age of 50, requiring a compromise in the 'longevity' of investment in a more mature scholar.

That's why we pushed back our eligibility age so that women can apply up to 50 – which is quite a significant age. Because the idea is that by then women are past those issues. – Australian High Commission, Pretoria

A number of alumni in previous Case Studies⁴ have referred positively to the opportunity to have their families with them on award which enabled them to concentrate on their studies (rather than worry about their family back in their home country) and the benefits to their children living in another country. However, there are inherent tensions that may arise in scholars bringing their families to Australia and meeting the long-term outcomes of the Australia Awards. There is an observation from the Australia Awards in Africa team that this may present unintended challenges for scholars to undertake opportunities to network outside of their course.

7.4 Disability

For people with disability in Mozambique, cultural prejudices, discrimination and resource constraints challenge access to education, healthcare and work, and are significant barriers to social and economic inclusion (Sida, 2014). The Government of Mozambique has taken steps to promote and protect the inclusion of people with disability. These include providing education as a right for all citizens, and

⁴ These Case Studies are Vanuatu (Edwards and Taylor, 2018), Nepal (Parker and Taylor, 2017), Fiji (Parker and Taylor, 2017), and Sri Lanka (Edwards and Taylor, 2017).

education mainstreaming policies under the 1998 'Inclusive Schools Program' (Tomai et al., 2017).

7.5 Language

English language requirements present a relatively unique challenge in Mozambique to accessing the Australia Awards scholarships opportunities. The first language for most of the population is one of 41 indigenous languages spoken in Mozambique, with less than 10 per cent speaking the official language of Portuguese as mother-tongue (DFAT, 2018; UNESCO, 2015). There are inherent challenges as a result in reaching qualified applicants who are also able to also achieve the English language requirements to apply for the Australia Awards and eligibility to study at an Australian institution.

35. Impact of the Australia Awards

Access to the Australia Awards

Although English is introduced in the primary school levels as a foreign language subject, three of the six alumni discussed the additional effort they made to develop their English-language skills outside of the education system.

Ms Matusse stated the English language training she had through her schooling was not sufficient and required significant additional training which positioned her to be eligible to study in Australia when the scholarship opportunity arose. For Ms Matusse, it was a fortuitous sequence of events that enabled her eligibility to apply for an Australian Government scholarship.

No, I didn't learn it in school. In school, we had two hours per week to learn English. It was not enough. So I had to put in a lot of effort. I went to the language institute here in Maputo to learn English. Then I got a scholarship from the Commonwealth to go to Swaziland...I stayed there five weeks learning intensive English. That's why I managed to pass the exams to go to Australia.

A limitation of this Case Study is that it is only possible to hear from alumni who completed their studies in Australia. However, one colleague of an alumni did share that English-language requirements were a barrier for them in undertaking postgraduate study opportunities in Australia.

I'm so interested one day to be there and do some of those courses at your universities [in Australia], but they're not that easy. It's a challenge because my English is so bad. First of all, it's a challenge for myself to improve my English.

The coordinating authority in Mozambique also stated that language was a factor which limited participation. There were also concerns that if Mozambican applicants were competing against other English-speaking African countries for selection then they were possibly at a disadvantage due to language ability.

However, the Australian High Commission and the Australia Awards in Africa, noted that this was not an issue because they reduce the language barrier by broadening the pre-selection pool for Mozambican applicants.

Primarily though, Australia is an English speaking country which requires sufficiently high English skills to be successful in undertaking postgraduate studies.

Ms Pakoa stated that the Australia Awards must then balance resources to support language skills development and investment so as to ensure the chances of success for scholarship holders while on award.

8. Conclusion

Since 1988, Australia has provided scholarships to Mozambicans to build the human resource capacity of the country to meet its own development goals. These scholarships have formed a core component of the Australian aid program (OECD, 2000). Australian assistance to Mozambique has been targeted towards food security, HIV/AIDS, water supply and sanitation, education and governance. This Case Study has explored the outcomes of a group of Mozambican scholarship alumni who completed their studies in the early 2000s in the areas of agriculture, food security, and natural resources.

Alumni interviewed for this Case Study work across the public, non-government organisation, and private sectors. Collectively, they have utilised their skills and knowledge from their scholarships at Australian institutions to **build the capacity and expertise of their organisations, and strengthen social and economic outcomes**. Alumni contributions include improving agricultural productivity, supporting humanitarian, improving laboratory food and water testing, and innovation in Environmental Impact Assessments.

Studying in Australia has provided alumni skills in English language, technical capacity and cross-cultural competence necessary to **implement change, undertake innovations, and deliver high-quality expertise to projects**. In some cases, alumni experienced challenges to fully utilise their new skills and knowledge due to a mismatch between study and work, resistance to change, and limited resources to use new laboratory methods which required updated equipment. However, alumni were still able to make significant contributions nationally and regionally, especially through work in the NGO and private sectors.

Mozambique Case Study alumni are engaged in alumni activities and events.

Alumni valued the opportunities presented by the Mozambique-Australia Alumni Association and the Australian High Commission to participate in pre-departure orientation and network with newly returned and older alumni. Alumni have ongoing friendships with Australians, fellow scholarship holders and other international students through their courses, extracurricular activities such as work, and living arrangements.

Informal professional networks developed with university staff and fellow students have enabled alumni to share technical knowledge for workplace support, and access resources limited in Mozambique, such as academic journals. However, alumni had **little opportunity to build professional networks due to time constraints and commitment to academic success**, in addition to not being a specific outcome for undertaking their scholarship at the time. Maintaining networks have been difficult for alumni due primarily to waning links over time and, for some, a lack of relevance of their networks to their jobs in the immediate years preceding their scholarship. Limited interest due to geopolitical and business priorities between Mozambique and Australia have also presented a challenge to alumni in building these professional links.

Alumni hold enduring positive views of Australia as a result of their experiences living and studying in the country. Many have since advocated studying in Australia to colleagues, friends and family. This finding is important as many of the alumni in this Case Study had little or no prior engagement with Australia, reflecting the limitations presented by geography to penetrating the political, economic and social realms of interest in Mozambique. However, the Australia Awards has helped to garner interest in Australia and value for Australian expertise through the ambassadorship of its alumni.

The Australian High Commission in Pretoria and the Australia Awards in Africa are committed to ensuring equitable access to the scholarships, and its outcomes for alumni. These are explicit in its **Gender Equality and Social Inclusion policy**. However, there are country-specific contextual constraints. In Mozambique key barriers to accessing the scholarships, and higher education opportunities more broadly, for women and people with disability, are systemic, cultural and attitudinal, and largely beyond the influence of the Australia Awards. However, for women who reach and complete postgraduate study, opportunities for career progression are seen by alumni as the same as for men.

9. Alumni Profiles

Ms Marta Jordao Henriques

The thing I felt, was, having done that Masters, it was so empowering. I came back and I felt like I was given the time to grow, to develop, and I think in a way to almost affirm myself also and mould my thinking, and then I was able to very confidently go back into the world. I think this was very different to how I had finished my undergrad.



Scholarship	Australian Development Scholarship
Years	2003-2004
Degree	Master of Environmental Management
University	University of New South Wales
Current position	Environmental management consultant
Brief biography	<p>Ms Henriques is an Environmental Management consultant currently based in Washington DC. Growing up in a northern province of Mozambique, Marta completed her schooling and gained an undergraduate university place at the University of Cape Town where she completed her honours degree in the Department of Environmental and Geographic Science.</p> <p>Prior to gaining her Australian Development Scholarship, Ms Henriques worked in Mozambique in environmental development. She travelled to Australia to undertake her Masters of Environmental Management at the University of New South Wales in 2003.</p> <p>On her return from the scholarship, Ms Henriques worked as an Environmental Specialist, developing major Environmental Impact Assessments in the extractives industry, ensuring environmental protection requirements were met in complex petroleum projects adjacent to one of Mozambique's marine national parks. In the following years, Ms Henriques has worked in as an Environment Specialist in roles in Papua New Guinea, Australia and South Africa.</p>

Location at the time of field research: Washington DC, USA
Date of interview: 25 October 2018

Dr Amaral Machaculeha Chibeba

I'm proud of being a scientist because I have now joined an elite, the finest group of academic people in Africa. To be among them just make me very proud. People look at you differently, people are nice to you. People who look down at some people will smile and greet you. It's a very good thing. Not many people enjoy that, I think.



Scholarship	Australian Development Scholarship
Years	2002-2003
Degree	Master of Science (Environmental Management)
University	Charles Darwin University
Current position	Postdoctoral Fellow, in Agronomy and Soil Microbiology, International Institute of Tropical Agriculture
Brief biography	<p>Dr Chibeba is a research scientist undertaking a postdoctoral fellowship with the International Institute of Tropical Agriculture in Nampula, Mozambique. As a child, Dr Chibeba remembers having a desire to learn, and despite coming from a very poor community, through scholarship support he completed an undergraduate degree in Mozambique.</p> <p>Following his first degree, Dr Chibeba worked as an agronomist with World Vision. In 2002 he was awarded an Australian Development Scholarship to undertake his Masters at Charles Darwin University. On return to Mozambique, he worked as a researcher and project director for a number of organisations, with a particular focus on improving cashew nut production.</p> <p>Between 2012 and 2016, Dr Chibeba undertook his Doctor of Philosophy (PhD) in Agronomy on a scholarship in Brazil. When he returned in 2017 he began his postdoctoral fellowship in which he is helping to develop disease-resistant crops and improving crop management technologies for farmers in Mozambique.</p>

Location at the time of field research: Nampula, Mozambique
Date of interview: 1 November 2018

Mr Carlos Domingos Sono

When you study abroad, it's totally different... you meet different people there, different people with different backgrounds and you can learn from them, not only in the classroom but outside... So it's important that you can share your experience with those who stay in Mozambique, so that we can go forward and seek how we can build the country.



Scholarship	Australian Development Scholarship
Years	2000-2001
Degree	Master of Food Technology
University	Curtin University
Current position	Director, Centre of Medical Examinations, Maputo, Mozambique; Lecturer Universidade Técnica de Moçambique.
Brief biography	<p>Mr Sono leads the Centre of Medical Examination in Mozambique, overseeing the occupational health of the medical profession in the country. A chemist by education, he also teaches organic chemistry in a university in Maputo. Mr Sono gained his Bachelor degree in Chemistry in Germany in the early 1990s.</p> <p>Before gaining an Australian Development Scholarship, Mr Sono worked in environmental health and in food and water safety. He undertook his Masters on scholarship at Curtin University and returned to become Director of the National Laboratory of Food and Water Safety. In this position he trained many laboratory research scientists in food and water quality control procedures and helped in acquiring new technology to improve processes.</p>

Location at the time of field research: Maputo, Mozambique
Date of interview: 30 October 2018

Ms Helena Adolfo Matusse

In my family, I was the first to have a Masters degree. So I was proud of that. And I was able also to help other colleagues and even members of the family in the way of thinking about life. Because Australia opened my mind.



Scholarship	Australian Development Scholarship
Years	2000-2001
Degree	Master of Biotechnology
University	Flinders University
Current position	Retired (December 2017), formerly Head of the Food and Nutrition Department at the Agriculture Research Institute of Mozambique, Directorate of Animal Science
Brief biography	<p>Ms Matusse retired in December 2017 after a 37 year career in food technology and food safety in Mozambique. Growing up in Maputo, she completed a Bachelor degree in Veterinary Medicine at Eduardo Mondlane University.</p> <p>Ms Matusse successfully applied for an Australian Scholarship and travelled to Adelaide in 2000 to undertake a Master of Biotechnology at Flinders University. She was the first person in her family to achieve this level of education.</p> <p>Returning to Mozambique, Ms Matusse rose through the ranks of her department, leading laboratory teams, consulting for the UN and helping to establish food safety regulations in the food processing industry in Mozambique to quality assure exports and to improve health in the community. By her retirement, Ms Matusse was the head of Food and Nutrition in the Agriculture Research Institute of Mozambique.</p>

Location at the time of field research: Maputo, Mozambique
Date of interview: 29 October 2018

Mr José Rafael Mangué

The biggest achievement for me is not my career but trying to build myself and my family based on my exposure. What I thought could be the education for my children is based on what I have received. I have enrolled my son in an English school because I feel that will open his mind. Then if he continues, my plan is to try to give him an opportunity of exposure like what I had. I have no kind of wealth. The only wealth I can leave with him is knowledge.



Scholarship	Australian Development Scholarship
Years	2003-2004
Degree	Master of Plant Protection
University	University of Queensland
Current position	Emergency Operations Manager, Save the Children
Brief biography	<p>Mr Mangué is the Emergency Operations Manager, working in the implementation of programs implemented by Save the Children in Mozambique, including responses relating to drought and other natural disasters. A father of two boys, he lives in Maputo, but travels across Africa and other parts of the world in undertaking his work.</p> <p>Mr Mangué completed a Bachelor of Agronomy in Mozambique before applying for a scholarship to study in Australia. He completed his Master of Plant Protection in Brisbane at the University of Queensland in 2004, returning to Mozambique to initially teach at a university in Maputo.</p> <p>Following his time as an academic, Mr Mangué has built a career through his expertise in disaster relief management working with various aid organisations including World Vision, Plan-International and Save the Children. He has contributed to aid programs across Africa and was part of World Vision's Indonesia Tsunami Response Team following the Boxing Day Tsunami in 2006. In 2013, he returned to Australia to undertake a Graduate Certificate in Humanitarian Leadership.</p>

Location at the time of field research: Maputo, Mozambique
Date of interview: 29 October 2018

Ms Ofélia Santos Simão

[When I came back from Australia] I had the opportunity to work in this American organisation, The Hunger Project [as Country Director for Mozambique]. I know that I had this opportunity because they saw my CV, and so they saw I had studied in Australia, so it is really good for them because I'd studied abroad. It was a very big chance...it was really a good achievement for me.



Scholarship	Australian Development Scholarship
Years	2003-2005
Degree	Master of Environmental Management
University	University of Queensland
Current position	Senior Technician, Directorate of Economic Studies, Ministry of Economy and Finance Mozambique
Brief biography	<p>Ms Simão leads a team of researchers and economists within the Directorate of Economic Studies in Mozambique's Ministry of Economy and Finance. The work of her team contributes to evaluating and exploring policy implementation in the agricultural and environmental sectors. She is also currently undertaking a research degree in biology and the environment.</p> <p>Ms Simão originally trained in Mozambique as a teacher, and after teaching science for some time, obtained a Bachelor of Science and moved into scientific evaluation and natural resource management work. After seeing an advertisement for Australian scholarships in the local newspaper, Ms Simão thought it would be an interesting opportunity and submitted a successful application. She undertook her Master of Environmental Management at the University of Queensland, completing in 2005.</p> <p>On her return Ms Simão became Mozambique country director for The Hunger Project, coordinating partnerships and implementing programs based on the Millennium Development Goals and was involved in the development of the National Five Year Action Plan for Reducing Absolute Poverty in Mozambique.</p>

Location at the time of field research: Maputo, Mozambique
Date of interview: 30 October 2018

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Annex 1: Case Study Propositions

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

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

- 1 Alumni use their skills knowledge and networks to contribute to achieving partner-country development goals⁵.
 - a alumni develop skills, knowledge and networks on award that enable and are used to contribute to achieving partner-country development goals
 - b alumni understand, value and want to contribute to partner-country development goals.
- 2 Alumni are contributing to cooperation between Australia and partner countries
 - a alumni possess and are able to leverage their useful networks and relationships.
- 3 Effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries
 - a alumni possess and are able to leverage their useful networks and relationships
 - b partnerships that are developed are effective and mutually advantageous to participating countries.

⁵ This proposition differs from the Australia Awards Program Logic long-term Outcome 1 in order to link this proposition to the Goal of the Australia Awards Program. The use of the term 'partner-country development goals instead of 'sustainable development' makes the proposition and ensuing questions more relevant and relatable to alumni.

- 4 Alumni view Australia and Australian expertise positively
 - a alumni's views are underpinned by their experiences in Australia.
- 5 The benefits of receiving an Australia Award or scholarship are experienced equally by all recipients.
 - a receiving an Australia Award or scholarship positively addresses, rather than reinforces, imbalances that are associated with gender and disability.

Annex 2: Key Participant Questions

Alumni

[Validation question]

We understand you received an Australian Government Scholarship to study [level, field, years], is this correct?

Could you please confirm your current role and organisation?

1. Can you please tell us why you applied? What was your motivation?
 - a. Were there any barriers to accepting a scholarships and coming to Australia? [e.g. employer support, family responsibilities]
2. Can you tell me about your time in Australia experience as a student?
 - a Did you make any professional networks?
 - b Thinking about the networks that you might have developed during your scholarship, were there any that were long lasting; that resulted in working together or connecting other people?
3. After you returned, what was your job?
 - a What skills and knowledge gained during your time in Australia have been applicable in your work?
 - b What are some of the things that made it possible for you to apply your skills and knowledge after you returned home?
 - c What were some of the things that made it difficult to apply the skills and knowledge you gained after you returned home?
 - d What do you think is needed to assist alumni to use their skills and knowledge when they return home?
4. What do you believe are the greatest benefits of the Australian Government scholarship program?
5. Throughout your career, in what ways have you used Australian expertise in your work?
 - a Can you give an example of this, such as Australian-developed practices, equipment, ways of working, processes, theory/theorists, consultants, journals, models, etc.?
6. Are you currently or have been a member of an alumni association? (University/Australian Government scholarship recipient/ADS)
 - a What was the name of the association?
 - b What do you get out of it?

- c What more could alumni associations do for alumni?
- d If not (a member of an association) why not?
- 7. Can you describe an achievement that you are most proud of, in your work or community?
- 8. Compared with the males/females who have received a scholarship from (country x), how has your career progressed since returning home?
- 9. Have there been any barriers you have had to overcome to progress in your career?
- 10. Compared to peers similar to you but did not receive an opportunity to study overseas, do you believe there are any differences in how your careers have progressed?
- 11. (Supporting Interviewer) did you have any questions you would like to ask of (alumni X)?

Employers/colleagues – For interviews regarding an individual alumni

[Validation question]

Could you please confirm your role and organisation?

- 1. Could you please tell us how long have you known [Alumni X] and in what capacity?
 - a Did you know [Alumni X] before s/he received the scholarship?
 - b Were you his/her manager?
- 2. To your knowledge, what new skills and knowledge did [Alumni X] use [in the workplace following their studies in Australia]?
 - a Could you provide examples of how this was applied?
- 3. How did the organisation support X to use his/her new skills and knowledge after returning from Australia?
 - a Did you have a role in supporting [alumni X] to reintegrate following their scholarship?
 - i If so why? What did this involve?
 - ii If not, why?
 - iii Developing a reintegration/return to work plan?
 - b Did X return to the same role following their scholarship?
 - c Did they receive additional responsibilities after their scholarship?
- 4. In your view, how did studying in Australia impact [Alumni X's] career?
- 5. Have you or your organisation benefited from any networks or friendships between [country X] and Australia created by the [Alumni X] as a result of receiving an Australian Government scholarship?

- a Please explain further; who and what?
- b What about any other countries?
- 6. Are you aware of any other links [Alumni X] has created between people in [country X] and Australia as a result of receiving an Australian Government scholarship?
 - a Please explain further; who, what why?
 - b What about between people in [country X] and any other countries?
- 7. What more could be done to increase opportunities to create institutional links between Australia and your country?
- 8. How has having an Australian Government scholarship recipient in your organisation impacted how you view Australia and Australian expertise?
- 9. Do you draw on Australian expertise for your work?

Employers/stakeholders – For interviews regarding alumni generally

[Validation question]

Could you please confirm your role in (X organisation)?

- 1. How familiar are you with the Australia Awards?

[If YES; a suggested probe if needed]

- a Estimated, how many Australian scholarship recipients have worked for your [ministry/organisation/sector/field]?

[If NO; probe further with]

- b Do you know of anyone who has received an Australian Government scholarship in your [ministry/organisation/sector/field]?
- 2. Has your (ministry/organisation/sector/field) benefitted from any links or networks developed by Australian Government scholarship alumni?
 - a Do you have any examples?
 - b What have been the results of this?
- 3. Has having Australian Government scholarship recipients in your (ministry/organisation/sector/field) influenced the way you view Australia and Australian expertise?
- 4. Have Australian Government scholarship recipients established any links between your [ministry/organisation/sector/field] and organisations in Australia?
 - a If yes what has been the result of these links?
 - b Benefits to you?
 - c Benefits to your workplace?
 - d Benefits to your country?

- e If no, why not?
- 5. Are you aware if alumni have presented any opportunities on return to link your workplace or any other organisation in your country with an organisation in another country?
 - a If yes what has been the result of these links?
 - b Benefits to you?
 - c Benefits to your workplace?
 - d Benefits to your country?
 - e If no, why not?
- 6. What more do you think could be done to support links with Australian organisations?
- 7. In your view, what has been the overall long-term impact of having Australian Government scholarship recipients in your [ministry/organisation/sector/field]?
 - a How has having a number of Australian Government scholarship recipients over a number of years influenced your department's ability to achieve its goals and /or objectives?
 - b With regards to skills and knowledge; i.e. changed practices, processes or systems?
- 8. What are some of the things that make it easy or difficult for women to progress in their careers in your country?
- 9. What are some of the things that make it easy or difficult for those with disability to progress in their careers in your country?
- 10. Comparing Australian Government scholarship recipients to their peers who did not receive an opportunity to study overseas, do you believe there are any differences in how their careers have progressed?

DFAT

[Validation question]

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

- 1. In your own words, what is the purpose of the Australia Awards?
 - a In your own words how does the Australia Awards achieve [points stated in the previous response]?
- 2. Based on your experience what would you say are the strengths of the Australia Awards?
- 3. How do you think alumni participation in the Australia Awards contributes to [Country X's] development goals?

- a What evidence have you seen of this either personally or professionally?
 - b How do you think the Australia Awards lead to benefits for both Australia and [Country X]?
- 4. In your opinion, how do you think an alumni's participation in the Australia Awards contributes to a positive relationships between [Country X] and Australia?
 - a What factors/events have informed this opinion?
- 5. How do you think the Australia Awards contributes to gender equality and disability inclusiveness?
- 6. What other barriers do you think Australia Awards alumni have to overcome to progress in their careers in [Country X]?
- 7. What do you think are the barriers to achieving gender equality and disability inclusiveness?
 - a Do you feel [barriers stated in the previous response] have changed over time?
 - b In what way?
 - c Any other barriers?
- 8. If you had the power to change things about the Australia Awards what would you make different?
- 9. That covers the things I wanted to ask. Anything you would like to add?

Alumni Association

[Validation question]

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

In your own words, what is the purpose of the alumni association?

- a What sort of services does the association provide?
- 2. What is the most valuable contribution the association provides for alumni?
- 3. What are some of the challenges involved in running an alumni association for alumni who have studied in Australia?
- 4. What activities does the alumni association provide to support women to progress in their careers in your country?
 - a What have been the outcomes of the program/s?
- 5. What activities does the alumni association provide to support those with disability to progress in their careers in your country?
 - a What have been the outcomes of the program/s?

6. In what ways does the alumni association enable alumni to form new professional and personal networks?
7. What activities does the alumni association provide to help alumni remain connected to each other through face-to-face activities and social media?
8. How does the alumni association support alumni to remain connected to Australia?
9. What role does the alumni association play in fostering cooperation between your country and Australia?
10. What do you think should be done to assist your alumni association to contribute to greater cooperation between Australia and [Country X]?
11. Is the alumni association partnered with any institutions and businesses in Australia?
 - a If yes, what has been the result of these links?
 - i Benefits to you/association?
 - ii Benefits to alumni?
 - b If no, why not?
12. What more could be done to increase opportunities to create institutional links between Australia and your country?
13. How does the alumni association promote Australia and Australian expertise?

Gender Equality and Disability Inclusiveness Experts

Gender Equality

1. How does gender impact career?
2. What barriers are there to achieving gender equality?
3. What could or should be done to improve gender equality?
4. Compared with males who receive a scholarship to study overseas, how do you feel women's careers progress? [for DFAT or those with knowledge of scholarships]

Disability Inclusion

1. How does disability impact career?
2. What barriers are there to achieving disability inclusion?
3. What could or should be done to improve disability inclusion?
4. Compared with others who receive a scholarship to study overseas, how do you feel people with disability career's progress? [for DFAT or those with knowledge of scholarships]

Annex 3: Mozambique Case Study Participants

Type	Date (2018)	Name	Position or Degree
Alumni	29/10	Ms Helena Adolfo MATUSSE	Master of Biotechnology, Flinders University
	30/10	Mr Carlos Domingos SONO	Master of Food Technology, Curtin University
	01/11	Dr Amaral Machaculeha CHIBEBA	Master of Science (Environmental Management), Charles Darwin University
	25/10	Ms Marta Jordao HENRIQUES	Master of Environmental Management, University of New South Wales
	29/10	Mr José Rafael MANGUE	Master of Plant Protection, University of Queensland
	30/10	Ms Ofélia Santos SIMÃO	Master of Environmental Management (Natural Resources), University of Queensland (UQ)
Alumni employers or colleagues	30/10	Mr Paul ZIBIA	Economist, Directorate of Economic Studies; Ministry of Economy and Finance
	29/10	Ms Deizi SITOI	Humanitarian Coordinator, Save the Children Mozambique
Australian High Commission, Pretoria	02/11	Ms Stacey WALKER	First Secretary, Australian High Commission, Pretoria
	02/11	Ms Anita MENTE	Senior Research and Program Officer, Australian High Commission, Pretoria
Other stakeholders	04/12	Ms Fiona PAKOA	Lead, Australia Awards in Africa
	30/10	Ms Laila CHEMANE	Alumni Ambassador for Mozambique, and founding member of the Mozambique-Australia Alumni Association (AMEA)
	30/10	Dr Octávio DE JESUS	Director General, Instituto de Bolsas de Estudo (Institute of Scholarships)
	30/10	Ms Ester TINGA	Head of Scholarships Department, Instituto de Bolsas de Estudo (Institute of Scholarships)

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