



Australia Awards

# Australia Awards Global Tracer Facility

Case Study #3:  
Kenya

May 2017



# Contents

<b>1.</b>	<b>Executive summary.....</b>	<b>4</b>
1.1	Findings .....	4
<b>2.</b>	<b>Background of the Study .....</b>	<b>6</b>
2.1	Objectives .....	6
2.2	Scope.....	6
2.3	Case Studies.....	6
2.4	Kenya Country Context.....	7
<b>3.</b>	<b>Methodology.....</b>	<b>8</b>
3.1	Overall Case Study design .....	8
3.2	Methods .....	8
3.3	Sample and approach.....	9
3.4	Data collection.....	10
3.5	Process .....	11
3.6	Data management and reporting.....	11
3.7	Transcription approval, coding and analysis.....	11
3.8	Limitations .....	12
<b>4.</b>	<b>Development Outcomes .....</b>	<b>14</b>
	Summary findings.....	14
4.1	Background .....	14
4.2	Economic development .....	15
4.3	Food security.....	17
4.4	Environmental management .....	18
4.5	Key enabling factors .....	20
4.6	Key challenging factors.....	21
<b>5.</b>	<b>Economic and Public Diplomacy Outcomes .....</b>	<b>22</b>
	Summary findings.....	22
5.1	Background .....	22
5.2	The Australia Awards as a vehicle for diplomacy.....	22
5.3	Factors enabling alumni to develop networks and partnerships .....	26
5.4	Challenges to developing networks and partnerships .....	28
<b>6.</b>	<b>Views about Australia and Australian expertise .....</b>	<b>32</b>
	Summary findings.....	32
6.1	Background .....	32
6.2	Reputation.....	33

6.3	Academic experience .....	33
6.4	Broader experience .....	35
<b>7.</b>	<b>Impact of Australia Awards in addressing equity issues .....</b>	<b>36</b>
	Summary findings.....	36
7.1	Background .....	36
7.2	Impact on individual alumni.....	37
7.3	Impact on gender equality and empowerment of women.....	37
7.4	Impact on disability inclusiveness .....	40
<b>8.</b>	<b>Conclusion.....</b>	<b>42</b>
<b>9.</b>	<b>Alumni profiles .....</b>	<b>44</b>
<b>10.</b>	<b>References.....</b>	<b>51</b>
	<b>Annex 1: Case Study propositions .....</b>	<b>54</b>
	<b>Annex 2: Key participant questions.....</b>	<b>56</b>
	<b>Annex 3: Kenya Case Study participants .....</b>	<b>61</b>

## Tables

Table 1	Kenya Case Study alumni .....	9
Table 2	Key stakeholder and employer/colleague interviews .....	10
Table 3	Participants in the Australia Awards Sri Lanka Case Study .....	61

## Figures

Figure 1	KEFRI wood science workshop, Nairobi .....	19
Figure 2	KEFRI Headquarters, Muguga (left), Dr Njarui at KALRO Katumani campus, Machackos (right) .....	27

## Acronyms and Abbreviations

ACIAR	Australian Centre for International Agricultural Research
AIDAB	Australian International Development Assistance Bureau
ASAL	arid and semi-arid land
ASARECA	Association for Strengthening Agricultural Research in East and Central Africa
AWB	Australia Awards and Alumni Branch (DFAT)
CSIRO	Commonwealth Scientific and Industrial Research
DFAT	Australian Government Department of Foreign Affairs and Trade
ENT	ear, nose and throat (Doctor)
EPA	Economic Partnership Agreements
EU	European Union
the Facility	the Australian Awards Global Tracer Facility
GDP	Gross Domestic Product
GESI	gender equality and social inclusion
KALRO	Kenyan Agricultural and Livestock Research Organisation
KARI	Kenya Agricultural Research Institute (former)
KEFRI	Kenya Forestry Research Institute
KEPAWAE	Kenya Professional Association for Women in Agriculture and Environment
KEPHIS	Kenya Plant Health Inspectorate Service
KIPPRA	Kenya Institute for Public Policy Research & Analysis
LECRD	Low Emission Climate Resilience Development project
NPEP	National Poverty Eradication Plan
PBR	Plant Breeder's Rights
SEKU	South Eastern Kenya University

# 1. Executive summary

This report details the outcomes of a Case Study of Kenyan alumni of Australian development scholarships. Alumni in this Case Study completed their scholarships between the mid-1980s and the mid-1990s. This research was conducted by the Department of Foreign Affairs and Trade's (DFAT) Australia Awards Global Tracer Facility (the Facility).

## 1.1 Findings

### 1.1.1 Development contributions

Alumni have used their skills, knowledge and networks to contribute to achieving Kenyan development goals in the areas of economic development, food security and environmental management. Not only did alumni understand and want to contribute to their country, they were able to:

- enhance the agricultural industry through establishing intellectual property rights in the agricultural sector and develop policy that impacted how farmers were trained in Kenya
- increase agriculture export and trade by establishing a regulatory body for plant health to support exports and imports into European and Middle Eastern markets
- increase food security by quadrupling crop yields and making fertiliser more accessible to farmers across Kenya by advocating for it to be sold in smaller quantities
- lead Kenya's wood protection activities to mitigate the economic and environmental impacts of deforestation
- train national and county officers to mainstream climate change into planning, policy and budgeting.

There were two key factors that enabled alumni to contribute to Kenya's development on award. First, they were able to **contribute by using their skills** on projects related to their degrees. Second, they were able to **source funding for their projects**. However, alumni also faced some key challenges. There was insufficient equipment to support their research; there was a lack of government funding for agricultural research; and, employers did not always know how to reintegrate alumni upon their return to Kenya.

### 1.1.2 Economic and public diplomacy outcomes

Alumni provided strong examples of long-term relationships developed through collaboration on research projects; professional links with Australia; and in the strengthening of networks through ongoing engagement with the Australian High Commission.

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

- the strong pre-existing relationship with the Australian Centre for International Agricultural Research (ACIAR), which was built on long-term collaborative projects with a number of Kenyan research institutes.
- the commonalities in the agricultural challenges that face Kenya and Australia.

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

- the physical distance between Kenya and Australia
- the lack of opportunities to make professional relationships while on award, despite having established strong social ties
- the lack of follow-up from Australian institutions and government on return to Kenya after award.

### 1.1.3 Views of Australia and Australian Expertise

The Australia Awards have achieved their long-term outcome for these Kenyan alumni, who viewed Australia, Australians and Australian expertise positively.

Before being granted their scholarships, the majority of alumni held **positive views** about Australia based on Australia's agricultural reputation. However, this view was strengthened because of their academic experience on award, the high calibre of Australian academics and research institutes that they encountered and their broader experience of Australian people, culture, healthcare and government institutions.

**Positive views of Australia have filtered through to colleagues, supervisors and the wider Kenyan community.** Stakeholders noted that Kenyan students now look to study at Australian institutions because of their education standards.

### 1.1.4 Impact in addressing disadvantage

Alumni in this Case Study were awarded scholarships in a period of substantial Australian Government investment in scholarships in Africa and have seen the benefits for a number of their peers. All alumni included in this Case Study benefited greatly from their scholarships and noted the impact on their careers.

For gender equality, the Case Study found that:

- while access to the scholarships was equal for men and women, there were few females in agriculture or science at the times when the Case Study cohort were on award in Australia
- women were far more likely than men to mention issues of balancing family and career responsibilities in their decision to accept scholarships, during their time on award, and in their careers on return to Kenya.

In relation to disability inclusiveness, the Case Study found that:

- there was positive endorsement of the efforts of the Australia Awards to promote disability inclusion, but also a caveat that finding eligible applicants was a challenge
- one alumna's hearing impairment was not a barrier to them achieving substantial outcomes and they now work to make an impact on disability inclusiveness in Kenya.

## 2. Background of the Study

The Australia Awards Global Tracer Facility (the Facility) is a four-year project funded by the Australian Government Department of Foreign Affairs and Trade (DFAT). Through this project, DFAT assesses the development contributions and public and economic diplomacy outcomes of Australia's investment in the Australia Awards.<sup>1</sup> The key research and reporting activities being undertaken are a quantitative Tracer Survey and qualitative Case Studies, which are prepared concurrently throughout the four years of the project.

This report gives the key findings of the Kenya Case Study; data collection was undertaken by the Facility in Kenya in late March and early April 2017.

### 2.1 Objectives

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

### 2.2 Scope

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

### 2.3 Case Studies

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

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

#### 2.3.1 Year 1

In this first year of the Facility, however, Case Study countries and themes were based on criteria such as availability and range of alumni details in the centralised database; previous country or thematic research undertaken; investment priorities, and partner-

---

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

country priorities. **The cohort for Year 1 Case Studies are alumni who graduated between 1955 and 1995.** Case Studies provide useful vignettes and quotes to build an understanding of alumni experiences. In Year 1, the selected Case Study countries are Fiji, Sri Lanka, Nepal, and Kenya. Field research took place between late October 2016 and March 2017.

### 2.3.2 Years 2–4

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

## 2.4 Kenya Country Context

Kenya has undergone a number of demographic, political, economic and social changes since it gained independence in 1963. Kenya's population has quadrupled since independence and is now estimated at 46.05 million, with eighty per cent of the population living in rural areas (Provast, 2013; World Bank, 2017). It is estimated that forty-two per cent of Kenyans live below the poverty line (UN, 2012).

Kenya is considered a stable democracy after a tumultuous political past. Kenya was a one party state from 1980 to 1991. However, a series of actions, including the donor community suspending aid in 1991, led to a multi-party democracy in the country. Although there have been a number of changes in government, violence fuelled by ethnic, tribal and economic issues has been a common feature of elections (East African Resource Centre, 2014; Tonny Onyulo, 2017).

After a disappointing economic performance in the 1990s, Kenya is now a lower middle income country with aspirations to be a middle income country by 2030. Agriculture is the most important economic activity in Kenya, contributing a quarter of the country's Gross Domestic Product (GDP) (UN, 2012). Kenya's development challenges include poverty, inequality, climate change, and vulnerability of the economy to internal and external shocks (Republic of Kenya, 2008).

Kenya was selected as a Case Study due to its relative large number of alumni compared with other African nations. This is in addition to a clear theme apparent across many of the alumni from this period of time with links to development priorities for the country and the region.



## 3. Methodology

This chapter includes an overview of the Case Study design, development and implementation. This is the third Case Study of the Facility. Kenya was one of four Case Study countries proposed in the Annual Plan. It was accepted by the Facility Advisory Committee on the basis of having sufficiently large alumni numbers – particularly in the development and investment priority area of agriculture – and a lack of previous research regarding less recent alumni.

### 3.1 Overall Case Study design

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

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

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

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

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

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

### 3.2 Methods

The data collection method used for this Case Study was through interviews. A set of questions were developed for each key participant group, namely alumni, colleagues and employers (both of alumni and generally), alumni associations; and the DFAT staff

and managing contractors working on the Australia Awards in partner countries. Questions for each key participant group (see Annex 2) align with the research propositions (located at Annex 1) and long-term outcomes of the Australia Awards. This ensures that data collected directly relate to the key questions the Case Studies are seeking to answer, and that there is consistency across each Case Study.

### 3.3 Sample and approach

Data available for Kenya at the time of planning this Case Study revealed 77 alumni who completed their scholarship between 1952 and 1995 (the focus period for the Facility in Year 1). Of this group, 32 studied in the fields of agriculture and environmental studies, and forestry. These 32 alumni formed the target group for this Case Study.

#### 3.3.1 Contact details

Contact details existed in the Global Alumni database for six of the 32 alumni in the target group. Several methods were used to find the contact details of the remaining 26, which included coordinating with the Australian High Commission and the Australia Awards managing contractor in Nairobi to compare databases, as well as substantial online searches using social media. Thirteen alumni were contacted and of these, seven responded and became part of the Case Study (4 men and 3 women). All seven are living in Kenya. Table 1 lists the alumni participants in the Kenya Case Study.

**Table 1 Kenya Case Study alumni**

Name	Gender	Disability	Years	Australian Government Scholarship	Position	Urban/Rural
Dr Simon Nguluu	M	N	1988–93	AIDAB (Australian International Development Assistance Bureau)	Chairman, Department of Dryland Agriculture, Senior Lecturer, South Eastern Kenya University	R
Dr Grace Chirchir	F	N	1992–94	AIDAB	Employee, Ministry of Agriculture, Nairobi	R
Dr Donald Njarui	M	N	1988–93	AIDAB	Senior Principal Research Officer, Kenyan Agricultural and Livestock Research Organisation (KALRO)	R
Dr Elias Maina Gichangi	M	N	1990–92	AIDAB	Senior Research Scientist, Kenyan Agricultural and Livestock Research Organisation (KALRO)	R
Mrs Nellie Caroline Oduor	F	N	1992–94	Equity & Merit Scholarship	Deputy National Programme Director, Kenya Forestry Research Institute	U

Dr John Omiti	M	N	1990–95	AIDAB	Senior Research Consultant, Solmart Consultants Ltd.	R
Mrs Sheila Shefo Mbiru	F	Y	1993–95	AIDAB	Low Emission and Climate Resilient Development Project of Ministry of Environment and Natural Resources, Nairobi	U

In addition to the alumni who participated in the Case Study, seven other people were interviewed in order to provide context, triangulate alumni perspectives and better understand the impact of the Australian scholarships on the outcomes for Kenya and Australia. These additional interviews included current stakeholders such as the Australian High Commission in Nairobi and the managing contractor of the Australia Awards Africa, as well as the Kenyan Ministry of Agriculture. Where possible and available, colleagues of alumni were also interviewed to gather further information about the impact of the alumni. Table 2 lists these participants. In total, 14 people were interviewed for the Kenya Case Study.

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

Name	Position	Reason for interview
Ms Fiona Pakoa	Team Leader, Australia Awards Africa, Palladium Group	Key stakeholder (managing contractor, Australia Awards)
Ms Heather Rich	Second Secretary, Head of Development East Africa, Australian High Commission, Nairobi	Key stakeholder (DFAT)
Mr Peter Musembi	Head of Training, Ministry of Agriculture, Kenya	Key stakeholder (Kenyan Government)
Professor Zipporah Ng'ang'a	Deputy Vice Chancellor (Academic), South Eastern Kenya University.	Employer of alumnus (Dr Nguluu)
Dr Bernard Kigomo	Senior Deputy Director (R&D), Kenya Forestry Research Institute (KEFRI)	Employer of alumna (Mrs Mbiru, Mrs Oduor and others not featured in Case Study)
Dr Joseph Githiomi	Deputy Director (Forest Products Development), Kenya Forestry Research Institute (KEFRI)	Employer of alumna (Mrs Oduor)
Colleague of alumni*	Kenya Institute for Public Policy Research & Analysis (KIPPRA)	Colleague of alumnus (Dr Omiti)

\*Name changed at participant's request

### 3.4 Data collection

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

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

### 3.5 Process

The Case Study field research was undertaken in Kenya from 27 March to 1 April 2017. One was conducted via telephone due to issues with availability and travel, all others were conducted in person. Alumni also provided resumes to the researchers for further background information.

Participants were provided with background information relating to the research and the Facility, and all provided written informed consent to their participation.

### 3.6 Data management and reporting

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

### 3.7 Transcription approval, coding and analysis

Completed interview transcripts and notes were sent back to each of the Case Study participants for their review and approval, to ensure that what was recorded was correct and to provide participants with an opportunity to clarify and/or add to their transcripts.

Transcript review by participants is not consistently used in qualitative research, but was done so here as a courtesy, and to ensure the validity of the data and avoid errors. Participants were advised at the end of the interview that they would be given this opportunity, but participation in this step was not essential to proceed with using their data as permission had already been granted. The researchers provided participants ample time to respond, and follow up requests were sent. Five of the seven alumni provided feedback on the transcripts, offering minor edits and clarifications of names. In addition, stakeholders from DFAT and from the Australia Awards Africa team reviewed and provided comments on their transcripts.

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

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

used analytic techniques such as pattern matching and explanation building to explore all the evidence, and show adequate concern for exploring alternative interpretations.

### 3.8 Limitations

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

#### 3.8.1 Positive response bias

It is probable that alumni who felt that they had a positive experience as an Australian Government scholarship recipient and/or had met the expectations of receiving an award during their career progress are more likely to agree to participate in Case Studies. In a study by the Commonwealth Scholarship Commission in the UK, 'A study of research methodology used in evaluations of international scholarship schemes for higher education'<sup>2</sup> the recognition of positive response bias was highlighted.

*"...there is widespread recognition that a more pressing problem is nonresponse bias in which those who reply to sample surveys are likely to be engaged with alumni associations or tracing (e.g. Day, Stackhouse and Geddes, 2009<sup>3</sup>) and disproportionately represent the 'successful' outcomes of scholarship programmes."<sup>4</sup>*

In addition, positive response bias that is likely to occur in the Case Study results as alumni participating is limited to those who can be traced, and those who choose to participate which typically tends to be those with positive outcomes to share.<sup>5</sup>

Accordingly, it is likely that the sample of alumni in the Kenya Case Study was be biased towards those who had positive experiences and achievements to share. Conversely, it is reasonable to assume that those who exited their bond agreement early and/or have moved abroad may be less likely to agree to participate. However, the Case Study team endeavoured to address this imbalance by including a range of alumni. In addition, leading questions were avoided in the interviews, and alumni were offered opportunities to reflect on their outcomes at the beginning and at the end of the interview without specific questions to guide their answers.

#### 3.8.2 Nature of the research

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

---

<sup>2</sup> Mawer, M (2014), A study of research methodology used in evaluations of international scholarship schemes for higher education, Commonwealth Scholarship Commission in the UK, <http://cscuk.dfid.gov.uk/wp-content/uploads/2014/06/evaluation-research-methodology-study.pdf>, pp. 9 -10

<sup>3</sup> Day, R., & Geddes, N. (2008), Evaluating the impact of Commonwealth Scholarships in the United Kingdom: Results of the alumni survey, Commonwealth Scholarship Commission in the UK

<sup>4</sup> Mawer, M (2014), A study of research methodology used in evaluations of international scholarship schemes for higher education.

<sup>5</sup> *ibid*

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

No issues were encountered by the research team in collecting, collating, coding or analysing data related to Outcome 4 of the Australia Awards.

### **3.8.3 Research process**

The ability to code the interview transcripts effectively was dependent on understanding the partner-country development goals, which was not always possible. Researchers involved in the Case Study made concerted attempts to identify relevant secondary data such as policy documents, papers, books and digital resources to provide background and insight into development plans, policies and changes over the time span of more than 20 years between when these alumni commenced their scholarship and today. The current country development goals as articulated by DFAT objectives were of particular reference.<sup>6</sup>

---

<sup>6</sup> <http://dfat.gov.au/geo/kenya/pages/kenya.aspx>

## 4. Development Outcomes

### Summary findings

#### Development contributions

Alumni have used their skills, knowledge and networks to contribute to achieve Kenyan development goals in the areas of economic development, food security and environmental management. Not only did alumni understand and want to contribute to their countries, they were able to:

- enhance the agricultural industry through establishing intellectual property rights in the agricultural sector and develop policy that impacted how farmers were trained in Kenya
- increase agriculture export and trade by establishing a regulatory body for plant health to support exports and imports into European and Middle Eastern markets
- increase food security by quadrupling crop yields and making fertiliser more accessible to farmers across Kenya by advocating for it to be sold in smaller quantities
- lead Kenya's wood protection activities to mitigate the economic and environmental impacts of deforestation
- train national and county officers to mainstream climate change into planning, policy and budgeting.

There were two key factors that enabled alumni to contribute to Kenya's development. First, they were able to contribute to Kenya's development by **using their skills** on projects related to their degrees. Second, they were able to **source funding** for their projects. However, alumni also faced some key challenges. There was insufficient equipment to support their research; there was a lack of government funding for agricultural research; and, employers did not always know how to reintegrate alumni upon their return to Kenya.

### 4.1 Background

Chapter 4 provides data on whether alumni have used their skills, knowledge and networks to contribute to achieving partner-country development goals. This is a topic of strategic interest not only for Australia and partner countries, but scholarship stakeholders globally as the literature shows that many of these entities view international scholarships as an effective mechanism for delivering development objectives (Abimbola et al., 2016; Chesterfield & Dant, 2013; Day, Stackhouse, & Geddes, 2009). Scholarships have been a key component of Australia's development assistance to Africa since the 1960s. Abimbola et al. (2016) note that although the aims of Australia's scholarship programs and initiatives have changed throughout the decades, a common theme is to 'promote the influence of Australia, as well as the economic and social development of recipient countries in Africa' (p. 106).



A number of primary and secondary documents were reviewed to determine Kenya's development priorities over the 25 years since the Case Study alumni graduated. The main documents referenced were the National Poverty Eradication Plan (NPEP) of 1999, the Economic Recovery Strategy in 2003; Vision 2030 released in 2008 and the new Kenyan constitution, promulgated in August 2010. In each of these documents, the areas of economic development, food security, environmental management and the social sectors are stated as priorities of the Kenyan Government. These areas were used as a framework to code and then analyse the data obtained from alumni, employers and stakeholders. Specifically, they were used to answer the following Case Study proposition:

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

## 4.2 Economic development

Economic development has been a central goal of the governments of Kenya since it achieved independence in 1963. Interviews with alumni and colleagues, supplemented by secondary sources, provide specific examples of how alumni have contributed to Kenya's economic development goals using their skills, knowledge and to some extent networks. As previously noted, all of the Case Study alumni studied and then worked in the field of agriculture and their contributions have helped increase economic growth in the agricultural industry and trade and exports.

### 4.2.1 Enhancing the agricultural industry

Agriculture is the most important economic activity in Kenya, contributing almost 25 per cent of GDP in Kenya (Ministry of Agriculture Livestock and Fisheries, 2015). The UN (2012) notes that the sector accounts for 60 per cent of national employment and exports and 45 per cent of government revenue. Successive governments of Kenya have had the goal to increase the competitiveness and productivity of the agricultural industry, with the latest goal articulated in the Vision 2030 national long-term development blue print. The strategies involve increasing the productivity of crops, increasing the capacity of farmers to cultivate the land and developing areas in arid and semi-arid lands for both crops and livestock (Ministry of State for Planning, 2007).

The Case Study interviews revealed that alumni understood and wanted to contribute to Kenya's development goals. **Mrs Sheila Shefo Mbiru, Dr Grace Chirchir and Dr John Omiti** each reflected on their motivation and subsequent ability to contribute to Kenya's economy through their work in the agricultural sector. Mrs Mbiru stated that her time on award in Australia gave her the perspective of what 'the non-forest products have to contribute to the economy'. Dr Chirchir's interview revealed that she was particularly aware of the development challenges and goals that Kenya had in the 1990s regarding the cotton industry, when she noted that she wanted to apply for a scholarship as 'at the time we were trying to revitalize cotton in this country ... So I



thought I needed to be more effective.’<sup>7</sup> Dr Chirchir stated that her degree enabled her to ‘use that knowledge to upgrade and enhance agriculture in this country’. Dr Chirchir’s resume highlighted that her achievements in this endeavour were numerous. One of which was directly related to the master’s degree that she gained in Australia, ‘I was taken to start a new program that didn’t exist in this country because of my master’s which I had; that was intellectual property rights.’

Alumni were able to cite specific examples of how they used their skills and knowledge to contribute to agricultural policy in Kenya. Dr Omiti noted that he provided policies on Kenya and Africa’s best interests. Dr Chirchir stated that she ‘participated in writing a lot of agriculture policies. So I had a big impact in the area of policy and in the area of extension and training farmers’<sup>8</sup>. The alumni’s contributions to agricultural policy in Kenya were an important contribution to the country’s economic development goals, as the literature states that policies that affect the performance of the agricultural sector have important implications for the economy (Alila & Atieno, 2006). As noted by Ms Fiona Pakoa, a higher education specialist who is currently the team leader for the Australia Awards Africa:

We know that alumni, both master’s and short courses, it’s easier for them to change practice. It’s very difficult for them to change policy. But obviously the policy setting is where your big bang for your buck is. So, when we look at contributions, we look at: have you had an impact on changing policy?

#### **4.2.2 Increasing agricultural export and trade**

Kenya’s trade balance deficit remains large (East African Resource Centre, 2014). In response, numerous government administrations have had the development goal of increasing exports and trade. The current goal is to ‘maintain existing markets while creating new ones and increasing Kenya’s bargaining power in global agricultural markets’ (Ministry of State for Planning, 2007, p. 16). Both Dr Chirchir and Dr Omiti were able to provide specific examples of how they had contributed positively to Kenya’s trade and export deficit. Dr Chirchir’s masters qualification led to her working in the newly formed area of intellectual property rights in Kenya. In 1997, she ‘started from scratch’ the Kenya Plant Health Inspectorate Service (KEPHIS), which was a new organisation in intellectual property rights. Dr Chirchir noted that KEPHIS:

... is a regulatory body for plant health for importation, exports and imports ... When it started, it had a big impact because plant health has an impact on trade and exports if you are to tap the European markets for vegetables and fruits, also the Middle East.’

This organisation is now a government parastatal whose responsibility it is to assure the quality of agricultural input and produce to prevent adverse impact on the economy, the environment and human health (KEPHIS, 2017)<sup>9</sup>. Dr Omiti was able to provide

---

<sup>7</sup> In the 1990s, cotton was a major foreign exchange earner for Kenya, providing jobs for thousands of people who either grew it or worked in textile factories. However, the industry collapsed due to internal and external factors. In the 1990s and 2000s, the Kenyan Government enacted a number of initiatives to revitalise the industry (BBC News, 2002).

<sup>8</sup> Extension in agriculture refers to the application of scientific research and knowledge to agricultural practices through farmer education.

<sup>9</sup> A government parastatal is a company or agency owned or controlled wholly or partly by the government.

examples of how he had contributed to export and trade for Kenya and Africa more broadly when he noted:

I personally went to the European Parliament to articulate a position on how Africa can have greater access to the European market. Now we have one in fact which is the Africa, Caribbean and Pacific agreement with the EU [European Union], the Economic Partnership Agreements (EPAs).<sup>10</sup>

The remaining alumni, through their work in increasing the value of non-forest products (Mrs Mbiru), increasing animal production through feed resources (**Dr Donald Njarui**), improving soil fertility and water management (**Dr Elias Maina Gichangi** and **Dr Simon Nguluu**), have all played a small role in increasing agriculture export and trade.

### 4.3 Food security

The UN reports that more than one million people in Kenya experience constant food insecurity. It notes that frequent droughts have reduced famine cycles from a one-in-twenty-year occurrence in the 1980s to a yearly event from 2007 (DESA, 2012). Food security is a key objective of Kenya (Kenya Agricultural Research Institute, n.d). Kenya, as a signatory to both the Millennium Development Goals and the current Sustainable Development Goals, has committed to the development targets of ending hunger, achieving food security and improving nutrition and promote sustainable agriculture (Republic of Kenya, 2008; United Nations Economic and Social Council, 2016). Case Study interviews have shown that alumni have been able to use their skills and knowledge to contribute to this development outcome through their work in the agricultural sector. Mr Peter Musembi, Head of Training for the Ministry of Agriculture, noted, 'The focus of agriculture is food security, Australian courses have been very, very instrumental in terms of transforming people's lives and also in creating incomes.'

Semi-arid Kenya shares with tropical Australia the problems of high risk of crop failure due to drought, low soil fertility, and high rates of soil erosion (Lubulwa, Wafula, Craswell, Willet, & Davis, 1995). These similarities led Dr Nguluu to study a Master of Science and doctorate at the University of Queensland to improve farming systems in semi-arid tropics. Based on the training he received in Australia, Dr Nguluu was identified by the Government of Kenya to go to the Kenya Seed Company to assist in seed production. The mandate of the Kenya Seed Company includes conducting research and enhancing food self-sufficiency (Kenya Seed Company Ltd, n.d). Dr Nguluu remarked at the success he had during his tenure at the company:

When I went to Kenya Seed, the yields that they were getting out from their crops multiplied by four times. They keep calling me and telling me, 'Oh, what were you doing?' Even the Minister used to come around that time and he asked me, 'How do you grow your crops?'

Dr Njarui has had similar success in increasing agricultural yields for livestock feeds in Kenya. He noted that his research in Australia was 'quite good and applicable in Kenya', and stated that 'I still apply some of the methodology I gained'. The application

---

<sup>10</sup> On 1 September 2016, Kenya and Rwanda signed the EPA between the East African Community and the EU. All EU Member States and the EU have also signed the Agreement. The Agreements open up EU markets fully and immediately, but allow ACP countries long transition periods to open up partially to EU imports while providing protection for sensitive sectors (European Commission, 2017).

of Dr Njarui's research has contributed to Kenya's food security. Dr Njarui and his team have been working with farmers to grow *Brachiaria*, which has been dubbed a wonder grass that can help farmers to feed their livestock and withstand the effects of global warming (Makila, 2017; Makila & Malyon, 2014). Dr Njarui noted that his technology is being applied to increase productivity and improve farmers' livelihoods, he stated 'we are forecasting in the next five years over half a million farmers will grow *Brachiaria*'.

Dr Omiti has a more public profile in regards to Kenya's position on food security. His colleague corroborated his reflection that,

I am seen as a knowledgeable person in the area of food and nutrition security, and I have contributed enormously, along with others – not me alone – in contributions to discussions on food and nutrition security in Kenya and other countries.'

One of Dr Omiti's specific contributions was in the area of fertilisers. His work influenced Kenyan Governments' and traders' thinking when it came to packaging fertiliser. He advocated for fertiliser to be sold in smaller quantities so that it was more affordable for more farmers. Dr Omiti noted that, 'it was a phenomenal success ... it's adopted in many areas of Africa now.' His work in this area made a valuable contribution to Kenya's food security. The Ministry of Agriculture Livestock and Fisheries (2015) stated that the high cost of inputs, such as fertilisers, has limited their use by farmers, contributing to lower farming yields. Now, a key goal of the Ministry is to enhance access to affordable and quality inputs such as fertilisers.

Dr Chirchir has also played an important role in enhancing Kenya's food security. Dr Chirchir started the plant breeders' rights (PBR) system in the country, which she said had 'a big impact for modern research'<sup>11</sup>. A review of government records revealed that during Dr Chirchir's tenure at the KEPHIS, PBR was enshrined in law in Kenya (National Council for Law Reporting, 2012). Dr Chirchir has also written various policies and strategies based on her knowledge in tropical crops, which was the subject of her master's degree. She noted:

I've written some on horticulture and also on the cereals. So that has actually guided how agriculture is performed in this country, so I think it's a direct impact.

#### 4.4 Environmental management

Kenya is vulnerable to environmental degradation. The Kenyan Government estimates that deforestation is at 50 000 hectares annually, which results in a yearly loss to the economy of over USD 19 million (Republic of Kenya, 2014). The Centre for Global Development ranks Kenya thirteenth out of 233 countries for its direct risk of extreme weather events (Center for Global Development). Recurrent droughts are the main contributor to the country's food insecurity (DESA, 2012). Kenya's vulnerability to environmental factors has meant that environmental management has been a key development goal since independence, with environmental conservation written into the Constitution. Internationally, Kenya ratified the Kyoto Protocol in 2005 and is an active member in global climate change discussions (United Nations Framework Convention

---

<sup>11</sup> PBR are exclusive commercial rights for a registered variety of plant. The rights are a form of intellectual property. PBR protects plant breeders and gives them a commercial monopoly for a period of time. A large and growing pool of new plant varieties is freely available to anybody when the protection periods lapse (Australian Government IP Australia, 2016).

on Climate Change, 2014; World Bank, 2017). Kenya's goal, articulated in its Vision 2030 Strategy is to be 'a nation that has a clean, secure and sustainable environment by 2030' (Ministry of State for Planning, 2007, p. 19). Case Study interviews have shown that alumni have used their skills, knowledge and networks to contribute to Kenya's environmental development goals in the areas of forest conservation and climate change.

#### 4.4.1 Forestry conservation

Forestry research and development are central platforms of the Kenyan Government's National Forest Policy, which has been developed to achieve the Vision 2030 development goals (Republic of Kenya, 2014). **Mrs Nellie Caroline Oduor** is playing a key role in this area, as the Deputy Director of the National Forest Products Research Program at the Kenya Forestry Research Institute (KEFRI)<sup>12</sup>. KEFRI is a state cooperation that was established in 1986. Part of its mandate is to conduct activities and programs to implement the Vision 2030 plan (KEFRI, 2013). Mrs Oduor studied a Master of Science in wood science at the University of Melbourne. She credits her degree with providing her with the foundation for her current role and still uses the networks she made on award to support her work in forest conservation. She is still in contact, albeit limited, with her supervisor, Professor Vinden, and this connection has resulted in contact with his colleagues and students who are working in the area of forest protection and preservation. Mrs Oduor stated that she still uses the training she gained on award in her work on forestry research and development:

... the research activities, I undertook at Creswick [the School of Ecosystem and Forest Sciences at the University of Melbourne] ... These are some of the experiments I set up at the moment, I'm the one in charge of wood protection activities.



**Figure 1** KEFRI wood science workshop, Nairobi

#### 4.4.2 Climate change

As noted earlier, Kenya has been very active in global debates on climate change. As noted by Mrs Mbiru, 'Kenya has a very progressive climate change act, I think one of the few countries in Africa that has a climate change act, actually in the world'. A number of Case Study alumni have contributed to Kenya's efforts in this area.

For example, Dr Omiti has developed a funding relationship with the Australian Centre for International Agricultural Research (ACIAR)<sup>13</sup>. The partnership involved 'visits between Australian professionals, especially in the areas of climate risk; now it's climate change'. Dr Nguluu is making an important contribution to climate change in Kenya. He noted that he is also using drip irrigation and water harvesting techniques in Kenya that he learnt while undertaking his doctorate in Australia. The National Climate Change Action Plan has identified drip irrigation and water harvesting systems as key technologies to enable the country to adapt to climate change (Republic of Kenya, 2013). Agriculture consumes about 80 per cent of the available water in Kenya and inadequate water harvesting is responsible for the regional imbalance in water security so Dr Nguluu's efforts in this area are supporting Kenya's development goals (DESA, 2012).

Mrs Mbiru studied a Master of Science in wood science at the University of Melbourne. After a 25-year career in the field of forest products research and development she now works in the field of climate change. She said that her scientific background and her knowledge management expertise have enabled her to effectively support the implementation of climate change response actions and to increase the impact and uptake of technologies developed to contribute to climate change adaptation and mitigation in Kenya.<sup>14</sup> Mrs Mbiru revealed that her degree and subsequent career at KEFRI gave her the foundation to move to the area of climate change. She is supporting the Kenyan Government's climate change efforts, as she is responsible for building:

... the capacity of national and country officers, government officers, to mainstream climate change into their activities; mainstream climate change into planning, into policy, into budgeting, basically to climate proof everything they do.

#### 4.5 Key enabling factors

Projects related to degrees post award and funding emerged as the two factors that enabled alumni to contribute to achieving development outcomes<sup>15</sup>. Dr Nguluu, Dr Gichangi and Dr Omiti each remarked that the key to their success upon returning to Kenya after award, was having opportunities to work on projects related to their field of study. Dr Nguluu reflected that, 'students need to be supported, at least for their first

---

<sup>13</sup> The Australian Centre for International Agricultural Research (ACIAR) invests in applied research to improve agricultural productivity and sustainability and food system resilience in developing countries. ACIAR is an Australian Government statutory authority within the Foreign Affairs portfolio and is Australia's specialist international agricultural research for development (R4D) agency (Australian Centre for International Agricultural Research, n.d).

<sup>14</sup> Mrs Mbiru received a scholarship to undertake a Bachelor of Philosophy in information and knowledge management at the University of Stellenbosch, South Africa five years after her Australian award.

<sup>15</sup> Alumni were not asked directly about the factors that enabled and challenged their contribution to development outcomes.



three years, so that they can put together the kind of things they are learning and they can utilise that.'

Obtaining funding was also identified as an important factor in enabling alumni to continue their work. They were able to access funding from existing partnerships like ACIAR projects or they applied for funding from international bodies.

#### 4.6 Key challenging factors

Research funding, equipment and reintegration surfaced as some of the challenge factors that alumni faced after award. Although a number of alumni had been successful in obtaining funding for their work, the sources were mainly from outside Kenya. Alila and Atieno (2006), note that a critical problem for agricultural research in Kenya is the availability of funds. Research expenditure as a percentage of GDP remains below 10 per cent and most financing is through donations. Dr Gichangi reflected on the challenge of funding constraints when returning to the Kenyan Agricultural and Livestock Research Organisation (KALRO) noting, 'you come with skills but there is very little money that is put into research. So the individual researcher has to look for that money.' Mrs Odour echoed this sentiments '...'94 when I came back, you had to quickly adjust ... this is how things are done and these are the activities ... Is there a budget for that?'

A number of alumni and colleagues stated when they returned to Kenya after award, **insufficient equipment** impacted their work. They all compared the facilities that they had encountered or heard of in Australia with what was available in Kenya. Dr Nguluu remarked that the lack of equipment is still an issue he encounters today. He noted, 'still the biggest challenge is equipment. Because the knowledge I have, I want to apply it.'

Reintegration was a challenge for both Dr Omiti and Mrs Mbiru on return to Kenya. Dr Omiti believed that employers and supervisors needed support on how to integrate alumni back into the workplace so that they could fully use their skills. He noted that the attitude among some at the time was 'Oh, an economist. Give him a computer and a pencil and he's happy. Nobody's bothered about you.' Mrs Mbiru reflected that the **lack of a reintegration strategy** hampered employers and the Australian High Commission's ability to fully exploit the capabilities of alumni.<sup>16</sup> She remarked that she would have liked the opportunity to debrief with the Australian High Commission and her employer while the information was:

... still fresh and you're able to give it back and they can also think of: how then can we utilise what skills she has learnt, and then also the scholarship process can then be improved by what you share in terms of the process. That's what I feel.

---

<sup>16</sup> Reintegration strategies are now a key component of the Australia Awards in Africa and globally (Bryant, 2015).

## 5. Economic and Public Diplomacy Outcomes

### Summary findings

Strong examples of long-term relationships were evident from the interviews conducted for the Case Study. In particular, key aspects of this included:

- academic collaboration in research projects and publications
- professional links and benefits derived from relationships with Australia
- strengthening of networks through ongoing engagement with the High Commission.

### Key enabling factors

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

- a strong pre-existing relationship with ACIAR built on long-term collaborative projects with a number of Kenyan research institutes
- commonalities in the agricultural challenges faced by Kenya and Australia.

### Key challenging factors

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

- the physical distance between Kenya and Australia
- the lack of opportunities to make professional relationships while on award, despite having established strong social ties
- the lack of follow-up from universities or government on return to Kenya after award.

### 5.1 Background

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

- Alumni are contributing to cooperation between Australia and partner countries
- Effective, mutually advantageous partnerships between institutions and businesses in Australia and partnerships.

### 5.2 The Australia Awards as a vehicle for diplomacy

The Australia Awards are a key element of DFAT's public diplomacy strategy (2016) and as the discussion above details, two of the Australia Awards' long-term outcomes

relate to their role in fostering cooperation and networks that are mutually beneficial for alumni's home countries and for Australia. Kenya Case Study alumni provided insights into the kinds of connections and networks they established in their time in Australia. This section is arranged under three broad themes:

- academic collaborations
- professional links and benefits
- ongoing engagement with the Australian High Commission.

### 5.2.1 Academic collaborations

Four of the alumni involved in the Case Study currently work in research or academic roles, while others in the group have held positions in such areas during their careers. Consequently, this Case Study places an emphasis on academic and research collaborations in the examples of links with Australia. Alumni mentioned working with Australian academics and researchers on papers, workshops and conferences.

Many of the research papers that have been developed in collaboration with Australia have come through networks alumni have with the Australian Centre for International Agricultural Research (ACIAR). Across various collaborations between ACIAR and the Kenyan Agricultural and Livestock Research Organisation (KALRO), three of the alumni involved in this Case Study (along with other alumni not featured here) have developed joint publications.

**Dr Simon Nguluu** discussed his two decades of research and work with ACIAR after returning from his scholarship. From 1991 through to 2012, Dr Nguluu co-authored papers published in journals and conference proceedings with Australian academics based in ACIAR. He noted that these relationships were strong and involved close collaboration, with much of the fieldwork occurring in Africa: 'I did some work with Tony Ockwell from Australia ... we followed [Kenyan] farmers for 18 months in the dry areas'. Similarly, **Dr Elias Maina Gichangi** co-published a number of papers and conference proceedings in the early 1990s through his work with ACIAR in projects relating to soil rehabilitation practices.

**Dr Donald Njarui** also worked collaboratively on research and academic work, in the same way that his colleagues and fellow alumni at KALRO had the opportunity to work on a range of joint projects with Australia both before and after scholarship. Dr Njarui, a specialist in tropical grassland research, specifically mentioned his relationship with the Commonwealth Scientific and Industrial Research Organisation (CSIRO), which had also engaged in research projects with KALRO, especially in the early 1990s. More recently, Dr Njarui reconnected with CSIRO: 'I met Dr Keating, who was the Director of CSIRO in 2013 in Sydney during the 22nd International Grassland Congress'. Through this reconnection, Dr Njarui built further relationships with the CSIRO that resulted in a CSIRO visit to Kenya in 2016 that he assisted with: 'There is a gentleman who is called Bruce Pengelly [from CSIRO]. He came to review the *Brachiaria* Project last year and I took him around'.

**Dr John Omiti** offered another example of an ongoing academic connection between Kenya and Australia. His work in agricultural economics connected him with academics while on scholarship at the University of New England, and he maintained connections with a number of academics from his time there, particularly with Professor



Kevin Parton. Dr Omiti spoke of Professor Parton as a mentor and noted '[he] is in Orange now, at Charles Sturt University. He is an excellent man. We have written many papers together. I invited him to Machakos [in Kenya]. I invited him there with other fellows from the dryland research. [He helped us with] specific training'.

### 5.2.2 Professional links and benefits

Alumni are also deriving benefits from and making connections with Australia and Australians through the professional avenues in their work. As mentioned in Chapter 4, **Mrs Nellie Caroline Oduor** continues to maintain a professional – albeit 'intermittent' – relationship with her supervisor from her time in Melbourne in the early 1990s. Working in KEFRI, Mrs Oduor calls on her former professor 'once in a while' to discuss issues and help solve problems in the area of forest preservation and protection:

... there are sometimes I have to consult with him for his experience with this. [For example, I might say] 'We are trying to do this. The industry has requested to do this, to have experience with that.' So I've had recent communications with him on that ... he [also] refers me to students he's working with or colleagues.

The Senior Deputy Director of KEFRI, Dr Bernard Kigomo also noted the strong links that KEFRI has had over the years with Australia through a range of projects and scholarships. KEFRI has been a substantial beneficiary of Australian scholarship programs; Dr Kigomo was able to recall at least a dozen researchers from KEFRI who had gone to study in Australia (these included Case Study alumnae Mrs Oduor and **Mrs Sheila Shefo Mbiru**), and noted that there were KEFRI researchers on scholarship in Australia currently.

KEFRI has also worked with Australia on a number of joint projects:

...there was a linkage with Australian support projects, and we had seven of them. There was a time we have got quite a bit of linkages in terms of our tree breeding and sourcing materials.

While these particular areas of work have concluded, Dr Kigomo mentioned ongoing relationships with Australian universities in an advisory capacity, working in a number of areas including: 'identification of species of eucalyptus ... sands of dryland species, and also the seed – [with] the famous seed centre in Australia'.

In addition to this, KEFRI host Australian researchers regularly:

We still have some volunteers come from Australia looking at some species because there is some partnership ... So we have had two [of our] entomologists going to do this, and two [Australians] volunteering.

**Australian professional associations** were also a means by which one alumnus, Dr Njarui, managed to maintain connections and links with Australians. Dr Njarui joined the Tropical Grassland Society of Australia when he returned to Kenya after award. This association helped keep Dr Njarui and his colleagues connected with Australia and updated on industry practice and research in the field. He contributed a paper to the society's journal and remained connected until the society was wound up in 2010.

Dr Njarui also had the benefit of working on grasslands projects in Kenya through ACIAR and other partners, which involved developing dry-climate species. His example of a long-running project between ACIAR and KALRO indicated a connection in which Australia has benefitted:

It is good for this project to have continued because I know Australia has benefited a lot from Kenya, particularly with the grasses that were developed there. And now we have begun the process of repatriating some of those grasses.

Dr Omiti outlined how his Australian connections have assisted him professionally in establishing international networks of colleagues who he regularly links with to undertake consultancies and other projects in his work:

... the international consultancies [I am involved in] come from references from these colleagues ... I have done such collaborative consultancies with guys from Kenya, from Nigeria, Ethiopia, Uganda, from Mali, Canada, and the UK.

Dr Omiti was also a beneficiary of a scholarship to undertake research fieldwork because of help from a colleague:

One of my professors was a board member with an international organisation ... and I applied for another scholarship to support my fieldwork. So they gave me another scholarship for fieldwork, and I did my field work in Ethiopia.

### **5.2.3 Ongoing engagement with the Australian High Commission**

As highlighted in other research by the Facility (Parker & Taylor, 2017; Edwards & Taylor, 2017), alumni – particularly those who have been sponsored by the Australian Government – play an important role for Australian diplomatic posts in helping access and establish contacts within partner governments. The Head of Development Cooperation at the Australian High Commission in Nairobi, Ms Heather Rich, noted that although this aspect of contribution by alumni was difficult to measure, the benefit derived from these links is real to those who rely on it on a day-to-day basis:

Alumni are a great source of networks and contacts for us that everyone in the High Commission sees as important because they are people that are moving into senior positions in government ... So it's a really good way of maintaining a relationship with a section of society in Africa that are really interested in Australia and will still be looking to Australia for various reasons.

Ms Fiona Pakoa shared a similar observation, noting that continued engagement with alumni has strengthened shared understanding for achieving positive partnerships in Kenya, especially within government.

Three Kenya Case Study alumni described the Australian High Commission in Nairobi as a source of ongoing connection. Dr Omiti was involved in a formal capacity with the Australian Government, while Mrs Oduor and Mrs Mbiru have both attended alumni events hosted by the embassy in recent years.

These events are specifically designed to build alumni relations both for the Australian High Commission and among alumni and new Australia Awards recipients. Mrs Oduor's experience of this has been in attending farewell events for new awards recipients. Her experience demonstrates the range of linkages that alumni bring to the Australian High Commission:

[The High Commission] would ask us, 'Do you want to mix with the new awardees, tell them of your experiences?' So I think I've had two invitations ... cocktail evening kind of things. It was interesting. That's the time you meet people from all walks of life. I remember meeting a [Kenyan] cabinet minister and I even asked him, 'Are you alumni of Australia?' [and he said] 'Yes'.

Dr Omiti spoke of his involvement, as an alumnus, in the selection processes and panels for the Australia Awards Africa. He worked on selection panels with the Australian High Commission and managing contractors in Kenya, South Africa and Ghana:

I interviewed, I participated in the [selection] debate and they gave a number of scholarships [for] students to go to Australian universities for different disciplines. I interviewed students from Rwanda, Ethiopia, Tanzania, Uganda, Kenya to do undergraduate masters and doctorate, as a contribution.

This experience was not only helpful for the Australia Awards selection team, but also kept Dr Omiti connected to the interests and priorities of Australia:

Health was a priority, maternal health, especially for students from Rwanda. Interestingly for Kenya and Ethiopia, scholarships on robotics for undergraduates and masters to do training in robotics in Australian universities.

As a stakeholder in a range of policy-based initiatives in Kenya, Dr Omiti's involvement in this process also benefited Australia diplomatically. He described his view of Australia's contribution, a view shaped by his experiences in recent times and from his own scholarship, and a view that he shares with policymakers and leaders that he meets with through his work:

I think what Australia did was a very good investment. Training, instead of giving a lot of money, which is susceptible to corruption, for example in building roads which are never there, give them to students who want to learn. So it's cheaper, low cost but more ... To me, I looked at it as a more effective way of supporting African development than infrastructure, which has all its issues.

Similarly, the benefit to Australia from these interactions with alumni was noted by Mrs Oduor. During the discussion about her experiences of the Australian High Commission events, Mrs Oduor reflected: 'I think Australia has done quite a lot over the years'.

## 5.3 Factors enabling alumni to develop networks and partnerships

### 5.3.1 Pre-existing institutional partnerships

The Facility's prior research into alumni's reflections on their success after award has highlighted the need for alumni to maintain connections and momentum in research or professional work when they return to their countries (Parker & Taylor, 2017; Edwards & Taylor, 2017). A key and consistent factor that benefitted many of the alumni involved in the Kenya Case Study is the work that ACIAR has undertaken in Africa over the years before and after award.

ACIAR researchers have collaborated with a number of the Case Study alumni. A key example of this has been the work undertaken in collaboration with KALRO<sup>17</sup> and KEFRI over a number of decades. This work has involved research projects as well as dozens of scholarships for study in Australia awarded to researchers from these organisations.

Three alumni interviewed for this Case Study (Dr Njarui, Dr Gichangi and Dr Nguluu) had worked on ACIAR-based projects prior to award and continued on these and

---

<sup>17</sup> This organisation is now known as KALRO, but was known as the Kenya Agricultural Research Institute (KARI) until recently.

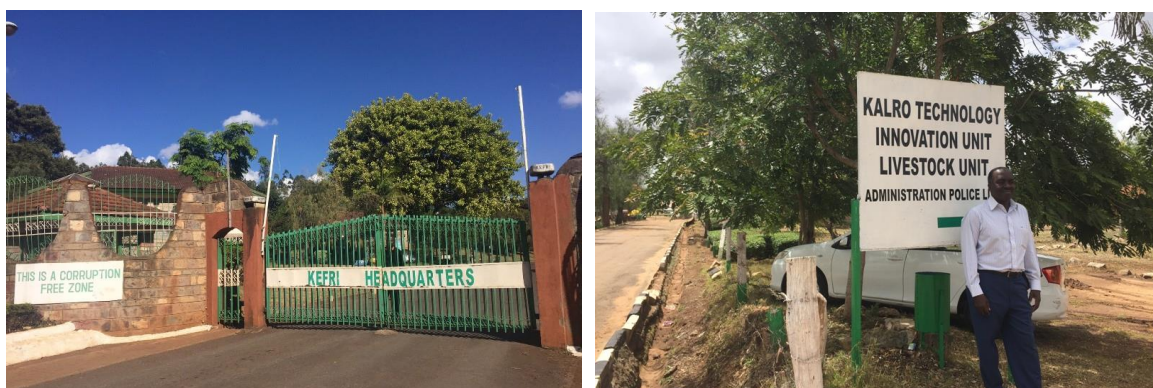
others after award. A further three alumni (Dr Omiti, Mrs Oduor and Mrs Mbiru) were also either directly involved with ACIAR or were indirectly influenced based on research projects undertaken with their organisations.

While the impact of ACIAR is prominent in this Kenya Case Study report, many other evaluations and analyses also confirm the benefits derived from partnerships made by the ACIAR over the years. For example, a paper that examined the outcomes of joint ACIAR-KEFI work in forestry found that:

... the projects are likely to make a positive economic impact ... furthermore, they have generated significant scientific knowledge and gains in human resources capacity building. (G. Lubulwa, Gwaze, Clarke, Milimo, & Mulatya, 1998, p. 19).

In terms of KALRO projects, two 10-year-long studies by ACIAR, KALRO and CSIRO in dryland farming practices were found to have contributed millions of dollars in net benefits through crop and forage production, as well as 'increased the research capacity of Kenyan scientists and institutions' (Gofrey Lubulwa, Wafula, Craswell, Wilett, & Davis, 1995, p. 32).

Alumni Case Study interviews confirm that benefits derived from relationships with ACIAR continue today through the sharing of knowledge by those who were involved in related scholarships and research projects.



**Figure 2** KEFRI Headquarters, Muguga (left), Dr Njarui at KALRO Katumani campus, Machakos (right)

### 5.3.2 Commonalities in agricultural challenges

Kenya and Australia share a number of climate-related challenges because of their geographic proximity to the equator. Particular benefits can be derived for both countries through sharing research and industrial practices in the area of agriculture. Dr Nguluu highlighted the benefits for Kenya and his research: "Australia is the driest continent which has the best economy to deal with climate change and dry land agriculture".

These 'common problems' are clearly an important catalyst in generating meaningful and ongoing relationships between Australian research organisations like ACIAR and CSIRO and Kenya. The sharing of knowledge, and the ability to conduct field research in either Kenya or Australia and then implement the findings in both countries provide

the foundation to develop these networks, and made the transition from scholarship back to work in Kenya more fluid for some of the alumni involved in this Case Study.

## 5.4 Challenges to developing networks and partnerships

It is important to balance the successes with the challenges that alumni have faced in building and maintaining relationships with Australia and Australian organisations. Key issues identified in this Case Study are:

- physical distance between Kenya and Australia
- personal, rather than professional relationships from time in Australia
- the need for more follow-up post award
- political contexts.

### 5.4.1 Physical distance from Australia

Geographically, Kenya is a long way from Australia. A number of alumni mentioned this physical distance (and the cost of travel) as a barrier to collaboration and networking.

For example, Dr Njarui and Dr Nguluu each expressed concerns about cost and distance. Dr Njarui noted 'I don't think I would afford to go to Australia. It's quite expensive', and Dr Nguluu, 'I don't want to say I want to visit there because I know it costs money'.

Dr Omiti highlighted that it is not only the fact that Australia is a long way from Kenya, but that other desirable countries are much closer; the relatively close distance to Europe and the United States plays a part in exacerbating the distance factor for Australia:

Unfortunately for [African] countries, they see Australia as being very far. So in terms of ticket cost, because we don't have a lot of flights, so if a student went, say, for doctorate training in Australia, to be visited is more expensive than Europe or the US.

Many other nations are also interested in Kenya from a development perspective. In many ways, Kenya acts as a hub for the development sector in Africa and this further dilutes the extent to which Australia can carve out specific relationships. For example, Nairobi is the base for UN headquarters for Africa, the UN Environment Programme (UNEP) and the UN Human Settlements Program (UN-HABITAT)<sup>18</sup>. From an Australian perspective, this makes the country quite different from, for example, the Pacific region, where geographical links are more obvious and where Pacific nations have more reliance on Australia as a key development partner.

As a result of these factors, alumni have often found it easier to partner with other countries active in their region, and many of them listed partnerships they have had with nations across Europe and other parts of Africa as key networks they have been able to develop over their careers.

### 5.4.2 Social relationships rather than professional networks

The extent to which alumni were able to consolidate professional networks while on award was also an issue raised during this Case Study. Alumni such as **Dr Grace**

---

<sup>18</sup> See <http://www.un.org/en/sections/where-we-work/africa/>



**Chirchir**, Mrs Mbiru, Dr Gichangi and Dr Njarui noted that they had developed social relationships with other students while in Australia, but that professional networking was not something they successfully accomplished. In the case of Dr Gichangi and Dr Njarui, this was less of an issue given that they were already encompassed in projects through ACIAR, but for the others, this limited the amount of follow-up contact with Australia after their scholarship.

Mrs Mbiru noted the close connections she made 'on the social side ... But that's it'. Similarly, Dr Chirchir found the experience of studying wonderful for developing lifelong friends:

I made them especially in church... That was the real area where we met and were able to gel as friends and visit each other," but not for consolidating professional contacts.

According to Ms Pakoa, Dr Chirchir's example is indicative of the stories she hears from alumni:

So, our awardees, they go to Australia, and their interactions with Australians are generally all social. We have a high proportion of them saying that they make friends in Australia, and they make friends through church.

Ms Pakoa highlighted the difficulties faced by Australia Awards recipients in establishing professional relationships while undertaking scholarships, suggesting that perhaps the expectations on alumni from the professional networking perspective might be a bit too much:

I think it is unrealistic to expect awardees of this program, who are mostly public servants ... about 80 per cent of our awardees ... For there to be an expectation that while they're studying – which is an academic endeavour – to then be out trying to facilitate business linkages or some form of long-term relationship with business.

#### **5.4.3 Lack of follow-up after scholarship**

A further issue raised by Case Study alumni was that after award there was little or no direct follow-up with their universities, or the Australia Awards more generally. Even though a number of the alumni involved in this Case Study did maintain connections through pre-existing projects within their research institutes, there was a sense that more could have been done at the personal level to derive further benefit for Kenya and for Australia.

Dr Njarui, despite some ongoing projects through his work at KALRO, still expressed a desire to have more opportunities to develop links with Australia. In reference to the visit of the Case Study researchers, he noted:

What I have thought is maybe this should have come much earlier than the way it is. [It] should have come much earlier because some things fade in time. I wish there was a way ... stronger links [could be] maintained by Australia and Kenyan people who have studied in Australia and Kenya.

Of the alumni interviewed, Dr Chirchir seemed to have the most regrets in terms of the lack of opportunity to maintain university networks after returning to Kenya. She expressed disappointment at not having being able to publish with her university colleagues, despite some discussions that this might happen.

We didn't follow-up, we didn't keep in touch ... I thought I got some good output from a research paper which I did. But we didn't go ahead to publish. That would have really kept us in touch with peers, maybe, kept us professionally linked.

Mrs Mbiru's experience was similar in terms of ongoing contact:

I think we [my supervisor and I] only communicated once or twice to tell me, 'yes, you have passed, done well, congratulations' ... I even graduated in absentia because I couldn't go back. That's it.

As such, Dr Chirchir suggested:

... there should be some system of keeping in touch, apart from the newsletter, and engaging us in some way, through even our various experiences, how we can help build up the vision of the Australian Government in reaching out worldwide in influence and development?

Dr Gichangi provided a 'best practice' example of follow-up in his field of research, suggesting similar models could be used in the future to maintain relationships, especially between researchers:

In South Africa, KwaZulu-Natal University, once [a student] finishes their course at PhD level, they were followed with collaborative research projects with the university. So what they learn, then they develop a proposal, then it becomes a collaborative research between the University of KwaZulu-Natal and the Kenya Agricultural Research Organisation. We have quite a number of maize breeders who once they finish their degree they get funding through their universities.

On this issue, there have been a number of recent policy changes that focus on improving engagement across the international network of Australian alumni. For example, the Australia Global Alumni network launched in 2016 offers a hub and process for linking alumni. Locally, the Australian High Commission in Nairobi is building and strengthening this aspect of the Australia Awards, as highlighted by Ms Rich from the Australian High Commission:

I think you can see achievements ... that we're getting good quality candidates, that they're finishing their masters, that we're keeping the linkages, they have good relationships with Australia. When we start talking about alumni and they're impacting economic diplomacy again ... it's a little bit harder to measure ... but you can draw inferences and look at indicators that give you an idea that it's on track.

#### **5.4.4 Regaining momentum**

The networks and collaborations discussed in this chapter have been supportive of Australia's public and economic diplomacy. However, a key challenge for Case Study alumni was ensuring these collaborations were maintained or rejuvenated. There was a sense that the wonderful partnerships formed at the time of award are beginning to fade, and a number of alumni expressed the need and desire for a return to the kinds of collaborations that kick-started their careers in the mid-1990s. Dr Nguluu offered some insight into alumni's continuing appetites for regaining the momentum created by previous relationships.

The only thing is that I thought the Australian Government can examine ways or explore ways of us to get in touch ... We don't want this contact and collaboration to be cut off. We need to continue it ... let's continue the cooperation. In fact, things like if we can

have some exchange program now that I'm in the university. We can have some exchange program. Students can come to Australia for a few months or a few weeks.



## 6. Views about Australia and Australian expertise

### Summary findings

- The Australia Awards have achieved their long-term outcome for these Kenyan alumni, who viewed Australia, Australians and Australian expertise positively.
- The majority of alumni had pre-existing positive views of Australia because of its agricultural reputation. However, this view was strengthened due to the alumni's academic experience on award and the high calibre of Australian academics and research institutes that they encountered. In addition, their broader positive experience of Australian people, culture, healthcare and government institutions.
- Positive views of Australia have filtered through to colleagues, supervisors and the Kenyan community. Stakeholders noted that Kenyan students now look to study at Australian institutions because of their standards in education.

### 6.1 Background

How alumni view Australia, Australians and Australian expertise has been identified as an area of change sought through Australia Awards (DFAT, 2016). The theory of change that underpins the current iteration of the Australia Awards is that undertaking an Australian scholarship will result in outputs that include good quality education and training, along with alumni and their families having a positive experience of life in Australia. It is assumed that these factors will translate to the long-term outcome of alumni viewing Australia, Australians and Australian expertise positively. This outcome, in tandem with those on skills, networks, cooperation and partnerships, will contribute to the goal of the Australia Awards that partner countries progress their development goals and have positive relationships with Australia that advance mutual interests (DFAT, 2016).

By focusing on a cohort of alumni who graduated over 20 years ago, the Case Study interviews provided an opportunity to test whether the longer-term outcomes of the Australia Awards have been achieved in Kenya. Direct questions were avoided to guard against acquiescence response bias. Instead, the interview instrument included questions such as 'Can you tell me about your time in Australia and experience as a scholarships recipient? And '[During your career], Have you ever drawn upon Australian expertise in your work?' These questions were determined as a more appropriate way to obtain a balance of views. The latter question was designed on the basis that use of Australian expertise in a professional sense is a good indicator of one's views about the quality and relevance of that expertise.

## 6.2 Reputation

Australia is internationally recognised as a country with wide-ranging expertise in food and agricultural systems (Bryant, 2015; FAO, 2015), all Case Study participants said that this reputation contributed to their positive view of Australia. Mr Peter Musembi, encapsulated the views of participants most fully when he stated:

Australia actually is known for those areas ... agriculture, more specifically the area of livestock and crops ... So we have a reference about Australia. You have a niche.

Interestingly, the majority of alumni had pre-existing positive views of Australia based on Australia's agricultural reputation. This contradicted previous research involving Kenyan alumni, which found that cohorts of alumni applied to study in Australia knowing little about Australia's reputation (Abimbola et al., 2016)<sup>19</sup>. In contrast, Case Study alumni knew specifically about Australia's reputation in 'soils' (**Dr Simon Nguluu**), 'non-wood forest products' (**Mrs Sheila Shefo Mbiru**) and 'forage research' (**Dr Donald Njarui**). However, consistent with findings from Abimbola et al. (2016), alumni had heard about Australia's reputation through working with Australians or they knew someone with knowledge of Australia's expertise. It was quite remarkable that so many alumni knew of Australia's reputation in agriculture in the 1980s, as **Dr John Omiti** remarked:

There was no Googling then. But I was told, 'If you want to work with the best professors in agricultural economics, they're either in Australia or in the US'.

For a number of alumni, Australia's strength in agriculture was confirmed on award and has endured to the present day. Both Dr Nguluu and **Dr Grace Chirchir** remarked on how they still followed developments in Australia. Dr Nguluu's interest is in the new discoveries of the University of Queensland, whereas Dr Chirchir stated, 'I still advise the Kenyan policymakers on how agriculture is handled in Australia'.

Australia's reputation in agriculture has filtered to the colleagues and supervisors of alumni. Colleagues from the Kenya Institute for Public Policy Research & Analysis (KIPPRA), South Eastern Kenya University and KEFRI each noted that alumni from Australia were respected, recognised and appreciated. Dr Joseph Githiomi, Deputy Director (Forest Products Development) at KEFRI reflected on how knowledge of Australia's reputation in the field of agriculture had now been passed to current generations:

... some students here are now looking for universities in Australia ... They never used to know much about that. But now there is awareness ... even the communities ... they also want to move there for education, the standards.

## 6.3 Academic experience

Alumni's academic experiences were a major factor in them forming their positive views towards Australia, Australians and Australian expertise. They remarked on the style of learning, the quality of the course content, the cross-cutting skills they gained and the calibre of the lecturers and researchers they encountered in Australia. Mrs Mbiru

---

<sup>19</sup> The difference in findings could be due to the fact that the sample for Abimbola et al's study covered alumni who had studied a number of disciplines.

echoed a common sentiment that was articulated by other alumni, 'I went there to get my master's degree but I got so much more. I was transformed'.

Consistent with the findings from the Sri Lanka Case Study (Edwards & Taylor, 2017), alumni commented on the different way in which education was delivered in Australia compared with their experiences in Kenya. Both Mrs Mbiru and Mrs Odour remarked how their academic experiences in Australia enabled them to understand subjects that had previously been taught to them in Kenya. Mrs Mbiru noted, 'I just did not get it. I didn't understand. But I came to Melbourne I did biostatistics. I was like: is this really the same subject? Similarly, alumni reflected that the style of teaching enabled them to conceptualise the area of agriculture in a more nuanced way. **Dr Elias Maina Gichangi** noted that the 'training in Australia offered an opportunity to think about agriculture in a very different way. Australia is large scale, massive'. Dr Njarui built on this theme and commented on how studying in Australia gave alumni an advantage over colleagues who studied in Kenya with the following reflection:

The exposure there [in Australia] is different ... far better than the people who were left here [in Kenya] ... I never thought about that. But I see it's much better, much better in terms of career and thinking and even the way you conceptualise things is much better.

Dr Kigomo, corroborated this sentiment when he reflected on the difference between Australian-trained employees:

... there is no doubt about it. The training is rigorous and it has a lasting impact. ... we have benefited in this Institute for quite some time. ... [They] are high flyers, as opposed to others ... they are either regional directors or they are deputy directors, thematic leaders.

The high calibre of Australian academics and research institutes that alumni encountered emerged as a sub-theme of alumni academic experience. Twenty years after graduation, the majority of alumni named specific academics from the fields of forage and livestock systems, wood protection, agricultural food and agronomics who they considered leaders in their areas of study and who they had been able to work alongside. This contributed to their positive views of Australia. Dr Githiomi, who is an employer who has supervised a number of Australian alumni, corroborated this sentiment noting how it had led 'towards a positive change towards Australia, I would say.' Ms Fiona Pakoa, echoed this viewpoint:

The manner in which Australian academics and Australian professionals put together the opportunities, the levels of satisfaction from our awardees is phenomenal<sup>20</sup>, and it just comes down to basically the passion and commitment of the Australians that they interact with around what they're trying to do and achieve.

Dr Omiti most clearly captured the views of alumni, employers and stakeholders when he remarked that that he was inspired to apply to study in Australia because he got to work with the 'founding fathers' of agricultural economics, stating 'these are the books I was reading, now I get the chance to train with them'.

---

<sup>20</sup> In 2016, ongoing Kenyan Australia Award holders had an overall satisfaction rate of 100% and new arrivals had a satisfaction rate of 89% (ORIMA Research, 2016).

## 6.4 Broader experience

Alumni's broader experience of Australian people, culture, healthcare and government institutions contributed to their positive views of the country. Consistent with the findings from the Fiji and Sri Lanka Case Studies (Edwards & Taylor, 2017; Parker & Taylor, 2017), alumni spoke about their experience of 'life' in Australia during their award in a very positive light. Dr Chirchir, Dr Nguluu and Mrs Mbiru all commented on their experience with Australians outside of the institution. The alumni remarked 'they were excited to see us' (Dr Njarui), 'a very warm country in terms of climate and people' (Dr Chirchir) and 'Australians are good fellows, good people' (Dr Nguluu).

Mrs Mbiru was especially effusive about her broader experience of Australia. She had a hearing disability and was able to have an ear operation, which was paid for by the Australian Government:

I have travelled the world ... I think Australia is one of the better destinations I've visited and I really enjoyed my time there ... I have three children ... I want them to experience Australia in the way that I did.

## 7. Impact of Australia Awards in addressing equity issues

### Summary findings

All alumni included in this Kenya Case Study benefited greatly from their scholarships and the associated impact on their careers. These alumni were awarded scholarships at a time of substantial Australian Government investment in scholarships in Africa and they have seen the benefits for a number of their peers.

#### For **gender equality**:

- while access to the scholarships was equal for men and women, there were few females in agriculture or science at the time
- women were far more likely than men to mention issues balancing family and career responsibilities in their decision to accept a scholarship, during their time on award, and on return to Kenya in pursuing their career.

#### For **disability inclusiveness**:

- there was a positive endorsement of the Australia Awards' efforts to promote disability inclusion, but also a caveat that finding eligible applicants was a challenge
- one alumna's, hearing impairment was not a barrier to them achieving substantial outcomes and they now work to make an impact on disability inclusiveness in Kenya.

### 7.1 Background

The final research question, Question 4 'Are the benefits of receiving a scholarship experienced equally by all groups who have received them?' seeks to understand the impact of the Australia Awards on Australia's investment priorities, particularly in the areas of gender equality and disability inclusiveness. These are both key 'cross-cutting' issues highlighted in the Global Strategy. Women's empowerment and gender equality is also a priority area identified by the Australia aid program for Sub-Saharan Africa.<sup>21</sup>

Ms Fiona Pakoa, gave important context to the Australia Awards' current approach, which is to embed consciousness of the issues relating to disadvantage (especially gender and disability inclusion) among all Australia Awards recipients, regardless of their own characteristics:

Everybody that is touched by our program, from the minute they come for interview, all the way through, gender equality and social inclusion (GESI) is a significant element of everything that we spend time talking about.

---

<sup>21</sup> <http://dfat.gov.au/geo/africa-middle-east/development-assistance-in-sub-saharan-africa/Pages/development-assistance-in-sub-saharan-africa.aspx>

This chapter explores the issues of empowerment and inclusion. While notable insights were gained, the study was limited in fully understanding the impact of the Australia Awards in addressing disadvantage because of the contextual complexities in the area of gender equality and disability inclusiveness.

## 7.2 Impact on individual alumni

The cohort involved in the Kenya Case Study believed that they were a fortunate group because their career timing coincided with an increase in Australia's investment in scholarships for Africa. Many alumni felt that they were specific beneficiaries of this approach. The discussions in earlier chapters about the benefits of scholarships for institutions such as KALRO and KEFRI during this time also emphasise that this had a great impact across Kenyan agricultural research as well.

**Mrs Nellie Caroline Oduor** provided this context succinctly:

[It] was fortunate for us that we got selected. In fact, in '91 they took a record 32 Kenyans to Australia. Various degree courses: medical, forestry, natural resources, agriculture. They're spread all over ... I remember having a briefing at the High Commissioner's office, because they all meet the recipients, all 32, and they were saying, 'Gosh, that's a huge number'. So it was fortunate for us that we were able to be taken. And I think they had tried to get a balance of gender as well, so we were fortunate also to get there.

Another alumnus, **Dr Simon Nguluu**, stated that the Australian scholarships also offered equitable opportunities to people beyond those with influence in Kenyan society – something he is grateful for and an issue the Australia Awards continues to promote. He emphasised that this was an important differentiating feature of Australia's contribution:

I would say, of course, one of the policies of the Australian Government is not discrimination: equal opportunity. And that's why we got it [the scholarships]. Because in other countries or even in Kenya you may find you may not get if you are not an influential person. But the Australia government – it's equal opportunity ... and that's a good policy.

## 7.3 Impact on gender equality and empowerment of women

### 7.3.1 Context

Case Study participants noted that, historically, Kenya has been a patriarchal society and that there have been substantial barriers for women in gaining recognition and equity of access to education, employment and politics. Many inequities have been ingrained for generations. For example, Mrs Oduor noted 'even when my mother was working they were saying they had different pay for women and men'.

There was general agreement among alumni that 'things are changing'. **Mrs Sheila Shefo Mbiru** suggested that this was happening 'because of the way the world is evolving ... there's been a lot of women's empowerment'. Structural change in Kenya is evident; at the time of the Case Study interviews, a bill was being put forward to mandate gender quotas for members of parliament (MP). The bill requires at least one-third of MPs are women and that no more than two-thirds of MPs of any one gender are

in parliament. Most alumni gave this example as an indication of movement towards greater equality and representation for women.

Alumni also mentioned Kenya's shift in policy in recent decades to place a far greater focus on the 'girl child' in educational contexts, which is likely to have a flow-on effect to the achievement and outcomes of young women in the future. **Dr Elias Maina Gichangi** mentioned this in particular:

I think in the last 20 years there's been a lot of emphasis on the girl child ... So I think the women in Kenya, other than in getting into politics, in the other fields I think that we have more or less equal opportunities.

To give perspective on this general context, Mrs Oduor noted that while things were getting 'more equal' with each generation, change was slow. That while leadership positions are attainable for women, the pathways are not the same as for men, 'the bottom line is: the woman still works harder'.

### 7.3.2 Examples of impact

The positive and negative impacts of the Australia Awards on gender equality observed in this Kenya Case Study are summarised in this section.

The application process for Australia Awards is important. Today, there is a particular focus on gender quotas and identifying issues that unfairly impact the application process. These issues were considered two decades ago, but the parameters were not as stringently applied when the Case Study alumni applied for their scholarships. Education and employment opportunities for women were not as widely available either and, back then, this affected the ability of the predecessor Australia scholarships programs to have an impact on gender equality. For example, **Dr Donald Njarui** noted: 'We didn't have any females who went [on scholarship from our organisation]. Unfortunately there are not very many females involved in science in Kenya'. Ms Pakoa echoed this sentiment and highlighted that it is a persistent issue encountered over many decades, 'to get women to actually apply for our awards, we struggle'.

**Dr Grace Chirchir** was one alumna who worked in the field of science at the time of her application. She felt the scholarship opportunity genuinely provided a chance to propel her career:

I was motivated to apply because I wanted to increase my knowledge in agriculture and it was an available opportunity to do my Masters in a foreign country. It's new experiences and its new people, and that was my motivation. Of course, it was also going to be a career progression for me as a woman.

While Dr Chirchir believed the scholarship opportunity helped with her career progression, when she was on award in Australia she was torn between having to choose to focus on her career or on her children, 'at the time I was actually raising my children, so it was not easy because I had children and they were young'. Dr Chirchir travelled to Australia to study, while her children remained with her extended family. 'I had to make that painful decision to leave them behind, and it was not easy.' As a result of her familial responsibilities, Dr Chirchir extended the length of time she took on her scholarship so that she could have a year back with her family in between years studying:



I came back home in 1993 to have at least a break and to see my children. And I had to defer the scholarship that time, you see, and I had to go back and finish in '94, so it was not easy.

Although some of the male alums in this Case Study mentioned the impact of the scholarships on their families, none emphasised making as large a sacrifice as Dr Chirchir's.

In terms of the impact of the scholarship on career outcomes for women, there were a number of examples that suggested that Case Study alumnae experienced ongoing barriers to achieving their full potential. Specifically, Mrs Mbiru was asked by her supervisor to extend her studies in Australia and undertake her doctorate, but declined because she was engaged and her fiancé felt the need:

to come back, get married and move on with my life ... And somehow because of the family, I wasn't able to probably continue and do a PhD or go out into the field as much as I would have wanted to because of my family responsibilities.

Mrs Mbiru revealed that this issue was typical for a number of women she knew through her scholarship. When asked to reflect further on the outcomes of the men and the women from the large Kenyan scholarship cohort, she noted that of the group she was familiar with, most of the men now had doctorates, 'not all of them, but most of them,' while the women in the cohort were far less likely to have progressed to this level.

The three alumnae involved in this Case Study have experienced notable successes in their careers, despite these issues raised here and in the context section above. Dr Chirchir suggested that opportunities in Kenya were definitely available for women: 'as for opportunities, there is no problem'. However, as Mrs Oduor highlighted earlier, a key reason for this is because they have worked harder than others for these achievements. Dr Chirchir acknowledged that even though these opportunities were there, 'as a woman, you have to balance the family and the career, so that is a very tricky balance'.

Mrs Oduor also spoke about using these opportunities as a way of providing a message to younger women that success is possible:

But then again you think, especially in a research institution, we had so few ladies. So people are thinking, 'You need to do this.' I'm the deputy right now here. Right now I'm running the whole centre. So it's an opportunity to do that.

And while this is an empowering idea, it should also be noted that this 'obligation' was not something that the men in this cohort identified. This quote was counterbalanced by Mrs Oduor stating that 'you've got to try and find a balance and understanding: if you're married [you need] an understanding spouse'.

For future generations, alumna like Mrs Oduor are making a substantial effort to ensure barriers continue to be reduced, especially for women in science. Her close involvement in a number of organisations such as the Organisation of Women in Science and Development and the Kenya Professional Association of Women in Agriculture and Environment (KEPWAE) are testament to the impact that these alumnae will have on future generations of women in Kenya.



## 7.4 Impact on disability inclusiveness

### 7.4.1 Context

Disability inclusiveness is an issue Case Study participants noted was an important area for Kenya. Some advances have been made, but overall the perception is that there is a long way to go. Many participants highlighted that recognition was increasing at the government level, evidenced by tax concessions for people with disability. Mrs Mbiru said:

the money that you save you can help get your assistive device, whether it's a wheelchair, whether it's crutches, whether you're blind and you need Braille or you need hearing aid.

In addition, Dr Chirchir mentioned that there was affirmative action in the hiring policies of government agencies to work towards 30 per cent of the workforce being comprised of groups identified as disadvantaged, including 'women, youth and those with disabilities'.

The overall emphasis of these policies was neatly articulated by Mrs Oduor, who noted:

Right now I think the government is trying to tell people, 'Please, don't hide your children. There are systems there. There are education systems that can cater for such disabilities'.

### 7.4.2 Examples of impact

As noted in Chapter 6, Mrs Mbiru has a hearing impairment. During the interview, she shared her experiences and views in relation to access, equity and opportunity as she had experienced them on award and after award. Some of her observations helped to highlight the potential impact scholarships can have on alumni with disability.

When Mrs Mbiru applied for a scholarship to study in Australia, none of the forms asked applicants to identify whether they had disability. 'I don't even think it featured anywhere in the application', and as such, she did not experience any affirmative action in terms of being awarded a scholarship to study at the University of Melbourne. Mrs Mbiru recognised how important the changes in this process are now, '... although now I think when you apply online they ask about it. I think that's good. I noticed that, so I must say thanks'.

Mrs Mbiru noted that while she was on award in Australia, her academic supervisor and the Australian Government recognised and supported her hearing impairment. As noted earlier, Mrs Mbiru had an operation on one of her ears while in Australia. This came about through a conversation with her supervisor about improving her engagement and ability to learn while in Australia:

I found that my hearing was interfering with my learning. I shared it with my supervisor, who then said, 'Maybe you should go and see an ENT (ear, nose and throat) doctor'.

On her return to Kenya, Mrs Mbiru noted that her disability has not been a barrier to career progression or her outcomes. However, she recognised that this was heavily based on her ability to afford healthcare:

I feel the government needs to do a lot more to assist persons with disability to improve their quality of life, to be able to just fit in. I am lucky. I am lucky because I can afford a hearing aid. They're very expensive. I can afford hearing aid batteries, very expensive. I

can visit my audiologist when I need to and then as I was growing up I had my hearing challenged but I went to normal schools where I learnt to speech read and so I'm able to fit in. But I look out and see other people who cannot.

The perspective Mrs Mbiru has on this issue is broad. In order to redress some of this balance and to make an impact herself, she has taken up a number of positions to advance recognition of people with disability. These include being chairperson for the African Institute for Deaf Studies and Research. The institute works on advocacy to change perceptions of hearing impairments, to change curricula in schools and to help make changes to Kenyan sign language, which in its present form does not help assimilate young people with hearing impairments into mainstream education.

The Australia Awards has the enthusiasm, encouragement and will to make a large impact but there are significant challenges that affect its ability to make a difference, as highlighted by Ms Pakoa:

There is a collision between our target population, which is mid-level professionals in the public sector, and we don't have people with disability in the target population. It's incredibly difficult then for us. Plus also extractives and agriculture are such field-based professions. So our two out of three big sector areas, and our key organisational type, certainly in Africa, we don't have people with disability, necessarily, with the fundamental eligibility criteria to actually be able to apply for the award. So that's our single biggest constraint: despite the positive policy environment that we work within, the population just does not exist.

This does not mean that the Australia Awards will give up on addressing disability inclusion. Instead, the issue is turned from a problem for people with disability, to an issue at the forefront of everyone's mind, as Ms Pakoa said:

From our perspective, we work very hard to constantly promote GESI as more than just: we need to get people [for] an aspirational target. We want to make sure that everybody that gets an award from Australia Awards Africa understands their responsibilities to gender equality and social inclusion ... So, that's just a fundamental principle of what we do.

## 8. Conclusion

This Case Study has identified evidence of Australia's contributions to Kenya's development outcomes via Australia Awards alumni. This has been achieved in the areas of economic development, food security and environmental management. Overall, findings from the Kenya Case Study suggest that **Australia Awards Outcome 1 – that alumni are using their skills, knowledge and networks to contribute to sustainable development – is being achieved**. In the area of the agricultural industry, alumni in this Case Study have contributed significantly to the development of agricultural policy and the improvement of export and trade practices. Alumni interviewed have also contributed in the areas of agricultural export and trade, where a number have advanced practices in their specific areas of expertise to improve Kenya's ability to compete in the global marketplace. Within the area of food security, the alumni involved in this Case Study have supported the improvement of Kenya's resilience through improved agricultural practices. In the area of environmental management, alumni have provided leadership in forest conservation research which is contributing to the achievement of Kenya's Vision 2030 plan. Furthermore, in the area of climate change, contributions identified in this Case Study include introduction of the use of drip irrigation and water harvesting techniques, and advancement in practices in climate changes response action and mitigation within the public sector.

The **key factor enabling these contributions were that alumni returned to Kenya with in-demand skills and knowledge and could apply this in their workplace**. In addition, **access to funding for projects enabled alumni to continue their work**. The examples in this Case Study demonstrate the value of ensuring scholarships are well targeted to fields of study that complement partner-country development priorities.

However, the Case Study also highlights the benefit of providing ongoing funding and resources for alumni to fully utilise their skills and knowledge. Barriers inhibiting contributions by alumni included insufficient equipment to support research and a problems in sustaining impact when funding and partnerships ended. In addition, a lack of reintegration planning undermined alumni ability to contribute in the workplace.

**Australia Awards are contributing to economic and public diplomacy outcomes but geographical distance has hindered the sustainability of these gains**. The alumni in this Case Study provide a range of examples of long-term relationships formed through research collaboration, ongoing professional links developed on award, and ongoing engagement with the Australian High Commission which strengthened networks. The identified enabling factors which supported alumni to maintain or broaden their links are the strong pre-existing collaborative relationship with ACIAR and shared agricultural challenges with Australia. However, alumni indicated that the large physical distance between Kenya and Australia, the lack of widespread opportunities to develop professional networks on award, and a lack of continued engagement from

institutions or government post-award had been an ongoing barrier in developing and maintaining professional networks with Australia. Addressing these factors can ensure Australia Awards Outcomes 2 and 3 relating to cooperation and partnerships between Australia and partner countries are met.

The Case Study revealed that **Australia Awards have had a strong positive impact on alumni's views about Australia and Australian expertise.** This indicates achievements of Outcome 4. Most alumni in this Case Study held positive views of Australia's agricultural expertise prior to gaining their award. This view was strengthened through alumni's academic experiences on award, and as a result, alumni have shared their perspectives with their professional and personal networks.

As priority investment areas, the impact on gender equality and female empowerment, and disability inclusiveness was explored in this Case Study. The Case Study provides evidence that Australia Awards have had an impact on addressing disadvantage. Alumni and stakeholders highlighted the efforts being made to make awards more accessible to under-represented groups. However, it was highlighted that there were particular challenges with achieving gender balance in the awards due to the relatively small numbers of women in agriculture and science.

In terms of the challenges faced by alumni themselves, females were more likely than their male counterparts to discuss challenges experienced in balancing career and family responsibilities on and post award. One alumni interviewed, who had a hearing impairment was grateful for the support she received and did not indicate that disability had been a barrier to her outcomes as an individual. However, she highlighted ongoing challenges for improving disability inclusiveness in society more broadly. Promoting applications and success for eligible applicants with disability also remains a challenge for the Australia Awards Africa.

This Case Study has generated evidence that **Australia Awards are having a sustainable positive impact on Kenya by focussing on a key area of development policy – agriculture.** By focusing on alumni who completed their scholarship at least 20 years ago, the findings from this Case Study are particularly useful in examining the long-term outcomes of Australia's investment in scholarships for Kenya.

## 9. Alumni profiles

### Dr Grace Chirchir

*The one [achievement] I'm most proud of is when I started the plant breeders' rights system in Kenya because that was something novel and it had a big impact for modern research. Other than that, I have also written various policies and strategies based on my knowledge in tropical crops. I've written some on horticulture and also on the cereals. So that has actually guided how agriculture is performed in this country, so I think it's a direct impact.*



<b>Scholarship</b>	Australian International Development Assistance Bureau (AIDAB) Scholarship
<b>Years</b>	1992–1994
<b>Degree</b>	Master of Science
<b>University</b>	University of Queensland
<b>Field</b>	Agriculture, Environmental and Related Studies
<b>Current position</b>	Senior Assistant Director of Agriculture
<b>Brief biography</b>	<p>Dr Chirchir is a Senior Assistant Director of Agriculture at the Ministry of Agriculture, Livestock and Fisheries. She is responsible for horticultural crop development in Kenya. Prior to this role, Dr Chirchir was head of the Food Crops Sub-Division and the Root and Tuber Crops Branch.</p> <p>Dr Chirchir grew up in Kapsabet, Nandi Country in Kenya. She completed a Bachelor of Science in Agriculture, Crop and Animal Production at the University of Nairobi in Kenya. On completion of her Master of Science, Dr Chirchir returned to her role at the Ministry of Agriculture, Livestock and Fisheries. Eighteen years later, she completed a doctorate in seed science at Kenyatta University.</p> <p>Dr Chirchir has had a big impact on the agricultural sector in Kenya. She has developed a number of policies, trained hundreds of farmers and established intellectual property rights in the agricultural sector.</p>

Location at time of field research: Nairobi, Kenya  
Date of interview: 28 March 2017

## Dr Elias Maina Gichangi

---

*We got a very good foundation [in Australia] ... We are better writers, not the best, but compared to other people, because we review most of the publications that are developed for KALRO [Kenyan Agricultural and Livestock Research Organisation]. We also review for external organisations – for other journals outside Kenya. We're hired as external examiners in most universities in Kenya. We are able to do this based on the foundation we got, and having worked with our colleagues from Australia.*

---



<b>Scholarship</b>	Australian International Development Assistance Bureau (AIDAB) Scholarship
<b>Years</b>	1990–1992
<b>Degree</b>	Bachelor of Applied Science
<b>University</b>	University of Queensland
<b>Field</b>	Land Resource Management
<b>Current position</b>	Senior Research Scientist
<b>Brief biography</b>	<p>Dr Gichangi is a Senior Research Scientist at the Kenyan Agricultural and Livestock Research Organisation (KALRO), where he has worked for 30 years.</p> <p>Dr Gichangi was born in Nanyuki in the Laikipia Country but later moved to Kitale in Trans-Nzoia County. He received his education in this counties; both of which are classified as disadvantaged.</p> <p>He undertook a Diploma in Agricultural Engineering (Soil and Water Engineering), graduated with a distinction and was employed by KALRO. During his time there, Dr Gichangi worked with the Australian Centre for International Agricultural Research (ACIAR) on one of their projects. It was through this encounter that he applied for and received an AIDAB scholarship to go and study for a bachelor degree at the University of Queensland.</p> <p>After award, Dr Gichangi returned to KALRO where he was promoted to assistant research officer. In 2001, he enrolled in a master's degree at the University of Nairobi and graduated in May 2004. Upon his return to employment at KALRO, he was promoted to research officer. In July 2004, he enrolled for a doctorate in Soil Science at the University of Fort Hare, South Africa, and graduated in May 2008. Dr Gichangi has published widely in the area of land resource management.</p>

Location at time of field research: Machakos County, Kenya  
Date of interview: 29 March 2017

## Mrs Sheila Shefo Mbiru

*I once saw a man who bought a lot of gum [resin from a tree] ... which on the market would cost \$100. These two women who had actually spent a lot of time in very difficult conditions to collect that gum, he didn't even give them money. He gave them a small box of biscuits and oil. ... That was my motivation because I wanted the benefits to accrue to these women. ... We had an opportunity to build capacity for these women ... then we help them to add value to these products ... They did not realise their power, the value, and the power they had. I didn't want anyone to take advantage of them ... we gave them an opportunity to display their product, to investors ... then they can trade directly with them ... just empowering those women, has really given me a lot of joy.*



<b>Scholarship</b>	Australian International Development Assistance Bureau (AIDAB) Scholarship
<b>Years</b>	1993–1995
<b>Degree</b>	Master of Science
<b>University</b>	University of Melbourne
<b>Field</b>	Wood Science
<b>Current position</b>	Knowledge Management and Capacity Development Officer
<b>Brief biography</b>	<p>Mrs Mbiru is a Knowledge Management and Capacity Development Officer at the Low Emission Climate Resilience Development (LECRD) Project, where she has worked since July 2015. Prior to that, Mrs Mbiru worked for the Kenya Forestry Research Institute (KEFRI) for 25 years in Forest Products Research and Development.</p> <p>Mrs Mbiru was born in Nairobi and is the eldest of four siblings. After high school, she went to Moi University in Kenya to do a Bachelor of Science in Wood Science and Technology where she graduated top of her class.</p> <p>After graduation, Mrs Mbiru was selected to work at KEFRI where she joined the Forest Products Research Centre. After completing her scholarship (Master of Science), Mrs Mbiru returned to employment at KEFRI and continued her work in the area of non-wood forest products, gums and resins. Mrs Mbiru has also completed a Diploma in Designing Sustainable Forest Landscapes from the University of Helsinki, Finland and a Bachelor of Philosophy in Information and Knowledge Management from the University of Stellenbosch in South Africa.</p>

Location at time of field research: Nairobi, Kenya  
Date of interview: 1 April 2017



## Dr Simon Nguluu

---

*One of the things I want to do before I retire is to apply some of the knowledge that I've acquired. That is what I'm dying for. That's what I want to do. I want people to be able to utilise that knowledge, because I have it in my head. I went through Australia, through many places, I did all this research. What is it for if people can't use it? So I need to apply it.*

---



<b>Scholarship</b>	Australian International Development Assistance Bureau (AIDAB) Scholarship
<b>Years</b>	1988–1993
<b>Degree</b>	Master of Science and Doctorate
<b>University</b>	University of Queensland
<b>Field</b>	Soil Science
<b>Current position</b>	Senior Lecturer and Chairman, Department of Dryland Agriculture
<b>Brief biography</b>	<p>Dr Nguluu is an agronomist who specialises in soil science, seed production, and arid and semi-arid land (ASAL) agricultural practices. Dr Nguluu has worked with the Ministry of Agriculture and the Kenya Agricultural Research Institute (KARI) as an Agricultural Extension Officer, a Research Officer, Principal Research Officer, and Principal Investigator. In December 2003, he was appointed by the Kenya government through the Ministry of Agriculture to be the Agricultural Operations Manager at the Kenya Seed Company, a position he held until 2007. He is now a senior lecturer and chairman of the Department of Dry Land Agriculture at South Eastern Kenya University (SEKU).</p> <p>Dr Nguluu grew up in Machakos in Eastern Kenya. He completed a diploma at Egerton in Kenya (now Egerton University) and then obtained a Bachelor of Science in Agriculture from West Virginia University in America.</p> <p>Upon the completion of his Australian scholarship (master's degree and doctorate), Dr Nguluu returned to Kenya. He has managed a number of projects funded by the European Union, World Bank, USAID, ACIAR and various government-funded projects in soil science, agronomy and food security.</p>

Location at time of field research: Kitui, Kenya  
Date of interview: 27 March 2017

## Dr Donald Njarui

*But now my greatest achievement is what I'm currently doing on Brachiaria grass. We began the project fieldwork in 2014 and within a relatively short period, now we have over 6,000 farmers growing Brachiaria, and the number is expanding and the demand for the seed is very, very high. I've also been able to mentor students at doctoral level and master's level. That's a good thing as well. But the fact that you can see the technology; if you see Brachiaria grass, the technology is being applied to increase productivity and improve their livelihood, I think that is the most important thing. I can tell you we are forecasting in the next five years over half a million farmers who will grow Brachiaria.*



<b>Scholarship</b>	Australian International Development Assistance Bureau (AIDAB) Scholarship
<b>Years</b>	1989–1993
<b>Degree</b>	Bachelor of Applied Science and Master of Science
<b>University</b>	University of Queensland
<b>Field</b>	Agriculture, Environmental and Related Studies
<b>Current position</b>	Senior Principal Research Officer
<b>Brief biography</b>	<p>Dr Donald Njarui is a Senior Principal Research Officer at Kenya Agriculture and Livestock Research Organization (KALRO). He heads Animal Production and Feed Resources research. His main roles include providing guidance to program scientists in conducting research in animal production and feed resources. Dr Njarui areas of expertise include tropical forages research and their roles in farming systems in the semi-arid regions.</p> <p>Dr Njarui was born in Embu, a county located approximately 120 kilometres north-east of Nairobi. Dr Njarui completed a Diploma in Agriculture at Egerton College (now Egerton University). After graduating, he worked for the National Dryland and Farming Research Centre under the Ministry of Agriculture and Livestock, and then at KALRO.</p> <p>Upon the completion of his Australian scholarship (Bachelor of Applied Science and Master of Science), Dr Nguluu returned to KALRO, where he continued his research after securing funding from the Association for Strengthening Agricultural Research in East and Central Africa (ASARECA) and the Rockefeller Foundation. In 2002, Dr Nguluu enrolled in a Doctorate program at Egerton College in the areas of Animal production, he graduated in 2007.</p>

Location at time of field research: Machakos, Kenya  
Date of interview: 29 March 2017

## Mrs Nellie Caroline Mugure Oduor

---

*I think the highlight also has been the Kenya Professional Association of Women in Agriculture and Environment (KEPAWAE) ... it opened my eyes to, wow, what women can achieve and what impact we can have ... At the association, I rose through the ranks from assistant treasurer to treasurer to finally being the chair for two terms, which I found quite interesting ... it came at a time when I was at helm of it, the association was celebrating 10 years of existence, and we invited our patron, who was the Minister of Agriculture. We had a whole big celebration with a dinner and also launched an endowment fund with a foundation.*

---



<b>Scholarship</b>	Equity and Merit Scholarship
<b>Years</b>	1992–1994
<b>Degree</b>	Master of Science
<b>University</b>	University of Melbourne
<b>Field</b>	Wood Science
<b>Current position</b>	Deputy National Program Director

**Brief biography** Mrs Oduor is the Deputy National Program Director at the Kenya Forestry Research Institute (KEFRI), where she has worked since 1990. Mrs Oduor works in the area of forest products research with emphasis on promoting bamboo utilisation, sustainable biomass energy and wood treatment/protection.

Mrs Oduor was born and raised in Nairobi and is the eldest of six children. She completed a Bachelor of Science at Moi University in Kenya, in the area of Wood Science and Technology. After graduation she was employed at KEFRI.

Mrs Oduor returned to KEFRI after her scholarship (Master of Science), where she was able to apply the knowledge and skills she learnt. Since her return, Mrs Oduor has been promoted from research officer, to senior research scientist to her current position.

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

Location at time of field research: Nairobi, Kenya  
Date of interview: 30 March 2017

## Dr John Moturi Omiti

---

*It was the area of policy which changed my life ... I have contributed enormously, along with others, to discussions on food and nutrition security in Kenya and other countries ... I personally went to the European Parliament to articulate a position on how can Africa have access to the European market ... we have been invited to the US Congress. I went there a number of times ... So we would articulate positions for US investments in Africa. The other level or contribution: I have been making contributions to Kenya's country assistance programs in bilateral arrangements. So our country goes in different bilateral agreements with different countries and we are able, from our research perspective, to add great insight in this relationship.*



---

<b>Scholarship</b>	Australian International Development Assistance Bureau (AIDAB) Scholarship
<b>Years</b>	1990–1995
<b>Degree</b>	Doctorate
<b>University</b>	University of New England
<b>Field</b>	Agriculture and Resource Economics
<b>Current position</b>	Senior Research Consultant
<b>Brief biography</b>	<p>Dr Omiti is a senior research consultant with Solarmart Consultants Limited. He is responsible for developing and managing consultancy assignments as well as fundraising. Previously, he was the Executive Director of the Kenya Institute for Public Policy Research &amp; Analysis (KIPPRA). Dr Omiti is involved in providing technical guidance and capacity building on policy and strategy formulation to the Government of Kenya, the private sector, development partners and other stakeholders aimed at achieving national development goals.</p> <p>Dr Omiti grew up in the western part of Kenya in Nyamira County, a disadvantaged area 300 kilometres west of Nairobi. Prior to being awarded an AIDAB scholarship, Dr Omiti completed a Bachelor of Science and Master of Science in the field of agriculture at the University of Nairobi in Kenya. After his masters he worked for the Ministry of Agriculture and Livestock Development, first as an Agriculture Officer and then as an Agricultural Economist.</p> <p>On completion of his doctorate, Dr Omiti held a number of research and policy analyst positions. He is considered an expert in the areas of food and nutrition security. He is a regular contributor to debates in this area through his policy work, television, and radio and newspaper appearances.</p>

Location at time of field research: Nairobi, Kenya  
Date of interview: 31 March 2017

## 10. References

- Abimbola, S., Amazan, R., Vizintin, P., Howie, L., Cumming, R., & Negin, J. (2016). Australian higher education scholarships as tools for international development and diplomacy in Africa. *Australian Journal of International Affairs*, 70(2), 105-120.
- Alila, P. O., & Atieno, R. (2006). *Agricultural policy in Kenya: Issues and processes*. Paper presented at the A paper for the future agricultures consortium workshop, institute of development studies.
- Australian Centre for International Agricultural Research. (n.d). Who we are. Retrieved 23 May 2017, 2017, from <http://aci-ar.gov.au/who-we-are>
- Australian Government IP Australia. (2016, 31 May 2016). PBR Basics. Retrieved 12 May 2017, 2017, from <https://www.ipaustralia.gov.au/plant-breeders-rights/understanding-pbr/pbr-basics>
- BBC News. (2002). Reviving Kenya's cotton industry. Retrieved 18 May 2017, from <http://news.bbc.co.uk/2/hi/business/2278693.stm>
- Bryant, C. (2015). *Australia Awards in Africa (2016-2020) Investment Design*. Canberra: Department of Foreign Affairs and Trade Retrieved from <http://dfat.gov.au/about-us/publications/Pages/australia-awards-in-africa-2016-2020-investment-design.aspx>.
- Center for Global Development. Mapping the Impacts of Climate Change. Retrieved 23 May 2017, 2017, from <https://www.cgdev.org/page/mapping-impacts-climate-change>
- Chesterfield, R., & Dant, W. (2013). *Evaluation of LAC Higher Education Scholarships Program Final Report*. Retrieved from [http://pdf.usaid.gov/pdf\\_docs/pdax232.pdf](http://pdf.usaid.gov/pdf_docs/pdax232.pdf)
- Day, R., Stackhouse, J., & Geddes, D. N. (2009). *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in key priority areas*. Commonwealth Scholarship Commission in the UK.
- DESA, U. (2012). *Sustainable Development in Kenya: Stocktaking in the run up to Rio+20*. Nairobi, Kenya.
- DFAT. (2016). *Australia Awards Global Monitoring and Evaluation Framework*. Canberra: Australian Government.
- DFAT. (2016). Public Diplomacy Strategy 2014-2016. Department of Foreign Affairs and Trade, Australian Government. Retrieved from <http://dfat.gov.au/people-to-people/public-diplomacy/Documents/public-diplomacy-strategy-2014-16.pdf>
- East African Resource Centre. (2014). African Development Bank Group Kenya Country Strategy Paper 2014-2018.
- Edwards, D., & Taylor, A. (2017). Australia Awards Global Tracer Facility Sri Lanka Case Study,. Department of Foreign Affairs and Trade. Canberra.

- European Commission. (2017, 08 February 2017). Economic Partnerships. Retrieved 11 May 2017, 2017, from <http://ec.europa.eu/trade/policy/countries-and-regions/development/economic-partnerships/>
- FAO. (2015). Australia and FAO: Partnering to build Indo-Pacific food security. In FAO (Ed.): Food and Agricultural Organisation, United Nations.
- KEFRI. (2013). Kenya Forestry Research Institute Strategic Plan 2013-2018. Nairobi Kenya: Kenya Forestry Research Institute.
- Kenya Agricultural Research Institute. (n.d). Policy Responses to Food Crisis in Kenya. Retrieved 11 May 2017, 2017, from <http://www.foodsecurityportal.org/kenya/food-security-report-prepared-kenya-agricultural-research-institute?print>
- Kenya Plant Health Inspectorate Service. (2017, 2017). Kenya Plant Health Inspectorate Service, About Us. Retrieved 22 May 2017, 2017, from [www.kephis.org](http://www.kephis.org)
- Kenya Seed Company Ltd. (n.d). Vision, Mission & Core Values. Retrieved 13 May 2017, 2017, from [http://www.kenyaseed.com/index.php?option=com\\_content&view=article&id=204&Itemid=253](http://www.kenyaseed.com/index.php?option=com_content&view=article&id=204&Itemid=253)
- Lubulwa, G., Gwaze, D., Clarke, J., Milimo, P., & Mulatya, J. (1998). Estimates of socio-economic benefits of ACIAR-supported forestry projects in Africa and Thailand. *The Commonwealth Forestry Review*, 77(1), 19–28.
- Lubulwa, G., Wafula, B., Craswell, E., Willet, I., & Davis, J. (1995). Dry land farming in the semi-arid tropics of Kenya: ACIAR project experience. *ACIAR Economic Evaluation Unit Working Paper Series*, 19.
- Makila, E. (2017). Climate-smart Brachiaria grass to help Kenyan farmers withstand global warming effects. Retrieved from <http://hub.africabiosciences.org/blog/climate-smart-brachiaria-grass-to-help-kenyan-farmers-withstand-global-warming-effects/>
- Makila, E., & Malyon, S. (2014). Exploring Brachiaria the “wonder grass” in eastern Africa. Retrieved from <http://hub.africabiosciences.org/blog/exploring-brachiaria-the-wonder-grass-in-eastern-africa/>
- Ministry of Agriculture Livestock and Fisheries. (2015). *Ministry of Agriculture, Livestock and Fisheries Strategic Plan 2013-2017*. Retrieved from [http://www.kilimo.go.ke/wp-content/uploads/2015/05/MoALF\\_Strategic-Plan\\_2013-2017.pdf](http://www.kilimo.go.ke/wp-content/uploads/2015/05/MoALF_Strategic-Plan_2013-2017.pdf)
- Ministry of State for Planning, N. D. a. V. (2007). *Kenya Vision 2030*, Act Title: Seeds and Plant Varieties (2012).
- Onyulo, T. (2017, Thursday, May 11 2017). In restless Kenya, 70% worry about another round of heavy bloodshed with presidential elections. *The Washington Times*. Retrieved from <http://www.washingtontimes.com/news/2017/may/11/kenya-elections-renew-violence-fears/>

- ORIMA Research. (2016). *Australia Awards Scholarship Surveys, 2016 Post Report Nairobi*.
- Parker, R., & Taylor, A. (2017). *Australia Awards Global Tracer Facility Sri Lanka Case Study*,. Department of Foreign Affairs and Trade.
- Provast, C. (2013, 12 December 2013). How has Kenya changed since independence? – get the data Retrieved 1 June, 2017, from <https://www.theguardian.com/global-development/datablog/2013/dec/12/kenya-how-changed-independence-data>
- Republic of Kenya. (2008). *Millennium Development Goals Status Report for Kenya 2007*.
- Republic of Kenya. (2013). *National Climate Change Action Plan 2013-2017*.
- Republic of Kenya. (2014). *Republic of Kenya Ministry of Environment, Water and Natural Resources Forest Policy, 2014*.
- United Nations Economic and Social Council. (2016). Report of the Secretary-General, Progress towards the Sustainable Development Goals E/2016/75 (Vol. 2017).
- United Nations Framework Convention on Climate Change. (2014). Status of Ratification of the Kyoto Protocol. Retrieved 23 May 2017, 2017, from [http://unfccc.int/kyoto\\_protocol/status\\_of\\_ratification/items/2613.php](http://unfccc.int/kyoto_protocol/status_of_ratification/items/2613.php)
- World Bank. (2017). Kenya. Retrieved 16 2017, 2017, from <http://www.worldbank.org/en/country/kenya>
- World Bank. (2017). *Kenya - Climate Smart Agriculture Project*. Washington, D.C.: Retrieved from <http://documents.worldbank.org/curated/en/440241486868444705/Kenya-Climate-Smart-Agriculture-Project>.



# Annex 1: Case Study propositions

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

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

- 1 Alumni use their skills knowledge and networks to contribute to achieving partner-country development goals<sup>22</sup>
  - a alumni develop skills, knowledge and networks on award that enable and are used to contribute to achieving partner-country development goals
  - b alumni understand, value and want to contribute to partner-country development goals
- 2 Alumni are contributing to cooperation between Australia and partner countries
  - a alumni possess and are able to leverage their useful networks and relationships
- 3 Effective, mutually advantageous partnerships between institutions and business [have been developed] in Australia and partner countries.
  - a alumni possess and are able to leverage their useful networks and relationships
  - b partnerships that are developed are effective and mutually advantageous to participating countries
- 4 Alumni view Australia and Australian expertise positively
  - a alumni's views are underpinned by their experiences in Australia
- 5 The benefits of receiving an Australia Award or scholarship are experienced equally by all recipients.

---

<sup>22</sup> This proposition differs from the Australia Awards Program Logic long-term outcome number 1 in order to link this proposition to the Goal of the Australia Awards Program (see page 2). The use of the term 'partner-country development goals instead of 'sustainable development' makes the proposition and ensuing questions more relevant and relatable to alumni.

- a receiving an Australia Award or scholarship positively addresses, rather than reinforces, imbalances that are associated with gender and disability.

## Annex 2: Key participant questions

### Alumni

*[Validation question]*

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

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

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

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

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

#### **Employers/colleagues – For interviews regarding an individual alumni**

*[Validation question]*

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

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

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

#### **Employers/stakeholders – For interviews regarding alumni generally**

*[Validation question]*

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

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

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

## DFAT

*[Validation question]*

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

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

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



## Annex 3: Kenya Case Study participants

**Table 3**      **Participants in the Australia Awards Sri Lanka Case Study**

Type	Date	Name	Position or Degree
	27/03	Dr Simon Nguluu	Chairman, Department of Dryland Agriculture, Senior Lecturer South Eastern Kenya University
	28/03	Dr Grace Chirchir	Employee, Ministry of Agriculture, Nairobi
	29/03	Dr Donald Njarui	Senior Principal Research Officer, Kenyan Agricultural and Livestock Research Organisation (KALRO)
	29/03	Mr Elias Maina Gichangi	Senior Research Scientist, Kenyan Agricultural and Livestock Research Organisation (KALRO)
	30/03	Mrs Nellie Caroline Oduor	Deputy National Programme Director, Kenya Forestry Research Institute
	31/03	Dr John Omiti	Senior Research Consultant, Solmart Consultants Ltd.
	01/04	Sheila Shefo Mbiru	Low Emission and Climate Resilient Development Project of Ministry of Environment and Natural Resources, Nairobi
	28/03	Prof Zipporah Ng'ang'a	Deputy Vice Chancellor (Academic), South Eastern Kenya University
	02/03	Dr Bernard Kigomo	Senior Deputy Director (R&D), Kenya Forestry Research Institute (KEFRI)
	30/03	Dr Joseph Githiomi	Deputy Director (Forest Products Development), Kenya Forestry Research Institute (KEFRI)
	31/03	Ms Mary Mwangi*	Kenya Institute for Public Policy Research & Analysis (KIPPRA)
<b>Australian High Commission, Nairobi</b>	28/03	Heather Rich	Second Secretary, Head of Development East Africa, Australian High Commission, Nairobi

Type	Date	Name	Position or Degree
<b>Australia Awards South Africa</b>	27/03	Fiona Pakoa	Team Leader, Australia Awards Africa, Palladium Group
<b>Other stakeholders</b>	31/03	Peter Musembi	Head of Training, Ministry of Agriculture, Kenya

\*alias used at request of participant



