# Australia Awards – Africa

## 2014 Outcomes Study

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Cover photo: Small Grants recipient Harriet Muyinza (standing) from Uganda in focus group with project benefiting farmers in July 2014.

## List of abbreviations and acronyms

| | |
|---|---|
| A3-U | Australia Awards Alumni Association of Uganda |
| ANU | Australian National University |
| ATAAS | Agricultural Technology and Agribusiness Advisory Services |
| BecA-ILRI | Biosciences eastern and central Africa – International Livestock Research Institute |
| CAAI | Community Action Against Injustice |
| CfSU | Computers for Schools Uganda |
| CIMMYT | International Maize and Wheat Improvement Centre |
| CSIRO | Commonwealth Scientific and Industrial Research Organisation |
| DFAT | Department of Foreign Affairs and Trade |
| FAREI | Food and Agricultural Research and Extension Institute |
| ICT | Information and Communication Technology |
| KARI | Kenya Agriculture Research Institute |
| KSA | Kernel Screening Analysis |
| M&E | Monitoring and Evaluation |
| MoET | Ministry of Education and Training |
| NARL | National Agricultural Research Laboratories |
| NARO | National Agricultural Research Organisation |
| NQA | Namibia Qualifications Authority |
| NRM | Natural Resources Management |
| PACA | Partnership for Aflatoxin Control in Africa |
| R & D | Research and Development |
| SMS | Short Message Service |
| SPSS | Statistical Package for Social Sciences |
| TVET | Technical and Vocational Education and Training |
| UNDP | United Nations Development Programme |
| ZAAA | Zambia-Australia Alumni Association |

## Executive Summary

**Australia Awards is a key delivery mechanism and integral part of the Australian Government's development cooperation program in Africa. The initiative seeks to equip Africans with the skills and knowledge necessary to influence the economic and social development outcomes of their own countries on return from the Award. An important element of this initiative is assessing program outcomes as linked to development contributions by Award beneficiaries in their home countries. An Outcomes Study is carried out annually for this purpose. In 2014, this study involved a stratified random sample of Alumni at 12-18 and 24-30 months following completion of their Award and recipients of the Australia Awards Small Grants Scheme. This summary presents the highlights of the study's findings.**

### Alumni are highly employable and excelling in their careers

Over 97% of Alumni are currently employed and of these, over half have received a promotion since returning from Award. Those who have received a promotion overwhelmingly attribute this to the skills and knowledge they acquired on their Award. Virtually all Alumni report that the skills acquired on-award are relevant to their current job.

### Alumni are using their Award-acquired skills to make significant development contributions in their home countries

Almost all Alumni are making contributions in their area of practice, while half are transferring skills and one-third are contributing in the area of policy.

Development contributions are occurring principally within Alumni's organisational level, but one-third are also making contributions with wider societal reach. Alumni who studied Education or Agriculture/Food Security are more likely to make a direct contribution at societal level.

### Two-thirds of Alumni report also making social contributions beyond their workplace.

Contributions beyond the workplace tend to be through direct application of Award-acquired skills and knowledge or by transferring these skills to others in the community.

### Alumni are passing on Award-acquired skills to others in their workplaces

Alumni are transferring skills to their colleagues in the workplace through formal and informal training to a very high extent, although they are more likely to do so through informal training.

Technical knowledge, and analytical and critical thinking skills are the most prevalent types of skills/knowledge transferred.

No difference in the propensity to pass on skills in the workplace was found between cohorts, indicating that Alumni remain committed to passing on their skills/knowledge over time.

### The overwhelming majority of Alumni are well-supported in the workplace, although most face constraints to applying their skills

Over 90% of Alumni describe their workplace as supportive, however females were over four times as likely to describe receiving no or little support, probably reflecting gender barriers women face in the workplace.

The most significant enablers in the workplace were a supportive environment, in particular from supervisors, more responsibility assigned post-Award and greater qualifications (i.e. skills/knowledge Alumni had gained on-award).

Despite the generally supportive environment, Alumni also faced challenges. Over three-quarters of all survey respondents reported facing constraints in the workplace, the most prevalent of which were lack of resources and, to a lesser extent, resistance to change by co-workers.

**Alumni are maintaining and developing the links they established while on-award**

Over 90% reported maintaining links, the most frequent of which were links with other Australia Awards Alumni and international Alumni.

Links with Australian students and professional links with Australia were the least frequently maintained, however rates were still high with over 70% of respondents maintaining such links.

Only one in four Alumni indicated that their employer maintained business of professional links with Australia. However, half of these links had either been established or further developed as a result of the Alumni's own engagement with the Australia Awards initiative.

Five in six Alumni were members of at least one Alumni association, the most common being Africa-based Australia Awards associations.

**The majority of Alumni are implementing their Work Plan on Return**

Four in five Alumni stated that the initiatives they had described in the study formed part of their Work Plan on Return, indicating application of Award-acquired skills and knowledge to contribute to development outcomes through the implementation of these Plans.

**Funding Alumni's development work can be a positive avenue for enhancing their contribution in Africa**

Overall, projects funded by the Small Grants Scheme are delivering on intended outputs and contributing to anticipated outcomes. While sustaining the benefits generated by grant-funded projects can be an issue, a number of them are catalysing initiatives started by or including Australia Awards Alumni and some laudable results have been recorded.

**Recommendations by Alumni**

Alumni made five main suggestions on how to improve the Alumni engagement program going forward. These were, in order of frequency: more mechanisms to interact with Alumni; changes to the Small Grants Scheme, in particular increased funding level; further study opportunities through Australia Awards; further strengthening of Alumni associations; and greater pathways to maintain contact with Australian institutions and organisations.

## Introduction

Australia Awards[1] is an initiative of the Department of Foreign Affairs and Trade (DFAT) that provides a combination of short- and long-term Awards that allow Africans to undertake postgraduate study or short-term skills training at an Australian institution. Since inception in 2011, the initiative offers Scholarships at the Master and PhD level for study in Australia and Africa Fellowships, which include custom-made short courses in high priority areas agreed by partner and Australian Governments and delivered in Africa or a combination of in-Africa and Australia delivery. It also offers Australia Awards Fellowships, which are flexible courses in areas of mutual interest to Australian host organisations and African Fellows.

Australia Awards builds the capacity and leadership skills of Africans so that they can more effectively contribute to the development of their countries and region on return from Award. Program outcomes achievement is thus linked to such contributions attributed to the application of Award-gained skills and knowledge. The initiative also fosters links between Australia and Africa as it promotes Australia as a partner in African development.

As part of efforts to assess the results the program is helping shape, Australia Awards carries out the Outcomes Study annually. In 2014, the study comprised of a survey administered between June and July that sought to investigate the development contributions made by a random sample of returned Alumni at 12-18 and 24-30 months following completion. Types of contributions are categorised as ***policy***, ***practice*** and ***skills transfer*** with impact at the ***organisational*** and ***societal*** levels. The study also targeted beneficiaries of the Australia Awards Small Grants Scheme (2012 and 2013 grantees), which offers funding for development-focussed projects implemented by Alumni and/or their employing organisations; the scheme also funds the establishment of Alumni associations. A total of 174 Alumni and 15 grantees participated in the study.

This report recounts the findings of the study and is organised as follows. First, the study's methodology and limitations are detailed. Next, demographic information is presented followed by the results of the study organised by the different areas covered in the survey instrument and grants' assessment. Also summarised in this section are recommendations put forward by survey respondents for ways to improve the Alumni engagement program going forward. The final section discusses the conclusions of the study.

[1] Note that in the body of this report the term 'Australia Awards' is used though referring to the Africa program only.

# Methods

## Purpose and approach

The study sought to measure program results through identifying development contributions by Australia Awards Alumni in African countries, where the contribution can be directly or indirectly linked to the Award. Contributions can be at the organisational and/or societal level, as well as social contributions beyond the workplace. The study also investigated the extent to which Alumni are maintaining links with Australia.

The following research questions were investigated in this study:

1. To what extent are Alumni contributing to the development of their home country or region on return from the Award?

2. To what extent have Alumni strengthened the capacity of their organisations to contribute to the development of their home country or region?

3. What is the development benefit of the small grants?

4. To what extent are Alumni maintaining links with Australia and networking with other Awardees?

The 2014 Outcomes Study adopted a multi-method design involving online surveys, in-depth phone interviews and sites visit to projects funded by the Small Grants.

## Changes from the 2013 iteration of the study

The methodology was revised from the 2013 iteration of the study in consultation with DFAT. The main changes made were as follows:

- Two cohorts of Alumni were the focus of the online survey, namely 12-18 and 24-30 months following completion. The 6-9 months from completion cohort was not included in 2014 given it was clear from the 2013 implementation of the study that at least a year is needed in order to see more substantive outcomes in Alumni's reporting.
- Some new items were added to the survey instrument in response to requests received from Canberra over the course of the year for which data had not been collected previously.
- For simplification, Alumni development contribution was classified in three (as opposed to five) areas of action as follows: practice, policy and skills transfer. These areas are defined below. The dropped categories were 'projects' and 'activities'.
- Another change was the size of the sample for the survey. In order to allow for inferential statistics to be used in analysing the data, a representative randomised sample was used in the 2014 study.

## Online survey design and sample

Using MS Excel random number generation, the research team drew a stratified random sample from two cohorts of the Alumni population at 12-18 and 24-30 months following completion. Stratification was by gender and type of Award, with the overall sample balanced by gender. The appropriate sample size per cohort was

calculated using an online sample size calculator[2]. An online survey was distributed separately for each cohort targeting a sample of 12-18 month 56% (170 persons) and 24-30 months 53% (182 persons) from completion; samples were drawn separately from each cohort's total population. For emails that bounced, replacements were put in place using the same sampling method. In addition to reminder emails, follow up was done by phone and SMS and this improved the overall response rate.

Initial analysis of the survey results revealed an overall response rate of 49% across both cohorts; 57% and 41% for 12-18 and 24-30 months from completion, respectively. The lower response rate in the 24-30 month cohort sample meant that it was slightly underrepresented, comprising 22% of the total population relative to 32% of the 12-18 month total population. In order to enable the use of inferential statistics, the sample was checked against the population across observable dimensions. Annex I describes the representativeness of the sample while Annex II and III list the responses by cohort and data cleaning and preparation methods, respectively.

### Analysis of survey data

Following a competitive procurement process, GRM-Australia Awards engaged Alban Pinz and Russell McKay of the Effective Development Group (part of GRM Futures Group) to undertake analysis of the survey results and reporting.

Survey data was coded and exported into the Statistical Package for Social Sciences (SPSS) for analysis using descriptive statistics (e.g. cross tabs, frequencies and percentages) and inferential statistics. Chi squared tests have been used to investigate the relationship between profile characteristics and outcomes. All statistics reported in this document are reported at the 5% level (i.e. p-value ≤ 0.05 or lower), unless otherwise stated. Chi squared tests where more than 20% of cells had an expected value of less than five, or any cells had an expected value of zero, were excluded from the analysis. Content analysis was used to analyse qualitative data collected through the survey. Trends and findings are summarised in the report.

### Limitations of the survey

Limitations of the implementation of the 2014 Outcomes Study included difficulties with out-dated contact information of Alumni in the sample, some of whom had changed their contact details and had not notified Australia Awards of these changes. Alternative email addresses were sought and where Alumni could not be reached, they were replaced in the sample by randomly selecting others from the original pool.

Furthermore, while the response rate for the survey was relatively high overall, one-quarter of respondents dropped out between the start and end of the survey, with the implication that for some questions inferential statistics could not be used due to an insufficient sample size. Once a respondent did not answer a question, they did not return to the survey at all (i.e. not answering question 2 meant that a respondent did not answer questions 3 onwards as well). This is most likely due to internet connectivity problems, which has been found in similar studies. Surveys that can be completed offline and then uploaded could be investigated in future years in

[2] http://www.surveysystem.com/sscalc.htm#one Accessed on 23 May 2014.

order to reduce the dropout rate. Table I below shows the decreasing number of responses per survey section for the combined cohorts.

**Table I: Responses per survey section**

| Question/Section | Responses |
|---|---|
| 1: Profile | 174 |
| 2: Employment | 170 |
| 3: Development Contribution | 135 |
| 4: Social Contribution beyond workplace | 135 |
| 5: Links | 129 |
| 6: General | 129 |

Also important to mention are limitations common to surveys, i.e. the self-reported nature of the data collected increases the possibility of response biases. There is potential that those at the positive side of opinion may have been more likely to participate by responding to the survey. Conversely, highly active and motivated Alumni may lack the time required to fill in the survey.

Another limitation of the survey was that it only surveyed Award recipients who had successfully completed their studies through the program; it did not include those who may have withdrawn on scholarship or not returned (absconders), though these cases are few. This may bias the results upwards to the extent that successful Alumni are characteristically different from unsuccessful Awardees.

Similarly, as the survey instrument did not seek to establish a counterfactual, the results implicitly attribute all development contributions to the receipt of an Australia Awards scholarship. It should be kept in mind that Australia Awards recipients are likely to be characteristically different than the populations from which they are drawn; they are already likely to be more educated than their peers, for example. As such, it would be erroneous to attribute all development contributions and outcomes to receiving an Australia Award scholarship. This study has sought to measure the outcomes that Alumni are achieving and contrast these between the different groups of Alumni, but has not sought to attribute these outcomes solely to the receipt of the Award.

While most of these factors are to a degree present in the study, they did not appear to have a significant impact on results.

### Small grants

Recipients from the Small Grants Scheme took part in the study separately to the online survey. A team of two researchers from the GRM-Australia Awards M&E team visited a total of seven projects in Uganda and Malawi, during which they conducted interviews and focus group discussions with direct beneficiaries, project staff, implementing partners, where applicable, and the involved Alumnus. The team consulted a total of 67 persons during the site visits. Eight other grantees were interviewed by phone (see Annex IV for a list of persons consulted in the field and grantees interviewed by phone). The 2014 Outcomes Study also followed up with some of the 2012 grantees, in particular in countries singled out for site visits. Five of the 15 grantees consulted were from 2012 and the remainder from 2013. The research team prepared a case study for each project and these are included in Annex V. In addition, a 2014 grantee, Malawi-Australia Alumni Association, was consulted during the team's visit to the country, though it did not warrant a case

study write up given the association had barely started implementation of the grant at the time of the visit (July 2014).

The research team took detailed notes during the interviews and site visits and this information formed the basis for the case studies. The research included the use of confirmatory processes as grantee case studies and stories were written up and shared with involved Alumni for purposes of verification/validation. This process of verification added to the strength of data reliability. Data collection, analysis and reporting on the Small Grants were done by the GRM-Australia Awards M&E team.

### Instruments

The Alumni survey instrument from 2013 was revised as noted above for implementation in 2014. It included both open- and close-ended items. The survey was administered online via Survey Monkey in June and July 2014. The team used the protocols for semi-structured interviews with grantees developed in 2013. A separate instrument was developed in 2014 for interviews with other stakeholders during site visits. Interview protocols were used as guides, while allowing flexibility for interviewers to delve into other aspects raised by interviewees that might not have been covered in the instruments. These instruments are presented in Annex VII.

## A. Demographics

### 1. Profile of respondents

A total of 174 Alumni responded to the survey across the two cohorts: 98 from the 12-18 month and 76 from a 24-30 month completion. Three (3) respondents identified as having some form of disability. Women represented 43% of survey respondents across the two cohorts.

Africa Fellowships had the highest number of respondents (93), followed by Masters (55) and Australia Awards Fellowships (26) across the two cohorts. Respondents from 34 countries of all regions of Africa were represented in the sample, with the countries of Southern Africa being by far the most prevalent.

Only 4 out of the 174 respondents did not return to their home country after completing their degree, with two moving away from Africa to Germany and Australia, and another two relocating to other African countries. The sectors with highest rates of response were Agriculture/Food Security (24%), Mining (19%), Public Policy/ Governance (17%) and Education (13%).

The respondents came overwhelmingly from the public sector (93%), followed by the private sector (3%); the remainder came from civil society and other organisations. This distribution is not surprising given that the indicative target for Australia Awards is 85% of all Award types provided to public sector African applicants. Table 2 below presents demographic information of survey respondents.

| Table 2: Demographics of respondents to quantitative survey[3] | | |
|---|---|---|
| | No. | % |
| **All respondents** | | |
| | 174 | 100.0 |
| **Gender** | | |
| Female | 75 | 43.1 |
| Male | 99 | 56.9 |
| **Region of origin** | | |
| Central Africa | 5 | 2.9 |
| East Africa | 32 | 18.4 |
| North Africa | 12 | 6.9 |
| Southern Africa | 83 | 47.7 |
| West Africa | 42 | 24.1 |
| **Type of Award** | | |
| Australia Awards Fellowship | 26 | 14.9 |
| Masters | 55 | 31.6 |
| Africa Fellowship | 93 | 53.4 |
| **Cohort** | | |
| 12-18 months | 98 | 56.3 |
| 24-30 months | 76 | 43.7 |
| **Sector of study** | | |
| Agriculture/Food Security | 43 | 24.7 |
| Education | 24 | 13.8 |
| Health | 14 | 8.0 |
| NRM[4] - Environmental related | 11 | 6.3 |
| NRM - Mining related | 34 | 19.5 |
| Other | 9 | 5.2 |
| Public Policy / Governance | 31 | 17.8 |
| Water and Sanitation | 8 | 4.6 |
| **Disability** | | |
| No | 171 | 98.3 |
| Yes | 3 | 1.7 |
| **Type of organisation** | | |
| Civil Society | 4 | 2.3 |
| Other | 1 | 0.6 |
| Private | 6 | 3.4 |
| Public | 163 | 93.7 |
| **Returned to home country following Studies** | | |
| Yes | 170 | 97.7 |
| No | 4 | 2.3 |

[3] Note that institution of study was not included in Table II given the large number of institutions involved.

[4] Natural Resources Management (NRM).

## 2. Employment

Of the 174 Alumni who responded to the questions on employment, only four indicated that they were currently unemployed; two from each cohort. Two each had received an Australia Awards Fellowship or Masters scholarship, and three were females. Due to the small sample of unemployed, it was not possible to establish any statistically significant variations in unemployment between groups.

Only eight of the 170 who were currently employed did not return to their previous employer; again it was not possible to establish any statistically valid variations between groups due to the small sample size. However, in the sample females and those in the 24-30 month cohort were less likely to return to their previous employer (five of the eight were females and five were from the 24-30 month cohort). The rate of returning to the previous employer was much lower for the private sector, with 50% of those previously employed not returning, relative to only 3% for the public sector. This is likely a reflection of the fact that in Africa usually public servants receive permitted work leave (in most cases paid or partially paid) to go on scholarship while private sector (and civil society) scholarship recipients do not usually have this benefit and most of the time need to resign their positions to take up the Award.

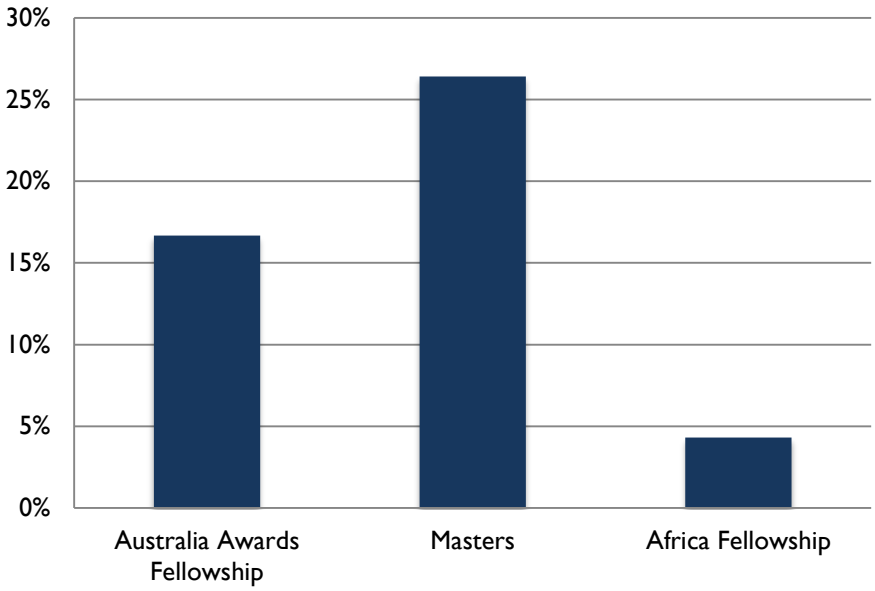
Since completing their Award, 22 Alumni (13%) had changed employers. There was a statistically significant difference between cohorts, with those in the 24-30 month cohort more than twice as likely to have switched employers (19% versus 8%).[5]

A statistically significant difference was also found in the rates of Alumni changing employers for type of Award, with the rate of Alumni switching jobs rising with the length of study time afforded under each Award type. Masters Alumni, the longest Award type included in the sample, had a 26% chance of switching jobs, relative to 17% and 4% for Australia Awards Fellowship and Africa Fellowship Awardees[6], respectively as shown in Figure 1 below.

[5] Chi-square test statistic = 4.156 (p-value = 0.041)

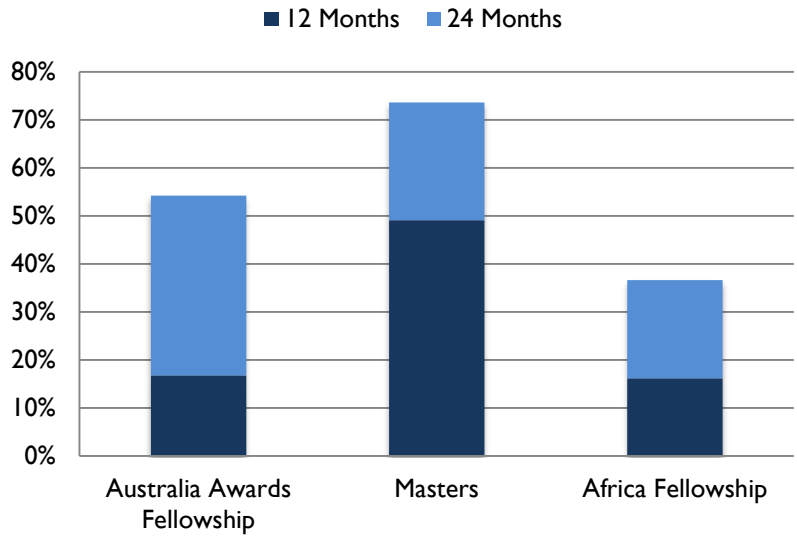
[6] Chi-square test statistic = 14.998 (p-value = 0.001)

**Figure 1: Percentage of respondents who have changed jobs following their studies**




Half of respondents received a promotion following their return from Award. There was a difference between cohorts, but this was not found to be statistically significant and could thus simply be due to chance.

**Figure 2: Percentage of respondents receiving a promotion following Award**




However, a (highly) statistically significant difference was found in the likelihood of receiving a promotion between Award types, with Masters Alumni most likely (74%) to receive a promotion and Africa Fellowship recipients least likely (37%)[7]. Figure 2

[7] Chi-square test statistic = 18.659 (p-value = 0.00)

above shows the proportions per Award type and cohort. No other statistical differences in rates of promotion were found for type of organisation, gender or sector of study.

Of the 86 respondents who had received a promotion, the overwhelming majority attributed this promotion to the skills and knowledge gained on-award (63% to a great extent, 28% to a certain extent). This did not differ in a statistically significant way by gender, cohort, type of Award, sector of study or type of organisation they were employed at.

Similarly, virtually all respondents indicated that the skills and knowledge they had acquired on-award was relevant to their current job, with the majority (86%) reporting them as highly relevant and only two people (1%) reported them as little to no relevance. This did not differ in a statistically different manner for cohort, gender, type of organisation, sector of study or Award type.

**Key findings**

- The vast majority of Alumni returned to their employer following their Award and had a nearly 90% chance of remaining there within their first two to three years of returning home, although they were twice as likely to switch employers after their first year.
- Around half of all Alumni were promoted after returning to the workplace, and this differed in a statistically significant way by type of Award, with Masters Alumni having a 3-in-4 chance, Australia Awards Fellowships a 1-in-2 chance and Africa Fellowships a 1-in-3 chance.
- Almost all Alumni considered their Award-acquired skills to be highly relevant to the workplace, and if they received a promotion, they also attributed this to their Award-acquired skills.

## B. Results

### 1. Development contribution

As defined in the program logic, one of the objectives of Australia Awards is to "provide African professionals with access to Australian-standard educational, training or professional development opportunities to better equip them to lead or support the development and application of sound policy and practice". An expected outcome of achieving this objective is that "Alumni use Award-acquired skills and knowledge to contribute to development outcomes."

In order to gauge achievement of this outcome, respondents to the survey were asked to provide examples of development contribution made on return from the Award that were linked to Award-gained skills/knowledge. As can be expected, there are limitations to the information that can be collected through open-ended survey items in that respondents usually do not go into enough depth in their replies. Nonetheless, it was possible to observe trends and identify exemplars. The data also informed the identification of story leads that will be followed up by the GRM-Australia Awards team. A number of examples of Alumni's development contributions can be found at Annex X.

A total of 138 respondents answered the development contribution question, with most nominating several contributions (the question did not limit respondents to one answer) and all were counted. The information was categorised into **type of contribution:** policy, practice and/or skills transfer; and **level of impact**: organisational and/or societal. This section presents the trends and findings.

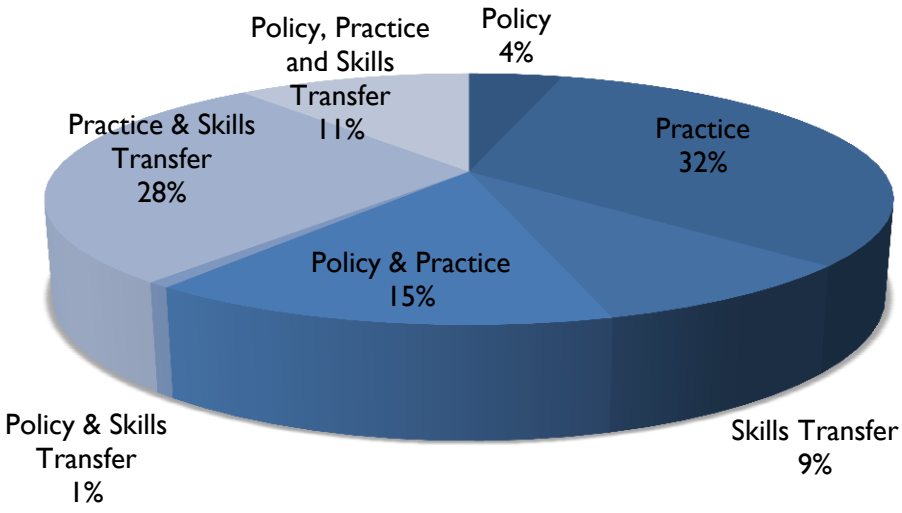
### Type of contribution

For the purposes of this study, the following definitions were used in grouping development contributions by type:

- Practice: Any contribution made by the respondents in their area of expertise related to a change in operational approach or technique to job responsibilities.
- Policy: developing/amending specific plans or frameworks at organisational, national or regional level.
- Skills transfer: training, coaching or any other such effort made by Alumni to share the Award-acquired skills with others.

The most frequent area of contribution was in the area of practice, with 117 respondents (85%), followed by skills transfer and policy with 66 and 42 respondents (48% and 31%), respectively. Most Alumni's development contributions fell into more than one type of contribution and all examples were counted. Where more than one type of contribution was provided, these were categorised as such as shown in Figure 3 below.

**Figure 3: Development contributions by type**

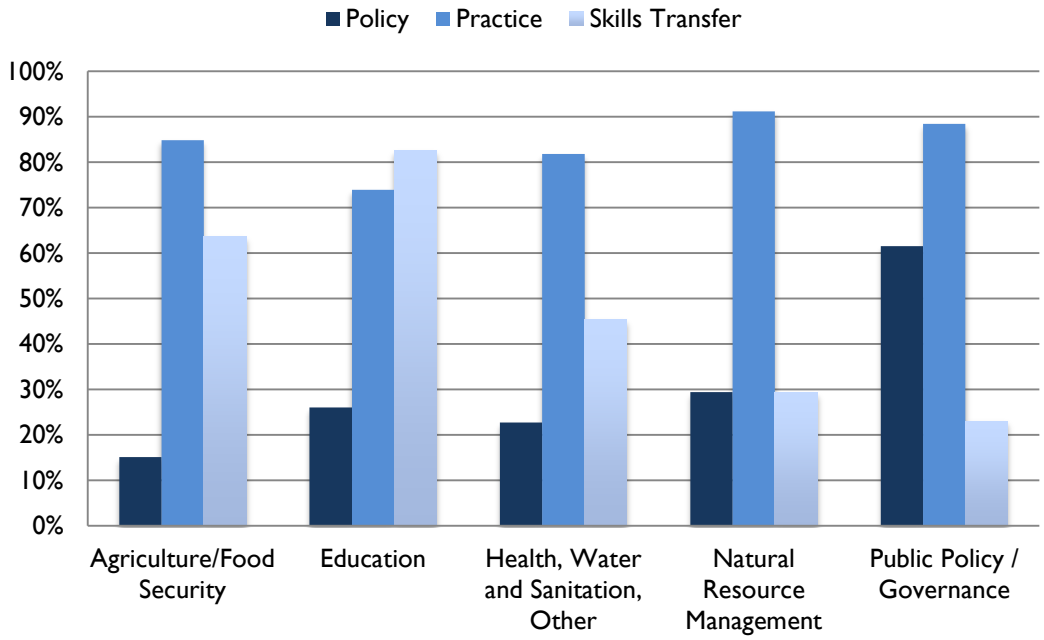



A number of significant relationships were found between Alumni's sector of study[8] and probability of making different development contribution types (see Figure 4 below):

[8] For this section, some categories of sector of study were merged in order to allow the use of inferential statistics. Annex III contains details on this procedure.

- A statistically significant relationship was found between sector of study and the likelihood of making a contribution in the area of policy, with those studying Public Policy more likely to report making a contribution in that area (61% relative to the next highest, 29% for Natural Resources Management)[9].
- Similarly, sector of study was found to be significant in determining the probability of making a contribution in the area of skills transfer, with those studying Education and Agriculture most likely to make a contribution in this area (83% and 65%, respectively)[10].
- No statistically significant differences were found between sectors of study and probability of making a contribution in Alumni's area of practice.

**Figure 4: Development contribution type by sector of study**




Similarly, there was a statistically significant difference between Award types on the propensity of Alumni to make a development contribution in the area of policy, with Masters and Africa Fellowships Alumni more likely (35% and 34%, respectively) than Australia Awards Fellowships (10%) Alumni to make a contribution in this area, although this was valid only at the 10% significance level[11].

### Level of impact

Data was also coded into **level of impact**, which for the purposes of this study refers to contributions benefiting the Alumni's employing organisation (organisational

[9] Chi-square test statistic = 16.361 (p-value = 0.003)

[10] Chi-square test statistic = 25.509 (p-value = 0.000)

[11] Chi-square test statistic = 5.131 (p-value = 0.077)

level) and/or wider societal contributions (societal level). Of the 138 respondents who answered this question, virtually all (96%) indicated making a contribution at organisational level, while a smaller number (28%) made a contribution at societal level. Some respondents identified making contributions at both levels[12].

Sector of study was the only significant determinant on the level of development contribution made by Alumni, and only on the probability of making a contribution at societal level. Alumni who had studied Agriculture and Education were the most likely (58% and 35%, respectively) to make a contribution at societal level, and Public Policy/Governance the least likely (8%)[13]. This result could be due to the nature of work within the respective sectors, with Education and Agriculture more likely to involve frequent and more direct interaction with the community.

### Attribution of development contribution to Award-acquired skills

Respondents were asked to indicate the extent to which their development contribution could be attributed to their Award-acquired skills and knowledge. Almost all respondents indicated a high degree of attribution[14], with the majority (73%) attributing to a great extent. While there were some differences in the rates of response to this question by profile characteristics, none of these differences were statistically significant.

## 2. Small grants

Part of the 2014 Outcomes Study was an assessment of the development outcomes of the Small Grants Scheme. The scheme has funded 23 projects across 12 African countries for a total value of approximately AUD 150,000 as of June 2014. The majority of these grants were awarded to projects implemented by individual Alumni (as opposed to employing organisations and Alumni associations). Overall, the findings were positive and revealed that most projects have delivered their intended outcomes and enabled Alumni to deploy their Award-gained knowledge in key sectors, in some cases with potential for long-term impacts. Where grant recipients were able to build projects that could later catalyse further funding from other sources, they were more able to provide sustainable development contributions.

A total of 15 grantees were consulted as part of the 2014 Outcomes Study. A number of examples of projects that achieved outstanding results with potential for long-term benefits were found, including:

- Integrated pest management for maize project that introduced innovative drying and grain storage techniques to farmers in a rural district of Uganda. Benefiting farmers were enthusiastic about the new knowledge gained and access to cutting-edge technologies, and they reported concrete benefits from the intervention.

[12] As such, the sum of the percentages for societal and organisational contributions is larger than 100%.

[13] Chi-square test statistic = 22.887 (p-value = 0.000)

[14] Responding either "to a great extent" or "to a certain extent."

- Interest-free micro credit scheme targeting disadvantaged women – in particular widows – in three local communities in Nigeria. The project supported the means of livelihood of beneficiaries by empowering them through capacity building and access to credit to start or strengthen income-generating businesses. The revolving nature of the scheme means it has the potential of benefiting more women in targeted communities post Small Grants funding.
- First phase of multi-year project that distributed micronutrients (vitamin A and deworming drug) to over 10,400 children under the age of five in Cameroon to combat malnutrition. In the process, it built capacity for sub-sequent delivery while sensitising communities about the issue.
- Inclusive education project that trained 500 mainstream primary school teachers and provided specialised materials for the handling of special needs children in mainstream classrooms in Malawi.

Annex V contains detailed case studies (2013 grantees) and follow up (2012 grantees) and Annex VI shows two illustrative stories of high impact grant-funded projects.

**Key findings**

- Overall, most of the projects funded by the Small Grants have delivered their intended outputs and are contributing to anticipated outcomes, in some cases with potential for long-term impacts.
- Some of the grants catalysed efforts that counted with funding from other donors or partner governments. Such projects showed better prospects for sustaining the benefits of the intervention post Small Grant funding.
- The grants offered an opportunity for the deployment of Alumni's Award-gained knowledge and skills through specific development-focussed interventions in key sectors, including Health, Education, Environment and Agriculture.
- Two grants extended the Australian Government's focus on social inclusion with positive results (a disability inclusion education project in Malawi and a women-focussed micro credit project in Nigeria).
- Four projects were related to Alumni's Work Plan on Return, thus the grant provided financial resources to make the implementation of these plans possible.
- In three cases, the interventions funded by the Small Grants were beyond Alumni's professional roles, with significant results shown at the level of benefiting communities.
- The grants funded the establishment of five Alumni associations, though they are in different stages of development. The oldest (in Uganda) had been operational for over two years in mid-2014 and the youngest (Malawi) had just started implementing the grant at the time of the site visit. The establishment of these associations is a positive development in that it is expected that they will help to raise the profile of Australia in Africa while fostering connections and greater interaction among Alumni and new Awardees.

- In a number of cases, grants funded projects that successfully introduced new approaches and/or contributed to research initiatives through the application of Award-gained knowledge and skills, with positive results reported.

**Challenges Faced**

- Alumni associations face several challenges to their sustainability going forward. There are concerns over financial viability post-grant and apparent limited capacity of board members to more strategically lead these organisations into success. They will need further support. A capacity building workshop targeting association board members planned for February 2015 holds great promise of addressing some of these pressing needs. Fundraising strategies will be a topic covered in this event.
- Where projects did not leverage existing efforts or benefited from strategic partnerships (e.g. other donors, partner governments), they concluded at the end of the grant funding with little prospects for continuation. Two of the 15 projects examined fell into this category, both of them in Uganda.
- Overall, sustaining the benefits generated by the grant is a challenge to nearly all projects. Initiatives that counted with strategic partners have better sustainability prospects. In the specific case of a project implemented in Swaziland, bureaucratic government hurdles have stalled progress post-grant funding and this is outside the sphere of influence of the involved Alumnus.

The above confirm findings from an independent review of the Small Grants Scheme conducted in mid-2014[15]. In all, results achieved thus far from this funding mechanism are laudable when considering the relatively "small" investment in activities. Further, the grants are a window of opportunity for Alumni to initiate and/or catalyse development efforts in their home countries.

**3. Promotion of gender equality**

The study sought to investigate whether Alumni were using Award-acquired skills to promote gender equality on return to their home countries. A total of 138 people responded to this question, with 66% answering in the affirmative. Though there was a difference in the rates of males and females answering yes to this question (63% 70%, respectively), this was not found to be statistically significant. Interestingly though, cohort was found to be significant, with those in the 24-30 month cohort more likely (75%) to engage in gender equality-related activities than those in the 12-18 month cohort (59%), suggesting that such contributions may occur over time[16].

A number of consistent themes were identified in the examples Alumni gave of how they were furthering gender equality. These are listed below, and examples of such contributions are included in Annex VIII.

- Promoting women's rights in schools, workplace and the community;
- Advocating for policies that promote the rights of marginalised women;
- Ensuring gender equality in recruitment processes;

[15] While the independent review focussed principally on grant processes, it also made general observations about the projects funded by the Small Grants Scheme.

[16] Chi-square test statistic = 3.872 (p-value = 0.049)

- Giving greater responsibility and encouraging greater participation by women in the workplace;
- Encouraging greater female participation in formal and informal training; and
- Encouraging female participation in male dominated fields, either through formal education or informal training.

**Key findings**

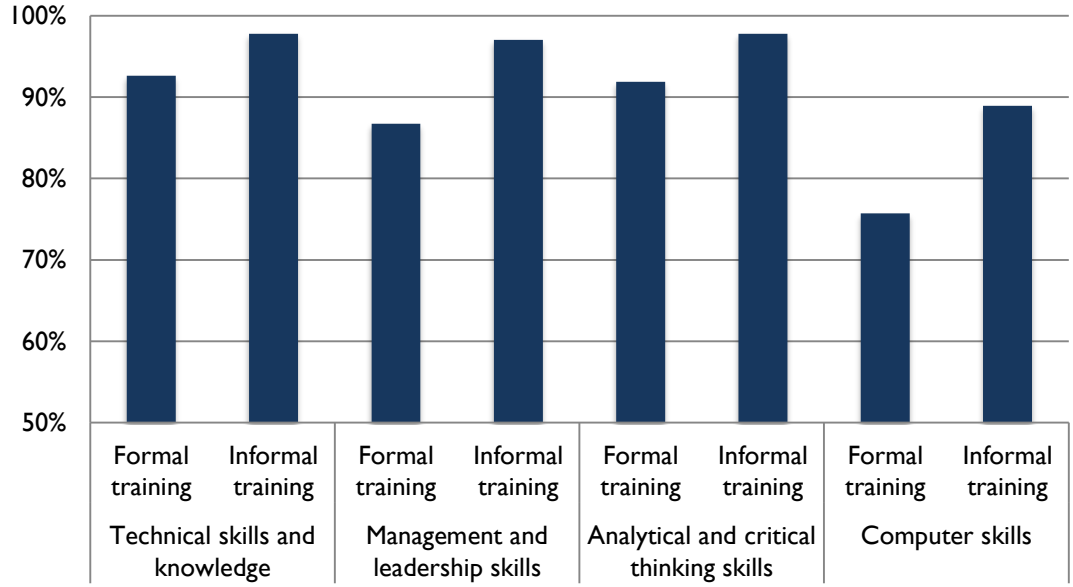
- Most Alumni are using their skills to further promote gender equality in a variety of ways, from formal procedures that increase the rights of women such as recruitment processes, to informal procedures such as encouraging greater participation in the male-dominated fields, workplaces and training. Contributions to gender equality appear to become more significant over time, as Alumni become more settled following return from the Award.

### 3. Application of knowledge and skills

Respondents were asked whether they were passing on Award-gained skills and knowledge through formal or informal training in any of four distinct categories – technical skills and knowledge, management and leaderships skills, analytical and critical thinking skills, and computer skills. In this study, 'formal training' is defined as scheduled training and 'informal training' refers to incidental workplace skill/knowledge transfer.

As shown in Figure 5 below, the vast majority of Alumni reported that they were transferring knowledge and skills in the workplace, with higher rates of transfer in all categories for informal training than formal training. The lowest rate was in formal computer skills training, in which a still sizable 75% of respondents reported passing on skills.

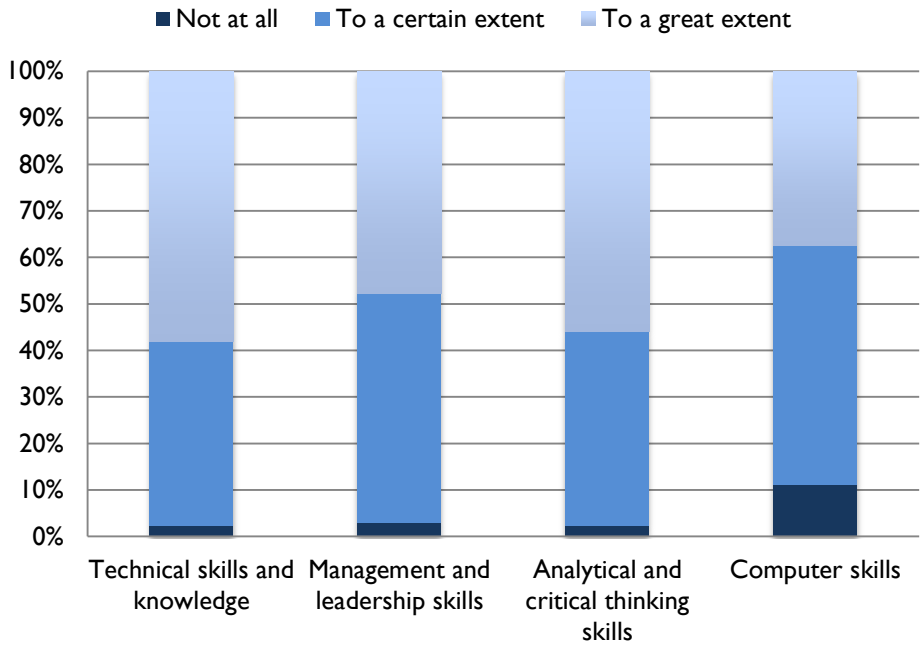
**Figure 5: Percentage of respondents transferring Award-acquired skills in the workplace**




Respondents were also asked about the degree to which they were passing on skills in each category. The most significant areas of skills transfer were "technical

knowledge and skills" and "analytical and critical thinking skills," which had the lowest rates of "not at all" and the highest rates of "to a great extent". Management and leadership skills were passed on to a lesser degree. Figure 6 illustrates these findings for informal skills/knowledge transfer. Note that the same trends were found for formal training.

**Figure 6: Informal skills/knowledge transfer by category**



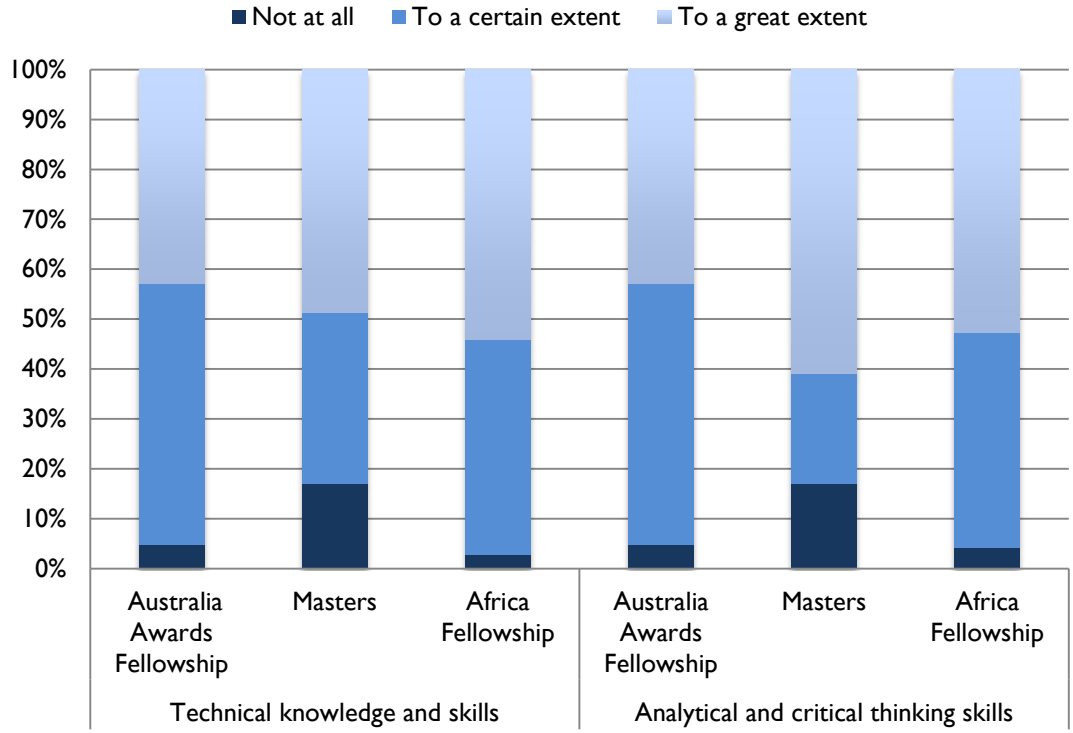

### Application of knowledge and skills – formal training

Type of Award arose as a statistically significant determinant of skills/knowledge transfer in two areas of formal skills transfer.

In the area of technical skills and knowledge transfer, Masters Alumni were the least likely to transfer skills, while Africa Fellowship Alumni were most likely as shown in Figure 7 below. Furthermore, where the latter did make a skills transfer, they were more likely to do so to a great extent than other Award types[17]. This is presumably due to the content of Africa Fellowships, which tends to be more tightly focussed on technical skills and thus more readily applicable in the workplace.

[17] Chi-square test statistic = 9.255 (p-value = 0.055)

**Figure 7: Differences in skills/knowledge transfer through formal training between Award types**




Similarly, there were differences in Alumni passing on analytical and critical thinking skills through formal training[18]. Again, Masters Alumni were the least likely to pass on skills through formal training, however where they did pass on skills in this area they were most likely to do so to a great extent. Australia Awards Fellowship Alumni were more likely to pass on skills than Masters Alumni, but to a more limited extent than either Africa Fellowship or Masters Alumni. The former were the most likely to pass on skills/knowledge.

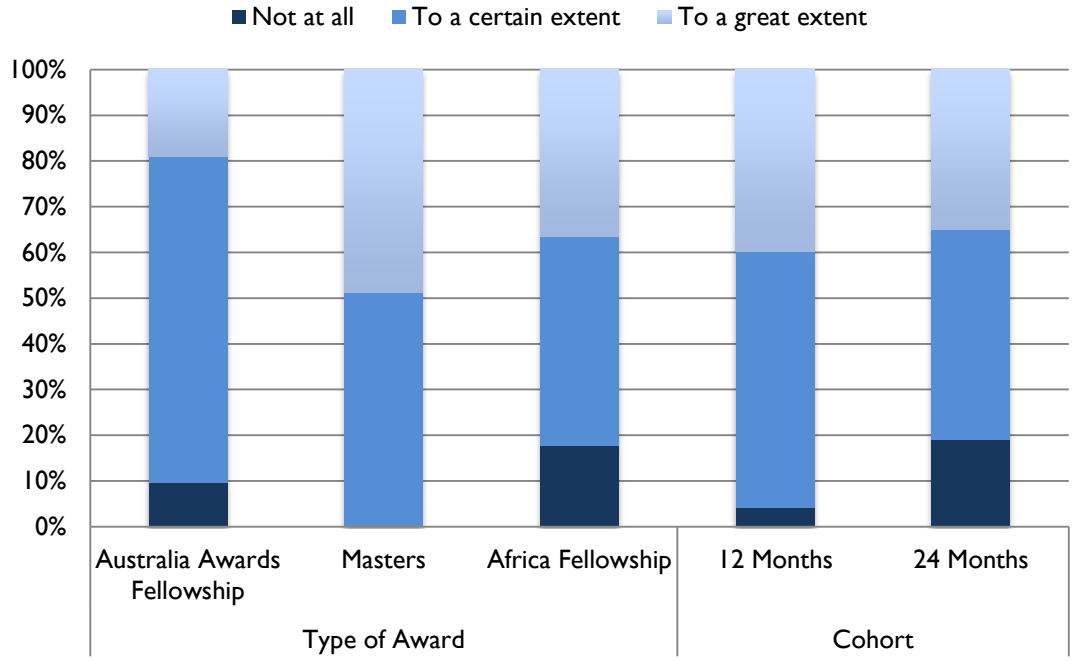
### Application of knowledge and skills – informal training

The final area in which statistical differences between groups were found was in informal computer skills transfer. Masters Alumni were the most likely to pass on computer skills, with their contribution also tending to be the most significant. Africa Fellowship Alumni made the weakest contribution, being the most likely to not pass on skills, while Australia Awards Fellowship Alumni were somewhere in between as shown in Figure 8 below[19]. This finding could be linked to the fact that Masters Awardees remain for a longer time on scholarship than fellows in the other two Award types and perhaps have more exposure to computers during their Award studies that are transferrable on return.

[18] Chi-square test statistic = 11.174 (p-value = 0.025)

[19] Chi-square test statistic = 12.816 (p-value = 0.012)

**Figure 8: Computer skills transfer though informal training**




It was assumed that more recent graduates would pass their skills to a greater extent than less recent graduates, as they would be more enthusiastic about sharing their newly gained skills/knowledge with their peers. Only with regard to informal training of computer skills was there a statistically significant difference, with those in the 12-18 month cohort having a higher probability of passing on skills in this area[20].

**Key findings**

- Alumni are transferring Award-acquired skills/knowledge to others in the workplace in all relevant areas, with the strongest areas of transfer being through technical knowledge and analytical/critical thinking skills. Furthermore, the high extent to which Alumni are passing on skills appears to persist over time, indicating that Alumni remain committed to the application and transfer of skills/knowledge to their co-workers.
- While Alumni are highly likely to be transferring skills/knowledge through both informal and formal training, the rate of transfer is higher in all areas for informal training than for formal training.
- Africa Fellowship Alumni were most likely to pass on skills/knowledge in the areas of "technical knowledge and analytical/critical thinking skills" and to do so to a greater extent than other Award type recipients. This might reflect the content delivered through these courses, which tends to be more tightly focussed around the practical application of technical skills and knowledge more directly transferrable to others.

[20] Chi-square test statistic = 7.724 (p-value = 0.021)

- While Masters Alumni are least likely to pass on analytical and critical thinking skills, where they do pass on these skills they are likely to do so to a greater extent than other Alumni.

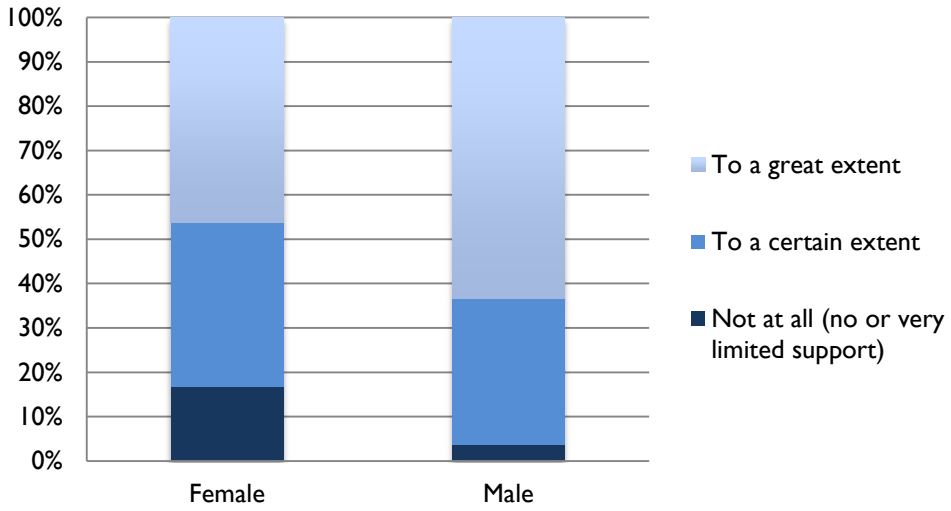
### 4. Enabling environment

Alumni were asked about the aspects of their workplace-enabling environment that facilitated or prevented them from applying their Award-acquired skills and knowledge. This section presents the results from these questions.

### Enablers

Alumni generally found the work environment supportive, with only 9% reporting no support at all on return to work. A statistically significant difference was found between males and females in describing the level of support in the workplace, with females over four times more likely to describe receiving no support (17%, relative to 4% for males) and less likely to receive a high level of support, perhaps reflecting barriers to women's advancement in the workplace[21]. See Figure 9 below.

**Figure 9: Level of support received in the workplace in applying Award-acquired skills**




A number of consistent themes were found in Alumni's description of enabling factors in the workplace, the most frequently cited of which was a supportive work environment, followed by more responsibility in the workplace and the actual Award-acquired experience and skills gained.

- **Supportive work environment, supervisors and colleagues:** 78 (68%) of the 114 Alumni who responded to this question indicated that a supportive work environment was the most significant factor in facilitating the application of Award-acquired skills and knowledge. Almost all respondents nominated at least their direct supervisor or manager as being a key enabler in this area, while some also nominated their co-workers as

[21] Chi-square test statistic = 8.088 (p-value = 0.018)

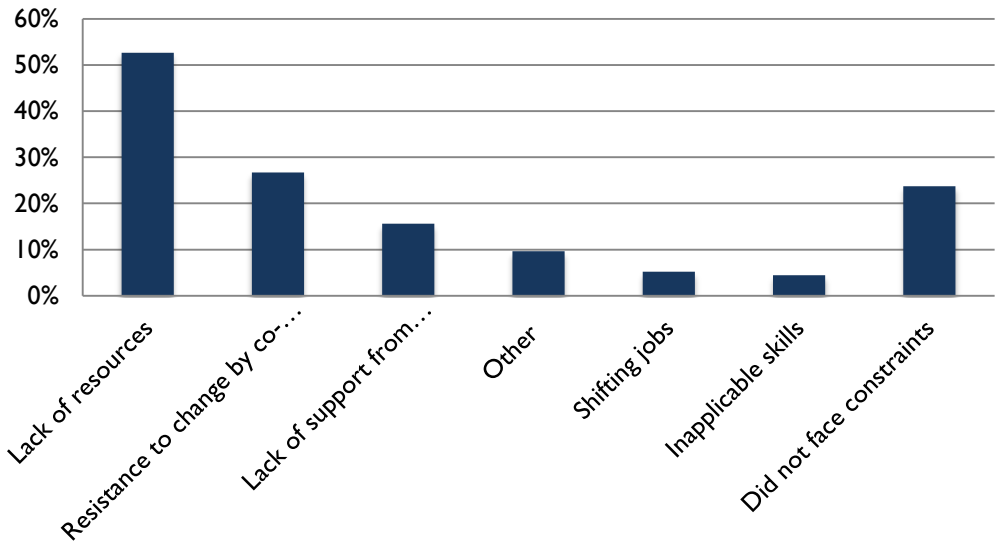
being influential. Management and institutional support broadly was also frequently nominated as being a key enabler.

- **More responsibility:** 24 (21%) respondents referred to more responsibility in the workplace or receiving a promotion as being the only or most significant factor in enabling them to fully utilise the skills they gained on-award. Greater responsibilities included greater participation in the decision making process, implementing more demanding tasks and transferring skills to colleagues through formal and informal training.
- **Experience and skills gained:** 12 (11%) respondents indicated that the experience and skills gained through their Award enabled them to be more confident in performing tasks and innovate in the workplace. Those who had undertaken training in more structured areas (e.g. geospatial information systems, data management, industry regulation) tended to indicate that they used documentation and information obtained while on-award as a reference carrying out their duties.

### Constraints

Alumni also described various challenges to applying skills/knowledge in the workplace. A total of 135 Alumni responded to this question, of which three-quarters (76%) indicated facing constraints in the workplace. Of those Alumni who indicated facing constraints, most nominated only one or two (58% and 35%, respectively). The most frequently cited constraints were lack of resources (53%) and resistance to change by co-workers (27%) as shown in Figure 10. Note that this survey item allowed respondents to select as many items as applicable from a list and/or nominate other items.

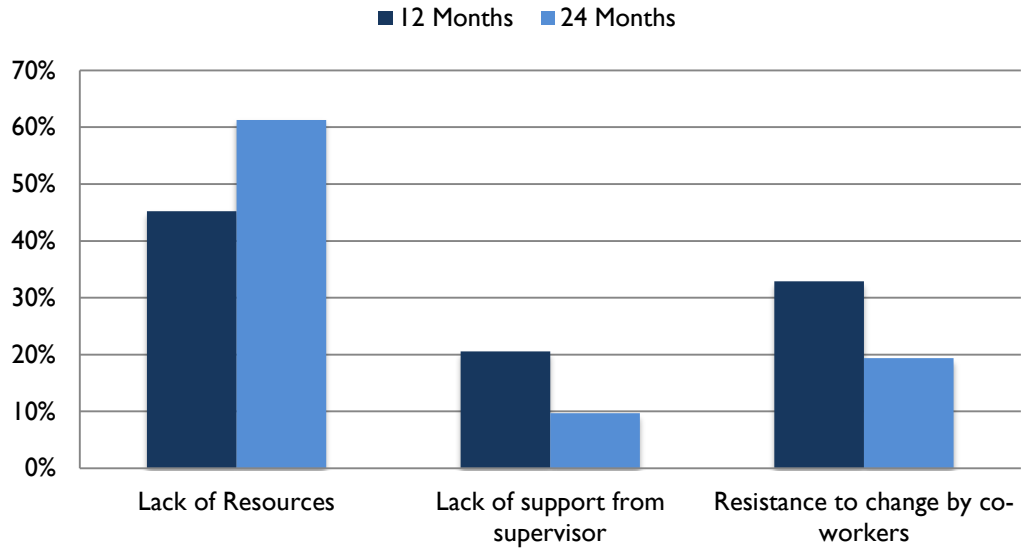
**Figure 10: Constraints faced by Alumni in applying award-acquired skills in the workplace**




Differences between cohorts were found; those in the 24-30-month cohort more commonly cited lack of resources, while the 12-18-month cohort found lack of

support from supervisors and resistance to change from co-workers a more common obstacle[22] (see Figure 11 below). These differences were significant at the 10% level only. This finding supports the premise that Alumni initially find it difficult to win the support of colleagues on return to work, but this effect diminishes over time as they become settled in their jobs, at which point resources become a comparatively more important factor.

**Figure 11: Differences in workplace constraints by cohort**




Masters Alumni were found to be more likely (39%) to face resistance to change by co-workers than Australia Awards Fellowship or Africa Fellowship survey respondents (25% and 10%, respectively), which may be due to their longer time away from the workplace[23].

Similarly, there were statistically significant differences by sector. Though difficult to map the reasons for such differences, Alumni from the Agriculture, Natural Resource Management and Education sectors were more likely to identify lack of resources as a constraining factor[24] than those from the Public Policy / Governance, Health, Water and Sanitation and Other sectors.

**Key findings**

- The majority of Alumni reported supportive workplaces that enabled them to apply Award-acquired skills and knowledge. Supervisors were the most significant enabler within the supportive environment. However, there seems

[22] Chi square tests statistics of a) cohort x lack of support = 3.479 (p-value = 0.062) b) cohort x lack of support from supervisor = 3.016 (p-value = 0.082) c) cohort x resistance to change by co-workers = 3.135 (p-value = 0.077).

[23] Chi-square test statistic = 6.508 (p-value = 0.039)

[24] Chi-square test statistic = 13.203 (p-value = 0.01)

to be gender barriers as more women indicated receiving little or no support in the workplace.

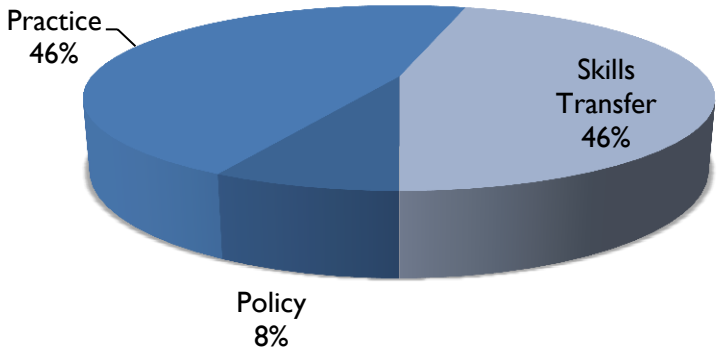
- Lack of resources was the most significant constraint to the application of knowledge and skills in the workplace, reported by over half of all respondents.
- There were also significant differences in constraints faced by the two cohorts. On return to work, Alumni appeared to find it more difficult to win the support of colleagues and supervisors, but this effect diminished over time as they become settled, at which point resources become a comparatively more important factor.

### 5. Social contributions beyond the workplace

The study also investigated if and how Alumni were applying their Award-acquired skills and knowledge to the wider community. These would be volunteer work beyond their workplaces. Nearly two-thirds (63%) of the 135 respondents to this question indicated that they were utilising their skills to further the development of their communities. No statistically significant differences in the likelihood of making a social contribution were found between groups.

Alumni's responses were again grouped according to **type of contribution**. As shown in Figure 12 below, most contributions fell into the area of practice or transfer of skills to individuals and groups outside of their workplace. A few respondents made contributions in the area of policy, most often through assisting local community groups to update their policies and procedures.

**Figure 12: Social contribution by type**




There was only one statistically significant relationship between any of the social contribution areas and profile characteristics and only at the 10% level of significance; sector of study was found to be a significant determinant of an individual's propensity to make a social contribution through transferring skills[25]. Those Alumni who had studied Agriculture and Education were more likely than other groups to make a contribution in this area, an unsurprising finding given the degree of teaching and skills transfer inherent in these professions. Annex IX provides examples of social contributions made by Alumni.

[25] Chi-square test statistic = 7.847 (p-value = 0.097)

### Key findings

- Almost two-thirds of the Alumni participating in the survey are making social contributions beyond their workplace, most often through direct application of their Award-acquired skills and knowledge or by transferring skills to others.
- Agriculture and Education Alumni were found to be more likely to transfer skills than other groups.

## 6. Links

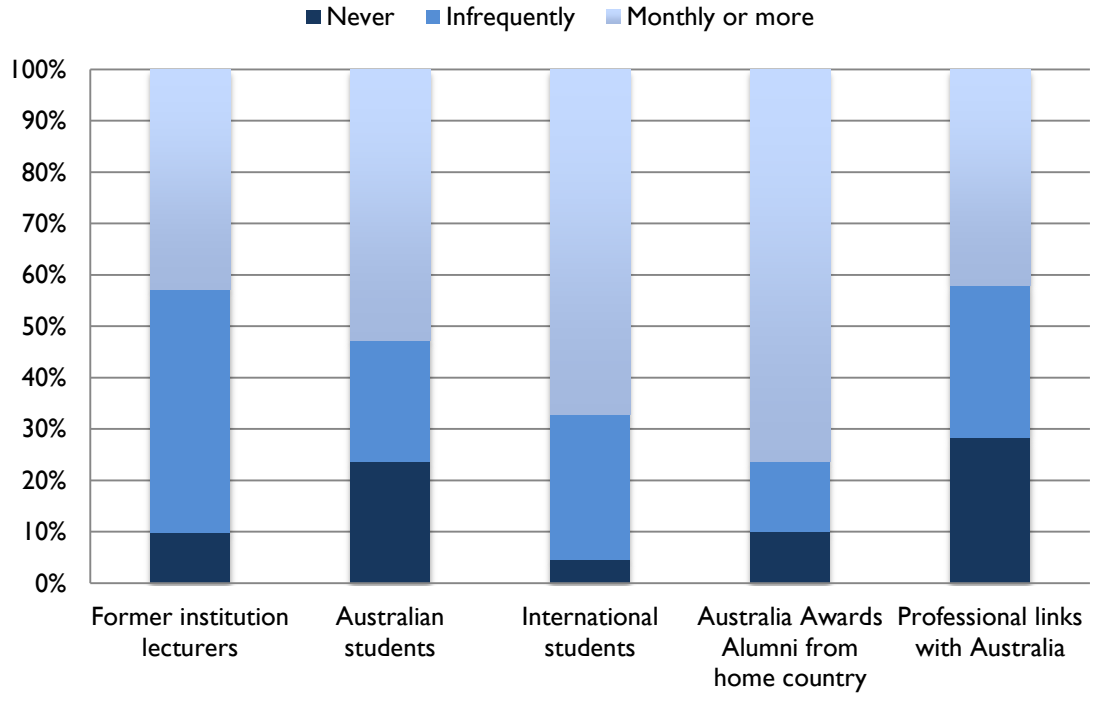
Australia Awards seeks to foster links between Australia and African nations. While on-award, scholars are encouraged to develop such links and maintain these on return to Africa. This section presents the results and key findings.

### Alumni links with Australia

The study posed several questions about the type and frequency of links with Australia that Alumni had developed and maintained, with four frequency options - never, infrequently (few times a year), occasionally (monthly) or regularly (daily or weekly) and five types of links. A total of 131 Alumni responded to this question.

The majority of Alumni responded that they were keeping in contact to some degree with each group, with 90% or more indicating contact with institution lecturers, international students and Australia Awards Alumni from their home countries. The lowest rates of contact were with Australian students and professional links with Australia that Alumni may have established on-award, with 76% and 72% respectively, as shown in Figure 13 below.

**Figure 13: Extent to which Alumni are keeping in contact with people/groups met on-award**



The strongest links Alumni were likely to make were with Australia Awards Alumni from their home country or other international students, with 90% and 94% of survey respondents maintaining some contact on return from their studies. These links also tended to be the most frequent, with 76% and 67% of respondents respectively indicating that they were in contact at least monthly. While 90% of Alumni maintained links with former lecturers, the frequency of contact tended to be low, with 47% indicating contact only a few times a year.

Alumni were least likely to develop and maintain professional links with Australia or maintain contact with Australian students, with a respective 28% and 24% indicating no contact at all. However, although links with Australian students were the least probable, where links were made these tended to have a relatively high frequency, with over 53% indicating monthly, weekly or daily contact.

Professional links with Australia was identified as the weakest link of all categories and may represent an area for improvement. Those who did indicate maintaining professional links with Australia were asked to elaborate further on the nature and type of link maintained. The most frequently cited professional link was with former University and other training institution lecturers and trainers, in particular with thesis or project supervisors. Many respondents indicated that they were continuing to receive support from key personnel within University departments. The second most frequently cited link was with Alumni they met on-award, either informally or formally through Alumni associations. Results around links from this study are consistent with findings from Outcomes Studies conducted in previous years as well as the Cluster Review carried out earlier in 2014.

Professional associations and organisations relevant to Alumni's field of profession were also often cited. For example, one respondent engaged in community development indicated keeping in frequent contact with the Australian White Ribbon, a New South Wales women's organisation, in order to keep abreast of current initiatives to further women's equality. Another respondent who studied a Master of Nutrition and is currently employed at the Ministry of Food and Agriculture in Ghana reported being an active member of the Nutrition Society of Australia, which enabled her to keep up to date with best practice in her field of expertise. Additionally, a number of Alumni were members of broader organisations such as the Africa-Australia Chamber of Commerce, Australia-Africa Mining Industry Group and Australia-Africa Business Council.

Several Alumni who had studied mining-related courses reported keeping in contact with Australian mining companies engaged in resource projects in their home countries or on projects they were involved in as part of their studies. For example, one Alumnus had worked on a Rio Tinto mine in New South Wales and maintained contact with around 15 former colleagues who were keeping him abreast of recent trends and developments in the mining industry.

Whichever category of link mentioned by Alumni, many indicated the usefulness of Linkedin as a means by which to maintain professional links established on-award.

### Employer links with Australia

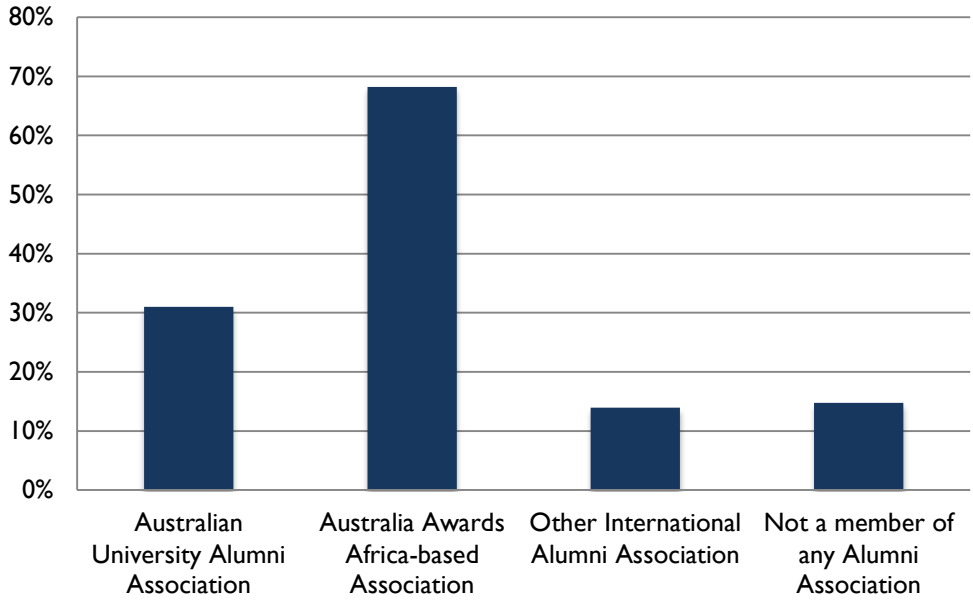
Respondents were also asked whether their employing organisations maintained business or professional links with Australia. A relatively low proportion (30 respondents, 23%) of respondents answered in the affirmative, but significantly

around half of these links had been established or further developed as a result of the Alumni's own engagement with the Australia Awards initiative. Examples provided were mostly related to links with Australian mining companies, diplomatic ties with Australia for those Alumni employed in foreign ministries, and development projects they were involved in that were staffed by Australian volunteers or financed by the Australian Government.

### Alumni association membership

Most Alumni (85%) indicated that they were members of at least one Alumni network or association. As shown in Figure 14 below, the most common membership was of an Africa-based association, of which 68% of respondents were a member, which may explain the high rates of contact reported in the previous section between Alumni and other African Australia Awards Alumni. The next highest rate of membership was for Australian University Alumni network or associations with 31%. Most Alumni (61%) only joined one Alumni network or association.

**Figure 14: Alumni Association membership**




The Small Grants Scheme has been used to establish five Alumni associations on the African continent (Malawi, Mozambique, Sierra Leone, Uganda and Zambia); three others (Ghana, Liberia and Nigeria) received a grant from Canberra via the corresponding DFAT Post for establishment. All of these are still in their infancy. The associations in Mauritius and Kenya were re-launched in an effort to revive these already established networks. Other efforts are in process with a total of 20 initiatives in different stages of development across Africa as of November 2014. The establishment of these associations is a positive development in that it is expected that they will help to raise the profile of Australia in Africa while fostering connections and greater interaction among Alumni and new Awardees.

Some Small Grants used to establish these associations were assessed as part of this study. The assessment found that a number of associations face challenges to their sustainability going forward. Section B.2. and Annex V provides further details.

**Key findings**

- The majority of Alumni are maintaining links established during their studies in Australia. Links with other Australia Awards Alumni and other international students were the most frequent, and those with Australian students and professional links with Australia were the least frequently maintained. Alumni also maintain links with their University lecturers, though the frequency of contact tended to be low.
- Only a minority of Alumni indicated that their employer was maintaining business or professional links with Australia; these were mostly links with Australian mining companies, diplomatic ties for those employed in the public sector, and development projects financed or staffed by Australian organisations. However, half of these links had either been established or further developed as a result of the Alumni's own engagement with Australia Awards, highlighting a certain degree of effectiveness of the Awards in fostering such links between Australia and Africa.
- Five in six Alumni are members of Alumni associations, with Australia Awards Africa-based associations the most popular among respondents.

### 7. Work Plan on Return

The study also asked whether the development contributions Alumni were making were related to their Work Plan on Return[26]. This is a plan of work Awardees put in place as part of their application and further develop while on-award for implementation on return. The Work Plan links their study with work and contributions to development outcomes in their home countries through the application of Award-gained skills and knowledge on return. Australia Awards Fellowship Alumni were excluded from this question as they are not required to prepare a Work Plan on Return.

Of the 109 respondents who answered this question, about four in five (79%) indicated that the contributions they described in this study were part of the initiatives carried out under their Work Plan.

The rate of contributions described in the study forming a part of Alumni's Work Plan differed in a statistically significant way by gender, cohort and type of Award (see Figure 15 below):

- 86% of those in the 12-18 month cohort responded yes, relative to 68% in the 24-30 month cohort[27]. This is likely due to the fact that those in the 12-18 month cohort had more recently completed their Work Plan and were more likely to be familiar with its content. Further, Alumni in the 24-30 month cohort could have finished implementation of their Work Plans a long time ago and were probably involved in other activities beyond their Plans;

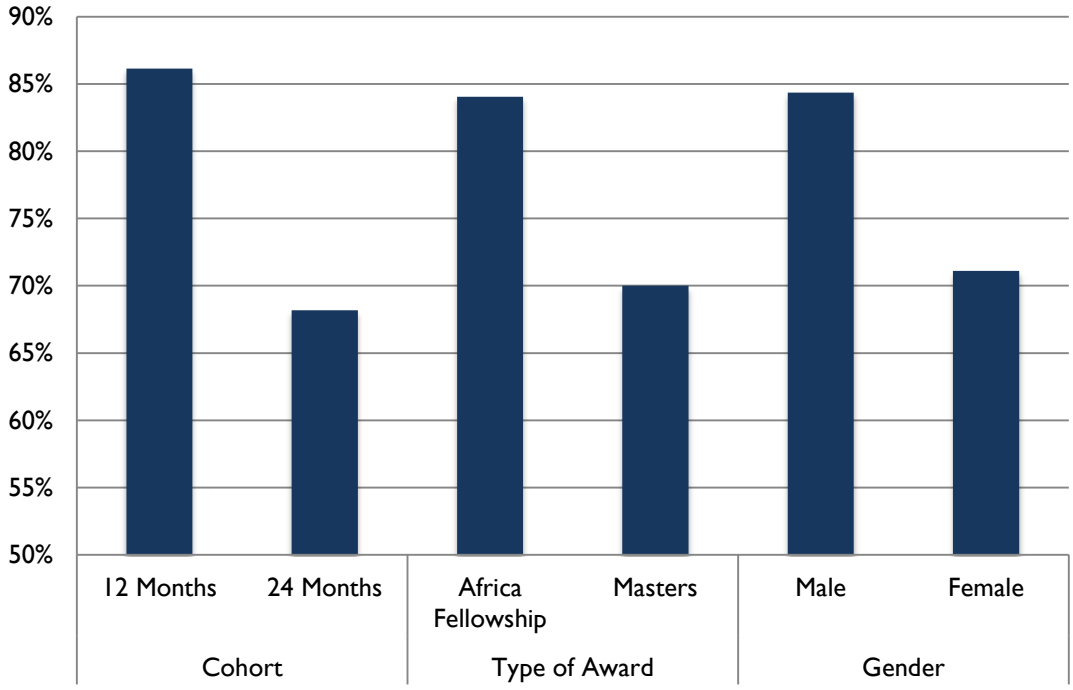
[26] Note that Work Plan on Return is the same as Reintegration Plan, which may be the term used in previous related documents. The terminology was changed after discussions with DFAT in 2012. In the survey tool for this study, both terms were included to ensure respondents understood what was being asked.

[27] Chi-square test statistic = 5.09 (p-value = 0.024)

some could have also just missed this requirement which came into effect in 2011.

- 84% of Africa Fellowship Alumni responded yes, relative to 70% for Masters Alumni, a likely reflection of the fact that the preparation of a Work Plan is a requirement built as course requirement for this former Award type[28]. However, this was only statistically significant at 10% level.
- 84% of males responded yes against 71% for females[29]. However, this was only statistically significant at 10% level.

**Figure 15: Initiatives described by respondents in study part of Work Plan on Return**




**Key findings**

- Most Alumni reported that the development contribution initiatives that they described in the study were part of their Work Plan on Return. More recent graduates, Africa Fellowship Awardees and males were most likely to report their initiatives as forming part of their Work Plans.

## 8. Recommendations

A total of 120 Alumni responded to the survey question asking for suggestions to improve the Alumni engagement program going forward. Their responses were grouped into common categories summarised below.

**Greater Alumni interaction**: By far the most frequently raised suggestion from Alumni (45 respondents) was to develop more ways by which Alumni could interact

[28] Chi-square test statistic = 3.006 (p-value = 0.083)

[29] Chi-square test statistic = 2.792 (p-value = 0.095)

with each other. A total of 29 respondents suggested that more workshops or conferences with other Alumni would be beneficial, in particular around implementation of Work Plan on Return, sharing of ideas with other Alumni and sector-based workshops or training events. Some expressed frustration about not being able to attend regional Alumni workshops in the past; others qualified this by suggesting that they found out about the meetings too late and were thus unable to take the time off work. A number of Alumni suggested that exchange visits to other African countries to learn from other Alumni might be beneficial.

**Small grants:** 32 Alumni made recommendations around the Small Grants Scheme, the most consistently raised issues being the limited scope and size of funds available through the scheme. Many respondents requested that grants be made available for further independent research in addition to projects included in their Work Plan on Return (not knowing, it seems, that this is already a rule in the scheme), and others suggested that larger grants be available for projects outside of these Plans. Furthermore, most raised the issue of the funding available under the scheme being insufficient to fully undertake the projects they intended to implement as part of their Work Plans. A minority expressed frustration around not being able to access information about the Small Grants Scheme.

**Further study opportunities:** 26 Alumni considered that further study opportunities through the program would be useful. The three most frequent suggestions were further specialised Fellowship opportunities in the same sector as their previous Award, PhDs in a wider range of sectors (other than just in Agriculture as currently is the case), and training in cross-cutting areas such as leadership and project management.

**Alumni associations**: 25 respondents suggested that Alumni associations be further strengthened, the most frequent of which was strengthening Alumni association interactions at continental or regional level, the creation of sub-associations or groups according to sector of study, organising more frequent meetings of members (at country, regional and continental level) and more platforms by which Alumni could interact with each other.

**Greater interaction with Australia**: The final group of suggestions was around greater interaction with research institutions and professional organisations in Australia, which was suggested by 12 Alumni. Regarding research institutions, suggestions included more avenues and platforms to establish and maintain links with Australian institutions to publish research, promote collaboration and share information, fund Australian lecturers to visit African institutions to share knowledge, and fund African Alumni to attend conferences at Australian institutions. With respect to professional organisations, a small number of Alumni suggested creating more formal pathways by which they could engage in internships or attachments with Australian organisations, businesses and government departments.

### Key findings

- Five main areas of improvement were highlighted by Alumni. These were, in order of frequency: more ways to interact with other Alumni, in particular through conferences or workshops; increasing the size and scope of funding available under the Small Grants Scheme; further study opportunities, in particular PhDs and specialised follow-up courses in Alumni's sector of study; strengthening of Alumni associations, in particular at continental/regional

level and sectoral level; and more pathways and platforms through which to maintain links with Australian research institutions and professional organisations.

## C. Conclusions

The evidence presented by this study suggests that Alumni are using the skills and knowledge gained on their Australia Award to contribute to the development of their home countries, principally within their area of expertise but also through wider social contributions and through furthering gender equality. Several of these contributions highlighted in this study show that Alumni are making a real difference in shaping outcomes, primarily in their workplaces but also more broadly in the community. The overwhelming majority of Alumni indicated a high degree of application of the skills and knowledge they gained on-award in their development contributions.

The vast majority of Alumni returned to their employer after the Award, with a few changing employers after the first year of returning home. Around half were promoted following the Award, with some significant differences between Alumni from different Award types. Almost all survey respondents considered Award-acquired skills and knowledge to be highly relevant to the workplace, and if they received a promotion, they also attributed this to the skills and knowledge gained on-award.

Almost all Alumni described their workplace as being supportive in enabling them to apply Award-acquired skills, however most faced a few significant constraints, with lack of resources being the most significant.

Alumni are also transferring skills to colleagues within the workplace, with the strongest areas of transfer being technical knowledge and analytical/critical thinking skills. Furthermore, the high extent to which Alumni are passing on skills appears to persist over time, indicating that Alumni remain committed to the application and transfer of knowledge to their co-workers. Some differences were found between Award types, indicating the different skills learned in each type of Award.

The study has also found that Alumni are maintaining links that they established while on-award, with the majority remaining in relatively frequent contact with other international students, Australia Awards recipients from their home countries met on-award and former lecturers. Links between Alumni and Australian students, and professional links with Australia are low relative to other categories. Facilitating professional links between Alumni and Australian organisations and institutions should be considered as an area for improvement going forward.

Alumni face challenges on return from Award and may require further support in order to affect change through implementation of their Award-acquired skills and knowledge. By far the most significant factor in constraining their progress is lack of resources in the workplace. The second most frequently raised suggestion for improvements to the Small Grants Scheme was around eligibility requirements, size and scope of funding available under the scheme, which further indicates that lack of resources is a major constraint.

Funding Alumni's development work can be a positive avenue for enhancing their contribution in Africa. Findings from the grants' assessment indicate that overall

projects funded by the Small Grants Scheme are delivering on intended outputs and contributing to anticipated outcomes. While sustaining the benefits generated by grant-funded projects can be an issue, a number of them are catalysing initiatives started by or including Australia Awards Alumni and some laudable results have been recorded.

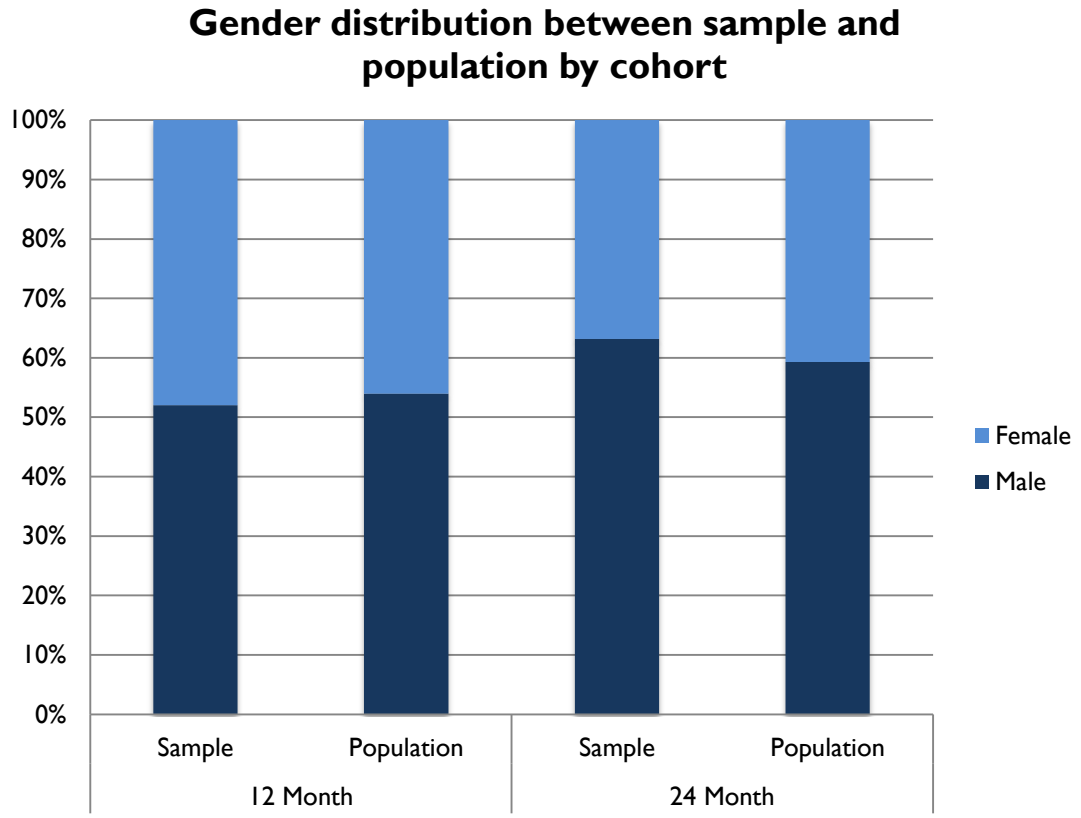
Alumni suggested five main areas of improvement for the Alumni engagement program going forward. These were, in order of frequency: more ways to interact with other Alumni, in particular through conferences or workshops; increasing the size and scope of funding available under the Small Grants Scheme; further study opportunities, in particular PhDs in other sectors and specialised follow-up courses in Alumni's sector of study; strengthening of Alumni associations, in particular at continental/regional level and sectoral level; and more pathways and platforms through which to maintain links with Australian research institutions and professional organisations.

## Annex I: Sample representativeness

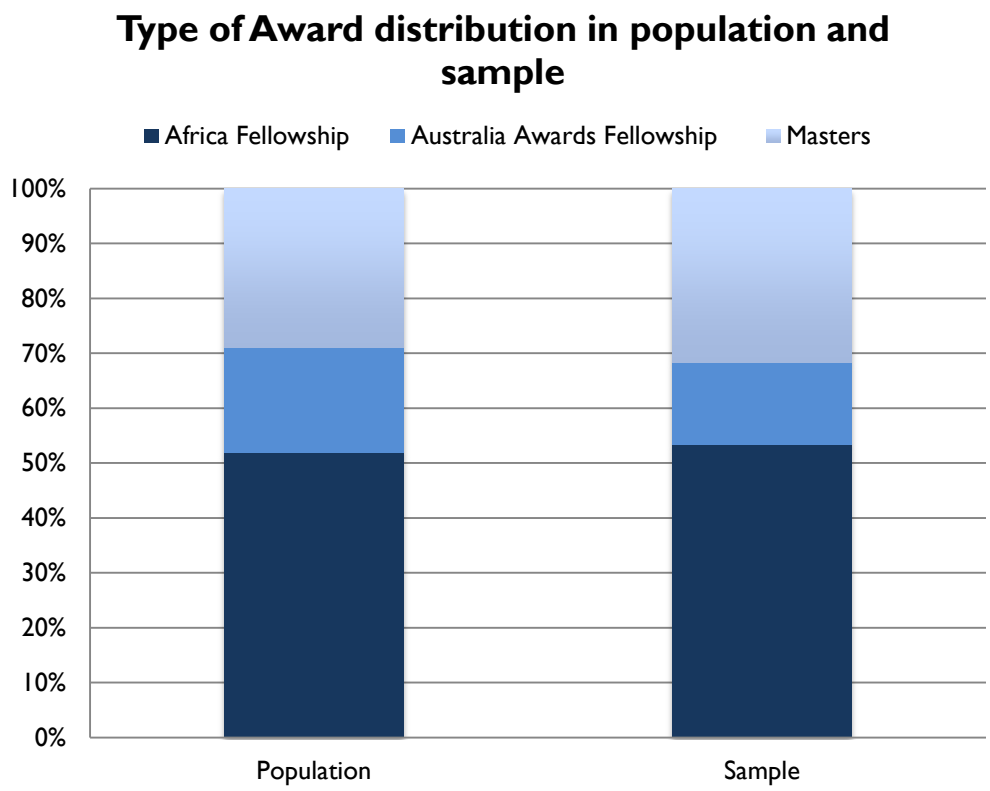
The sample was assessed for representativeness across observable dimensions in order to gauge whether findings from inferential statistics could be generalised across the Alumni population.

The survey had an overall response rate of 49% across both cohorts; 57% and 41% for 12-18 and 24-30 months from completion, respectively. The lower response rate in the 24-30 month cohort sample meant that it was slightly underrepresented, comprising 22% of the total population relative to 32% of the 12-18 month total population.

Overall, the combined sample for the two cohorts was nearly balanced by gender, but within the 24-30 month cohort females were slightly underrepresented with 37% female representation, relative to 41% in the population.




Africa Fellowships had the highest number of respondents (93), followed by Masters (55) and Australia Awards Fellowships (26). Australia Awards Fellowships Alumni were slightly underrepresented, comprising 15% of the sample relative to 19% in the total population.




While there were a few differences between the sample and population, these were fairly minor and not statistically significant at the 5% level (i.e. p-value ≤ 0.05 or lower), which meant that the sample drawn was very representative across all observable dimensions. This enabled the use of inferential statistics where there were enough responses in each category.

**Annex II: Sample responses by cohort**

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| Gender | Female | 47 | 28 | 75 |
| | Male | 51 | 48 | 99 |
| Region of Origin | Central Africa | 2 | 3 | 5 |
| | East Africa | 12 | 20 | 32 |
| | North Africa | 5 | 7 | 12 |
| | Southern Africa | 52 | 31 | 83 |
| | West Africa | 27 | 15 | 42 |
| Did respondent return to home country following award? | No | 0 | 4 | 4 |
| | Yes | 98 | 72 | 170 |
| Type of Award | ALAF / Australia Awards Leadership Fellowship | 8 | 18 | 26 |
| | Masters | 38 | 17 | 55 |
| | Short Course / Africa Fellowship | 52 | 41 | 93 |
| Sector of Study | Agriculture/Food Security | 23 | 20 | 43 |
| | Education | 10 | 14 | 24 |
| | Health | 11 | 3 | 14 |
| | NRM - Environmental related | 7 | 4 | 11 |
| | NRM - Mining related | 17 | 17 | 34 |
| | Other | 5 | 4 | 9 |
| | Public Policy / Governance | 21 | 10 | 31 |
| | Water and Sanitation | 4 | 4 | 8 |
| Type of Organisation | Civil Society | 3 | 1 | 4 |
| | Other | 0 | 1 | 1 |
| | Private | 2 | 4 | 6 |

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| | Public | 93 | 70 | 163 |
| Disability | No | 95 | 76 | 171 |
| | Yes | 3 | 0 | 3 |
| Currently employed? | No | 2 | 2 | 4 |
| | Yes | 96 | 74 | 170 |
| Did respondent return to same employer | No | 3 | 5 | 8 |
| | Yes | 93 | 69 | 162 |
| Is respondent still employed with the same employer? | No | 8 | 14 | 22 |
| | Yes | 88 | 60 | 148 |
| Did respondent receive a promotion following their award? | No | 51 | 33 | 84 |
| | Yes | 45 | 41 | 86 |
| To what extent was respondent's promotion due to award-acquired skills? | Not at all | 3 | 3 | 6 |
| | To a certain extent | 14 | 10 | 24 |
| | To a great extent | 28 | 28 | 56 |
| How relevant are award-acquired skills to respondents current job? | Highly relevant | 84 | 63 | 147 |
| | Little or no relevance | 2 | 0 | 2 |
| | Some relevance | 10 | 11 | 21 |
| Development contribution was in area of policy | No | 55 | 41 | 96 |
| | Yes | 20 | 22 | 42 |
| Development contribution was in area of practice | No | 13 | 8 | 21 |
| | Yes | 62 | 55 | 117 |
| Development contribution was in area of skills transfer | No | 38 | 34 | 72 |
| | Yes | 37 | 29 | 66 |

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| Number of development contribution types | 1 | 1 | 1 | 2 |
| | 2 | 37 | 25 | 62 |
| | 2 | 29 | 30 | 59 |
| | 3 | 8 | 7 | 15 |
| Level of development contribution - organisational | No | 2 | 3 | 5 |
| | Yes | 73 | 60 | 133 |
| Level of development contribution - societal | No | 54 | 45 | 99 |
| | Yes | 21 | 18 | 39 |
| Number of development contribution levels | 0 | 1 | 1 | 2 |
| | 1 | 54 | 46 | 100 |
| | 2 | 20 | 16 | 36 |
| To what extent are respondent's development contributions attributable to award acquired skills? | Not at all | 1 | 1 | 2 |
| | To a certain extent | 18 | 17 | 35 |
| | To a great extent | 56 | 45 | 101 |
| Has respondent used award-acquired skills to promote gender equality? | No | 31 | 16 | 47 |
| | Yes | 44 | 47 | 91 |
| Technical skills and knowledge transferred through formal training | Not at all | 7 | 3 | 10 |
| | To a certain extent | 29 | 28 | 57 |
| | To a great extent | 37 | 32 | 69 |
| Management and leadership skills transferred through formal training | Not at all | 9 | 9 | 18 |
| | To a certain extent | 34 | 25 | 59 |
| | To a great extent | 30 | 29 | 59 |

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| Analytical and critical thinking skills transferred through formal training | Not at all | 6 | 5 | 11 |
| | To a certain extent | 30 | 22 | 52 |
| | To a great extent | 37 | 36 | 73 |
| Computer skills transferred through formal training | Not at all | 15 | 18 | 33 |
| | To a certain extent | 28 | 24 | 52 |
| | To a great extent | 30 | 21 | 51 |
| Technical skills and knowledge transferred through informal training | Not at all | 1 | 2 | 3 |
| | To a certain extent | 28 | 26 | 54 |
| | To a great extent | 44 | 35 | 79 |
| Management and leadership skills transferred through informal training | Not at all | 1 | 3 | 4 |
| | To a certain extent | 38 | 29 | 67 |
| | To a great extent | 34 | 31 | 65 |
| Analytical and critical thinking skills transferred through informal training | Not at all | 1 | 2 | 3 |
| | To a certain extent | 34 | 23 | 57 |
| | To a great extent | 38 | 38 | 76 |
| Computer skills transferred through informal training | Not at all | 3 | 12 | 15 |
| | To a certain extent | 41 | 29 | 70 |
| | To a great extent | 29 | 22 | 51 |
| Level of support received in workplace | Not at all (no or very limited support) | 8 | 4 | 12 |
| | To a certain extent | 26 | 21 | 47 |
| | To a great extent | 39 | 38 | 77 |
| Lack of | No | 40 | 24 | 64 |

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| resources is a constraint in the workplace | Yes | 33 | 38 | 71 |
| Lack of support from supervisor is a constraint in the workplace | No | 58 | 56 | 114 |
| | Yes | 15 | 6 | 21 |
| Inapplicable skills is a constraint in the workplace | No | 69 | 60 | 129 |
| | Yes | 4 | 2 | 6 |
| Resistance to change by co-workers is a constraint in the workplace | No | 49 | 50 | 99 |
| | Yes | 24 | 12 | 36 |
| Shifting jobs was a constraint in the workplace | No | 68 | 60 | 128 |
| | Yes | 5 | 2 | 7 |
| No constraints were faced in the workplace | No | 57 | 46 | 103 |
| | Yes | 16 | 16 | 32 |
| Other constraints in the workplace | No | 65 | 57 | 122 |
| | Yes | 8 | 5 | 13 |
| Number of constraints faced in the workplace | 0 | 16 | 16 | 32 |
| | 1 | 32 | 28 | 60 |
| | 2 | 19 | 17 | 36 |
| | 3 | 5 | 1 | 6 |
| | 4 | 1 | 0 | 1 |
| Extent to which respondent made social contribution beyond work place | Not at all | 32 | 18 | 50 |
| | To a certain extent | 27 | 32 | 59 |
| | To a great extent | 14 | 12 | 26 |
| Social contribution in area of policy | No | 66 | 59 | 125 |
| | Yes | 7 | 3 | 10 |

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| Social contribution was in area of practice | No | 42 | 33 | 75 |
| | Yes | 31 | 29 | 60 |
| Social contribution was in area of skills transfer | No | 44 | 32 | 76 |
| | Yes | 29 | 30 | 59 |
| Links with lecturers | Infrequently (a few times a year) | 31 | 31 | 62 |
| | Never | 9 | 4 | 13 |
| | Occasionally (monthly) | 29 | 18 | 47 |
| | Regularly (daily or weekly) | 3 | 6 | 9 |
| Links with Australian students | Infrequently (a few times a year) | 19 | 12 | 31 |
| | Never | 18 | 13 | 31 |
| | Occasionally (monthly) | 21 | 20 | 41 |
| | Regularly (daily or weekly) | 14 | 14 | 28 |
| Links with international students | Infrequently (a few times a year) | 17 | 20 | 37 |
| | Never | 4 | 2 | 6 |
| | Occasionally (monthly) | 35 | 25 | 60 |
| | Regularly (daily or weekly) | 16 | 12 | 28 |
| Links with other Australia Awards alumni from home country | Infrequently (a few times a year) | 11 | 7 | 18 |
| | Never | 7 | 6 | 13 |
| | Occasionally (monthly) | 22 | 22 | 44 |
| | Regularly (daily or weekly) | 32 | 24 | 56 |
| Membership of Australian | No | 46 | 43 | 89 |

| | | Cohort | | Total |
|---|---|---|---|---|
| | | 12 Months | 24 months | |
| University Alumni Association | Yes | 25 | 15 | 40 |
| Membership of Australia Awards Africa-based Association | No | 20 | 21 | 41 |
| | Yes | 51 | 37 | 88 |
| Membership of other International Alumni Association | No | 62 | 49 | 111 |
| | Yes | 9 | 9 | 18 |
| Not a member of any Alumni Association | No | 61 | 49 | 110 |
| | Yes | 10 | 9 | 19 |
| Number of Alumni Associations respondent is a member of | 0 | 10 | 9 | 19 |
| | 1 | 40 | 39 | 79 |
| | 2 | 18 | 8 | 26 |
| | 3 | 3 | 2 | 5 |
| Does employing organisation have any links with Australia? | No | 56 | 43 | 99 |
| | Yes | 15 | 15 | 30 |
| Did respondent contribute to their employers' links with Australia? | No | 10 | 6 | 16 |
| | Yes | 5 | 9 | 14 |
| Are any of the initiatives described in this study a part of respondents work plan on return? | No | 9 | 14 | 23 |
| | Yes | 56 | 30 | 86 |

## Annex III: Data cleaning and preparation methods

Data from the two cohorts was joined and responses were checked for accuracy and consistency against each other and the population data sent to the data analysts by the M&E team. Certain responses were changed where Alumni had responded incorrectly and this could be verified by checking against Australia Awards Scholar Database (e.g. sector of study, type of Award, institution of study).

A new variable was created that assigned each observation into a region of origin (Southern Africa, West Africa, North Africa and East Africa) based on the respondent's country of origin, according to United Nations Environment Program classification (http://www.unep.org/dewa/africa/publications/aeo-1/009.htm).

Development contributions were grouped across two dimensions – level of contribution (societal or organisational) and type of contribution (practice, policy and skills transfer). Five new dummy variables were created and assigned a value of one if a development contribution was made in each area. The dummy variables were also summed across each dimension so that it could be shown at how many levels and how many types of development contributions each respondent made.

An analogous procedure was undertaken for the question on social contributions beyond the workplace, but without variables for level of contribution, as the nature of the question limited responses to contributions made outside of their employing organisation.

Question 12 and 15, which related to constraints in the workplace and Alumni association membership, required recoding to account for missing values, a zero was inserted into each variable where the respondent had answered the question but had not answer in the affirmative (i.e. recoded to 0 from blank if respondent did not face a lack of resources in the workplace but had responded in the affirmative to other questions around constraints in the workplace).

Two new variables were created that summed the number of constraints faced in the workplace and number of Alumni associations each respondent was a member of.

While running preliminary inferential statistics, it was noted that sector of study appeared to be highly significant in determining a number of responses. However, the small sample sizes in some of the sector of study categories meant that the statistics being produced were invalid. Sectors of study with only a small number of responses were grouped together in a logical way as follows: "NRM - Environmental related" and "NRM – Mining related" were grouped as "Natural Resource Management", and "Health", "Water and Sanitation" and "Other" were grouped as "Health, Water and Sanitation, Other". Doing so enabled valid inferential statistics to be produced on sector of study.

## Annex IV: Persons consulted for small grants assessment

A total of 67 persons were consulted during site visits to projects funded by the Small Grants Scheme in Uganda and Malawi in July 2014. They are listed below.

| **Uganda site visits** | | | |
|---|---|---|---|
| # | Name | Title | Organisation |
| 1 | Kyokwijuka Besigiroha Gad (besisystems@yahoo.com) | M&E Officer | Ministry of Education & Sports |
| 2 | Mussazi Andrew (musaaziana@gmail.com) | Principal | Uganda Technical College Elgon |
| 3 | Wodero Dunga (dungabern@gamail.com) | Dean of Students & Lecturer of Mechanical Engineering | Uganda Technical College Elgon |
| 4 | Harriet Muyinza (hmuyinza14@gmail.com) | Research Officer | National Agriculture Research Laboratories (NARL) |
| 5 | Allan Patrick Lugoloobi (aplugoloobi@gmail.com) | Senior Technician | National Agriculture Research Laboratories (NARL) |
| 6 - 20 | Kyomya Archangel<br>Singuma Masamwa<br>Balimaino Francis<br>Doreen Kabahinda<br>Gerald Kyamamywa<br>Businge Angaketo<br>George Kyaligonza<br>Constantine<br>Anna Kyomya<br>Margret Kyomya<br>Trace Shero<br>Byamhanga Job<br>Joyce Nyangoma<br>Joyce Yukutu<br>David Kwaligonza | Farmers | Project beneficiaries, Masindi district |
| 21 | Daniel Mugamzi | IT Support Technician | Computers for Schools Uganda (CfSU) |
| 22 | Rujmpa Joseph | District Inspector of Schools | District Education Office, Fort Portal |
| 23 | Harriet Angwena | Senior Education Officer | District Education Office, Fort Portal |
| 24 | Nyakairu Robbinah (robbinahbabinyaga@gmail.com) | Head Teacher | Mugusu Primary School, Fort Portal |
| 25 | Aggrey Kagonyera (kagonya@mtn.co.ug) | Senior Manager – Sponsorships & Events | MTN Uganda (A3-U Chair) |
| 26- | Komugisa Jackline | Teachers | Mugusu and Rubona |

| Uganda site visits | | | |
|---|---|---|---|
| # | Name | Title | Organisation |
| 39 | Mategeki Adolf<br>Ndoleriire Irene<br>Katende Teddy<br>Kajolima Maureen<br>Kyaliyonza Christopher<br>Kanyesige Rose<br>Kajumba Beneth<br>Kyalikunda Edvine<br>Kankya Blaise<br>Busobozi Jospeh<br>Kabatooro Edith Spicer<br>Nyakaisiki Margaret<br>Atugonza John Patrick | | Primary Schools |
| 40 | Patrick G. Barugahare (barugaharepatrick@gmail.com) | Senior Partner | BKA Advocates (A3-U member) |
| 41 | Edward Kanyaesigye (ekanyesigye@ucu.ac.ug) | Dean and Senior Lecturer | Faculty of Health Science, Uganda Christian University (A3-U Deputy Chair) |
| 42 | Lydia Ochiengo Oboo (lochieng_obbo@yahoo.co.uk) | Consultant (A3-U strategic plan) | |
| 43 | Juliet Musove (mazziwamusove_j@yahoo.com) | Consultant (A3-U strategic plan) | |
| 44 | Pamela Bakkabulindi (pambakka@yahoo.co.uk) | Program Coordinator | Clinton Health Access Initiative |
| 45 | Priscilla Zawedde (pzawedde@yahoo.co.uk) | Administrator | Health Support Initiatives |

| Malawi site visits | | | |
|---|---|---|---|
| # | Name | Title | Organisation |
| 1 | Betty Moses (brdgtmoses@yahoo.co.uk) | Disability Project Coordinator | World Vision in Malawi |
| 2 | Lazarus Thomu | Principal | Montfort Special Needs Education College* |
| 3-10 | Juliana Lapozo (Ngaludi Girls)<br>Elinati Banda (Mary View School for the Deaf)<br>Jean Mphepo (Montfort School)<br>John Kandaya (Mary View School for the Deaf)<br>Abdallah Hanmisien (Montfort School)<br>John Mkakato (Mary View School for the Deaf) | Teachers | |

| Malawi site visits | | | |
|---|---|---|---|
| # | Name | Title | Organisation |
| | John Khuku (Mary View School for the Deaf)<br>Clement Kaleso (Montfort School) | | |
| 11 | Kondwani Wilfred Jawadu (kondijawadu@yahoo.com) | Patron of Environmental Club | Likuni Schools for Girls Secondary School** |
| 12 | Joshua Titus B. Mkhata (nkhatajoshua@yahoo.com) | Deputy Head Teacher | Likuni Schools for Girls Secondary School |
| 13-15 | Chief Maziro***<br>Chief Malili<br>Chief Zabitha | | Chiefs in Likuni Area, Rural Lilongwe, Malawi |
| 16-22 | Mercy Mwale (thawemercy@yahoo.co.uk)<br>Wavisanga Munyenyembe (wavisa@yahoo.co.uk)<br>Nini B Sulamoyo (ninisulamoyo@gmail.com)<br>Ambonishe Mwalwimba (ambonishe@yahoo.com)<br>Wiskies Nkombezi (wdgnkombezi@gmail.com)<br>Priscilla Kandoole (pkandoole@gmail.com)<br>Shupikai Nyirenda (shupikai2000@yahoo.com) | Association board and one regular member (Wiskies) | Malawi-Australia Alumni Association |

* At the College, the team also visited and observed two classes.
** At Likuni School, the team also engaged with the girls who are members of the Environmental Club in the context of a group meeting.
*** The team also interacted with other chiefs and community members during a site visit to the banks of the Lilongwe River and re-forestation site.

A total of eight other grantees were interviewed by phone. They are listed below.

| Grantees interviewed by phone | | | |
|---|---|---|---|
| | Name of Grantee | Country | Project |
| 1 | Abongha Maurice Chiabi | Cameroon | Micronutrients for Better Health |
| 2 | Devika Saddul | Mauritius | Decreasing mortality and enhancing productivity on goat farms in Mauritius for higher income |
| 3 | Eni Ayeni | Nigeria | Enhancing independent living and self-reliance of community women through economic empowerment for sustainable development in Osun State |
| 4 | Josphert Ngui Kimatu | Kenya | Research to identify the most aflatoxin-resistant local maize varieties |

| **Grantees interviewed by phone** | | | |
|---|---|---|---|
| | Name of Grantee | Country | Project |
| 5 | Viamé D'Almeida | Togo | Rehabilitation of Lilicope Junior College |
| 6 | Timothy Moono | Zambia | Zambia-Australia Alumni Association (ZAAA) |
| 7 | Cristiano Macuamule | Mozambique | PhD Study in Anti-Malarial Drug Options |
| 8 | Earnest Simelane | Swaziland | Technical and Vocational Education and Training Exchange Program |

## Annex V: Small grants case studies

### Case Study 1: Micronutrients for Better Health

Malnutrition among children is an issue in Cameroon. The statistics show that 33% of children under the age of five suffer from malnutrition and 14% from extreme malnutrition (thinkafricapress.com article of 31 July 2013 on Malnutrition in Cameroon). According to data from the World Bank, the effects of malnutrition on the growth of these children are heavy. It is reported that 36% of children in this age range in Cameroon are stunted and 16% are underweight. It is against this background that Abongha Maurice Chiabi from non-governmental organisation Humanitarian Action Cameroon led the Micronutrients for Better Health project, which aimed at alleviating micronutrient deficiency among children under five years of age.

In 2012, Abongha was tasked by his organisation to carry out a needs assessment to align their strategy with the needs of beneficiaries. Findings of this assessment pointed to lack of access by certain communities to health campaigns and shortages of micronutrients. After a consultation process with staff and volunteers, Abongha developed the concept of the Micronutrients for Better Health project. He completed an Africa Fellowship in Organisational and Employee Development in 2012 at the University of Queensland and in 2013 received a grant in the amount of AUD 2,614 to implement the project, which had started with community sensitisation in 2012.

*"As someone with the passion to change lives in Africa, I count myself lucky to have studied under the prestigious Australia Awards Africa Fellowship. This Award came just in time when my organisation needed to increase its operational scope to reach out to many more beneficiaries. The Small Grants Scheme gave me the opportunity to stand tall in the achievements of the organisation, enabling it to touch over 10,000 lives within a year. Through the skills I acquired in the course, I succeeded in developing a new strategic plan for my organisation, which is in its second year of implementation. As a person with high ambitions, I will strive to use these skills to contribute to the growth of other organisations across Africa in the nearest future."* - Abongha Maurice Chiabi

#### Achievement of overall project objectives

This project complemented government efforts in reducing micronutrient deficiency among children under the age of five. It achieved its objectives of distributing the micronutrients to over 10,400 children, thus exceeding the target of 10,000. In the process, it built capacity for sub-sequent delivery and sensitised communities about the issue.

#### Concrete results achieved

**Outputs:** This was the first phase of a multi-year project. In the first phase, children were reached in the North West and Littoral regions of the country. In the second phase, the project is expected to also include lactating and pregnant women. This was a multi-donor intervention and the Small Grants funded the training of the distribution team, acquisition of materials and community sensitisation. The following deliverables were achieved:

- Two workshops carried out (5-day and 2-day, respectively) in each of the target regions to train the distribution team; 20 persons were trained, including 12 from Humanitarian Action Cameroon and 8 from FARMHEALTHCARE. Refresher training was provided by the district offices right before the campaign;
- Partnership for delivery established with FARMHEALTHCARE (in 2012), a clinic in the Littoral region;
- Partnership established with the US-based Vitamin Angels (in 2013) which donated the micronutrients (vitamin A and deworming drug);

- Administration of the micronutrients by field workers in partnership with personnel from the District Medical Offices in the target areas and 16 community-based volunteers;
- 70 groups of women sensitised, which assisted in improving the numbers of families allowing their children to receive the micronutrients; and
- 10,470 children reached (received vitamin A and deworming drug) in 7 communities in Cameroon, exceeding the original target by 470. Distribution targeted schools, health units and communities.

Further and linked to his Fellowship Work Plan on Return, Abongha worked with his team and volunteers in the context of this project to craft a new five-year strategic plan for his organisation.

**Outcomes:** While systematic statistics are not yet available, reports by parents and guardians of beneficiary children indicate reduction in diarrhoea, intestinal parasites and measles infection in the benefiting communities. Another outcome of this project is the capacity that was built of health workers and volunteers who have effectively conducted the administration of the micronutrients in 2013 and can thus be engaged in subsequent distribution campaigns. A second round of administration is in the works for 2014. Further, volunteer readiness has put them in a good position to participate in the series of vaccination campaigns against poliomyelitis being conducted in 2014.

**Contribution to country development:** The Micronutrients for Better Health project is contributing to addressing a real issue in Cameroon: high malnutrition rates among children. The project was conceived under the Child Hope Program of Humanitarian Action Cameroon, which seeks to serve vulnerable children. The project has reached a large number of children and is gearing up to its second phase expected to start in November 2014, which will also include pregnant and lactating women, thus tackling the issue from more than one angle. Further, the initiative complements government efforts in this area toward national goals. In fact, the Ministry of Public Health in Cameroon, through its District Medical offices, encourages the participation of civil society organisations in health campaigns, which is the case with this project.

**Challenges faced:** Some of the challenges faced include poor accessibility to some of the benefiting communities, which made communication and supervision of administration difficult at times. Religious and traditional beliefs also got on the way of reaching children in certain areas in which communities would not allow their children to receive the micronutrients.

**Partnerships created:** This project is a good example of a catalytic multi-donor initiative, with the micronutrients donated by the US-based Vitamin Angels, distribution funded by Humanitarian Action Cameroon and the training of the distribution team, acquisition of materials and community sensitisation funded through the Small Grants Scheme. Key partnerships were also created at the local level between Humanitarian Action Cameroon and FARMHEALTHCARE, and the former and District Medial offices in the target communities. These partners have confirmed interest in participating in subsequent administrations.

**Sustainability and recognition**: Humanitarian Action Cameroon has already secured another batch of micronutrients from Vitamins Angels for administration in a second round planned for 2014. The partners involved in the first round have renewed their support to the project in terms of provision of refresher training to field workers and commitment of financial support for actual distribution. The partnerships established with District Medical offices in the target communities are an important aspect in the sustainability of the effort in that it built capacity at the community level to support such campaigns into the future. Further, Humanitarian Action Cameroon is running a parallel activity with the communities

around sensitising the families of the importance of balanced diets for the children and supplementation as a means of reducing deficiency.

Fees from a community rural documentation centre run by Humanitarian Action Cameroon are another source of funds to help sustain this activity into the future. This initiative provides documentation services and information and communication technology (ICT) training to the public for a fee. Funds from this centre have been used to help pay for product shipping from the U.S. and distribution costs.

The support from the Australian government to this activity was acknowledged during strategic planning workshops, capacity building for staff and volunteers, the launch of this project and during sensitisation in the communities. It was also recognised in reports related to this initiative.

### Case Study 2: Training mainstream primary school teachers in inclusive education

The Government of Malawi has adopted inclusive education as a policy and is a signatory of the Salamanca Statement of Action for Learners with Special Educational Needs (1994). Against this background, Montfort Special Needs Education College embarked on an effort to promote inclusive education. The College, the only government-funded institution of the type in Malawi, was founded in 1968 to promote accessible, equitable and relevant education to all learners with special educational needs. Training primary-level teachers on inclusive education is one way in which the College seeks to achieve these goals. Catalysing an inclusive education project that was under way and implemented by the College in Chiradzulu District, Betty Moses requested and was awarded funding in the amount of AUD 9,332 from the Australia Awards Small Grants Scheme to roll out the initiative to the entire district in 2013. Betty completed a Master of Special Education at the University of Newcastle in 2010 and joined the College as a Special Education lecturer in 2011. In December 2013, she took on another role as Disability Project Coordinator with World Vision in Malawi.

#### Achievement of overall project objectives

The project succeeded in rolling out inclusive education to mainstream primary schools in Malawi's Chiradzulu district. It provided specialised materials and trained mainstream teachers on inclusive education to develop their skills in managing and teaching learners with special education needs together with other children. Teachers were introduced to innovative methods and strategies to cater for different learning needs within the classroom. Further, the project met its output targets and recorded multiplier effects.

#### Concrete results achieved

**Outputs:** The Small Grants funded the production of inclusive education materials and training was financed by Montfort Special Needs Education College. The following deliverables were produced:

- 500 primary school teachers from 87 schools were trained;
- 5 district education officers trained;
- 750 inclusive education booklets have been printed and distributed, with 450 made available to teachers and the remaining going to zone educational officers and District Education Offices;
- 200 inclusive education braille booklets produced, though very few were distributed to schools and some are in the college library;
- 350 posters produced and distributed; and
- 100 braille posters produced.

*"I thank the Australian Government for the inclusive education materials, you provided something tangible to us. We have all benefited."*– Teacher at Montfort College

**Outcomes:** Planned monitoring visits did not take place to assess the application of the skills and knowledge in inclusive education in the classroom as well as the use of the specialised materials. The administration of the College indicated their intent to conduct such visits in the future. Nonetheless, other outcomes of this project have been reported to College staff. Notable changes include attitude on the part of mainstream teachers, schools and communities regarding inclusive education, with mainstream school teachers becoming more welcoming and accommodating of children with special needs in their classroom.

Furthermore, the project put the College on the map. The institution trains special education teachers in the areas of visual and hearing impairment and learning difficulties. Interacting with mainstream teachers has given it exposure and visibility. It was reported that mainstream teachers are now able to consult with specialists at the College when they face challenges catering for children with special needs. Collaboration and interaction regarding inclusive education has also been reported among teachers in the same school and across schools. Moreover, teachers benefiting from the training (a few per school) were to transfer the skills and methods to peers in their respective schools and trained head teachers were charged with the role of assisting and supporting teachers in their corresponding schools in implementing inclusive education; however, those involved on the project were unable to provide evidence to indicate this is indeed taking place. It will be important for the College to follow through plans to assess outcome-level project results in a systematic way in order to report on achievements (as well as shortcomings).

At the College level, a committee was formed composed of lecturers from the three areas of the institution's work (hearing and visual impairment and learning difficulties) to prepare the inclusive education booklet. Betty faced resistance at first from colleagues as she started the project; however, the collaborative approach adopted allowed her to gain the respect and collaboration of colleagues for the initiative. This team effort has brought a spirit of cross-learning and collaboration among staff, which is a multiplier effect of this project.

**Contribution to country development:** This project has made significant contributions to advancing the inclusive education agenda in Malawi. It did so by working toward ensuring children with special educational needs and disabilities are appropriately attended to and integrated into mainstream schools. Though challenges remain, such as monitoring and reporting on outcomes, the project has sensitised teachers, communities and learners. It was also reported that the interaction of teachers with the community had supported an increase in enrolment of children with special needs in mainstream schools, though the teachers could not provide specific numbers.

*"Parents were sometimes shy to have their children in mainstream schools but after being sensitised, more parents are sending their children with disabilities to school"*- Teacher at Montfort College

**Challenges faced:** There were some challenges in implementation. In some schools, proposed training dates clashed with other national commitments as this was during the time of preparing national elections, though in the end training was accommodated after some juggling. The budget for training (including allowances for trainees) had to be stretched at times as more teachers than planned turned up for training in some locations.

Training, which was originally planned to take place over the course of five days, was compressed into two days due in part to resource limitations and the need to accommodate the time teachers had available. While it was possible to deliver the content in two (rather than five) days, it meant that practicals were not included; trainees voiced the importance of including this component to allow them to see the inclusive education methods being applied in practice in a classroom setting.

The provision of three booklets only per school proved inadequate given that schools have many teachers. Another related issue is that teachers who received a copy of the booklets tended to keep them for themselves and not share the document with peers. On another front, during implementation it was discovered that some teachers have low vision and thus needed larger print versions of the booklet. It was not possible to attend to this need due to lack of financial resources to cover this new budget item during project implementation. Further, the high primary school pupil-teacher ratio in Malawi of 1:74 (World Bank 2012) means that it is challenging for some teachers to implement inclusive education appropriately when they need to cater for high numbers of children.

**Partnerships created:** As noted above, the project reached out to the District Education Office to obtain support for this initiative and trained some if its officers. On another front, and though not explicitly part of this project, teachers have been reaching out to communities to sensitise them about inclusive education, thus enlisting them as partners in the effort to accomplish this goal. While the Ministry of Education did not officially participate in this activity, it was aware of it; further, some resources from the budget provided to the College by the government was used to fund the training provided in the context of the project.

**Sustainability and recognition**: Head teachers and district education officers were trained as a measure of sustainability; the former were charged with supervising and supporting school-level teachers as they implement inclusive education and the later were expected to monitor the implementation in school zones under their jurisdiction. As noted above, the College is still to assess the project in order to determine if such support is being provided in practice. Further, the College's administration confirmed that they have approached the Ministry Education to include this project as a regular activity against which funding will be allocated on a regular basis. They have also indicated that the reproduction of more booklets is possible since they have the electronic copy and this could be done using low-cost material.

The support of the Australian Government was recognised in writing in the inclusive education booklet front cover. Permission to use the Australia Awards logo was not granted by DFAT, reason why materials funded by the project did not bear the logo.

### Case Study 3: Decreasing mortality and enhancing productivity on goat farms in Mauritius for higher income

The Agricultural Research and Extension Unit (recently incorporated into the Food and Agricultural Research and Extension Institute - FAREI) at the Ministry of Agriculture in Mauritius was awarded a grant in the amount of AUD 10,000 to carry out a research project to investigate the major causes of mortality and enhance productivity of goats for higher income earning. In Mauritius, goats are reared for the meat and demand is high during festive periods and religious ceremonies in particular. Though systematic research is not available in the sector, it is estimated that mortality rate among young goats can reach 39% nationally. Devika Saddul, who works at FAREI as Senior Research Scientist, completed an Africa Fellowship course on Livestock Systems in 2012. She conceptualised the research project as part of her Work Plan on Return during the Fellowship and in 2013 received funding from the Small Grants to implement it.

#### Achievement of overall project objectives

This 16-month project started in June 2013 and was two months to completion at the time of this writing (August 2014). It had thus achieved some though not all of its objectives given that some activities were still in progress. Identification of the causal factors of mortality, improving goat kid and doe management and implementation of a goat herd health management programme had been achieved in the benefiting farms. The expansion of this

programme to other areas as well as the development of a value chain approach to goat meat production targeting a wider range of goat farmers on a national scale was planned and will mostly likely take place after completion of this project (expected for October 2014).

**Concrete results achieved**

**Outputs:** This was a targeted intervention. Funding from the Small Grants covered mainly materials needed for the implementation of the research. Other resources came from FAREI and collaboration mainly with the Livestock Extension Department (under FAREI) and Veterinary Services (under the Ministry of Agriculture). The following were reported at the time of this writing:

- 12 farmers (6F, 6M) were identified to participate in the Southern region of L'Escalier and benefited from the research;
- A stakeholder meeting was held at project start-up including benefiting farmers, Veterinary and Livestock Extension Officers to discuss project objectives and agree on involvement of the different stakeholders in attaining project objectives; 7 farmers attended this meeting;
- A three-day training session was delivered by the Livestock Extension Services since project inception benefiting 9 farmers;
- Free Veterinary services and care was provided to project benefiting farmers by Veterinary Officers throughout the project following a request made by FAREI; free tagging of goats was provided by the Veterinary Services;
- A total of 58 does and 51 goat kiddings were monitored;
- Two demonstrations of good animal practices and herd health management were held since project inception benefiting 10 farmers; a field trip to the goat research facility of FAREI was arranged for demonstration to farmers;
- Several types of materials to support the research were purchased and made available to benefiting farmers throughout the project implementation period; these included drugs for basic animal health care, materials for shed improvement, feeders, drinkers, flooring and herd monitoring; and
- Farmers received weekly visits by the project team at the start and less often at advanced stages of implementation to advice on goat management practices and shed improvement techniques. These meetings also fostered discussion and networking about goat management issues among benefiting farmers.

Farmers have applied the new practices on goat management and rearing techniques and impact on two kid crops will be evaluated. One kid crop is over and the second one had started at the time of this writing.

**Outcomes:** While this project was on-going at the time of writing, some outcomes can be reported. Benefiting farmers have embraced the new practices in management and rearing of goats. The participatory approach adopted has also bore fruit, from ensuring farmer engagement in the research project to resulting in collaboration and joint problem solving on common issues. Further, the mortality rate among goats in the benefiting farms was quite low (5%) as a result of the new practices introduced. While baseline data is not available for these farms against which to measure progress, the low rate achieved shows a great improvement as compared to the 39% mortality rate national-level estimate from previous on-farm studies. Further, this project is allowing FAREI to collect data to report on this indicator through the Ministry. While not part of this project, an economic analysis is planned for the future and will aim to investigate whether the new practices have indeed resulted in increased animal productivity and improved incomes/profit of animal sales.

Plans to expand the intervention to other parts of the country are underway and if realised, there will be increased prospects for outcomes from this initiative.

**Contribution to country development:** As noted above, though support has been provided to goat farmers in several ways in the past, no systematic research had been done

in the goat sector in Mauritius previously, thus the initiative funded by the Small Grants is contributing to improved knowledge of the sector and ways in which goat management can be improved for better economic benefits. It is expected that the new practices and goat rearing techniques can positively improve animal production and consequently result in increased economic benefits to farmers.

**Challenges faced:** The project faced challenges in implementation in particular at the start related to delays caused by slow procurement of materials, longer time than had been anticipated for identifying farmers to participate in the project, and delays on the part of farmers to gain confidence in the project and implement changes in their goat shed structure in compliance with the new practices. These challenges were overcome but meant the project was off schedule from the start. The itemised nature of the budget that needs to be presented as part of the grant proposal also posed some issues given that the team had to anticipate materials needed by farmers at grant approval and before consultation on the needs of each farm could be conducted. This resulted in requests to change budget items which were at times not approved by the Grant Scheme team, though covered by the Ministry where needed. More flexibility in grant budgeting revisions, where applicable, during implementation would have been helpful. Further, the team realised early on that this project needed more time to implement if to include all the needed components, such as evaluation and the planned economic analysis. At least two project extensions were approved by the Small Grants during the implementation period.

**Partnerships created:** Devika's ability to reach out and enlist the participation of specialised units within FAREI and the Ministry of Agriculture is a strength of this initiative. In particular, collaboration was established with the Veterinary Services and Livestock Extension Department. The former provided targeted veterinary support to farmers on attending to sick cases, post mortem assessment, diagnosis of parasitic worm load, training on basic health care and tagging of animals. The latter delivered advice, specialised training and acted as facilitators with other service providers. It can also be said that farmers were enlisted as partners in this effort in that they were engaged in conceptualising project objectives, formulating solutions and actively participated in implementation. Project success depended on their continued buy-in and cooperation.

**Sustainability and recognition**: This project was co-funded by FAREI. Further, the Livestock Research Department included the activity in its research and development (R&D) programme for 2013 and 2014. FAREI is committed to the activity and is investigating ways in which it can be expanded to other parts of the country following consolidation of project findings and based on the results of the planned economic analysis. The Ministry of Agriculture is aware of the activity and is providing funding to FAREI for part of the project. This activity is of great importance to the FAREI, the Ministry and the farming community at large; it runs in conjunction with a goat genetic improvement programme initiated in 2013 under the Food Security programme aiming to boost national goat production.

The use of the Australia Awards logo in program materials was not approved by DFAT. Nonetheless, direct beneficiaries (farmers) are well aware that part of the funding for this initiate came from the Australian Government. The support has also been recognised in reports related to the project. Further, FAREI and the other involved departments of the Ministry of Agriculture recognise the support received from Australia and are hopeful the partnership in research related to goat management will continue.

### Case Study 4: Promoting metal silos as component of integrated pest management of maize in Uganda

Like most African countries, post-harvest losses remain a major challenge estimated at 19.5% a year in Uganda (African Post-harvest Losses Information System, 2012). The losses are attributed to improper handling or bio-deterioration by microorganisms, insects,

rodents or birds and result in lower Agriculture incomes, in particular for small holder farmers. This is the issue that Harriet Muyinza set out to tackle in her home country. She received an Africa Fellowship to study a course on Post-harvest Management of Maize, Rice and Legumes at the University of Sydney in 2012. In 2013, she received a grant in the amount of AUD 3,500 from the Australia Awards Small Grants Scheme to conduct research on integrated pest management of maize in two parishes of Masindi District, Western Uganda. Harriet is a Research Officer at the National Agricultural Research Laboratories (NARL), a public organisation under the National Agricultural Research Organisation (NARO).

**Achievement of overall project objectives**

Overall, the project fully achieved its intended objective of promoting an integrated pest management package for maize at the farmer level in order to reduce post-harvest losses and increase household income. Farmers were trained on proper drying and storage techniques, including solarisation and the use of meal silos and hermetic bags for storage. A metal silo with 500 kg storage capacity was manufactured and set up as a demonstration in a farmer's household. Feedback from farmers benefiting from the project confirmed reduction in losses and the ability to store the grains for a longer period in order to benefit from higher market prices.

**Concrete results achieved**

**Outputs:** In promoting an integrated pest management package, the research project also sought to test and assess different technologies and methods of post-harvest management that best suit the context of Uganda. The following deliverables were achieved:

- A total of 58 farmers (22 female and 36 male) were trained at two different sites in Masindi Distric;
- Baseline data was collected and showed that farmers faced maize storage challenges upon harvesting with an estimated loss ranging from15-75% depending on the length of storage;
- A metal silo with 500 kg storage capacity was fabricated and installed at one of the farmer's household to host the demonstration trail. Other farmers were given access to the site for learning purposes; and
- Materials on storage and drying techniques were produced in English and the local language for dissemination among farmers.

During the site visit to the district conducted by the GRM-Australia Awards team in July 2014, seven months post-project completion, farmers confirmed and demonstrated knowledge and skills gained during the training, in particular related to the use of metal silos but also in relation to the hermetic bags for storage and other techniques they learned from the research project.

**Outcomes:** A major challenge that farmers faced was the need to sell maize right after harvest at a low price to avoid major post-harvest losses should the grains be kept for a longer period. The introduction of metal silos and hermetic bags for storage and proper drying techniques reduced losses for maize farmers benefiting from the project in Masindi district and allowed them to wait to sell at the right time. Farmers reported that they were able to keep their grains for about six to seven months and sell for UGX 800 per kg as opposed to UGX 450, an income gain of UGX 350 per kg of maize.

*"We now have bargaining power and can wait to sell at the right time; prices go down when we are harvesting the maize."* – Famer benefiting from project

Farmers gained knowledge and skills on post-harvest management that they continue to apply post-project. They voiced their appreciation for the training received during the site visit by GRM-Australia Awards. They were particularly interested in the metal silos and voiced their desire to have larger silos provided to them or at least available for purchase.

This technology is not yet being produced by local artisans, it was made for the research project funded by the Small Grants (500 kg silo) and a previous project (120 kg silos) also implemented by NARL and funded by the International Maize and Wheat Improvement Centre (CIMMYT).

*"I may not have received the metal silo for my compound, but the knowledge I gained in the training was very useful, and because of that knowledge I am here to thank you for the effort you have made."* – Farmer benefiting from project

Another outcome of this project is its success in galvanising farmers around new technologies and post-harvest techniques, in particular considering that change in practice is not easy to accomplish. Farmers were enthusiastic about these and spoke about them with confidence.

**Contribution to country development:** As mentioned above, the project funded by the Small Grants complemented the efforts of another donor-funded project which also promoted the use of metal silos and ran concurrently, though starting earlier. Harriet was involved in both initiatives. These two projects are the first initiatives involving integrated post-harvest management techniques introduced in Uganda. As noted above, farmers have showed increased interest in the technologies and techniques. Given the results achieved thus far and prospects for further dissemination, such technologies have the potential to impact positively on the country's development by reducing post-harvest losses and thus increasing farmer-level incomes and food security.

**Challenges faced:** Despite the successes achieved, the project faced challenges in particular related to financial resources. Limited funding resulted in only one extension officer being trained; training of more extension officers would have allowed for more farmer training and uptake of the technology. Further, the Small Grants funding does not provide for allowances for project staff going to the field. Personnel-related costs are expected to be covered by the project organisation counterpart (in this case NARL) and this was, reportedly, an issue as funding was not always forthcoming. Further, the project only managed to set up one demonstration silo as planned and budgeted for; however, additional funding for the provision of more silos would have allowed for better and more robust results. At the same time, the manufacturing of the silo took more time than originally planned, resulting in the demonstration not being completed in the lifetime of the project. At the beneficiary level, despite a demonstrated interest in metal silos, farmers are unable to access the technology due to the unavailability of the product in the market. Additionally, the use of hermetic bags (made of plastic) proved an issue for some farmers as they are susceptible to be damaged by rats.

**Partnerships created:** Harriet's ability to harness funding synergies was a strength of this initiative. The project funded by the Small Grants complemented the efforts funded by CIMMYT and implemented in the same area. The CIMMYT project provided 120 kg metal silos to farmers. Results from the metal silo evaluation and hermetic bag storage funded by CIMMYT informed implementation of activities by the project funded by the Small Grants. Harriet also reported engagement with her lecturer from the University of Sydney for a related project to continue the research, though funding has not yet materialised. Through the Agricultural Technology and Agribusiness Advisory Services (ATAAS), a Government of Uganda five-year project (effective December 2011) implemented through NARO and the National Agricultural Advisory Service agency, Harriet has been able to obtain funding to conduct further research and publish the results (expected in December 2014) using data from two harvest seasons.

**Sustainability and recognition**: The close engagement of NARL and prospects of further funding mentioned above increases the possibility of continuity of project benefits. On another front, farmers in Masindi District have established an association (Pakanyi Sub County Metal Silo Farmers Association). The association aims at disseminating information

on metal silos to other districts across the country. Though not active since its establishment due to lack of funding, it is through the association framework that farmers benefiting from the project funded by the Small Grants (some of the same farmers benefiting from the CIMMYT project) are engaging in skill transfer on post-harvest management and organising themselves around the common goal of propagating and further benefiting from the technology. The farmers are seeking financial support as funds sought from the government did not materialise. If the association succeeds in obtaining funding, the potential for sustainability of project benefits will be increased. It should be mentioned that in Masindi there is a clear farmer champion whose enthusiasm about the new technologies is noticeable; if funding is forthcoming, his drive can potentially further catalyse efforts toward sustainability.

The use of the Australia Awards logo in program materials was not approved by DFAT. Nonetheless, direct beneficiaries (farmers) are well aware that the funding for this initiate came from the Australian Government. The support has also been recognised in reports related to the project. Further, NARL now recognises Australia as an active partner in post-harvest management and is keen to continue the partnership.

### Case Study 5: Enhancing independent living and self-reliance of community women through economic empowerment for sustainable development in Osun State

Women's economic empowerment is viewed as an essential ingredient for achieving development goals. In Nigeria, women constitute 50% of the national population with the majority residing in rural areas and contributing to about 60% of the local food production. (Minister of Women Affairs and Social Development of Nigeria, 2012). Despite reports of improved economic status of rural women in various parts of the world, Nigerian women still constitute two-thirds of the unpaid work force in the country (Women for Women International, 2009). Through her work at the Community Action Against Injustice (CAAI), Australia Awards Alumni Eni Ayeni is championing initiatives that provide socio-economic support to women and vulnerable groups. CAAI is a non-governmental organisation operating in Nigeria and founded in 2009 by Eni. In 2012, Eni received an Africa Fellowship to study a course on Organisational and Employee Development at the University of Queensland. In 2013, CAAI received a Small Grant in the amount of AUD 8,314 to start up a micro credit scheme project targeting women in three local government areas of Osun State, Nigeria. The project aimed at strengthening the capacity of women to establish viable income generating businesses for self-reliance and independent living.

#### Achievement of overall project objectives

This 10-month project achieved its objective of establishing and implementing a micro credit scheme targeting disadvantaged women – in particular widows – in three local communities in the Osun State of Nigeria. The project supported the means of livelihood of beneficiaries by empowering them through capacity building and access to credit to start or strengthen income-generating businesses.

#### Concrete results achieved

**Outputs:** The following are the project deliverables:

- Community mobilisation campaign carried out culminating with the identification of three communities in the Osun State of Nigeria to benefit from the micro credit scheme. Decision-making was also informed by the findings of a needs assessment that consulted 106 women in these communities;
- Baseline data collected on these communities to form the basis against which to measure project outcomes; survey variables included household income, access to health services, educational level, and household food consumption;

- One group of women formed in each of these communities with members organised into two sub-groups to benefit from the micro credit scheme in a rotating basis. Group administration structure included a chairperson, secretary and treasurer to ensure group coordination;
- 65 community women trained on entrepreneurial skills for effective business management; training was also provided by Omak Micro Finance Bank on procedures of opening individual and group bank accounts, a necessary requirement to benefit from the micro credit scheme;
- Provision of interest-free micro credit to 25 women through a revolving fund (this was below the target of 30); and
- Formal launch of the micro credit scheme carried out in June 2013 and attended by high profile government officials and representatives from the donor community.

**Outcomes:** Seven of the 25 women who received the micro credit established new business and the others expanded and/or strengthened existing ventures. Examples include farming; restaurants; selling of beverages, snacks and drinks; and mobile credit re-charge businesses. The project led to benefits and improvements in the women's livelihoods as suggested by an assessment conducted at project completion. This included one of the benefiting women who managed to create employment through her business by hiring two staff persons; others reported having enough funds to pay their children's school fees with income generated through their businesses. Another positive outcome relates to the high re-payment rate within these groups (100%), which allowed CAAI to revolve the fund a second time in July 2014 to benefit an additional 19 women.

In order to participate in this initiative, women had to organise in cohesive groups. Thus bringing women together around a common goal and interest is yet another outcome of this project. CAAI hopes to leverage on this development in the context of further support and engagement.

As part of this project, CAAI was able to establish a partnership with MTN Nigeria, one of the leading telecommunications companies operating in the country. This partnership resulted in five (of the 25 project beneficiaries) receiving support from MTN to start recharge card sales business as part of the project funded by the Small Grants.

**Contribution to country development:** The project specifically targeted women (and widows in particular) from rural areas of the country with the premise that positive changes in the lives of women will most likely result in improved lifestyle for their household and children. Assessment of results at project completion suggests positive impact in benefiting households' economic standing. In addition, capacity building on business management reached a larger number of women (65) in the benefiting communities whose improved skills and knowledge can also lead to improvement in their opportunities.

**Challenges faced:** The needs assessment identified a lot of women that were particularly interested in the project; however, due to limited funding it was not possible to support all of them. Another challenge faced relates to one of the identified target groups being less cooperative resulting in their withdrawal from the project. Delays in grant disbursement also affected project implementation by shortening the timeline for revolving the fund. This meant that the fund did not revolve during the 10-month lifetime of the project.

**Partnerships created:** As noted, CAAI established a partnership with MTN that benefited five women in the context of this project. The initiative is called "Women Go Mobile", which CAAI hopes to expand. Further, the success of this project has been recognised, in particular as it relates to high re-payment rate. The United Nations Development Programme (UNDP) focal point officer in Osun State has expressed interest in learning more about the lessons from this micro credit project that may inform similar future interventions under their portfolio.

CAAI's outreach in the lead up to the launch of the micro credit scheme resulted in turnout of high profile guests in the ceremony who landed their support to the effort. This included the state Commissioner of Women and Children Affairs, Commissioner for Commerce and Trade, Special Advisers to the Governor of the state of Osun, and a representative of the Australian High Commission in Nigeria. In fact, this initiative has greatly increased the visibility of CAAI and its work. Through the relationship established with the Australian High Commission, Eni was able to secure another grant through the Direct Aid Programme to implement a project on Water and Sanitation.

*"Without the partnership through the Australia Awards, the possibility of CAAI having the current degree of relationship with the Australian High Commission in Nigeria and Ghana would have been impossible."* – Eni Ayeni

Worth acknowledging is the contribution of the OMAK Micro Finance Bank whose staff delivered training to project beneficiaries (on how to open a bank account and related aspects) and through which funding was made available.

Further, this project reached out to community members, including traditional leaders. Their endorsement of this initiative added a layer of encouragement and support to project beneficiaries.

**Sustainability and recognition**: The high loan repayment rate allowed the fund to be revolved a second time and benefit other women. Further, CAAI has instituted a small fee to improve sustainability prospects going forward. Beneficiaries are now expected to pay a once off amount of N870 (approximately AUD 5.70) to cover for the administrative costs of the micro credit scheme. The capacity that was built is another dimension of sustainability as beneficiaries should continue to rip the benefits of the knowledge and new skills gained on effective business management.

The launch of the scheme was widely publicised in both electronic and print media and in all the materials for the launch the support received from the Australian Government was acknowledged. Furthermore, the project completion published newsletter showcasing results and some outstanding initiatives by beneficiaries acknowledged Australian Aid support.

### Case Study 6: Research to identify the most aflatoxin-resistant local maize varieties

In April 2004, one of the largest aflatoxicosis outbreaks occurred in rural Kenya, resulting in 317 cases and 125 deaths. Aflatoxin-contaminated home grown maize was the source of the outbreak (Environ Health Perspect, 2005 Dec; 113(12):1763-7). Aflatoxin is a fungal toxin that commonly contaminates maize and other types of crops during production, harvest, storage or processing. According to the Centres for Disease Control and Prevention, in Kenya acute aflatoxin poisoning results in liver failure and death in up to 40% of cases. The costs associated with the monitoring and mitigation of aflatoxin in food and feed crops are high. This is no different in Kenya where farmers have limited access to information about the types of maize varieties that may be more susceptible to contamination. Local maize varieties grown in Kenya are ranked according to yield with no relation to aflatoxin defense mechanisms. Through Australia Awards, Josphert Ngui Kimatu completed an Africa Fellowship on Post-harvest Management of Maize, Rice and Legumes in 2012 at the University of Sydney. In 2013, he received funding from the Small Grants Scheme in the amount of AUD 4,650 to conduct this research.

#### Achievement of overall project objectives

The project's main objective was to identity the most aflatoxin-resistant local maize varieties in South Eastern Region, the area of the country most affected by the 2004 aflatoxin

contamination. The study allowed for a ranking of dry land maize seed from most to least resistant. Research results showed that the traditional African yellow variety (most likely from a cross between a yellow variety and the traditional African maize) was the most resistant. Five other types of maize, namely KCB, traditional African white variety A1, African white variety A2, Duma 43, and DHO4 were found to be more susceptible to aflatoxin contamination, in this order. However, at project completion it was concluded that more trials and analysis of results were needed to validate the ranking and genotypes through planting of seeds and evaluation given this research was conducted with post-harvest maize grains.

**Concrete results achieved**

**Outputs:** The research was done in collaboration with the South Eastern University College, where Dr Kimatu lectures, and the Kenya Agriculture Research Institute (KARI). The following outputs were produced:

- Partnership established with KARI's aflatoxin lead scientist and laboratory at Katumani Research Centre in Machakos for carrying out the research;
- Gathering of local maize varieties for Kernel Screening Analysis (KSA); a total of 17 varieties grown in the South Eastern Region were pre-identified though in the end analysis involved six types only. The decision to target six types was made based on the fact that some varieties were no longer popular with farmers and others could not be found; and
- Experiments and analysis conducted (culturing, inoculation of seeds and the aflatoxin analysis in various wounded and non-wounded seeds); results pointed to the most resistant type (the traditional African yellow variety).

**Outcomes:** An expected outcome of this research was that findings would enable Extension Officers to confidently advise farmers on the varieties to use that are balanced with regard to the grain yield and aflatoxin contamination. At project completion, this outcome could not confidently be achieved given that further trials were needed on planted seeds in order for results to be verified. However, preliminary findings pointed to the traditional maize breeds as the more resistant variety to aflatoxin contamination.

On another front, Dr Kimatu works with five Agricultural Extension Officers in the region who are currently pursuing their Masters studies. Part of their work is to advise farmers on a number of agricultural practices, and they have been providing advice on best maize varieties based on the preliminary findings of this research project. It was noted that while farmers are receptive to the advice provided, a challenge faced is that they are receiving a lot of information from various sources, which makes it difficult at times for Officers to gain farmer buy-in on guidance related to aflatoxin-resistant types of maize.

**Contribution to country development:** Although findings from this research still need to be verified, preliminary results can be a guide. Scientifically, the findings suggest that the traditional maize varieties have more adaptable traits that can be advantageous in resisting aflatoxin contamination. If taken forward, this research has the potential to assist in addressing a real challenge affecting Kenya: food contamination by aflatoxin, which leads to death and other health-related issues. There is also potential to improve food security and agricultural income among farmers if they buy-in and act on the advice provided on the most aflatoxin-resistant maize varieties.

**Challenges faced:** The small grant was disbursed in two tranches and this affected timely purchase of chemicals. For example, Dr Kimatu had to wait for the second tranche disbursement to buy certain chemicals and this delayed some of the research steps. Future research projects will need to plan better and negotiate disbursements accordingly. Dr Kimatu also anticipated to link with the Commonwealth Scientific and Industrial Research Organisation (CSIRO) through his contact at the University of Sydney. However, the partnership that was going to support the research process, in particular the culturing of

toxigenic *Aspergillus flavus* and epigenetic advances in Australia breeding, did not materialise. The lack of access to specialised laboratory space exclusive for conducting these experiments without contamination was cited as another challenge. This constraint prompted him to start the process of building a personal lab that can be used by students and for offering services to farmers, once completed. While this project was co-funded by the South Eastern University College, KARI and the Small Grants, financial resources received were not enough to cover all costs. Dr Kimatu had to use some of its own money to complete the project. This was in part due to price fluctuations, which meant some items costed more than originally budgeted for.

**Partnerships created:** A successful partnership was formed with KARI in the context of this project. It involved provision of seed varieties and laboratory space at the Katumani Research Centre. The project also resulted in other collaboration established with the Partnership for Aflatoxin Control in Africa (PACA) and the Biosciences eastern and central Africa – International Livestock Research Institute Hub (BecA-ILRI Hub). The former involved development of a modified metal silo (for post-harvest use) appropriate for the tropical region of Kenya. The latter entailed mostly benefiting from the knowledge generated by BecA-ILRI's field experiments on pre-harvest contamination of maize in Kenya.

*"The small grant was very important; the research allowed me to learn more about the complexity of the problem of aflatoxin contamination and it has also facilitated links with a number of experts."*
- Dr Kimatu

**Sustainability and recognition**: The partnerships that have been established through the aflatoxin research will continue through the post-harvest management project currently being conducted by Dr Kimatu. It is through this initiative that the results of the research funded by the small grant will continue to be shared. Dr Kimatu also supervises Master students, some of whom are conducting their thesis research on aflatoxin contamination in maize, thus expanding on his original work.

### Case Study 7: Training of TVET instructors to implement modern techniques of gas welding in Technical Colleges

Kyokwijuka Besigiroha Gad received an Africa Fellowship in 2012 to study Technical and Vocational Education and Training (TVET) Teachers Skills Upgrade at Chisholm Institute. His Work Plan on Return, which was part of his course, envisioned the training of technical college instructors in modern techniques of welding[30] using gas. In 2013, he received funding in the amount of AUD 5,000 from the Small Grants Scheme to implement the project. Gad works as Monitoring and Evaluation Officer at the Ministry of Education and Sports. Privately, he owns a business in welding, though not using gas but rather arc metal welding, a type of welding that uses a power supply. Demand for gas welding skills in Uganda is linked in part to the recent exploration of oil in the country. In 2011 and 2012, for example, Tallow Oil Uganda advertised 500 jobs in the field of welding using gas and 95% of these vacancies were taken up by Kenyans. The project thus aimed at building the capacity of instructors in technical colleges who would in turn transfer the skill to students, i.e. young Ugandans and thus allowing them to benefit from such job opportunities. While Gad did not partner with the Ministry of Education for the implementation of this project, the activity aligns with the broader efforts to improve technical education in the country. The new

[30] Definition: welding is a fabrication process that joins materials, usually metals or thermoplastics, by causing coalescence. This is often done by melting the work pieces at the welding point.

national Advance Level Curriculum Teaching Syllabi (2013) by the National Curriculum Development Centre includes content on gas welding.

**Achievement of overall project objectives**

The project has achieved its objective, which was to train 20 instructors from technical colleges in modern techniques of gas welding. Four instructors from each of Uganda's five technical colleges participated in the training and were expected to transfer the skills to their students. Given the challenges faced by technical institutions, in particular related to lack of adequate equipment for use in practicals, a limited level of skill transfer in gas welding was reported at Elgon College visited by GRM-Australia Awards team.

**Concrete results achieved**

**Outputs:** Project activities were carried out as planned and deliverables produced as follows:

- 20 TVET instructors representing five technical colleges were trained in modern techniques of gas welding; and
- 20 training worksheets and lesson plans were developed for the training.

The transfer of the skill in gas welding by the 20 trained instructors to 56 technical institutes across Uganda was not accomplished.

**Outcomes:** It is not possible to report on outcomes related to this intervention for a number of reasons. The lack of adequate equipment in the benefiting technical colleges meant that skill transfer did not in any way achieve a level at which assessment of practical learning could be done. The GRM-Australia Awards team visited Elgon College, which started operations in the early 1930s. Equipment being used by instructors and students dates back to the 1940-1960s. Welding using gas is demonstrated to students through an archaic set of equipment. This is compounded by the fact that the college has over 700 students and classes can reach about 100 students each. In practice, this means that most students watch only while few engage in practical demonstrations or exercises – though using outdated equipment. It was also reported that the college cannot afford to purchase enough gas to allow for proper demonstration and use in lectures. It was confirmed that the situation in the other four colleges (not visited by the team) is comparable. On a bright note, reportedly in a technical course of two years, students are placed in practical internships (taking up six months over the course of their two-year training) to allow for exposure to the application of theory in practice.

Further, despite envisioned in the grant proposal, no follow up was conducted with benefiting colleges to observe the application of the skills gained by the instructors and, by way of transfer, their students. Nonetheless, training was deemed valuable, in particular because of the lack of opportunities for instructors in those colleagues to upgrade their skills.

*"The training resurrected my gas welding skills. Previously, I was teaching based on theory only and was not able to demonstrate the application of the skill in practice. After the training, I was able to put it into practice and demonstrate welding using gas. It has encouraged us."* – Dean of Students and Lecturer of Mechanical Engineering, Elgon College

**Challenges faced:** A major challenge faced by this project was limited resources. The project relied solely on funding from the Small Grants to cover all costs of the training, materials and mobilisation of the trainees to attend training in Kampala. This meant a tight budget to accomplish the task. The lack of partnership with the TVET system (e.g. Ministry of Education) also meant this training took place in isolation with no linkages with existing programs.

**Partnerships created:** Through personal connections, Gad partnered with the Kampala-based Nakawa Vocational Training Institute, which offered space and adequate equipment

free of charge for the training to take place and a staff member was involved in training delivery along with Gad. Further, the administration of five technical colleges welcomed the effort and cleared their lecturers to attend the training.

**Sustainability and recognition**: The prospects of sustaining the benefits of this intervention are gloomy at best. Given the constraints described above around equipment and access to gas to properly implement the teaching of gas welding in technical colleges, it is unlikely that the skill will be passed on to students at a desired level. Further, had a partnership or any form of support (even if non-financial in nature) been secured with the Ministry of Education, where Gad works, the prospects for sustainability of this intervention in terms of continuation, follow up and monitoring, would have been improved.

On a brighter note, the government is reportedly investing in improvements in the technical colleges in Uganda, with the prospects of new equipment and textbooks to be provided next year (2015) as part of efforts financed by the Islamic Development Bank. Furthermore, the World Bank and Belgian Development Bank are funding the Skilling Uganda project which will include capacity building in the TVET sector, though it is not clear if gas welding would be part of any training delivered under this project.

### Case Study 8: Delivering e-health services to Ugandans through 'Ask the Dr' initiative using short message services (SMS), Facebook and email

Uganda faces challenges in providing adequate and timely health services to its population. Access to health services remains a challenge, with a very low doctor: patient ratio (1:24,725) (Parliament of Uganda, 2012). Half (51%) of the population does not have access to any public health services. Uganda's health care performance is ranked as one of the worst in the world. The country is ranked 186th out of 191 nations (Global Health Initiative, 2014). Private health care is not affordable to the average Ugandan and is only accessible to the few working for organisations that offer health insurance; those seeking public health services reportedly face long queues for government-funded services. Further, health indicators are lagging behind. For example, despite the HIV prevalence being low, recently the country has experienced an increase in the prevalence rate to 7.2% (2012) from the previous 6.4% in 2005 (UNAIDS, 2014). With such poor health services, access to health information and basic care services remains a challenge. Against this background, and inspired by her studies in Australia, Pamela Bakkabulindi initiated an innovative project on e-health that provided health information and responded to medical queries through various Information and Communication Technology (ICT) platforms. She received funding from the Small Grants Scheme in the amount of AUD 5,000 and implemented the project from July to November 2013. The initiative is the first of its kind in Uganda and was supported by a team of three well-trained medical doctors. Pamela completed a Master of International Public Health in 2012 at the University of Sydney.

*"I was inspired by my studies in Australia and the concept of 'knowledge is power'. I wanted to try this in health promotion in Uganda. The project was implemented as a pilot to see the response."*
– Pamela Bakkabulindi

#### Achievement of overall project objectives

The project achieved its objective of delivering timely heath information and services, addressing both care and prevention, to Ugandans through the use of Facebook, email and SMS. The initiative reached thousands of people through prompt responses to medical queries – ranging from emergency to ordinary medical issues – and posting weekly heath tips on critical topics such as disease prevention and health education.

**Concrete results achieved**

**Outputs:** Project activities were carried and produced the following deliverables:

- About 20,000 weekly health-tips SMS were sent out in the lifetime of the project; over 40 were posted on Facebook;
- Over 900 incoming SMS were received and addressed;
- More than 1,700 incoming inbox Facebook messages were received and attended to;
- Over 200 incoming emails received monthly and addressed; and
- A total of 4,070 Facebook likes reached at project completion and 4,319 eight months from project closure.

Facebook was the most popular means of providing e-health services. The project faced challenges reaching the poor and those in rural areas as originally envisioned. This was due in part to the use of technologies not widely accessible outside the capital or accessible at a non-affordable cost.

**Outcomes:** Given the initiative was implemented as a pilot in a short period of time, it is too early to observe outcomes. On the other hand, it is reasonable to infer that the timeliness and promptness of the responses provided by the volunteer doctors made a difference, in particular in a country facing issues of providing adequate and timely health services to its population. This was particularly the case on queries involving medical emergency such as poising and suspected malaria.

An evaluation was conducted post-project completion and reached 330 people (52% women) who had benefited from the e-health services. The study showed that 93% of respondents found the medical tips posted useful; 87% found the medical information provided on the online platform always useful; over half (53%) reported that their questions were answered in less than 5 hours; and 98% supported the idea of the continuation of the e-health project. These findings suggest that overall the e-health services and information provided by the project were deemed useful to those reached by this study.

**Contribution to country development:** Given the challenges faced by Uganda in health care provision, the 'Ask the Dr' initiative made a contribution, though short term, to the country's health development goals. Though the pilot was implemented for a short period, it reached large numbers of people. Understanding the increased reach of social media, email and SMS, if re-designed to address the challenges faced (and described below), the project has the potential to assist in bridging the health information and care gap in Uganda.

**Challenges faced:** The main challenge faced by this initiative that may have affected achievement of intended results is financial in nature. Mid-point into implementation it was already clear that the project needed more funding than originally planned, in particular resources to publicise the services more broadly in order to reach rural areas. Limited human resource to run the project was another constraint. The project relied on three volunteer doctors who felt overwhelmed with the amount of inquiries received (one could find 100 questions coming in at different intervals in a given day). Compounding this issue is the fact that there were no financial incentives for doctors volunteering their time. Further, the project had challenges in reaching the poor and rural population where there is high need for timely health information and services. The use of phone (through a free-of-charge hotline, for example), not planned for this pilot project, could have helped to address this shortcoming.

Despite the challenges faced, this is a pilot and thus it was meant to test an innovative approach to health information and service provision. Given the response (measured by the number of queries received), this type of service seems to be welcomed in Uganda and thus could have the potential to assist in bridging the gap.

**Partnerships created:** To implement this project, Pamela partnered with Health Support Initiatives, a non-profit organisation operating in Uganda since 2010, that provided

administrative support to the project (i.e. office space and Internet services) free of charge. Through a personal connection, Pamela was also able to partner with True African, a telecommunication company operating in Uganda and Kenya. True African contributed access to its SMS platform; a dedicated number for receiving and sending out SMS; access to an extensive list with contact numbers to support bulk emails sent out by the project, and also offered discounted rates per individual SMS. These partnerships, however, did not continue post-project due mainly to lack of benefits to them for being involved.

**Sustainability and recognition**: The sustainability of this project rests on its ability to secure financial resources for continuation. Since the completion of the pilot, the initiative has continued on a small scale, though relying on Pamela's work only. Other doctors pulled out as did partners. Pamela indicated her willingness to continue the project, though she is still to source more funding. A second phase would, however, need to consider the challenges faced (e.g. financial incentives for involved doctors) into a re-design of the initiative if the effort is to reach any level of sustainability.

The support of the Australian Government was recognised through the use of the Australia Awards logo in the flyer produced to disseminate the 'Ask the Dr' initiative.

### Case Study 9: Rehabilitation of Lilicope Junior College

Access to secondary education is low in Togo, in particular in rural areas of the country. Gross enrolment at lower secondary level is 72% for male and 41% for female; at upper secondary is 42% for male and 17% for female (UNESCO Institute for Statistics, 2013). Lilicope Junior College, a community-based secondary school initiative located 50km north of Lome, capital of Togo, was established with the aim to help address the access gap. The college served 270 (70 girls) in 2013, though it faced challenges. The college was originally built of straw and wood, the rooms exposed pupils and teachers to rain and heat. In 2013, Viame D'Almeida, Australia Awards Fellowship 2012 recipient, received funding from the Small Grants in the amount of AUD 4,482 for an infrastructure improvement project. The grant funded the building of four classrooms and one teacher room in sieves and a roof in corrugated irons and covered with sheet steels. This was a community development project Viame took on outside her work responsibilities as a result of a request she received from students in the area.

*"This activity is a concrete implementation of what I have learnt in Brisbane about Leadership and Community Engagement."* - Viame D'Almeida

#### Achievement of overall project objectives

The objective of the project was successfully achieved with all planned rooms built to provide students from Lilicope Junior College with improved and better learning conditions.

#### Concrete results achieved

**Outputs:** Specifically, the project produced the following deliverables:

- Four classrooms and one teacher room were built in sieves covered with corrugated iron and covered with sheet steels;
- Technical guarantee obtained from the respective education office (Education Direction-Maritime Region); and
- Construction based on safety standards, directives and building plans of Togo's Ministry of Education.

**Outcomes:** During the official project opening ceremony conducted in late October 2013, an assessment (through interviews and focus groups) was conducted to investigate the level of satisfaction of direct beneficiaries with the project. Results showed that all teachers and parents were satisfied and 98% of students were satisfied with the rehabilitation project.

According to Mr Simtime, an English Teacher interviewed by the Australia Awards team during a project follow up conducted in June 2014, the project significantly improved the teaching conditions, where previously some classes could not be conducted due to rains.

The project anticipated an increase in attendance rate of students in the rainy season as a result of the establishment of safe infrastructure. It was not possible to measure this outcome at project completion given the teachers' strike that took place during the rainy season in October 2013.

Another outcome linked to this project was the establishment in October 2013 of the Women-Education Development Association to promote opportunities for woman and education in the rural areas. At the time of writing this report, the association was seeking funds for a girls-focussed education project and establishing partnerships with local non-governmental organisations. The situation for girls in Lilicope is that the majority get married at an early age upon completing primary education. For the academic year that ran from October 2013 to July 2014, only 70 (26%) out of the 270 children enrolled in Lilicope Junior College were girls. Through the work of this organisation, it is expected that more parents will be willing to send their girls to school.

**Contribution to country development:** Initiatives such as this go a long way in complementing government efforts to improve access to education to its citizens. As noted above, statistics show that the gap in access is larger in rural areas of the country. Thus this project contributed to addressing the issue where it is most pressing. By improving the educational conditions in this particular secondary-level college, it is hoped that more children (including girls) will be encouraged to go to school and complete this level of education.

**Challenges faced:** The main challenge faced by this project was the inability to assess one of its indicators. The teachers' strike meant it was not possible to assess whether attendance rates would have improved during the rainy season. Further, funds received from the Small Grants were affected by fluctuating bank exchange rates; however, adjustments made and Viame's financial contributions made it possible to successfully complete the project.

**Partnerships created:** During the implementation of the project, a collaborative partnership was established with the Education Direction-Maritime Region whose Director supported and gave permission for project implementation. There are prospects for this collaboration to continue into the future given other villages were interested in replicating the initiative and the Education Direction expressed its intent to support such efforts if they proceed. Reportedly, a village located about 7 Km south from Lilicope had started the process at the time of writing this report.

**Sustainability and recognition**: An improved structure that allows a better educational environment for students is now a reality in Lilicope community thanks to this project. The prospects of sustaining the benefits of this intervention will be further enhanced if additional improvements (e.g. building of walls around the rooms) are made. Further, it is anticipated that the Women-Education Development Association will contribute toward promoting education among girls within Lilicope community and hopefully other regions.

The support from the Australian government was recognised through a banner displaying the Australia Awards logo, which was displayed during the project opening ceremony. The funding received was also acknowledged during the ceremony itself by Viame, thus ensuring all direct and indirect beneficiaries are aware of it.

**Case Study 10: Funding publicity campaign of Zambia-Australia Alumni Association**

The Zambia-Australia Alumni Association (ZAAA) received a grant in the amount of AUD 6,657 to fund a publicity campaign aimed at creating awareness about the association and driving membership in the lead up to its launch. The idea to establish an association in Zambia was born in a thematic workshop that took place in Ghana and organised by GRM-Australia Awards. In this event, Zambian participants got together and made a decision to form a network of Alumni in Zambia. The association was officially registered in March 2013. Some of its objectives include creating a platform for Alumni and Awardees to network and being a link between Australian Universities, Australian Government and Zambian prospective students of Australian education.

**Achievement of overall project objectives**

The project funded by the grant achieved it objectives, which were to carry out promotional activities that led to the official launch of the association on 29 October 2013. The ceremony was hosted by HE Mr Matthew Neuhaus and attended by other government officials, Alumni and new Awardees who were participating in a Pre-Departure Briefing taking place in Lusaka in the occasion.

**Concrete results achieved**

**Outputs:** The activities funded by the grant produced the following deliverables:

- Created awareness about the association through 16 radio adverts before the launch and 15 adverts after it; in addition, one TV advert ran on national television for two weeks (though not in prime time);
- Built its presence through design of the association's logo, brochures (1,000 produced and distributed) and banners (3);
- Set up a website and Facebook page to supports the association's operations and Alumni networking;
- Held initial meeting in the Northern part of the country and identified three champions willing to drive an association presence for Alumni in that region who are unable to attend meetings in the capital. Plans to hold a similar meeting in the Southern part of the country were cancelled due to the cost of bringing scattered Alumni together;
- Established an elected a board to carry out the work of the association; and
- Held inaugural General Meeting and formal reception in which ZAAA was officially launched.

**Outcomes:** It is too early to report on outcomes given ZAAA's operations have to date focussed on establishment and consolidation of a presence. However, it can be reported that awareness has positioned the association well with 2015 Intake Scholarship candidates looking to it for advice and guidance on Australia Awards and how to apply for an Award. The prospects of counting on a strong Alumni network in Zambia, a key country for the Awards going forward, is positive assuming the association continues to mature and develop.

**Challenges faced:** It has been a challenge for the association to increase membership, in particular paid up members. Of the 46 active members, only 17 are paid up members. Membership is a single annual payment. Further, while monthly meetings usually have a quorum, it has been hard to achieve consistency in that attendees vary from meeting to meeting thus hampering follow through on ideas generated from one meeting to the next. Alumni are professionally busy and finding a way to keep their commitment to the association has been difficult.

A challenge that has been overcome is space for meetings. Through a personal contact, board members were able to secure free meeting space in a lodge owned by someone they know.

**Partnerships created:** This is an area ZAAA needs to work more on. The association has established ties and cooperation with Australia Awards, and these ties will likely strengthen further given its Chair also serves as the Alumni Ambassador for Zambia as of July 2014. The association is currently seeking collaborative institutional links with the Honorary Australia Council for Zambia (invited to become an associate member) and has recently invited Dr Rodger Chongwe, a well-known Alumnus from the 1960s and prominent figure in Zambia, to become its patron. These invitations were in process at the time of writing this report.

**Sustainability and recognition**: The sustainability of the association is dependent on its ability to cover its operations going forward. A major component of this equation is the ability to increase paid membership and finding alternative sources of income. Further, given establishment is now complete, it will be critical to develop a solid plan of activities that will drive and focus operations going forward with a view to not only attract but keep members engaged and active.

Though DFAT did not approve the use of the Australia Award logo on the association's communication channels and publicity materials, the support received from the Australian Government has been recognised through ZAAA's work.

The 2014 Outcomes Study also followed up with some of the 2012 grantees, in particular in countries singled out for site visits. The intention was to follow up on outcomes observed since the end of the grant period as well as further probe on sustainability measures in place to sustain the benefits of the activities funded by the Small Grants. The summaries below highlight these aspects for the 2012 grantees targeted for a second follow up in 2014. Note that full case studies for all 2012 grantees are included in the 2013 Outcomes Study Report.

**Follow up to Case Study 1: Computers for Schools Uganda**

Through Grace Baguma, 2012 Australia Awards Fellowship recipient, Computers for Schools Uganda (CfSU) received a grant in the amount of AUD 9,255 to improve literacy levels in English language in primary schools through digital story telling. Grace is a co-founder and board member of CfSU. The project was implemented in three primary rural schools in Kabarole District, Western Uganda. It benefited over 450 children from primary 4-6 (ages 9-11) in three schools; primary 6 was not part of the original project design but were added during implementation. Pupils produced the stories, with teacher supervision and parent involvement, and those stories found suitable were digitised for classroom teaching of English through the use of computers and innovative methods of teaching and learning.

This one-year project ended in November 2013 and it gathered much enthusiasm both on the part of teachers and pupils involved in the production of the stories, digitisation and use in English teaching. The project funded by the Small Grants ran parallel with other funded interventions that provided computers to the schools and training in non-conventional innovative methodologies of teacher training. English language teachers consulted confirmed that the skills acquired and the ability to use digital stories in teaching represented an important step forward in their ability to more effectively teach English.

*"The digital story telling methodology allows us to deliver an interactive lesson, where learners are never bored throughout the lesson, even if it goes for an hour you realise learners will still be participating."* – Language Teacher

Teachers also indicated that the methodology aided in their completing the English language syllabus earlier than in previous years. The syllabus, which is normally completed in September, had already been reached in July during the visit by the GRM-Australia Awards team to one of the three schools benefiting from the project. Learners also attested to how the digital story telling had improved their English skills.

*"We thank you for choosing Uganda, and in Uganda, Mugusu Primary School; this has helped us in writing, vocabulary, dialogue, which helped us in passing our exams."* – Primary level 5 pupil

Since the program ended, some teachers have been able to facilitate the production and digitisation of stories on their own with the skills they have learned and through the assistance of teacher champions whose capacity was built by the program to continue the effort post-funding. While the sustainability of the benefits of this intervention relies heavily on the ability of the schools to maintain the single computer they were given, it is clear that having a computer in the school that can be used for teaching is a huge step forward in terms of the exposure the children have to the technology. In the context of the digital story telling project, teachers in a school visited confirmed improvement in student performance. A cross-sectional evaluation conducted at project completion found that 35% of the pupils in participating schools had good reading skills as compared to 5% of the pupils in non-project schools; and 75% of pupils in the project schools had good writing skills relative to 53% in non-project schools. Teachers spoke about improved attendance, attentiveness and overall better performance in English language reading, speaking, listening and comprehension among pupils.

On another front, the project met an important need, which is the lack of textbooks to teach English. Children are benefiting and learning English through stories they are producing themselves, which also makes learning more relevant and fun. Further, the story telling

methodology was reportedly shared with two teacher training colleges in Uganda (Canon Appollao Primary Teacher Training College and Bwera College) interested in incorporating it into training of new teachers. This is a significant outcome that warrants further follow up at a later stage. Furthermore, despite facing some challenges during implementation with resistance to change by teachers, in particular older teachers who did not see the need for changing the methods they had used in teaching for years, it was interesting to note that these same teachers ended up embracing the new methodology and integrating it into their English language lessons.

It is important to note challenges faced going forward as these will impact on the sustainability prospects of the digital story telling project benefits. The Government of Uganda lacks funding to provide technology to primary schools (less so for secondary schools, which reportedly receive the technology). Computers provided to primary schools are donor-funded. Computer maintenance is an issue as technology becomes obsolete very fast. At this stage, CfSU has one IT technician servicing about 250 schools (including the three schools benefiting from the digital story telling project), a challenging task given the schools are spread across a large country. Some schools have come forward to source funding to maintain their single computers through charging small fees from parents. Having one single computer to attend a large numbers of children (about 100 per classroom in the school visited) is another challenge which is compounded by the fact that the three schools benefiting from the digital story telling project also lack their own LCD projector for displaying the stories to larger groups. So far they have relied on using CfSU's equipment.

**Follow up to Case Study 2: PhD study in anti-malarial drug options**

Through Australia Awards, Alumnus Cristiano Macuamule completed a Master of Veterinary Studies (Tropical Animal Health and Production) in 2005 at the University of Queensland. To further his studies, he enrolled at Stellenbosch University in South Africa to pursue a Doctorate in Biochemistry with his research focussing on anti-malarial chemotherapy. In 2012, Cristiano applied and received a grant in the amount of AUD 10,760 to visit the Australian National University (ANU) to use its laboratories and have access to parasites used in testing compounds and assess how they can kill the malaria parasites. The outputs achieved and potential outcomes this opportunity helped to trigger were documented in the case study prepared on this project in 2013 (see 2013 Outcomes Study).

Two year on and Cristiano's work continues to make positive strides in his career and research related to the project funded by the Small Grants. After successfully completing his PhD studies, Cristiano resumed his role as Lecturer at the Eduardo Mondlane University in Mozambique in July 2013 where he teaches Pharmacology and Toxicology. In recognition of his significant research contributions, in October 2013 he was promoted to the role of Deputy Dean for Research and Extension. In October 2014 he was promoted again to Assistant Professor.

On the research side, Cristiano continues to collaborate with his partners at Stellenbosch University (Professor Eric Strauss and his group) and ANU (Dr Kevin Saliba) in the investigation of the anti-malarial activity of *Pantothenamides*. From the initial long list of 140 to a short list of 12, the team was able to further narrow down to two compounds that have shown very positive results. Further, their findings were tested and confirmed by an independent party. The immediate next step is to test these two compounds on laboratory animals before doing any tests on humans. Two research papers are being jointly prepared (entitled *Methyl Pantothenamides are Potent Antiplasmodial Agents Resistant to Pantetheinase-Mediated Degradation*; and *The Antiplasmodial Mode of Action of N-substituted Pantothenamides Involves Multiple Targets in the CoA Metabolic Pathway*). These will add to two articles co-published in 2013 and related to Cristiano's research and inter-institutional collaboration.

Further, the research partners are investigating the possibility of applying for an international patent (in South Africa) to ensure protection of their research intellectual property.

On another front, Cristiano's research continues to be advanced through six students he mentors and co-supervises: three at Stellenbosch University – two of whom have upgraded their Master studies to doctoral degrees – and three at ANU. These students are expected to complete their studies between 2014 and 2015 and are using some of the techniques developed by Cristiano during his visit to ANU in 2012.

Formal inter-institutional research links have not yet been established. A joint project proposal submitted by Stellenbosch University and Eduardo Mondlane University to the National Research Foundation in South Africa and Fundo Nacional de Investigação in Mozambique in 2013 was not approved, though other possibilities are being discussed. The plan to formalise an agreement on research between the two universities is on course, although an existing international exchange program already allows for collaboration among academic staff. In a brighter light, partnership between ANU and Stellenbosch University was strengthened after the research visit, with continued collaboration taking place two years on.

It will be interesting to see how this rich exchange and collaboration will continue into the future and how the knowledge generated will inform further inquiry on the fight against malaria and a potential new drug to combat it.

**Follow up to Case Study 3: Technical and Vocational Education and Training Exchange Program**

In 2012, Alumnus Earnest Simelane, Swaziland Ministry of Education and Training (MoET), received a grant in the amount of AUD 2,314 to participate in a two-week exchange program with the Namibia Qualifications Authority (NQA) to learn about quality assurance and accreditation. The visit was in connection with Technical and Vocational Education and Training (TVET) reform and the establishment of a Qualifications Authority in Swaziland. Earnest completed an African Fellowship in TVET at Chisholm Institute in 2011.

Earnest continues to lead this process, which has scored some gains on the one hand and faced setbacks on the other hand. In 2013, a proposal in the form of a bill was submitted to the parliament to set up an institution that would be responsible for the accreditation of TVET institutions in their areas of operation. While the bill has been discussed, it is not known when approval will be granted given the current parliament was recently elected and is still to consider the bill. So far discussions at the parliament have leaned toward the establishment of a department within the Ministry of Education as opposed to a semi-autonomous institution as was originally proposed. The groundwork for moving forward with the establishment of the institution is at advanced stages. More recently Earnest and other representatives from Government attended consultations in Estonia to gain further insight on the topic.

Given that the accreditation institution is yet to be set up, MoET continues to rely on Earnest only for such knowledge and skills, though he has been capacitating management within the Ministry on the accreditation process. Further, MoET received funding from the European Union in 2013 to develop the planned National Qualification Framework but the absence of an institution from where to operationalise such framework has delayed its development. Overtime, mentoring provided by NQA to Earnest has reduced, though it still takes place when needed. The MoET's Chief Executive Officer continues to engage with NQA for advice on institutional set up.

On another front, relationships previously established with quality assurance authorities in other countries have waned overtime given the lack of a corresponding institution in Swaziland to host and manage a relationship of equals. Similarly, the piloting of the Competency-Based Education and Training, which had started in 2013 with a provider being

evaluated and validated for provision of a TVET program in hospitality and tourism, stalled given the institution pulled out. Engagement has started with a new institution for the pilot.

Despite the setbacks, Earnest is optimistic that the benefits of the initiative funded by the Small Grants will be sustained. The development of the National Education and Training Improvement Plan for the Ministry of Education was completed. The plan, which falls under the National Education Strategy, advocates for quality assurance structures in all institutions and it is expected that the 2015-16 national education budget will be based on this important document. Adding quality assurance at the policy and strategy level will greatly improve sustainability prospects.

**Follow up to Case Study 4: Energy use in rural, peri-urban and urban areas of traditional authority of Malili, Lilongwe**

In 2012, Alumnus Samson Ngutwa received a grant in the amount of AUD 4,200 to conduct a feasibility study on energy use in rural, peri-urban and urban areas of Lilongwe Malawi. The study was implemented in partnership with the US-based University of California (Davis campus) and Likuni Girls Secondary School in Malawi, including students from its Environmental Club. The study collected baseline data to inform the design of a sub-sequent project on alternative sources of energy. It also provided detailed analysis on the current factors and actors that play a role in the dynamics surrounding rampant deforestation for energy use and the reliance on wood for cooking, lighting and brick moulding, thereby endangering Dzalanyama Forest Reserve. The study found that deforestation in the area was mainly attributed to poverty. While the communities are aware of the negative environmental impact of cutting down trees, they seem to have no alternative. One of the solutions being considered is the adoption of low-cost stoves that use less wood or charcoal than those currently used by the community.

The sub-sequent project for demonstrating and implementing alternative solutions for energy use originally planned to start in 2013 is delayed partially due to the fact that students from the University of California (Davis campus) who were involved in the project have graduated. A visit by them to Malawi planned for mid-2013 did not take place and a re-scheduled visit for mid-2014 has been pushed to the end of the year. Nonetheless, Samson is in contact with the students, who are still involved in the project despite having graduated. A mud rocket stove has been built in the US using simple materials. The next step is to conduct a demonstration of this type of stove in Malawi.

The idea of mud rocket stoves was introduced by Dr Larry Winiarski in 1982. This type of stove achieves efficient levels due to good air draft, controlled use of fire, complete combustion of volatiles, and an efficient use of fuel. The design of the stove ensures that all heat generated by the wood will be concentrated on the stove. For comparison, the rocket stove will use about half of the wood needed in a traditional "3 stone stove" of the type used in rural Malawi, thus decreasing the pressure on wood for cooking. An outline is in place for the next phase of the project with detailed steps for its implementation, which includes:

- Introducing mud rocket stoves to the community;
- Creating local entrepreneurships to distribute the fuel efficient stoves; and
- Educating community members on environmental conservation.

Implementation of the project's next phase will be critical in order to follow through and meet expectations generated among community members.

Plans to collect more baseline data and perform a cost benefit analysis of alternative energy sources are also delayed. Further, the effort to formalise the inter-village committee established as an outcome of the feasibility study into a registered community trust has been hampered by legal hurdles, but is still being considered.

In a brighter light, other important benefits generated by the feasibility study, its processes and findings, have been sustained. These include increased awareness on the part of community members about the issue and buy-in around the importance of addressing it. Traditional Leaders who were involved in the study from various communities have been championing environmental conservation practices. Overall, given the sensitisation conducted during the feasibility study, there has been change in behaviour among villagers.

The GRM-Australia Awards team visited Likuni and Ndumira area during a project site visit in July 2014 and received confirmation from Traditional Leaders that they have put in place measures to combat deforestation. These include requiring replanting of trees when cut by a certain household. Other parallel reforestation efforts took place. Along the Lilongwe river bank about 3000 trees have been planted in 2012 involving Likuni Girls Secondary School, a local primary school and community members. Afforestation efforts have also been partially supported by the Malawi United States Education Exchange Association through donation of 260 fruit seedlings. Further, Likuni Girls Secondary School and its Environmental Club continue to engage with the community in environmental conservation and annual tree planting. In fact, in 2013 the Club started planting fruit trees as well in a bid to address both poverty and deforestation assuming the fruits can be sold for profit while these trees are not cut given they provide an economic benefit. A challenge faced is that fruit trees are more expensive than other trees.

**Follow up to Case Study 5: Australia Awards Alumni Association of Uganda**

In 2012, the Australia Awards Alumni Association of Uganda (A3-U) received a grant in the amount of USD 4,857 to establish and officially launch the first Australia Awards Alumni association on the African continent. Two years on, A3-U continues to solidify and expand the Alumni network in Uganda while being a valuable resource to Alumni, new Awardees, potential candidates and Australia Awards through collaboration, in particular in Awards promotion and outreach. The association increased paid up membership from about 20-25 in 2013 to between 30 and 40 in 2014 and participation in general meetings, which was usually very low, has reached 50 more recently. As part of efforts to boost membership and improve the positioning of the association, A3-U received a grant from the Australian High Commission in Kenya (via funding from the Australia Awards office in Canberra) to hire expert advice for the development of a five-year business plan for the association. The plan was in draft form at the time of writing this report and was expected to be presented to the association's board and subsequently to all members within a period of one month at which time implementation would start. Areas the plan is putting forward for consideration to improve A3-U's positioning, operations and sustainability include:

- Adopting strategies to improve A3-U's membership recruitment and retention; this also includes reaching out to Awardees in Australia (in addition to Alumni) and associate members (i.e. Alumni family members and Australians living in Uganda);
- Strengthening communications and networking outreach with a view to identify and attract sponsorship, including corporate sponsorship. This also includes beefing up the association's website to make it more functional and a first stop shop to new candidates seeking information on the Awards, Australian Universities and other related information;
- Identifying clear focus area for A3-U in which the association's work will be known; this will assist in marketing and finding like-minded partner organisations and sponsorship;
- Boosting fundraising to ensure the financial sustainability of the association (thus not relying on membership dues only for operations); and
- Developing association structural plan with a view to strengthening virtual association management and a gradual and possible phase out of the reliance on the

goodwill of a board member who has been hosting and financing the association's administrative operations from his law firm office since A3-U started operations in 2012.

## Annex VI: Sample stories of impact

### Alumni Story 1: Promoting agricultural development in Africa

"I am grateful for the grant I received from the Australia Awards Small Grants Scheme. It gave me opportunity to conduct research at the farmer level and explore the options best suitable for the Ugandan context in addressing post-harvest losses of maize," says Harriet Muyinza.

It is through drive and relentless work that Harriet Muyinza has been pushing forward research on post-harvest management of maize in Uganda. This effort aims to find suitable options to address high post-harvest losses, which ranges from 15-75% depending on the length of storage in two communities benefiting from Harriet's research. Country-wide, post-harvest losses are estimated at 19.5% a year in Uganda (African Post-harvest Losses Information System, 2012).

Harriet received a Fellowship funded by the Australian Government to study Post-harvest Management of Maize, Rice and Legumes at the University of Sydney in 2012. Complementing her studies, in 2013 she received a grant in the amount of AUD 3,500 from the Australia Awards Small Grants Scheme to conduct research on integrated pest management of maize in two parishes of Masindi District, Western Uganda.

This project promoted an integrated pest management package for maize at the farmer level. Farmers were trained on proper drying and storage techniques, including solarisation and the use of metal silos and hermetic bags for storage. Further, a metal silo with 500 kg storage capacity was manufactured and set up as a demonstration in a farmer's household.

Farmers benefiting from the project confirmed reduction in losses and the ability to store the grains for a longer period in order to benefit from higher market prices. They reported being able to keep their grains for about six to seven months and sell for UGX 800 per kg as opposed to UGX 450, an income gain of UGX 350 per kg of maize.

"We now have bargaining power and can wait to sell at the right time; prices go down when we are harvesting the maize." – Famer benefiting from project

The ability to harness funding synergies is a strength of Harriet's efforts in tackling a pressing agricultural issue in Uganda. The research funded by the Small Grants complemented another effort that ran concurrently, though it started earlier. Together, these two projects were responsible for the introduction for the first of such technologies in Uganda. Since project completion, Harriet has been able to secure funding from the Ugandan Government to conduct further research, while also working with her Australian lecturer from the University of Sydney in exploring other funding options.

Another outcome of this project is its success in galvanising farmers around new technologies and post-harvest management techniques, in particular considering that change in practice is not easy to accomplish. Farmers benefiting from the project were enthusiastic about the new knowledge gained and access to cutting-edge technologies, speaking about them with confidence.

"I may not have received the metal silo for my compound, but the knowledge I gained in the training was very useful, and because of that knowledge I am here to thank you for the effort you have made." – Farmer benefiting from project

### Alumni Story 1: Investing in innovative education methods in Uganda

"We thank you for choosing Uganda, and in Uganda, Mugusu Primary School; this project has helped us in writing, vocabulary and speaking skills, which helped us in passing our exams." – Primary level 5 pupil

Mugusu Primary School is located in rural areas of Kabarole District, Western Uganda. The school was founded in 1936 and currently serves some 800 children grades 1-7, about half are girls. Until 2013, the school did not have access to electricity. This is one of the three schools benefiting from an innovative project on digital story telling for English language teaching funded by Australia Awards Small Grants Scheme.

Wearing their nice-looking uniforms, the children had prepared a warm celebration to welcome members of the Australia Awards team visiting their school on 16 July 2014. The team was greeted with cheer enthusiasm and festive traditional dances and songs.

Mugusu Primary School is a large structure capable of accommodating the large number of children it serves, though if faces challenges, including lack of adequate materials for teaching and high teacher-pupil ratio. In 2013 the school received a computer and due to pressure put on the local authorities, connection to the electrical lines became a reality and transformed, to a certain extent, the way education is delivered in this school.

Computers for Schools Uganda has been working with primary and secondary schools, and Primary Teacher Colleges in the country on innovative methods of teaching and learning through the use of Information and Communications Technologies (ICT) and creative teaching aids made of local materials.

Through Grace Baguma, 2012 Australia Awards Fellowship recipient, CfSU received a grant in the amount of AUD 9,255 to improve literacy levels in English language in primary schools through digital story telling. Grace is a co-founder and board member of CfSU. The project benefited over 450 children from primary 4-6 (ages 9-11) in three schools, including Mugusu Primary. Pupils produced the stories, with teacher supervision and parent involvement, and those stories found suitable were digitised for classroom teaching of English through the use of computers and innovative methods of teaching and learning.

English language teachers consulted by the Australia Awards team visiting Mugusu Primary School confirmed that the skills acquired and the ability to use digital stories in teaching have represented an important step forward in their ability to more effectively teach English.

"The digital story telling methodology allows us to deliver an interactive lesson, where learners are never bored throughout the lesson, even if it goes for an hour you realise learners will still be participating."– Language Teacher

Teachers have also been able to facilitate the production and digitisation of stories on their own with the skills they have learned, and through the assistance of teacher champions whose capacity was built by the program to continue the effort post-funding.

Results have also been seen in the children. A cross-sectional evaluation conducted at project completion in December 2013 found that 75% of pupils in the project schools had good writing skills relative to 53% in non-project schools. Teachers spoke about improved attendance, attentiveness and overall better performance in English language reading, speaking, listening and comprehension among pupils.

Further, the story telling methodology was shared with two teacher training colleges of Uganda interested in incorporating it into training of new teachers. This is a significant outcome that warrants further follow up at a later stage.

## Annex VII: Instruments

### Outcomes Study: Alumni

Australia's Department of Foreign Affairs and Trade periodically undertakes Outcomes Studies to assess the outcomes of the Australia Awards program, by investigating the development contributions of Alumni in target countries. Contributions may include organisational capacity development, contribution to government policy, practices worked on that have clear development benefits, and contributions to the wider community. As a valued member of our Alumni we would very much appreciate your participation in this 2014 Outcomes Study. The survey below will take approximately 30 minutes to complete. We ask you to be candid in your responses and thank you in advance for taking the time to participate.

### SECTION I: PROFILE

| | | |
|---|---|---|
| **Full Name:** | | |
| **Gender:** | □ Male □ Female | **Country of origin:**<br>**Country of residence:** |
| **Type of Award (tick one):** | □ Master □ PhD □ Short Course / Africa Fellowship<br>□ Fellowship /ALAF | |
| **Course of study:** | | |
| **Institution of study:** | | |
| **Year completed degree/course:** | | |
| **Sector of study (tick one):** | □ Agriculture /Food Security □ Education □ Health<br>□ Natural Resources Management/Mining<br>□ Natural Resources Management/Environment<br>□ Public Policy/Governance □ Water and Sanitation<br>□ Other (specify): _____ | |
| **Employing Organisation:** | | |
| **Type of Organisation:** | □ Public □ Civil Society □ Private □ Other (specify): | |
| **Job title:** | | |
| **Do you classify yourself as a person with a disability?** □ Yes □ No | | |

### EMPLOYMENT

1. Are you currently employed? □ Yes □ No (if not, survey will jump to section II)

2. When you returned from your Australia Awards scholarship, did you return to work at the same organisation?

□ Yes □ No

3. Are you still working for that same employer? □ Yes □ No

4. Compared to before your Australia Awards scholarship, in your current job – is your current position ranked higher and/or did you receive a promotion since returning from your scholarship?

□ Yes □ No (if not, survey will jump to Q6)

5. To what extent do you consider your present higher position and/or promotion was due to the skills and knowledge you gained from your Australian scholarship studies:

□ Not at all □ To a certain extent □ To a great extent

6. How relevant do you think the knowledge and skills you gained during your Australia Awards scholarship studies are to your current job?

□ Little or no relevance □ Some relevance □ Highly relevant

## SECTION II: DEVELOPMENT CONTRIBUTIONS

7. Please provide brief examples of how you have applied the skills and knowledge you gained on the Australia Awards scholarship studies, and the results that have benefited your organisation, community or country.

a) In what way have you contributed to development in your country that has engaged the skills and knowledge you gained through Australia Awards? Describe the policy / activity / project / or practice worked on and indicate if this was a new initiative or on-going.

b) What role did you play?

c) Which other actors were involved in the initiative you describe?

d) Who were the beneficiaries and how they benefited from the initiative you describe?

e) What concrete results have been achieved?

8. To what extent do you attribute the development contributions you described above to the skills and knowledge you acquired in your studies through the Australia Awards scholarship?

□ Not at all □ To a certain extent □ To a great extent

9a. Have you used the skills / knowledge you gained in your Australia Awards scholarship studies to promote gender equality? (if 'no', survey will jump to Q10)

□ Yes □ No

9b. If so, please provide examples.

10a . In your current job, to what extent are you passing on the skills and knowledge you gained from your Australia Awards studies through formal training (ie scheduled training)?

| | | | |
|---|---|---|---|
| **Technical skills and knowledge** | □ Not at all | □ To a certain extent | □ To a great extent |
| **Management and leadership skills** | □ Not at all | □ To a certain extent | □ To a great extent |
| **Analytical and critical thinking skills** | □ Not at all | □ To a certain extent | □ To a great extent |
| **Computer skills** | □ Not at all | □ To a certain extent | □ To a great extent |

10b . In your current job, to what extent are you passing on the skills and knowledge you gained from your Australia Awards studies through informal training (ie incidental workplace skill/knowledge transfer)?

| | | | |
|---|---|---|---|
| **Technical skills and knowledge** | □ Not at all | □ To a certain extent | □ To a great extent |
| **Management and leadership skills** | □ Not at all | □ To a certain extent | □ To a great extent |
| **Analytical and critical thinking skills** | □ Not at all | □ To a certain extent | □ To a great extent |
| **Computer skills** | □ Not at all | □ To a certain extent | □ To a great extent |

11a) How would you describe the level of support you have received from your workplace in applying the scholarship-gained knowledge / skills in your current job? (If 'not at all', survey to skip to Q12)

□ Not at all □ To a certain extent □ To a great extent

11b) If you indicated operating in a supportive environment in your current workplace, please specify the enablers that have allowed you to apply scholarship-gained knowledge / skills in your workplace.

12. If you faced constraints in applying scholarship-gained knowledge / skills in your current job, mark the option (s) that describe the challenges faced:

□ Lack of resources □ Lack of support from supervisor □ Inapplicability of Award-gained knowledge / skills to the workplace □ Resistance to change by co-workers □ Shifted jobs

□ Other (Specify) □ Did not face constraints

## SECTION III: SOCIAL CONTRIBUTIONS BEYOND WORKPLACE

13a. To what extent have you used the skills / knowledge you gained through the Australia Awards scholarship in community involvement? These would be volunteer/community work beyond the work you do for your organisation. (if 'not at all', survey will jump to Section IV)

□ Not at all □ To a certain extent □ To a great extent

13b. If you indicated applying skills/knowledge in community work, please provide detailed examples of such community-level contributions.

## SECTION IV: LINKS

14. Indicate the extent to which you are keeping in contact with the people you met and institutions you engaged with during your studies through the Australia Awards scholarship.

a) Former institution lecturers

□ Never □ Infrequently (i.e. a few times a year)

□ Occasionally (monthly) □ Regularly (daily or weekly)

b) Australian students you met while on scholarship

□ Never □ Infrequently (i.e. a few times a year)

□ Occasionally (monthly) □ Regularly (daily or weekly)

c) Other international students you met while on scholarship, including African students

□ Never □ Infrequently (i.e. a few times a year)

□ Occasionally (monthly) □ Regularly (daily or weekly)

d) Other Australia Awards Alumni from your home country

□ Never □ Infrequently (i.e. a few times a year)

□ Occasionally (monthly) □ Regularly (daily or weekly)

e-1) Professional links you may have established with Australian organisations / networks (if 'never', survey will jump to Q15)

□ Never □ Infrequently (i.e. a few times a year)

□ Occasionally (monthly) □ Regularly (daily or weekly)

e-2) If you indicated keeping professional links with Australian organisations, please describe the link, including its purpose.

15. Indicate which Alumni association you are a member of:

□ Australian University Alumni Association/Network □ Australia Awards Africa-based Alumni Association/Network □ Other International Alumni Association/Network □ Not a member of an Alumni Association/Network

16a. Does your employing organisation have any professional / business links with an Australian organisation(s)? (if 'no", survey will jump to Section V)

□ Yes □ No

16b. If yes, please describe the link in detail and its purpose.

16c. Did you contribute to development of this link as a result of your engagement in Australia Awards?

□ Yes □ No

## SECTION V: GENERAL

17. As part of the Award program, applicants were required to develop a Work Plan on Return (or Reintegration Plan) at the application and award stage; this plan was to be implemented on return. Are any of the initiatives you described above a part of the implementation of your Work Plan on Return?

□ Yes □ No

18. Australia Awards is keen to continuing the engagement with Alumni and does so by offering a number of opportunities (such as workshops and small grants) to Alumni. Please share your ideas as to other activities you would like the program to offer to Alumni or any general recommendations you may have to improve the Alumni program.

**Thank you for participating in this study!**

**Outcomes Assessment: Grantees**

**Introduction**

Australia Awards is conducting a study to assess the results of the investments made by the Australian Government by investigating the development outcomes the grants have helped to shape in Africa. As a recipient of the small grants, you have been selected to participate in the assessment.

| | |
|---|---|
| **Full Name:** | |
| **Country:** | |
| **Type of Award (tick one):** | □ Master's □ PhD □ Short Course □ Fellowship |
| **Course of study:** | |
| **Institution of study:** | |
| **Year completed degree:** | |
| **Sector of study (tick one):** | □ Agriculture /Food Security □ Education □ Health<br>□ Natural Resources Management/Mining<br>□ Natural Resources Management/Environment<br>□ Public Policy/Governance □ Water and Sanitation<br>□ Other (specify): _____ |
| **Employing Organisation:** | |
| **Type of Organisation:** | □ Public □ Civil Society □ Private □ Other (specify): |
| **Job title:** | |
| **Project for:** □ Individual alumni □ Employing organisation □ Alumni Association | |
| **If employing organisation, indicate name:** | |

1. Describe the project / initiative funded by the Small Grants. Prompts:

   What role did you play?

   Which other actors were involved in the initiative you describe?

   Who were the beneficiaries and how they benefited from the initiative you describe?
2. Has the activity achieved its intended objectives? Explain.

3. What are the concrete results achieved by the activity funded through the small grants? (Be specific in terms of numbers (gender disaggregated), percentages, products, etc). (**Note to interviewer**: inquire about the direct deliverables (outputs) produced by the project and the results (outcomes) these deliverables helped create).

4. a. How did the activity contribute to the achievement of the MDGs or other development outcomes?

4b. How has your project ensured that groups of people often excluded (for example women, people with disability, people living in more remote or rural areas, people living with HIV) are engaged and have benefited? Outline and give examples about which of these groups you have included and in what ways in the future the project could be more inclusive.

5. What were the ripple effects of the activity, if any, in terms of lives touched, institutions strengthened, other effects?

6. What were the challenges you faced, if any, in the implementation of this project that may have affected the achievement of intended results?

7. What relationships/collaboration were created through the implementation of the activity? How will these be sustained?

8. How will results of the activity be sustained beyond project completion?

9. How did this activity help promote Australian Aid/Australia as an active partner in Africa's development?

10. Share any other comment or suggestions you may have for the program.

**Thank you for participating in this study!**

**Outcomes Study: Beneficiaries and Other Stakeholders**

Australia Awards is conducting a study to assess the results of the investments made by the Australian Government by investigating the development outcomes the grants have helped to shape in Africa. As a [beneficiary / partner / stakeholder] of the small grants, we would very much like to learn about your views.

This instrument provides guidance to interviews during site visits. Not all questions may apply to each interviewee. The interviewer will need to exert judgment in using this instrument in order to ask questions that apply to the stakeholder being interviewed.

| | |
|---|---|
| Name of interviewee: | |
| Job title: | |
| Organisation: | |
| Country: | |
| Name of Alumni involved: | |
| Relationship with Alumni (colleague, partner, project beneficiary, etc): | |

1. Briefly describe the project funded by the Small Grants and your involvement in it.

2. What are some of the benefits you may have accrued from the project funded by the Small Grants? [question may not apply to project staff]

3. In your view, what are the major deliverables of the project funded by the Small Grants? [question for project staff]

   What are some of the products this project has produced? [question for direct beneficiaries].

4. What results have been achieved by the project? (in terms of number of people reached, institution strengthened, etc)

5. Are you aware of any challenge faced in implementation? If so, describe.

6. What partnerships have been established by this project?

7. How will benefits of this project be sustained post grant?

8. Do you have any other observations you would like to share?

## Annex VIII: Examples of Alumni's gender equality contributions

**Akeredolu Toyin Johnson, Nigeria** (Trade Policy Design, Analysis and Negotiation Fellowship, University of Adelaide): *Most of my projects have centred on women empowerment and gender equality through the initiation of African Women Entrepreneurship Programme (AWEP) to enable women to develop what it takes to compete fairly with their men folks. It is only when women are financial independent that their voices can be heard in the society. Most of our members are now exporting their products to USA market and are in a better position to help their children and husbands at the home front.*

**Bridgette Zwane, South Africa** (Master of Policy Studies, University of Sydney): *In all the youth development projects I initiate on behalf of my organisation, my target is to have 50% women representation. I also put measures in place to ensure that the numbers of women enrolled in the programmes are maintained and do not drop. I draw up policies and procedures that are gender and culturally sensitive and that cater and acknowledge the unique nature of women needs or African women needs in the Maritime sector/marines.*

**Charles Mphezu, Malawi** (TVET Teacher Skills Fellowship, Chisholm Institute): *When delivering training sessions, I recognise the need to identify learning differences and understanding learners. I encourage female students to participate actively in lesson activities just like their male counterparts.*

**Clare Nasanga Semambo, Uganda** (Master of Laws, Energy Law and Taxation, University of Melbourne): *Since my training in Australia, I have been elevated from a position of employee to employer and I greatly uphold the principle of equal opportunity as I engage staff that work for our private legal practice. We work with a host of young lawyers, both men and women, without discrimination as to gender, religion or tribe and we visibly employ more women to men by way of affirmative action.*

**Cynthia Nomagugu Mazibuko, Swaziland** (Master of Applied Linguistics, University of Melbourne): *I have been able to deal with the different learning styles in class that come with the different genders. [For] example, I have been able to distribute my attention to all my students equally in class despite the fact that research says female students tend to get less attention from female teachers.*

**Daniel Kehogo, Tanzania** (Livestock Fellowship, University of New England): *Forming livestock women groups so to encourage them [women] in livestock keeping because according to our culture women are left behind on cattle or livestock ownership.*

**Eddie H. Howe, Liberia** (Sustainable Management of Revenue Flows Fellowship, University of Sydney): *Prior to my ascendancy to the position of Director of Audits, there were only two females employed in the division. However, since I assumed the position of Director of Audits, I was very instrumental in the further employment of four more female auditors, two of which have all been promoted to the positions of Senior Auditors. They are now major decision makers in the Division of Large Taxpayers' Audit Division in the new Liberia Revenue Authority. And in the due course of time, more females will be granted equal employment opportunity in the division though to be based on capability and qualification.*

**Sulaiman Sowe, Sierra Leone** (Post-harvest Management of Rice, Maize and Grain Legumes Fellowship, University of Sydney): *Women farmers, though constituting the bulk of farmers in Sierra Leone, have been left out in many ways when it comes to promoting the agricultural system in the country. Through continuous engagement with*

*stakeholders, such as traditional heads and strong collaboration with the Gender focal person for the West African Agricultural Productivity Programme (WAAPP), I have been able to make some impact in creating awareness regarding the role women play in developing the agricultural sector in Sierra Leone and how their roles must be recognised and then how they should be provided all opportunities available to the male farmers such as access to credit facilities, land etc.*

## Annex IX: Examples of Alumni's social contributions

**Clare Nasanga Semambo, Uganda** (Master of Laws, Energy law and Taxation, University of Melbourne): was involved in a waste management project tendering process run by the local city authority through her employment at a legal firm. She has since volunteered in local communities to assist in improving waste management practices.

*"The waste management project I described earlier exposed me to people/communities that grapple with the effects of poor waste management. I have since engaged with such communities and the garbage collectors in these communities and we interact often with advise on how to better dispose of their waste. I have advised people in my community not to burn but decompose their waste for example. I have advised my neighbours and my own hold to set up compost pits instead of burning grass so we can make manure for our flower beds and the vegetable gardens around our homes."*

**Franklin Oppong-Obiri, Ghana** (Master of Sustainability, University of Adelaide): Since transferring districts for his career and joining the Tamale Rotary Club, has applied his award-acquired skills in local development projects.

*"I am currently a member of the Tamale Rotary Club which is part of District 9202. I got inspired by the spirit for community service exhibited by the Club when I was transferred here. Initially, I wanted to develop a network of friends but I realised that the need for humanitarian services in this part of my country is dire that I could easily devote my time and utilise my skills to improve community development initiatives. As a member, I have also been given a leadership role which has increased my level of commitment. I am helping to develop proposals to support some community projects in water and sanitation, health and literacy. I make time to inspect, supervise and monitor project activities and only last week Friday, assisted my Club President to commission a computer centre and a solar project which our Club supported to become a reality. As a professional Valuer, Development Planner and a Sustainability Practitioner, I offer expert advice in our deliberations at meetings and I am glad to indicate that this is helping to shape some of our actions. For every project intervention, a need assessment is carried out and my contributions are always welcome. This helps me to stay committed in supporting our community initiatives. My knowledge of the communities indirectly helps me in my job particularly in meeting community leaders to dialogue on land administration."*

**Luiza O. Mlelwa, Tanzania** (Master of Special Education, Flinders University): board member of a non-profit organisation using sport to keep children with special needs in school and discuss education issues with parents.

*"I am a board member of non-profit organisation, 'Special Olympic' in my country. With my colleagues I use my time to conduct special Olympic games to children with learning impairment. Using sports children learning impairment are attracted to attend school. Also we organise meeting with parents of children with special needs to discuss education issues of their children."*

**Nampeera Esther Lugwana, Uganda** (Post Harvest Management of Maize, Rice and Legumes Fellowship, University of Sydney): has been selected as a Director of a foundation in East and Central Africa focussed on training and mentoring local communities in post-harvest management practices. Has also been nominated to plan and organise all of her churches post-harvest training programs in her local district, which covers 100 farming households, 70% of whom are farmers.

**Saviour Alomatu, Ghana** (Geospatial Information System for Resource Professionals Fellowship, NGIS): was involved in drafting a strategic plan for the recently established local branch of the International Mining for Development Centre and is continuing to work with local communities to mitigate the health effects on women and children involved in illegal mining operations.

## Annex X: Examples of Alumni's development contributions

**Osbert Ntinda Sikazwe, Zambia** (Innovations in Cross Boundary Approaches to Sustainable Water Management Fellowship, International Centre of Excellence in Water Resources Management): Since returning to his position as Senior Lecturer in Geology and Dean of the School of Mines at the University of Zambia, Osbert has applied the knowledge and skills acquired on-award to further develop collaboration between the Zambian Government and the mining industry.

*"The experience I acquired in the three weeks of visiting universities and research institutions in Australia gave me an insight into how strong collaborations with government and the mining industry benefits skills development and contributes to national development. Since coming back I have set in motion activities that would lead to the School of Mines developing, for the first time in its history, a strategic plan with help from one of the big copper-gold mining company in Zambia. The School of Mines has already signed a working Memorandum of Understanding with the Ministry of Mines, Energy and Water Development with a number of activities already undertaken. In April 2014 the School had its first Advisory Board meeting. All these initiatives are meant to cultivate a stronger collaboration with the Zambian Government and the mining industry drawing on the experience from Australia."*

**Akeredolu Toyin Johnson, Nigeria** (Trade Policy Design, Analysis and Negotiation Fellowship, University of Adelaide): In his position as Commercial Officer in the Nigerian Ministry of Trade and Investment, Akeredolu has used his award-acquired skills to establish a Nigerian chapter of a successful entrepreneurship program for women.

*"Since returning from the University of Adelaide and Trade Law Centre for Southern Africa, I have been actively involved in various activities in my Department, ranging from Trade policy review of Nigeria, Signing of Memorandum of Understanding with Nigeria trading partners, and most importantly I single-handedly initiated the establishment of African Women Entrepreneurship Programme (AWEP) in Nigeria to help organise, train and reposition Nigerian women entrepreneurs for export business. This programme was the brainchild of USA government to help develop requisite skills necessary to produce products that meet American standard at duty free, Quota free market access. On return from my training programme in Australia, I met with my Director and discussed with him to support me so as to be able to launch the Abuja chapter of AWEP. With the support of my Boss, we were able to source for funds and invited all interested young and old entrepreneurs with little knowledge of export business. We launched the association in Abuja early last year and we engaged the services of experts to train them in the basics of export business. The category of people we trained included costumes makers, hairdresser, fashion designers, exporters of agro products like shea nuts, shea butters, produce buyers. Most of them have since started exporting their products to America. Paucity of funds have prevented us from launching the states chapters of AWEP to enable the benefits of the program to trickle down to the grassroots and to all the local governments in Nigeria.*

*The concrete results achieved have included signing of Memorandums of Understanding with Nigeria trading partners and by extension, inflow of foreign direct investment into Nigeria's economy and job creation, wealth creation and economic growth. Concrete results achieved with AWEP activities include employment generation, wealth creation through the export of eligible products to USA market."*

**Boniface Chimwaza, Malawi** (Public Private Partnerships Fellowship, University of Queensland): As Senior Environmental Officer with the Environmental Affairs Department, Boniface has acted as lead facilitator in the development of new policies, guidelines and bylaws that will improve his local areas waste management and revenue collection, to the benefit of around 800,000 residents.

*"I was promoted from the position of Environmental Officer to Senior Environmental Officer in August 2012 and I was transferred to Lilongwe City Council where I have been leading the team that is reviewing the city's waste management policies, waste management bylaws, and development of Private Waste Management Operators Guidelines. It is anticipated that once the Council has endorsed the bylaws, policies and guidelines, the city will be cleaner and the city council will improve its revenue collection and hence improved service delivery to the city residents."*

**Belete Birhanu Kassaye, Ethiopia** (Geospatial Information Systems Fellowship, James Cook University): Belete has applied the skills and knowledge he gained on-award in his role at the Ministry of Mines in Ethiopia principally through transferring skills to colleagues.

*"In the Ministry, vast amounts of Mineral Exploration, Geological, Geochemical and Geophysical data continues to be collected every day by companies and governments. This data needs to be integrated with reports, databases and other land use data. I trained 8 to 10 junior geophysicist and Junior Geologist staff in the Ministry, produced datasets in the framework of the country for training purposes, and formed a sustainable training centre of Geospatial Information Systems in the Ministry."*