



Evaluating Commonwealth Scholarships in the United Kingdom:

Assessing impact in the Caribbean



The **Commonwealth Scholarship Commission in the United Kingdom** (CSC) is responsible for managing Britain's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), established in 1959. The five core principles stated at its foundation remain a feature of the CSFP today, and provide a valuable framework for the CSC's work. The Plan would, it was agreed:

- be distinct and additional to any other schemes
- be based on mutual cooperation and the sharing of educational experience among all Commonwealth countries
- be flexible, to take account of changing needs over time
- be Commonwealth-wide, and based on a series of bilateral arrangements between home and host countries
- recognise and promote the highest level of intellectual achievement

Since 1960, the Commonwealth Scholarship Commission in the United Kingdom has offered the following awards:

Commonwealth Scholarships: 'general' Scholarships available for postgraduate, and in some cases undergraduate, study at any UK university.

Commonwealth Academic Staff Scholarships: targeted at academic staff in specific developing country universities. These awards were merged with 'general' Scholarships in 2006.

Commonwealth Academic Fellowships: aimed at mid-career staff in specific developing country universities and providing for up to six months' work at a UK institution.

Commonwealth Split-site Scholarships: to support candidates undertaking doctoral study at a university in their home country to spend time in the UK as part of their academic work.

Commonwealth Professional Fellowships: offering mid-career professionals from developing Commonwealth countries an opportunity to spend a period with a UK host organisation, working in a relevant field.

Commonwealth Distance Learning Scholarships: allowing developing country students to secure Master's-level qualifications from UK institutions through distance learning study.

Commonwealth Medical Scholarships: from the same pool, and offered on the same terms, as 'general' Scholarships, to candidates with basic medical or dental qualifications, to enable them to pursue a higher professional qualification or advanced clinical training. These awards were merged with 'general' Scholarships in 1996.

Commonwealth Medical Fellowships: nominated through national agencies or medical schools, for up to twelve months' clinical and/or research experience at an advanced level in the candidate's field of specialisation. These awards were merged with Academic Fellowships in 1996.

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The Commonwealth Scholarship Commission in the UK (CSC) and its secretariat would like to extend their gratitude to the many alumni who have taken the time to respond to the evaluation survey and to all those who have supported and who continue to support the work of the CSC.

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Executive summary

Higher education is a vital contributor to socioeconomic development and growth; international scholarships play an important role in this. The Commonwealth Scholarship Commission in the UK (CSC), a major international scholarship agency funded by the UK government and responsible for disbursing 18,000 scholarships to date, is currently engaged in wide-scale evaluation of the impact of its awards. Almost 1,200 of the 18,000 scholarships awarded have gone to individuals from the Caribbean, and the aim of this report is to assess the impact of these awards, particularly in the light of regional priority issues.

As part of the CSC evaluation programme, a detailed survey of over 2,000 alumni from around the Commonwealth was recently conducted, and the preliminary findings were published in the report *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in key priority areas*. This report follows on to present the first regionally-focused analysis, in which we aim to assess impact in the Caribbean in terms of both global development challenges and regional issues.

Our overview of development issues in the Caribbean highlights a need for skills and expertise to increase productivity and diversify economic activity, improve infrastructure, improve disaster preparedness, tackle climate change, address high levels of crime and social inequality, and increase regional cooperation. These in turn can be related to three major global development challenges to produce green economic growth, sustain development gains, and increase stability and international cooperation.

The main findings of the report are that:

We are providing relevant skills and expertise to make an impact on these issues

- Over 99% of survey respondents from the Caribbean reported that they had gained knowledge and skills through their awards. 94% told us that the awards had given them access to equipment and expertise not available in their home countries.
- Awards given to citizens of Caribbean countries have increased from an average of 17 per year in the 1960s to an average of 27 per year in the 2000s (34 in 2009). There is good participation across the different countries of the Caribbean, and good take-up of new schemes. Award holders have studied subjects of particular relevance to regional issues.

These skills are being put into use in the region

- The majority of our alumni are working in their home countries, in professional and managerial roles in higher education and other sectors relevant to the needs of the Caribbean. Of 240 Caribbean alumni for whom we have up-to-date employment details, 75% are working in their home countries, with a further 12% working within the wider Caribbean region.
- 86% of Caribbean survey respondents reported advancement in their careers as a result of their award. 95% reported that they use skills and knowledge gained on award in their employment, and 88% believe that they have been able to introduce new practices or innovations into their organisation as a result of these.

Our alumni are having an impact in key areas

- There is extensive engagement in the 12 key priority areas for development and leadership, which can be grouped under the high-level development challenges of promoting green economic growth, building and sustaining the region's future, and increasing stability, good governance and regional cooperation.
- 89% of respondents reported impact in one or more priority area.
- Over half of the respondents from the Caribbean reported having influenced government thinking in one or more of the priority areas (51%, as opposed to 45% of all respondents) while 77% reported involvement in projects, and 47% reported having a wider socioeconomic impact (81% and 48% for all survey respondents).
- The top five areas where Caribbean respondents reported impact were Quantity and Quality of Education, Science and Research Applications, Health, Environment Protection, and Governance.
- Case study evidence shows impact in more detail and the part played in this by our awards. 11 case studies are presented in the report, demonstrating both long-term and immediate impact from alumni who held awards in the 1960s through to those who completed their awards in the last five years.
- The breadth of impact is also illustrated; case study examples include micro-financing to encourage entrepreneurship across the Caribbean; the development of GPS navigation in Jamaica; training the first gastroenterologist in Guyana; education on climate change in Trinidad and Tobago; modernisation of banana growing in St Lucia; and development of aquaculture in Jamaica.
- Other activities which are particularly relevant to the region include a high degree of participation in regional and international organisations, as well as work in the areas of governance and law.
- There is considerable crossover between impacts. This was particularly positive, for example, in terms of Environment Protection, with those reporting impact in this area also doing so in other fields, such as Agricultural/Rural Productivity, Physical Infrastructure, and Quantity and Quality of Education.

The report concludes that the CSC's alumni in the Caribbean are having considerable impact in key areas relating to regional and global development challenges. The CSC is providing relevant skills and expertise, and the survey respondents demonstrate how they are putting these into use in key areas such as increasing agricultural productivity, encouraging entrepreneurship, tackling climate change, addressing crime, and increasing regional cooperation – areas that link strongly to the objectives of our key stakeholders, the Department for International Development (DFID), the Foreign and Commonwealth Office (FCO), and the Department for Business, Innovation and Skills (BIS). The next stage for the CSC is to further quantify and verify the nature of this impact, with regards to particular sectors and programmes, and to ensure that the evaluation process is ongoing, allowing for continuous review and improvement of its programmes, so that these can continue to have a positive impact for years to come.

Introduction

There is growing recognition that higher education plays a key role in sustainable socioeconomic development, through building human capacity, scientific knowledge and research to address key development targets.¹ International scholarships are increasingly viewed by funders and key stakeholders as an important mechanism in this process. Evaluation of this will be crucial to ensure maximum effect. The Commonwealth Scholarship Commission (CSC) in the UK, a major international scholarship agency responsible for disbursing approximately 18,000 scholarships to date, is currently engaged in a wide-scale evaluation programme to assess and understand the impact of its awards on individuals, institutions and wider society. Through this programme, the CSC aims to measure the effectiveness of its awards in terms of the objectives of its funding bodies – the Department for International Development (DFID), Foreign and Commonwealth Office (FCO), and the Department for Business, Innovation and Skills (BIS) – and against global development priorities.

To date, the CSC has been able to trace 6,000 of its former award holders and, in June-July 2008, a detailed evaluation survey was sent to this group. Over 2,000 former award holders responded, giving details of their careers and achievements since their award, as well as their views on their impact. This wide-scale survey has provided significant evidence of the effectiveness of the CSC's awards, with quantitative and qualitative results building an impressive picture of our alumni as actively engaged in their societies and able to use the skills learned during their awards to achieve significant impact. The preliminary results were published in *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in key priority areas*.²

The next stage of our evaluation programme is to drill down to look at what has been achieved in specific regions and economic sectors, examining existing data in more detail and adding to it to increase the validity of our findings. As Commonwealth Heads of Governments meet in Trinidad and Tobago in November 2009, it was considered timely for our first regionally-focused report to look at the impact of awards in the Caribbean.

Almost 1,200 of the 18,000 awards to date have been given to individuals from the Caribbean; around 400 of these award holders have been traced so far, and 148 responded to our evaluation survey. This report will start by outlining some of the key development priorities for the region, the role that international scholarships could play in these, and the CSC's approach to evaluation. In the second section of the report, we will describe the CSC's support to the region, outlining the numbers, types and fields of study of scholarships given to date, looking at changing trends over time. In the final section, we will look at what the award holders whom we have traced have gone on to do following their Scholarship or Fellowship. As a result of recent tracing activities, we have up-to-date employment information for 240 former award holders from the Caribbean, and we will analyse the locations and sectors in which they are and have been employed. We will also look in more detail at the 148 responses we received from the evaluation survey. In addition to factual information on award holders' career history and achievements, these responses give their views on the benefits accrued to themselves as individuals, their institutions and their wider societies, with specific details of their activities and impact in key development priority areas. Throughout the report, we provide illustrative case studies of 11 Caribbean alumni at different stages of their careers, working in various sectors and countries.

- 1 'one of the most important insights regarding development in the last 25 years is that knowledge and learning are at the centre of the process of economic growth' – United Nations Conference on Trade and Development (UNCTAD), *Least Developed Country Report 2007: Knowledge, Technological Learning, and Innovation Development* (2007), pp.185
- 2 Commonwealth Scholarship Commission in the United Kingdom, *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in key priority areas* (2009)

Caribbean development issues, higher education and the Commonwealth Scholarship Commission

Challenges for development

The Caribbean region was described as 'at a development crossroads' in 2005. Much has been achieved in the past 50 years; most of the countries are now considered as middle income, and there have been overall improvements in health, education and life expectancy. However, growth has slowed since the 1970s, and has been unevenly spread both between and within countries. The region has 14 of the world's 30 most indebted countries, crime has increased, unemployment is high, and the region suffers heavily from migration undermining its skills base.³

Largely composed of small island states, the Caribbean shares many of the challenges identified with small states globally, including limited capacity and diversification, making them highly reliant and vulnerable to external markets; remoteness, whereby small domestic markets combine with long distances to overseas markets and high transport costs; susceptibility to natural disasters; and a tendency towards high degrees of poverty and income volatility.⁴ These challenges mean that the Caribbean has been badly hit by the recent global economic crisis; as Dr Denzil Douglas, Prime Minister of St Kitts and Nevis, points out, 'It is a fact that when global crises occur small vulnerable economies tend to pay a disproportionately high price'.⁵

Over the past three decades, Caribbean countries have fallen behind comparable emerging economies and the region faces significant challenges if it is to sustain development to date and make further gains. Ewart S Williams, Governor of the Central Bank of Trinidad and Tobago, asserts that 'In 1975, the Caribbean as a whole was more or less in line with Ireland, Singapore and Cyprus, in terms of GDP per capita. By the turn of the century, Ireland and Singapore were way ahead of the region, and with per capita incomes almost twice the region's highest per capita country'.⁶

Specifically, the Caribbean's traditional agricultural sector has, in recent decades, been characterised by low productivity and high labour and transportation costs, reducing the region's ability to compete globally and leading to an urgent need for economic restructuring.⁷ This is particularly crucial in light of the recently concluded Economic Partnership Agreement with the EU, liberalising trade between the regions. While tourism has, for some countries, become a major sector of the economy, commentators argue that this is now at a mature stage and is therefore not producing high productivity gains, and is also vulnerable to being adversely affected by rising criminality, environmental degradation and economic instability – it has indeed been hit by the global economic recession.

3 World Bank, *A Time to Choose: Caribbean Development in the 21st Century* (2005)

4 Commonwealth Secretariat/World Bank Joint Task Force, *Small States: Meeting Challenges in the Global Economy* (2000)

5 Denzil Douglas, Statement at the 64th Session of the United Nations General Assembly, United Nations Headquarters, New York, 26 September 2009

6 Ewart S Williams, 'Issues in Caribbean Economic Development', Address at the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) 8th Annual Conference, University of the West Indies at St Augustine, Trinidad and Tobago, 27 March 2007

7 World Bank, *A Time to Choose*

Issues

Economic growth, entrepreneurship and innovation

Increased productivity and competitiveness in key areas such as agriculture and tourism, as well as diversification into services sectors where new markets are now available, will be key to achieving the economic growth necessary for sustainable development. Commenting on the global financial crisis and the negative economic growth anticipated for half of the Caribbean countries in 2009, Dr Compton Bourne, President of the Caribbean Development Bank, states that 'Because CARICOM countries are not high-growth economies, there is not a sizeable cushion for absorbing the external economic shock', and argues that 'Consideration should be given to strengthening trade competitiveness in already established industries such as tourism and agriculture so that the economies are well positioned to benefit from the anticipated return to global economic growth'.⁸ Dr Norman Girvan, former Secretary General of the Association of Caribbean States, similarly underlines the importance of economic growth: 'The main drivers of economic growth and transformation are expected to be clusters of goods and services industries centred on the energy sector; agriculture, forestry and fishing; manufacturing; sustainable tourism; and other export services'. He also stresses the importance of entrepreneurship: 'Member States will prioritise the upgrading of human and social capital, and the promotion of an entrepreneurial culture at all levels of the society, as areas for functional cooperation'.⁹ Encouraging entrepreneurship and innovation also forms a key element of DFID's regional strategy for the Caribbean. As discussed further on, the development and acquisition of new skills and techniques are an important foundation for economic growth.

Alleviating poverty and social inequality

As many commentators have pointed out, there exists a close and circular relationship between poverty, social inequality and economic growth.¹⁰ The persistence of poverty and social inequality hinders economic growth, which is in turn crucial in tackling these problems. While middle-income status has been achieved by many Caribbean countries, there persists alongside this a high proportion of citizens living in poverty. Caribbean Development Bank surveys show that, between 1999 and 2006, ten out of 15 Caribbean countries had more than 20% of their population living below the poverty line.¹¹ The wide gaps between rich and poor, high levels of income volatility with individuals falling into poverty as a result of exogenous shocks to the economy, and natural disasters are all factors which serve to undermine stability and the potential for sustainable growth and attainment of the Millennium Development Goals.

Environmental protection, climate change and coping with natural disasters

'The region is home to six of the ten most disaster-prone countries on the planet.'¹²

It is widely accepted that, to achieve sustainable development, economic growth needs to go hand in hand with environmental protection, and this is of paramount importance to the Caribbean region. Climate change is increasing the region's vulnerability to natural disasters. Efforts to counter this, as well as measures to reduce vulnerability, such as improved infrastructure and insurance, are key issues for the region. The Liliendaal Declaration on Climate Change and Development, issued by the 30th Conference of Heads of Government of the Caribbean Community (CARICOM) in July 2009, outlines the urgency and dangers of climate change for the region, referring to an estimated total annual impact of potential climate change on all CARICOM countries of USD 9.9 billion, or about 11.3% of the total annual GDP of all 20 CARICOM countries.¹³

Regional cooperation

There is a large degree of agreement that a crucial factor in the region's development will be increasing regional integration and movement towards a single Caribbean market and economy.¹⁴ This will provide both greater stability and improved competitiveness through economies of scale and increased capacity resulting from free movement of labour, goods, services and money, and cooperation in education and training. The region is currently moving towards the Caribbean Single Market and Economy (CSME), which raises multiple issues and challenges comparable with those facing the European project.

8 Compton Bourne, 'Global Financial Crisis: Uncertain Recovery', Plenary speech to the International Economic Forum of the Americas, Conference of Montreal, 11 June 2009

9 Norman Girvan, *Towards a Single Development Vision and the Role of the Single Economy* (2007)

10 For example, Alan Slusher, 'Caribbean Development Issues and Prospects', 22nd Aldith Brown Memorial Lecture, 39th Annual Conference of Monetary Studies, Belize, 6-9 November 2007; Compton Bourne, 'Economic Growth, Poverty and Income Inequality', Sir Arthur Lewis Memorial Lecture, Sir Arthur Lewis Memorial Conference, University of the West Indies at St Augustine, Trinidad and Tobago, 26 September 2008;

Department for International Development (DFID) *Ready to Grow: Helping the Caribbean to emerge as a global partner* (2008)

11 Compton Bourne, 'Economic Growth, Poverty and Income Inequality'

12 DFID, *Ready to Grow*

13 30th Meeting of the Conference of Heads of Government of the Caribbean Community (CARICOM), Liliendaal Declaration on Climate Change and Development, Georgetown, Guyana, 2-5 July 2009

14 For example, World Bank, *A Time to Choose*; Williams, 'Issues in Caribbean Economic Development'; Girvan, *Towards a Single Development Vision*

Addressing crime

According to DFID's regional strategy, 'crime and insecurity costs the Caribbean between 5 and 10% of its GDP'.¹⁵ The rising incidence of drug trafficking and violent crime has negative effects on tourism, investment and stability of the region as a whole. Rising crime is a major factor undermining progress towards sustainable development, and efforts to address this and to improve safety and justice for Caribbean citizens are extremely important to the region.

The role of international scholarships

Higher education fulfils a crucial development need for highly trained professionals across fields such as agriculture, health, economics, law and engineering, facilitating research, innovation and international collaboration, which are key to development.

In the Caribbean, while government spending on education has been comparatively high, results have been mixed. Although tertiary enrolment levels have increased in recent years, they remain below world averages. Average tertiary enrolment rates in the Caribbean are 20.6% of eligible cohort, with Barbados the highest in the region at 38.2% and Trinidad and Tobago the lowest at 6.5%. This can be measured against the global average of 23.8% and, for comparative purposes, 5.0% in Africa.¹⁶

Within higher education, international scholarships can play a specific role, supplementing and supporting the role of HE with additional unique features. As such, scholarships are increasingly viewed by funders and key stakeholders as an important mechanism in this process. The motivation for funding scholarships can be categorised as three-fold:

- 1. To support talented and able individuals** by providing opportunities for study and research, the acquisition of skills and expertise, and networking and collaboration that might not otherwise be available, leading to enhanced employment prospects and professional development.
- 2. To assist institutional capacity building** through providing training and research in key sectors, boosting the human capital and skills base of employing organisations (including higher education institutions) where acquired expertise may be utilised, and through providing opportunities for international research collaboration, which may boost the international reputation of employing organisations, adding to potential for growth and innovation.
- 3. To have a wider impact on communities and societies**, not only through the institutional and individual benefits mentioned above, but also by funding research into specific subject areas that offer benefits to societies as a whole, providing an environment for the exchange of ideas and practices, as well as the development of indigenous solutions, and encouraging research and innovation essential for economic growth and development.

The objectives of the CSC can be seen as broadly fitting into these three categories, while keeping pace with changing global development priorities and the strategies and policies of its funding bodies. The CSC manages the UK's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), which was established in 1959, based on the principles of mutual cooperation and sharing of education experience. Under the CSFP, 26,000 individuals from all over the Commonwealth have held awards – mainly scholarships for postgraduate study and fellowships at postdoctoral level – in over 20 host countries. At the time of its establishment, the focus of the CSFP was on supporting individuals, and awards were to 'recognise and promote the highest level of intellectual achievement'.¹⁷ Since then, international development objectives have come very much to the forefront as a major focus for the scheme, along with other objectives such as maintaining the international profile of institutions, promoting international collaboration, and identifying future leaders.

15 DFID, *Ready to Grow*

16 UNESCO Institute for Statistics, 'Education enrolment at tertiary level (most recent) by country' in NationMaster. Gross enrolment ratio, expressed as a percentage of the mid-year population in the 5 year age group after the official secondary school leaving age

17 Report of the Commonwealth Education Conference, Cmnd. 841 (1959)

In the UK, since the late 1990s in particular, CSC policy has emphasised both development impact, largely in relation to the Millennium Development Goals, and leadership, as well as international collaboration and partnerships, and has aimed to ensure the relevance of its awards to Scholars' home countries. The CSC explicitly takes potential in these areas into account, alongside academic merit, in selecting candidates. It is against these objectives that the CSC is undertaking the evaluation programme of which this report forms part.

Evaluating scholarships: The Commonwealth Scholarship Commission's approach

Evaluating scholarships is both challenging and important. Meaningful impact evaluation can tell us whether scholarship schemes are meeting their objectives and the nature of their short-term and long-term impacts, and allow us to examine the effects of new policies and practices. It can afford providers the opportunity to adapt and improve their schemes and also to demonstrate their worth to funders and other stakeholders. Some of the challenges include the difficulty of objectively measuring socioeconomic impacts, untangling attribution and assessing the contribution of the award, along with the more general demands on time and resources and reliance on the participation of award holders and alumni. The CSC has decided, in common with many organisations, to meet these challenges by undertaking a far-reaching evaluation of its provision through the programme described below.

The CSC's evaluation programme includes both monitoring of its current award holders and tracing and researching alumni to evaluate long-term impact. During their awards, Scholars, Fellows and their supervisors submit regular formal reports and may also raise concerns and issues through more informal day-to-day contact with awards administrators. They are also sent feedback questionnaires, as are nominating and host organisations. The CSC also closely monitors completion and, in the case of doctoral awards, submission rates across its schemes. Results in recent years have been very positive; for example, 96-100% of Master's Scholars commencing studies in 2001-2005 successfully completed their studies, as did 84-92% of doctoral award holders taking up awards between 1997 and 2002.

Whilst necessary, the CSC recognises that on-award and immediate post-award monitoring is not sufficient to properly evaluate the impact of the scheme. The imperative for such evaluation was emphasised by an external review of the DFID-funded Commonwealth Scholarship schemes, commissioned by DFID in 2006-2007, which recommended that funding be provided to undertake further impact evaluation work as soon as possible. In 2007, the CSC designed a comprehensive and strategic evaluation programme, added to existing work, with the main thrust being the evaluation of the impact of former award holders. The evaluation programme has three phases, the first of which was to build a database of as much baseline data as possible. This has been completed, and we now have basic details for all of our award holders to the UK since 1960. This database has given us the basis for initial statistical analysis of the programme over time (allowing us to describe trends in countries receiving awards, gender, subject studies, level of study and so on) and has enabled us to compare our subsequent surveys to the population as a whole. In addition, we have traced and have recent addresses (and in many cases employment details) for nearly 6,000 of these alumni. Phase two of the programme involved sending an evaluation survey to these 6,000 in 2008; over 2,000 responded, providing detailed information on their career and achievements and their contribution to development priorities. This data formed a major part of the *Assessing impact in key priority areas* report, published in June 2009, and provides much of the data for section three of this report. Phase three of the evaluation programme involves both further analysis of this data, drilling down into regions and sectors, and also the gathering of further data, case studies and third-party views.

This report offers a Caribbean focus on our data. Bringing together the intended benefits of scholarships and the development challenges for the Caribbean outlined above, we will be focusing on what our scholarships have achieved and are achieving, in terms of who we have trained, in what fields, and what they have gone on to do. For example, are we providing expertise on climate change and skills to increase agricultural productivity, encourage entrepreneurship, improve infrastructure or tackle crime? How are these being put into use?

Commonwealth Scholarships and Fellowships in the Caribbean

This section assesses the level, type and number of scholarships that have been awarded to citizens of the Caribbean region since 1960, looking at the allocation of awards across the decades by country, gender and field of study. In total, the Commonwealth Scholarship Commission in the UK has awarded 1,178 Scholarships and Fellowships to Caribbean citizens – 7% of all the Scholarships awarded by the CSC. This includes current award holders and new starters expected in 2009/2010.

Citizens from Caribbean countries have been awarded Commonwealth Scholarships every year since 1960. For Commonwealth ‘general’ Scholarships, national agencies in each country nominate a quota of candidates roughly based on population size. Candidates are nominated using criteria specific to individual countries; the CSC does not accept applications directly from applicants. The nomination route for candidates applying for other awards is as follows:

- Academic Staff Scholarships and Academic Fellowships – candidates are nominated by the vice-chancellor of their employing institution
- Professional Fellowships – candidates are nominated by a UK host organisation
- Distance Learning Scholarships – candidates are nominated by a UK institution

The CSC has always allocated awards based on academic criteria but, in recent years, it has also taken into account DFID development priorities and award holders’ potential to positively impact upon the development of their country of origin.

The majority of awards to Caribbean citizens (and in the scheme overall), are Commonwealth ‘general’ scholarships for full-time postgraduate study in the UK.

The number of overall awards has increased, with 34 awards in the 2009/2010 academic year. In the last decade, the scheme has diversified, resulting in the opportunity for alternative modes of learning, in the form of Distance Learning Scholarships and Professional Fellowships. This reflects the CSC’s commitment to reaching harder-to-access groups of able individuals who may not be able to commit to a minimum of one year’s full-time study in the UK.

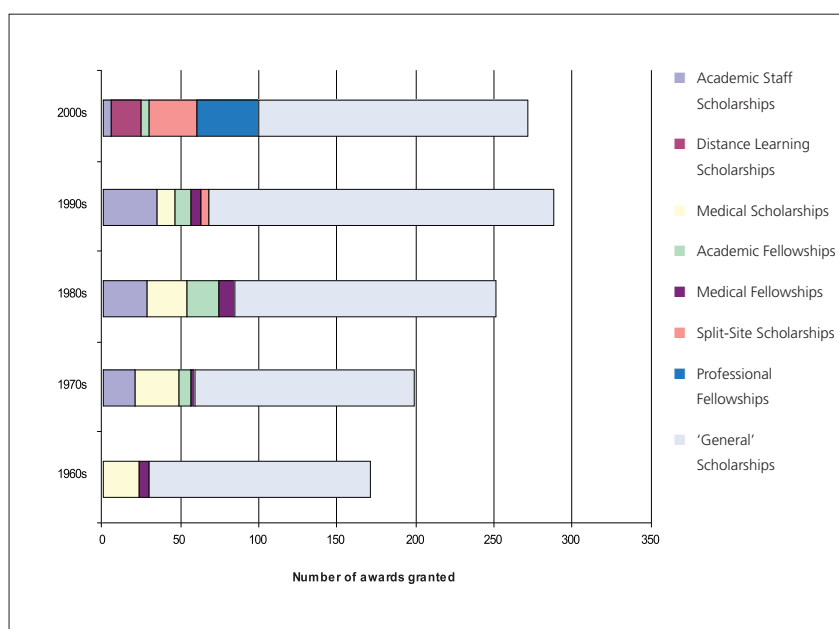


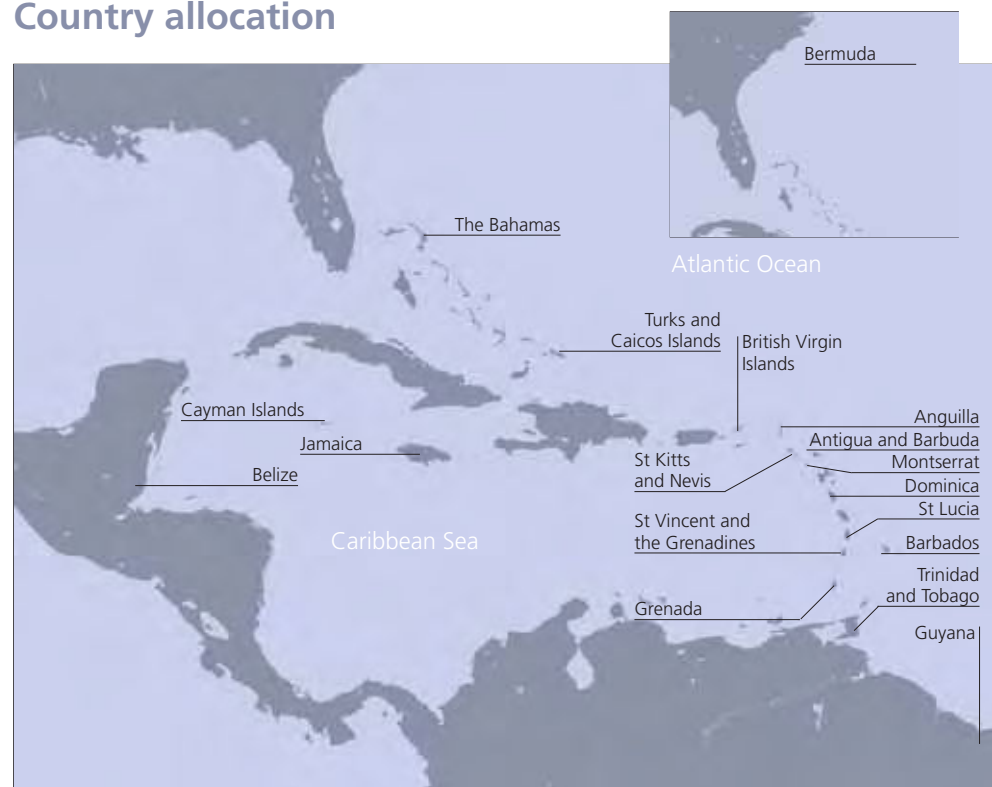
Figure 1: Caribbean award holders by scheme and decade

Distance Learning Scholarships are uniquely placed to facilitate combined learning and working, thus allowing Scholars the opportunity to remain at home during their period of study. These awards also allow the CSC the flexibility to fund courses, through UK providers, which are focused on groups of students in certain countries or regions and are relevant to a country's specific developmental priorities. This form of learning also benefits the region, as it allows a greater number of students to study at any given time and the possibility of more immediate impact, with a Scholar able to apply their learning to their job from the very beginning of their award.

Professional Fellowships offer the opportunity for a more practical form of learning, as Fellows are placed with a UK-based organisation for a period of up to three months, benefiting from extensive on-the-job training and experience. Professional Fellows return to their permanent job immediately on completion of their award, with broader experience and international networks. In the last decade, Professional Fellowships have comprised 14% of all awards allocated to Caribbean citizens (this is slightly higher than the Commonwealth-wide percentage), with Academic Fellowships standing at only 2%.

The reduction in Commonwealth Academic Staff Scholarships to Caribbean citizens in the last decade is an indication that this is not a priority area in the region, with staff in higher education institutions already possessing relevant academic qualifications. Over 50% of Commonwealth Academic Staff Scholarships awarded to Caribbean citizens overall have gone to Scholars from Guyana.

Country allocation



The most populous countries in the region – Jamaica, Trinidad and Tobago, Guyana and Barbados – have received the largest number of awards overall. The CSC does not have country quotas, but these countries nominate a greater number of candidates than other Caribbean countries. However, it is worth noting that, of these countries, only Jamaica has had an increase of awards each decade. The majority of smaller countries have seen the number of awards remain at a steady rate, with a variance of only three or four awards per decade. A notable exception is St Lucia, which has experienced a considerable increase in awards, from only three in the 1960s to 27 in the last decade. This is in part explained by the introduction of Professional Fellowships – 11 such awards in the field of diabetes care were made in 2005, 2006 and 2008.

Table 1: Awards to Caribbean countries by decade

Country	1960s	1970s	1980s	1990s	2000s	Total
Anguilla (UK Overseas Territory)	1	1	0	6	3	11
Antigua and Barbuda	6	2	4	10	8	30
The Bahamas	2	7	4	9	3	25
Barbados	23	27	33	33	26	142
Belize	7	11	7	7	9	41
Bermuda (UK Overseas Territory)	4	2	5	8	2	21
Cayman Islands (UK Overseas Territory)	0	0	0	4	2	6
Dominica	7	7	8	6	8	36
Grenada	10	7	9	12	5	43
Guyana	17	35	45	42	39	178
Jamaica	42	46	56	62	74	280
Montserrat (UK Overseas Territory)	4	1	7	6	6	24
St Kitts and Nevis	8	3	6	7	2	26
St Lucia	3	7	11	17	27	65
St Vincent and The Grenadines	5	11	9	10	13	48
Trinidad and Tobago	32	29	43	45	39	188
Turks and Caicos Islands (UK Overseas Territory)	0	1	3	1	1	6
Virgin Islands (British) (Overseas Territory)	0	1	0	3	4	8
Total	171	198	250	288	271	1178

Gender balance

Throughout the first three decades of the scheme, there were substantially more male than female award holders from the Caribbean; in the 1960s, the ratio of male to female award holders was 10:1. This has significantly improved since and the 1990s saw greater gender parity, with a roughly equal division of awards. The number of female award holders has increased in the 2000s to overtake the number of male award holders, with an overall ratio of almost 2:1.

In recent years, the CSC has seen an overall improvement in the gender balance of award holders from all countries; in the 2000s, 42% of award holders were women, compared with less than 10% in the 1960s. However, only the Caribbean region has seen an increase in the number of female award holders to such an extent. This reflects wider regional education trends, and encouraging male participation is of considerable concern.¹⁸ So, while the current gender ratio can be seen as a positive move from the pre-1990s' position, it does, however, still reflect gender inequality, particularly if the proportion of female award holders continues to rise.

Table 2: Gender distribution of Caribbean award holders by decade

Decade	Number of award holders		
	Female	Male	Total
1960s	15	156	171
1970s	41	157	198
1980s	81	169	250
1990s	149	139	288
2000s	172	99	271
Total	459	719	1178

18 See, for example, Organisation of Eastern Caribbean States (OECS), 'The Unspoken Gender: Boys and Education', Sub-regional Meeting, Belize City, Belize, 20-22 November 2007

Where and what did they study?

Caribbean award holders over the years have studied in institutions across the UK. Appendix 1 shows the ten most popular institutions for Caribbean Scholars and Fellows. Looking specifically at the 2000s, the University of Manchester remained the most popular destination for Caribbean award holders, although there was a fairly wide distribution.

Table 3 shows the fields of study for all Caribbean alumni. Science and health subjects have accounted for 32% of all awards.

Table 3: Fields of study of Caribbean award holders since 1960

Field of study	Number of award holders
Health	198
Science	180
Engineering	152
Social	112
Education	107
Arts	105
Finance and administration	88
Economics and development studies	60
Legal	56
Renewable natural resources	51
Computer studies	41
International relations	23
Unknown	5
Total	1178

A comparison across the decades shows that, in education, economics and development studies, science, and arts, the numbers of Caribbean Scholars and Fellows receiving awards has remained relatively static. In recent years, there has been a reduction in the numbers studying engineering and health subjects (the latter may be partly explained by changes in the type of awards offered; in the early years of the scheme, Scholarships for undergraduate and medical study were offered). There has been a considerable increase in the numbers studying computer studies and finance and administration; the increase in the former is obviously due to advances in technology, and the increase in the latter could arguably be explained by a more focused approach to the development of domestic economies and financial systems.

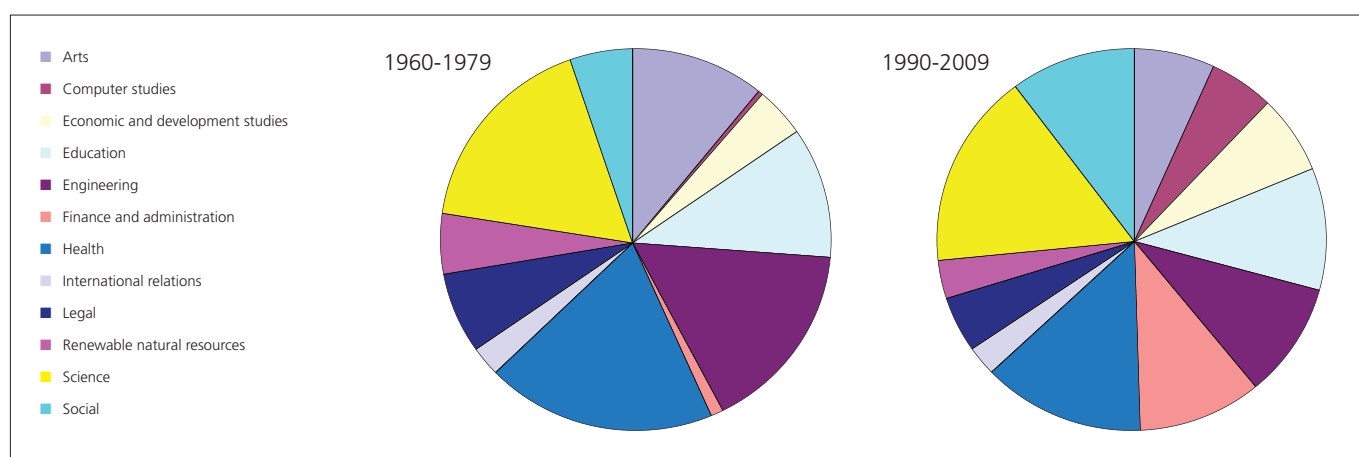


Figure 2: Fields of study of Caribbean award holders 1960-1979 and 1990-2009

In summary...

Our analysis of awards made to citizens of Caribbean countries since 1960 has shown the following trends:

- Awards to Caribbean citizens have increased from an average of 17 per year in the 1960s to an average of 27 per year in the 2000s.
- While 'general' Scholarships have always made up the majority of awards and continue to do so, other awards have diversified and shifted in focus, from a concentration on higher education staff and medical awards in the 1980s and 1990s to new schemes such as Distance Learning Scholarships and Professional Fellowships making up a substantial proportion in the 2000s. These new awards are flexible, embrace a wider range of professions, and are likely to have a more immediate impact in the workplace and subsequent positive effect on the region.
- Awards have been widely spread across the Caribbean Commonwealth countries, roughly in proportion to their population size. St Lucia and Jamaica have seen the greatest increases, in part as a result of their participation in newer schemes.
- Reflecting higher education trends in the region, the early predominance of male award holders (10:1 in the 1960s) has been reversed, and in the 2000s just over 60% of award holders were female.
- Science, health and engineering have been the largest areas of study for Caribbean award holders overall. In recent years, there has been a slight decline in engineering and health studies and an increase in computer studies and finance and administration studies.

In the early 1990s, **Dr Satnarine Maharaj** was awarded a Commonwealth Academic Staff Scholarship to study MA Health Management, Planning and Policy at the University of Leeds. Currently a lecturer in community health at the University of the West Indies at Mona, Jamaica, he also spent a number of years as Chief Medical Officer for the Turks and Caicos Islands and Grenada.

'In the late eighties and early nineties, health sector reform was in full swing globally. Those of us in developing countries involved in any aspect of healthcare – teaching, research or service – recognised the need for further training to facilitate evidence-based interventions to improve efficiency, effectiveness and equity in the planning and delivery of healthcare services.'

'I was able to bring current thinking on the subject of health sector reform to the classroom and, when the opportunity arose to assume the responsibilities of Chief Medical Officer for the Turks and Caicos Islands, it allowed me to bring to bear all aspects of my knowledge gained as a result of my Commonwealth Scholarship.'

'The process of health sector reform in both islands, while not yet complete, has progressed significantly. I'd like to think that I've made some contribution in improving healthcare delivery for the people of these two islands.'

Assessing impact

What do Caribbean award holders go on to do?

This section provides some statistics based on the employment details of the 240 Caribbean alumni for whom we have up-to-date information. Figure 3 shows the fields of study of these alumni, which are relatively representative of our Caribbean award holders overall.

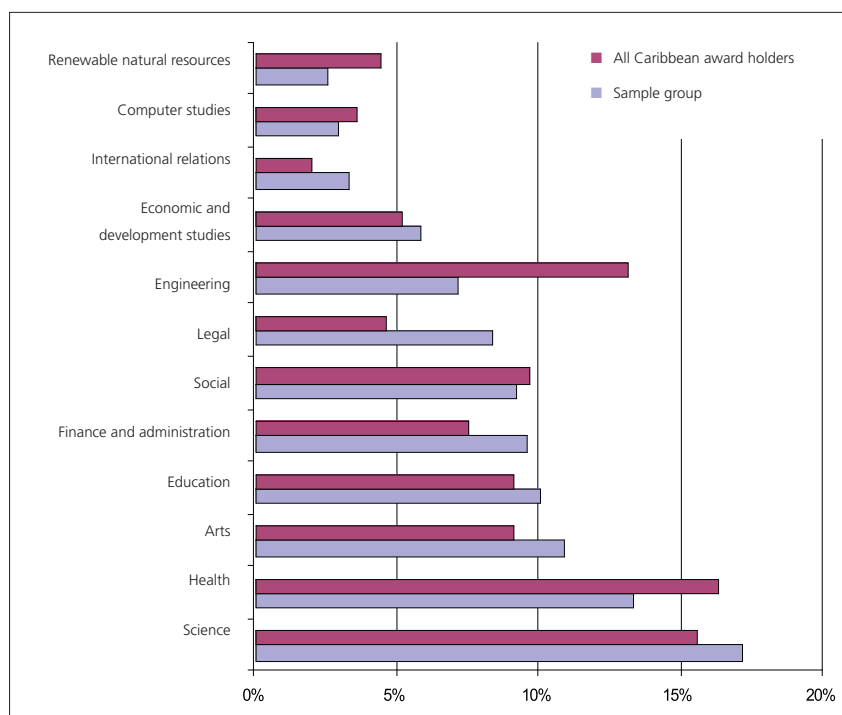


Figure 3: Fields of study of sample group and all Caribbean award holders

Geographical destination

In terms of the post-award destination of this sample group, the majority return to work in their own countries, with 75% currently working in their country of origin. A further 12% work within the Caribbean region, and the remaining 13% work elsewhere. Of these, 5% are in the UK and 7% are in the US or Canada.

All award holders are required by the CSC to sign an undertaking to return home on completion of their awards, to enable them to contribute to the ongoing development of their societies. It is therefore very encouraging that 87% of Caribbean alumni have returned to work within the Caribbean region. This is not to say that the Caribbean is not experiencing the negative effects of brain drain, but it does suggest that, for our alumni at least, the region is able to provide sustainable employment opportunities to retain a highly-skilled workforce.

Employment destination

In terms of the level at which this sample group is employed, the results, using ISCO classifications, show that the vast majority are classed as either Professional (69%) or Manager (28%).¹⁹ There is often an overlap with these figures, as many of our alumni work as a professional within a management role. For example, within higher education, many of our alumni are both a professor and a dean; in these instances, our alumni have been classed as Professional.

19 ISCO-CSC classification system based on the International Standard Classification of Occupations (ISCO) from the International Labour Organization (ILO) and the Standard Occupational Classification (SOC) UK classification (www.ilo.org/public/english/bureau/stat/isco/index.htm)

Table 4: Sample group by ISIC classification

ISIC categories	
Accommodation and food service activities	0.83%
Activities of extraterritorial organizations and bodies	3.75%
Agriculture, forestry and fishing	0.42%
Arts, entertainment and recreation	2.08%
Construction	0.42%
Education	44.17%
Financial and insurance activities	5.83%
Human health & social work activities	8.33%
Information and communication	1.67%
Manufacturing	0.42%
Mining and quarrying	0.83%
Professional, scientific and technical activities	12.50%
Public administration and defence; compulsory social security	11.25%
Unclassified	7.5%
Total	100%

In terms of economic sector of employment, the results, using ISIC categories, show that 44% are working in education, which is by far the largest single category of employment for this group.²⁰ This is slightly lower than the 63% of all respondents to the evaluation survey who work in education.

13% are working within professional, scientific and technical activities, a group that includes lawyers, engineers and researchers working outside universities. 11% are working within public administration, and 8% are working within the health sector. The fact that significant numbers are working in these sectors can be seen as positive in terms of the priority needs of the region.

Of those who work in education, 92% work in the higher education sector.²¹ Bearing in mind the fields of study of our award holders, this suggests that our awards are supporting higher education institutions in the Caribbean, thus playing a role in developing human capital, as discussed earlier. Further on, we will discuss the multiplier effect of those working in HE, and find that many of those working within education are also having a significant impact on other sectors of the economy, for example, those involved in increasing agricultural productivity and economic diversification through extension work.

The survey findings

We now go on to analyse responses from Caribbean award holders to the 2008 alumni survey.²² We will assess the impact that awards have had upon individuals, in terms of knowledge and skills gained, and how this has translated into practical application in the workplace, as well as the impact of our alumni on wider society, looking at priority areas in turn.

Who responded from the Caribbean?

There were 148 respondents from the Caribbean overall, with the largest group from Jamaica (26%), followed by Guyana (16%), Trinidad and Tobago (14%), and Barbados (11%). The remaining 33% of respondents were fairly evenly spread across the Caribbean, with at least one respondent from every Commonwealth country. This is commensurate with the overall regional composition of Caribbean award holders. 54% of respondents were female.

20 UN International Standard Industrial Classification of All Economic Activities (ISIC) classification system (www.unstats.un.org)

21 Although it is not unusual for a large percentage of our alumni across all schemes and countries to work in higher education, it should be noted that those working in universities often have a clearly identifiable presence on the internet. The up-to-date contact details and/or career achievements supplied by university web pages mean that these alumni form a significant portion of those who are contacted or identified as a result of tracer studies.

22 Percentages for scaled questions are calculated on the basis of the number of responses to each question. The majority of questions were answered by 95% or more of the survey respondents.

In terms of the decade in which these respondents studied, the vast majority were award holders in the 1990s and 2000s. This means that those currently reporting an impact are likely to continue having an increasing impact in their area of expertise for at least the next 30 years, as the average age of Caribbean Scholars at the time of award is 30.

Impact on individuals and institutions

Knowledge gained

Former award holders were asked to assess the extent of knowledge and skills gained during their studies; the responses were overwhelmingly positive. Over 99% of respondents from the Caribbean said that they had gained some knowledge in their field of expertise, with 91% reporting that they had 'significantly' gained knowledge as a result of their studies. 97% of Caribbean respondents also reported having had access during their award to equipment and expertise not available in their own country. Similarly, there was a positive response regarding the acquisition of skills, with 98% answering that they had increased their analytical skills, and 82% that they had acquired techniques for managing and organising people and projects.

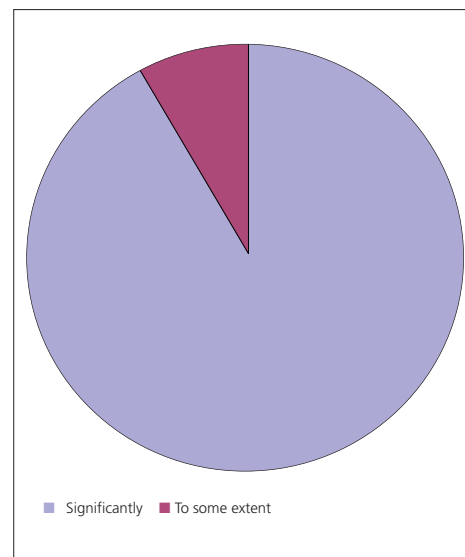


Figure 4: 'I gained knowledge in my field of expertise'

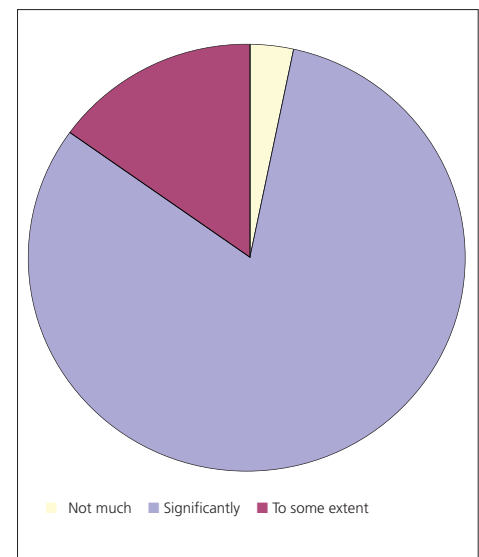


Figure 5: 'I accessed equipment and expertise not available in my home country'

Knowledge utilised

The impact of awards upon individuals can be seen through an assessment of post-award employment and promotion opportunities and overall career advancement. 68% of respondents who had been working before their award reported that they received a promotion on returning to their country of origin, with 86% reporting some form of advancement in their careers. 93% responded that the award had increased their ability to carry out their work. In terms of individual economic circumstances, 59% reported that their income is within the top 20% of their country, with 14% in the top 10%.

The impact upon institutions/organisations is harder to measure, but nevertheless 95% of respondents reported that they use the knowledge and skills gained as a result of their award in their current employment, and 88% believe that they have been able to introduce new practices or innovations in their organisation as a result.

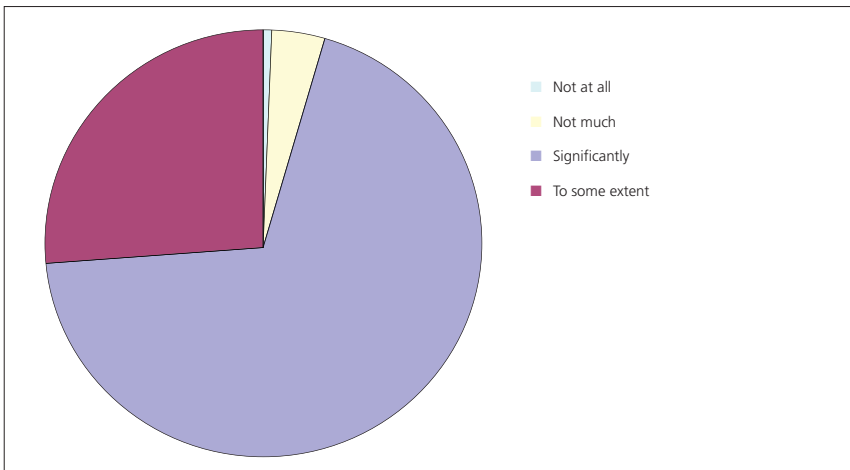


Figure 6: 'I use the specific skills and knowledge gained on award in my work'

International links and collaboration

In addition to accessing otherwise unavailable expertise and equipment, another benefit arising from the international nature of Commonwealth Scholarships and Fellowships is the encouragement of international links, collaboration and partnerships. Just under half of the Caribbean survey respondents (49%) said that they had maintained links with UK universities significantly or to some extent; 44% said the same of work contacts in the UK, while 71% maintained social contacts. 84% of respondents had maintained some or significant links in at least one of the categories asked about. Although these figures are lower than for the survey group as a whole, when taken together with the extensive participation of Caribbean award holders in the Professional Fellowship, Distance Learning and Split-site schemes and some of our case studies, evidence suggests that international links are contributing towards the impact of our awards.

Wider impact on society

We asked respondents to report impact in 12 key areas for development (see Box 1), a list compiled from the development priorities of the CSC and its funding bodies. Overall responses were very positive, showing high levels of engagement. Responses from Caribbean award holders were likewise very strong, in some respects mirroring the global sample, but in others showing interesting variation.

Untangling attribution – the precise role of the award – is a complex matter, and pathways to impact may vary from case to case.²³ However, looking at the evidence reported by respondents of their impact on their institutions and wider society, we would argue that the role of the award in this is highly significant. The case studies in the following pages bear this out, some explicitly stating the importance of the award to the impact claimed.



One of our most recent alumni, **Tonya Knight**, is currently working in the area of microfinance as a project analyst for the Caribbean Financial Services Corporation (CFSC), after

completing her MSc Management and Implementation of Development Projects at the University of Manchester in 2007. The CFSC is a development finance institution providing loans, equity financing and capital market services to small and medium sized enterprises in Barbados and the English-speaking Caribbean – a service essential to the growth of the economy through the encouragement of entrepreneurship and business innovation.

'In my capacity as a project analyst I am responsible for the identification and appraisal of projects, with subsequent responsibilities for implementation and supervision. This role is instrumental in enabling the organisation to fulfil its mandate to finance and supervise commercially-viable projects that add value to the productive sectors in the region, thus assisting in addressing the financing gap throughout the Caribbean – a gap that has been exacerbated by the downturn in the global economy. The relevance of our work has been underscored by my ongoing academic research in microfinance and international development, which continues to reveal the direct importance of development finance initiatives to Barbados and the Caribbean region, particularly via entrepreneurial development, increased employment opportunities and the generation of increased foreign exchange.'

'As a result of my Commonwealth Scholarship, I have been successful in gaining invaluable core skills and competencies that serve not only as foundations for development practice, but for everyday life as well. This has provided me with the opportunity to contribute to the social and economic development of Barbados and the Caribbean, an area that has become increasingly relevant with the onset of the current global recession.'

23 In-depth case studies examining this issue will form part of phase three of our evaluation programme



Dr Aweeda Newaj-Fyzul is one former award holder who has had a considerable impact on her home institution and her home country, in the area of Job Creation. A 2005 Split-site Scholar from Trinidad and Tobago, Dr Newaj-Fyzul spent 12 months at Heriot-Watt University as part of her University of the West

Indies' (UWI) PhD in Fish Disease and Pathology. She is based at UWI's St Augustine campus, where she lectures in fish health and microbiology. Dr Newaj-Fyzul also supervises postgraduate and undergraduate students in fish-related projects, as well as conducting her own research and acting as a consultant and training provider for Trinidad and Tobago's Ministry of Science, Technology and Tertiary Education.

Two of Dr Newaj-Fyzul's main achievements include the design and construction of an aquaculture unit at UWI, as well as the development of an aquaculture course for the government of Trinidad and Tobago.

'Aquaculture is now being introduced at the School of Veterinary Medicine, where there were no "fish labs" or aquaria previously. I have designed and built an aquaculture unit through funding received from the university. This project has led to four students undertaking Master's degree programmes in fish-related topics, where I am involved in supervision. I am in charge of the unit, which includes two technicians and three assistants.

'With the closure of a major portion of the agriculture sector in Trinidad, over 10,000 people were out of work. I assisted the government in retraining and retooling some of these workers into the field of aquaculture. I assisted in developing a course and assessment package for the government which has led to the training of over 300 people in aquaculture. Some have opened fish farms and others have even begun exporting fish. At present, I am still teaching this course for the ministry, and it has been extended to young people who have dropped out of school. The course is now integrated in the Caribbean region, and the students receive a Caribbean Vocational Qualification Level 1. We are working on attaining Level 2 presently. We are also looking at sustainable agriculture in the form of aquaponics, where the water used to grow fish is used for crop production, thus eliminating the need for nitrogen fertilisers. Two grow-boxes for vegetable crops were prepared next to the fish tanks, and the students have already reaped cucumbers and peppers.

Dr Newaj-Fyzul has also developed a Caribbean Vocational Qualification course in ornamental fish and tilapia production. She has recently facilitated discussions between the ministry and Herriot-Watt University to establish an aquaculture institute in Trinidad, which will serve the Caribbean.

Box 1: CSC development and leadership key priority areas

- Health
- Agricultural/Rural Productivity
- Quantity and Quality of Education
- Governance
- International Relations
- Social Inequalities and Human Rights
- Poverty Reduction
- Physical Infrastructure
- Environment Protection
- Conflict Resolution/ Humanitarian Assistance
- Scientific and Research Applications
- Job Creation

In line with our findings from the survey group as a whole, we found that a very high number of respondents from the Caribbean (89%; 131 respondents) reported having an impact on one or more of the 12 key priority areas. However, while a similar proportion reported involvement in specific projects (77%, as opposed to 81% of the whole survey group), a higher proportion reported influencing government thinking in one or more areas (51%, as opposed to 45%), with 47% (as opposed to 48%) reporting that they had contributed to wider socioeconomic impact.

Influencing government

Results suggest that our Caribbean alumni are well placed to influence government policy and priorities in key development issues. Most incidence of influencing policy was reported in the areas of Governance and Education, followed by Environment Protection. It is likely that the ability for more Caribbean respondents, compared to respondents from other regions, to influence government thinking is related to both the facts that the region is composed almost entirely of small states and that many of our award holders work in the public sector.

Priority areas

As Figure 7 shows, the number of respondents reporting impact in each sector in the Caribbean largely follows a similar pattern to that of all our respondents, with a few exceptions. While there were fewer respondents involved in Scientific and Research Applications and Health, the areas where Caribbean respondents did report more impact than the global sample – Governance, Environmental Protection, Quantity and Quality of Education, and Conflict Resolution/Humanitarian Assistance – are important ones for the region.

For this regional study, we have chosen to group the key priority areas into three major categories:

- Promoting green economic growth
- Building and sustaining the region's future
- Increasing stability, good governance and regional cooperation

This is a heuristic device, in part suggested by the issues and challenges for the region as discussed in section one, and it allows us to view findings in terms of the three comparable macro-level global development challenges described in DFID's 2009 White Paper.²⁴

24 DFID, *Eliminating world poverty: Building our common future*, White Paper (2009)

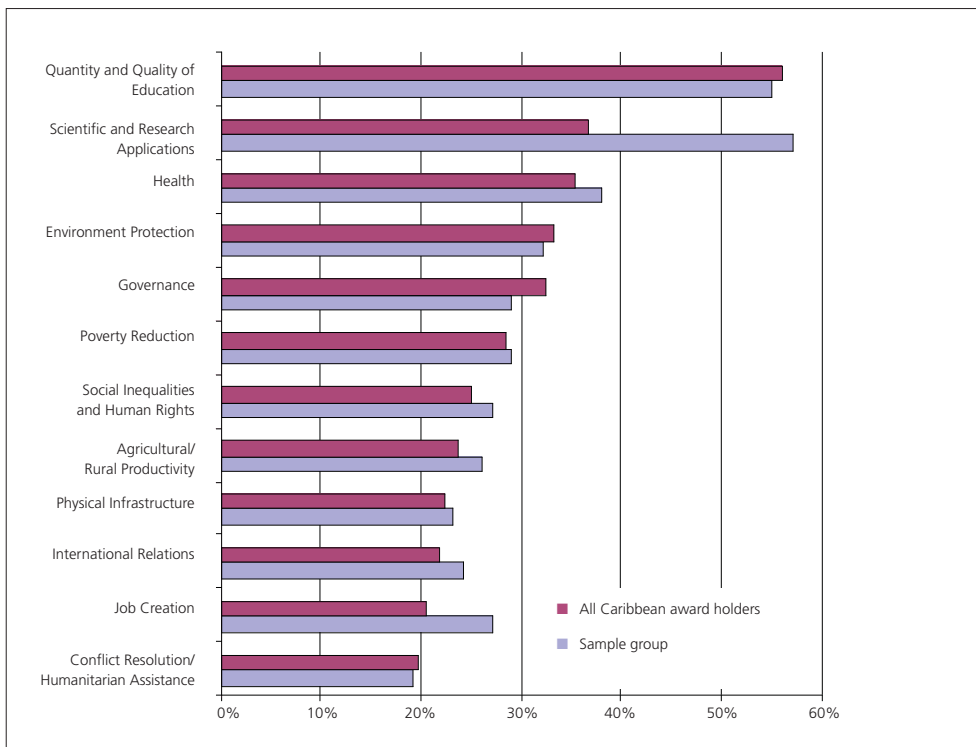


Figure 7: Reported impact in key priority areas

Promoting green economic growth

As has been noted previously, one of the major challenges for the Caribbean region is improving economic growth, and it has been suggested that the way forward lies in economic diversification and increased productivity (involving improved infrastructure), increased levels of foreign investment, and regional cooperation (this latter item will be addressed in more detail later). It is especially crucial for the region that this growth includes protection of the environment.

The key priority areas immediately relevant to this area are Agricultural/Rural Productivity, Physical Infrastructure, Job Creation, and Environment Protection (the last also being essential for sustainable development, which will be discussed further).

Agricultural/Rural Productivity

35 Caribbean alumni (23%) reported an impact in Agricultural/Rural Productivity; this compares to 26% of all respondents. 23 respondents reported being involved in projects, 11 influencing government thinking, and 11 having wider socioeconomic impact. 4 respondents reported impact at all three levels. These figures are just slightly lower than for respondents as a whole, and it seems less likely that the most recent graduates are involved in this area. However, as numbers are small, it is hard to draw any conclusions. With regards to subject background, respondents were fairly diverse, with only 4 of the 35 having specifically studied agricultural subjects, as opposed to 7, interestingly, having studied in the areas of business, accountancy and economics.

This is an important area of research and development for the Caribbean, as it moves from reliance on single products towards a more sustainable agricultural future. Looking in more detail at the impacts claimed, it seems that a significant number are working directly with farmers and in the community to enhance skills and expertise to increase diversification and productivity, for example, providing training and advice in the areas of seed production, tissue culture, aquaculture, the introduction of genetically-modified agricultural plants, and the local production of organic fertilisers and pest control products.

Cyril Matthew is one of our earliest award holders, receiving a Commonwealth Scholarship in 1961 to study BSc Rural Science at Aberystwyth University. Through his work for the St Lucia Banana Growers' Association and as Director of Agriculture and then Permanent Secretary of the Ministry of Agriculture, Forestry and Fisheries, he helped to modernise the banana growing industry and support training for future agricultural specialists.

'Upon my return to St Lucia in 1964, I was immediately seconded to the St Lucia Banana Growers' Association. St Lucia had just had a general election and field services had been drawn into politics. By the end of 1964, a reorganisation plan had been drawn up which formed the foundation for an effective field work team, albeit limited in technical agricultural knowledge. Reassuringly, banana production rose from 61,000 tonnes in 1964 to 86,118 tonnes in 1969. I was happy to be directly associated with the modernisation of the industry. Amongst the many initiatives implemented by 1969 were a fully established and reliable cost-effective crop dusting operation (aerial spraying) for bananas against sigatoka disease, and the construction of island-wide banana packaging plants for cost reduction and fruit quality improvement.

'In 1970, upon my recall to the Ministry of Agriculture, Forestry and Fisheries as Director of Agriculture, I was handed a similar organisational problem. There were few technical staff and most did not have adequate training. There was little enthusiasm for agriculture and related disciplines. With the enthusiasm of a few dedicated professional staff, we were able to attract students and form an agricultural college within the ministry. This college was formally recognised and assumed its place as part of the Sir Arthur Lewis Community College.'

Dr Valda Henry, from Dominica, was awarded a Commonwealth Scholarship in 1998. She gained her PhD in Finance from the University of Warwick in 2002, and subsequently returned to Dominica. Since then, she has been involved in a wide range of projects and activities and, as a result, was invited back to the UK by the CSC as a guest speaker at the launch of its Governance Network in 2005. Amongst her many achievements, she spearheaded the successful reform of the Dominica social security system, and has served on several boards and committees, including those of the Dominica State College, Dominica Water and Sewerage Company, Dominica Electricity Company, and the National Bank of Dominica. She has also served as a consultant to firms in both the public and private sector in the Caribbean, and has been a champion for good governance and the empowerment of human resources.

'One of the consultancies I worked on was the "Socio-Economic Impact of the Decline of the Banana Industry in Dominica". One of the recommendations was the need to create a social investment fund to help alleviate poverty and foster growth of the small business sector in traditional agricultural areas. The social investment fund has since been established as a statutory body and is successfully alleviating poverty and providing financial independence.'

Her activity does not stop there and, amongst other projects, she hosts and produces a twice-monthly television programme, *The Cutting Edge of Business*, aimed at educating and sensitising the public in areas of business. She also continues to serve as a visiting lecturer at the University of the West Indies, and is regarded as an expert on social security, corporate governance and human resource development in the Caribbean.

11 of these respondents worked in the higher education sector, some specifically detailing how they achieved their impact through extension work. 12 respondents worked in public administration. As an example, one former award holder, David Bynoe, is working as an agronomist for the Ministry of Agriculture and Rural Development in Barbados, developing organic farming in the Caribbean, thus reducing reliance on imports and the vulnerability this brings to developing economies.

Another alumnus, Dr Christopher Tufton, studied for a Doctor of Business Administration at the University of Manchester on a Commonwealth Scholarship from 1999-2002, and is now Minister of Agriculture in Jamaica. Dr Tufton has recently been focusing on the sustainability of the country's fishing industry, as well as food security.

Physical Infrastructure

Good physical infrastructure is a foundation for economic growth and sustainable development. Schools, hospitals, housing, and adequate drainage and water supply are essential if the Millennium Development Goals are to be met, while good transportation and telecommunications systems are vital to economic growth. In addition, this is an area of considerable importance for the Caribbean, as many states are repeatedly hit by natural disasters.

33 Caribbean alumni (23%) reported impact in the area of improving Physical Infrastructure in the region. This is the same proportion as for all respondents to the survey. This includes 23 respondents involved in specific projects, 10 influencing government thinking, and 7 having socioeconomic impact in this area. With regards to these respondents' fields of study, most (11) were in the fields of engineering and environment, followed by 7 who studied business, economics and accountancy subjects, and 5 studying education subjects. In terms of specific programmes, almost half of the Professional Fellows responding from the region (5 out of 11) reported an impact in this area, as compared to around one-third in the wider survey. As with the wider survey group, we found a strong crossover with environment protection, as 23 of these respondents reported an impact in that area also.

Respondents specifically mentioned work on transportation systems, hospitals and fire stations, water and geoinformatics, sewerage, development of new schools, school sanitation, and telecommunications.

Job Creation

The Caribbean is a region of states with varying rates of economic growth. Between 1998-2007, Trinidad and Tobago saw the fastest growth of any Commonwealth country.²⁵ This is promising, but many countries in the region carry significant debt and rely heavily on imports, leaving them economically vulnerable to global market fluctuations. Economic growth is arguably a priority area closely allied to the majority of other priority areas, aiding stability in the region and providing the economic strength to sustain and improve physical infrastructure, the provision of health and education services, and research activities. Job Creation is vitally important in revitalising the economy, reducing poverty levels, and minimising brain drain.

30 respondents (20%) reported having an impact in Job Creation, compared with 27% of overall survey respondents. Our alumni are able to have a multiplier effect, as evidenced by Tonya Knight, who is working in the area of microfinance, enabling numerous small businesses to flourish through the provision of small loans and access to knowledge and experience of the sector (see page 15).

25 Commonwealth Secretariat, *The Commonwealth Yearbook 2009* (2009)

Environment Protection

Impact in Environment Protection was the fourth most popular area for reporting impact amongst Caribbean respondents, behind Quantity and Quality of Education, Science and Research Applications, and Health. 49 respondents reported an impact in this area and there was considerable crossover, as might be expected, with the other priority areas in this section, with around 70% of those reporting an impact in Physical Infrastructure, Job Creation and Agricultural/Rural Productivity also reporting an impact in this area. 37 respondents reported involvement in specific projects, 19 influencing government policy, and 17 wider socioeconomic impact.

Of the 49 respondents reporting an impact in Environment Protection, 16 worked in the education sector and 13 worked in public administration. Where further details have been given, a number describe how their impact has been achieved through environmental research and analysis and through education programmes on environmental impact, for example, Keisha Garcia (see case study). Other examples concern the effect of phosphates in detergents, the trans-boundary movement of hazardous waste, and the certification of pristine forest.

Building and sustaining the region's future

The growth and sustainable development of any region is reliant on building a strong foundation with good public services and access to education and healthcare.

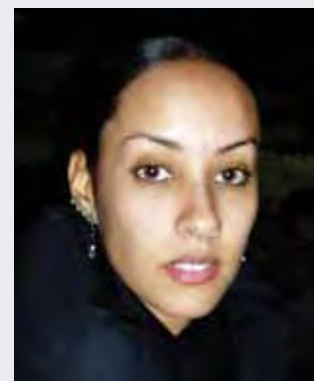
The key priority areas immediately relevant to this area are Quantity and Quality of Education, Health, Science and Research Applications, and Poverty Reduction. Continuing resource investment in these key areas is essential to building and sustaining the Caribbean's economy and infrastructure, as well as supporting good governance and stable societies.

Quantity and Quality of Education

The provision of education for all is an essential building block for sustainable growth in any region. Access to quality education, from primary to tertiary level, increases the opportunities open to individuals and ensures the future supply of a skilled workforce necessary for a region to achieve sustainable growth.

83 respondents (56%) reported an impact in Quantity and Quality of Education in the Caribbean, making this the area with the highest level of response. This is only 1% higher than the overall survey group. This includes 61 respondents involved in specific projects, 28 influencing government thinking, and 32 having socioeconomic impact in this area. The respondents reporting an impact in this area were from a range of subject backgrounds, but the largest group, 17 (20%), had studied in the field of education. This is in comparison to 5% of survey respondents overall, and 4% of all alumni, and reflects the large number of Caribbean survey respondents studying pure education subjects.

The majority of these respondents received their award in the last decade, thus demonstrating the potential immediacy of our alumni's impact in this priority area. In terms of crossover, 41 of respondents (49%) believed that they had also had an impact in Science and Research Applications, and 37 (45%) in Environment Protection. This crossover impact is unsurprising for the former, due to the large number of alumni that work in higher education, and promising for the latter, considering the role of education in altering the way that people interact with, and protect, their environment. There was also significant crossover impact in the area of Governance (35 respondents, 42%), with some respondents, such as Patricia George (see case study), working for the Ministry of Education in their home countries on completion of their studies.



Keisha Garcia held a Commonwealth Professional Fellowship at the United Nations Environment Programme (UNEP) World Conservation Monitoring Centre in Cambridge in 2006-2007, where she contributed to UNEP's efforts to develop and implement a strategy to follow up the Millennium Ecosystem Assessment.

She now works as a consultant to the Environmental Management Authority of Trinidad and Tobago, where she is principally responsible for production of the national *State of the Environment* report. Keisha has also assumed the role of Programme Coordinator at The Cropper Foundation, a small not-for-profit organisation in Trinidad and Tobago, where she has been employed in various capacities for the last seven years. She helps to give strategic direction to the foundation's programmes and provides managerial support to the organisation. She is also the lead person for the foundation's education programme.



Former Commonwealth Scholar **Dr Patricia George** returned to her home country of Antigua and Barbuda in November 2007, having completed her PhD in Mathematics Education at the University of Leeds. In 2008, she was offered the new position of Senior Research Officer at the Ministry of Education, Antigua and Barbuda. She is keen to explore the possibilities presented by this post, and to put the experience and knowledge gained during her studies into practice.

'I have special responsibility for teachers of mathematics at secondary school level in Antigua and Barbuda. This post is new and offers exciting possibilities, as I will be in the position of being able to define what the post means. Education in Antigua and Barbuda is fertile ground for conducting research, and particularly so in mathematics education, with the largely social role mathematics can play in a person's life. The post, though, is wider and offers the possibility for research in education in Antigua and Barbuda generally. There is a need for a better understanding of various issues in education, so that decisions and policies can be made from a more informed standpoint. The experience, knowledge and skills I have gained during my PhD studies will provide a sound platform for me to manage, organise and carry out such research in these areas.'

Health

52 respondents (35%) reported an impact in the area of Health. The crossover between subject area and impact is therefore particularly interesting, as 77% of those who felt that they had had an impact in the area of Health received their award for study in other subject areas.

40 of the 52 respondents reported involvement in specific projects, 14 influenced government policy, and 16 felt they had had wider socioeconomic impact.

After a Commonwealth Medical Fellowship at Middlesex Hospital, London, in the mid 1980s, **Dr Clarence Charles** returned to Guyana as the country's first gastroenterologist. He established an endoscopy unit at the West Demerara Regional Hospital, and later worked at Georgetown Hospital. He was also Medical Director of the School of Medicine at the University of Guyana, where he developed the Gastroenterology, Hepatology and Nutrition Unit. Dr Charles practised in Guyana for 11 years before taking up his current position as Medical Director of Rapha Medical Centre, in the Cayman Islands. Before leaving Guyana, he invited one of his graduate students to understudy and train with him and, in 2000, handed over his practice, thus ensuring that Guyana continued to benefit from having a practising gastroenterologist.

'My Commonwealth Scholarship allowed me to work at one of the leading centres in gastroenterology in the UK, under the supervision of eminent gastroenterologists. I participated fully in all the activities of this very active, ethnically diverse and highly-qualified clinical research-oriented unit. My experience in the UK was invaluable to my practice in the Caribbean.'

Examples of respondents' impact in this area include work on economic factors and HIV/AIDS, establishing a sickle cell clinic, establishing a school of nursing, work on diabetes, and research into managing nurse migration. As previously mentioned, our Professional Fellowship scheme has provided significant support in the areas of nursing in Guyana and diabetes in St Lucia.

The **Association of Guyanese Nurses and Allied Professionals in the UK** (AGNAP) has hosted six Commonwealth Professional Fellows – five nurses and one doctor – all working in the field of the care and management of sickle cell disease and thalassaemia. The Fellowships had particular focus on the area of pain control and the physical and emotional aspects of care, as well as greater insight into prevention through screening and developmental techniques. The knowledge and skills gained have been of great value to the Fellows and also their employers in Guyana, with one hospital commenting that it is 'extremely grateful for the exposure the Fellows have had whilst in the UK and is benefiting from special clinics that the Fellows are now able to offer and proud of the improved delivery service now being given to patients'. AGNAP, a group set up by Guyanese diaspora in 1988, has also benefited, as the Professional Fellowship scheme has helped to raise its profile with the government of Guyana and other contacts, as well as increasing its portfolio of activities in the UK.

The **St Lucia Diabetes Project** has hosted 11 Professional Fellows, with placements in the field of diabetes care at several London teaching hospitals. In 2008, a doctor and two nurses from St Lucia were placed at the Diabetes Centre at King's College Hospital. They were treated as part of the team and allowed to attend staff and clinical meetings. They also had the opportunity to attend in-house training sessions and, in addition, time was also spent at a GP surgery, where they were able to observe a diabetes clinic outside the hospital environment. The St Lucia Diabetes Project considers the Professional Fellowships to be a wonderful opportunity for the enhancement of diabetes care in St Lucia.

Science and Research Applications

This area is essential to meeting the goal of building and sustaining the region's growth. The priority areas of Health, Environment Protection, Agricultural/Rural Productivity and Poverty Reduction all rely on a strong research community to further knowledge and offer innovative solutions to the issues facing the Caribbean. A thriving scientific and research community also attracts talented individuals and counters the effects of brain drain, further contributing to sustainable economic growth.

Of the survey respondents, 54 (36%) reported an impact in the area of Science and Research Application, which is low in comparison to 57% of all survey respondents. This may be explained by the relatively young age of respondents and the length of time it can take to provide evidence of impact in this area. The majority of respondents, 23 (44%), had studied subjects related to the environment, including geography, and to science, technology and engineering.

There are clear examples of crossover impact, with respondents working on research projects to reduce the effects of natural hazards and applying knowledge to tackling the rise of violent crime in Jamaica.

Poverty Reduction

The Caribbean region is classified as middle income but there remains a wide gap between rich and poor, with significant numbers living in poverty.²⁶ Economic growth and poverty reduction are slowed by the region's high incidence of natural disasters. With 60% of the population living in coastal areas, these communities are vulnerable to the effects of natural disasters on the key economies of fishing and tourism.²⁷ Communities suffer as a result of high crime rates and subsequent insecurity and low investment, while dependency on imports leaves the poorest at risk from fluctuating food and fuel prices.

42 respondents (28%) reported having some type of impact in the area of Poverty Reduction, a figure in line with the proportion of overall survey respondents. This includes 27 respondents involved in projects in this area, 12 influencing government thinking, and 16 having wider socio-economic impact. There is understandably considerable crossover of impact with other key priority areas, with 28 (68%) also reporting an impact in Education, 26 (63%) in Governance, 25 (61%) in Social Inequalities and Human Rights and in Health, and 24 (59%) in Environment Protection. These are all areas which contribute to tackling the causes of poverty. With regards to field of study, the largest group, 10 respondents (24%), studied subjects related to economics and finance. Activities reported include conduct of the Caribbean Development Bank's Country Poverty Assessments and input into poverty reduction strategy, research on HIV/AIDS and poverty and on the informal sector, gender and poverty, work on empowering poor communities and civil society organisations, along with efforts to enhance food security as reported under the previous section on Agricultural Productivity

Increasing stability, good governance and regional cooperation

Stability and good governance are essential to create a positive environment for economic growth and sustainable development. For the Caribbean, in particular, strong international relations and regional cooperation are key to providing the best platform to compete in the global economy.

The key priority areas immediately relevant to this area are Governance, Social Inequalities and Human Rights, International Relations, and Conflict Resolution/Humanitarian Assistance.



Since completing his DPhil in Geography at the University of Oxford in 2004, **Dr Parris Lyew-Ayee** has worked in many sectors of Jamaican society, ranging from academia to the private sector. Dr Lyew-Ayee is currently Director of the Geoinformatics Institute at the University of the West Indies at Mona.

'I've been privileged to lead an organisation responsible for the development of the first GPS navigation system in the Caribbean, as well as leading numerous technological innovations centred around geographic information to solve real problems. I've been involved in numerous crime-related projects, from both analytical and operational perspectives for the police, army and correctional services. I'm involved in natural hazards projects aimed at reducing exposure and increasing awareness at the national, local, individual and corporate levels through the proper and fulsome application of technology to this critical area.'

26 Slusher, 'Caribbean Development Issues and Prospects'

27 DFID, *Ready to Grow*



Dr Judith Henry-Mowatt's Commonwealth Scholarship, awarded in 1998, funded her PhD in Toxicology at

the University of Manchester. She is now Director of the Forensic Science Laboratory at the Ministry of National Security in her home country of Jamaica. She has participated in drafting the terms and conditions for the operation of Jamaica's first sexual offenders' registry, and has written the proposal and submitted the relevant arguments for the establishment of a national DNA database. She has also been instrumental in the reorganisation and restructuring of the island's Rape Units. Internationally, she is Jamaica's forensic representative to Interpol and on the forensic sub-committee of the CARICOM Implementation Agency for Crime and Security, and is one of the country's representatives on the Caribbean DNA working group.

In addition, Dr Henry-Mowatt is also actively involved in training scientists of the future. As well as contributing to the development of a new Master's course in occupational and environmental health and safety at the University of the West Indies (UWI) at Mona, she also teaches the toxicology module on a part-time basis. With Jamaica soon to pass its first law regarding occupational health and safety, these new graduates will be well placed to meet the need for trained occupational health and safety inspectors. In 2007, she was appointed Adjunct Associate Professor of Forensics at the University of Technology, and is fully engaged with the establishment of a BSc programme in forensics at the institution, the first of its kind in the Caribbean. An MSc in forensic science will be launched at UWI in 2010, and Dr Mowatt will serve as a lecturer in one or more of the forensic disciplines.

Governance

Strong governance and an efficient public sector are essential for a country to achieve the stability and security which fosters economic growth and provides ongoing support for developing infrastructure and the provision of quality education and health services.

With 48 respondents (32%) reporting an impact in Governance, this is one of the larger response groups for the Caribbean region, compared to 29% for overall survey respondents. This includes 27 respondents involved in projects in this area, 28 influencing government thinking (the joint highest area for this level of impact), and 16 reporting wider socioeconomic impact. In terms of crossover impact, 73% of this group also reported an impact in Education and 63% in Environment Protection. 23% of this group studied subjects that we have defined as related to governance, including social policy and administration and law, and 19% of the group studied education-related subjects.

Examples of activity in this area include work on the Caribbean Development Bank's strategy on governance, involvement in local government reform, and work for government agencies to enhance the region's security. In addition, a number of respondents specifically mentioned their work in the field of law. Khamisi Tokunbo (Commonwealth Scholar, LLB Law, School of Oriental and African Studies) established the first Office of the Director of Public Prosecutions in Bermuda. Professor Stephen Vasciannie (Commonwealth Scholar, DPhil International Law, University of Oxford) is a member of the UN International Law Commission and a Professor of International Law at the University of the West Indies at Mona, Jamaica; a former Deputy Solicitor General, he has advised the government on several legal matters, including human rights issues, the establishment of the Caribbean Court of Justice, and issues pertaining to the Caribbean Community (CARICOM).

Social Inequalities and Human Rights

Many countries within the Caribbean region have achieved middle income status, but a large proportion of the population remains in poverty. The wide gap between rich and poor and the resulting inequity of access to social services undermine the region's drive towards stability and sustainable growth.

37 respondents (25%) reported an impact in Social Inequalities and Human Rights, which is slightly lower than the figure for all survey respondents. 22 respondents were involved in a specific project within this field, 14 influenced government thinking, and 12 felt that they had achieved a wider socioeconomic impact. Responses show that our alumni are contributing to improving equality of access and opportunity through their work. It is unsurprising that there is a great deal of crossover impact with other priority areas, with over 60% of respondents in this group also reporting an impact in Governance, Poverty Reduction, Quantity and Quality of Education, and Health. Alumni activity in this area includes working with teenage mothers to encourage them to continue with their education, and lobbying for maternity pay for public servants.

International Relations

The importance of regional integration in aiding strong economic growth has been highlighted earlier in this report, and its success relies on the strength of relations between countries in the Caribbean. It is also important to maintain good international relations with non-Caribbean countries, which are essential to the region in negotiating its geopolitical position and sustaining good trade relations.

32 Caribbean respondents (22%) believe that they have had an impact in the area of International Relations, compared to 24% of all survey respondents. 20 respondents were involved in projects in this area, 14 influenced government thinking, and 9 had wider socioeconomic impact. Although only a small proportion of Caribbean alumni studied in this area, and only 3 survey respondents specialised in it, many alumni work in governance or are involved with international and regional organisations in addition to their main employment. A number of respondents have been involved in the Caribbean Community (CARICOM), including a former general consul, and the Caribbean Court of Justice, and a significant number have worked with and for the UN and the Caribbean Development Bank.

Conflict Resolution/Humanitarian Assistance

Maintaining stability in society necessitates working towards the resolution of conflict as quickly as possible. In recent years, Caribbean Commonwealth countries have not experienced significant political or ethnic tensions, but high rates of violent and gang-related crime have left some communities feeling threatened and vulnerable.

29 respondents (20%) reported an impact in the area of Conflict Resolution/Humanitarian Assistance, making this the smallest response group for the Caribbean, in line with only 19% of all survey respondents. This includes 21 respondents involved in projects in this area, 7 influencing government thinking, and 4 reporting wider socioeconomic impact.

In summary...

Although the grouping of our key priority areas into these three challenges is open to debate, and there could certainly be a great degree of overlap, this categorisation has allowed us to demonstrate that our alumni are contributing widely towards meeting the challenges facing the Caribbean and that much of their work is highly relevant to regional issues. 49% of Caribbean respondents claimed an impact in at least one of the priority areas that we have grouped as promoting greener economic growth, 78% to those grouped as sustainable development, and 47% to those grouped as increasing stability, good governance and regional cooperation. The next phase of the CSC's evaluation programme will look in more detail at specific sectors and cases. In this report, however, the examples and data have provided a picture of our Caribbean alumni as having an impact – through research, education, involvement in specific projects, advising governments, and work for international and intergovernmental bodies – on high-priority issues for the Caribbean, including increasing economic productivity, addressing crime and countering climate change.



Professor Rose-Marie Belle Antoine was a 1998 Commonwealth Scholar at the University of Oxford, where she studied for a DPhil in Law. She is currently Professor of Labour Law and Offshore Financial Law and Deputy Dean at the University of West Indies (UWI) at Cave Hill, Barbados.

As well as working and consulting on an international basis, Professor Antoine lectures in labour law at UWI and is an attorney-at-law. She was also St Lucia's First Lady when her husband, Dr Kenny Anthony (also a former Commonwealth Scholar), was Prime Minister from 1997-2006, and during this time she authored several books, won prestigious awards for research, and engaged actively in university administration. Professor Antoine relishes the opportunity provided by such leadership roles to be involved in community and social work.

The international dimension of the Commonwealth Scholarship and Fellowship Plan is important to Professor Antoine, and she appreciates the chance it gives to people from small countries to work with other scholars at leading international universities. She feels that this interaction with people from different countries can help to dispel myths about the abilities of a given region.

'I have sought to be global in my approach and my books do have an international audience. Perhaps I would not have had the confidence to speak to the world had I not entered the Commonwealth Scholarship family.'

Conclusion

In a region striving to sustain and improve development gains in the wake of the global financial crisis and facing the brunt of the effects of climate change, the demand for knowledge, skills and expertise could not be greater. In this report, we have argued that higher education, and international scholarships in particular, have an important role to play. As part of the CSC's evaluation programme, we have examined the scope of award provision to the Caribbean region over the past 50 years and examined evidence of the impact of our alumni in areas of key importance for Caribbean development.

- Our overview of development issues in the Caribbean highlights a need for skills and expertise to increase productivity and diversify economic activity, improve infrastructure, improve disaster preparedness, and tackle climate change along with high levels of crime and social inequality, and a particular emphasis on regional cooperation.
- We have argued that higher education and international scholarships can play a role in meeting these needs and global development challenges through building individual expertise and institutional capacity, and specific research.
- The CSC's current evaluation programme measures the extent to which its programmes are meeting these objectives.

From the analysis of data relating to all awards to Caribbean citizens, we found that:

- awards to Caribbean citizens have increased, from an average of 17 per year in the 1960s to an average of 27 per year in the 2000s, and have been widely spread across Caribbean Commonwealth countries
- while 'general' Scholarships continue to make up the majority of awards, other awards have diversified, with new schemes such as Distance Learning Scholarships and Professional Fellowships making up a substantial proportion of awards in the 2000s. These new awards are flexible, embrace a wider range of professions, and are likely to have a more immediate impact in the workplace and subsequent positive effect on the region
- reflecting higher education trends in the region, the early predominance of male award holders (10:1 in the 1960s) has been reversed, and in the 2000s just over 60% of award holders were female
- science, health and engineering have been the largest areas of study for Caribbean award holders overall. In recent years, there has been an increase in computer studies and finance and administration studies

From analysing the employment data of 240 Caribbean alumni and survey data from 148 Caribbean respondents, we found that:

- the majority of our former alumni are working in their home countries, in professional and managerial roles in higher education and other sectors relevant to the region's needs
- of 240 Caribbean alumni for whom we have up-to-date employment details, 87% are currently working in the Caribbean region (75% are working in their home countries, with a further 12% working in other Caribbean countries)
- regarding impact on individuals and institutions, survey results from Caribbean respondents echo the positive results from the full survey. Over 99% had gained knowledge and skills through their awards, and 94% had had access to equipment and expertise not available in their home countries
- 86% of Caribbean respondents reported advancement in their careers as a result of their award. 95% reported that they use skills and knowledge gained in their employment, and 88% believe that they have been able to introduce new practices or innovations in their organisation as a result of these

- Caribbean respondents also reported extensive engagement in 12 priority areas which can be grouped under the high-level development challenges of promoting green economic growth, building and sustaining the region's future, and increasing stability, good governance and regional cooperation. 89% of respondents reported impact in one or more areas
- over half of the respondents from the Caribbean reported having influenced government thinking in one or more of the priority areas (51%, as opposed to 45% of all respondents), while 77% reported involvement in projects, and 47% reported having a wider socioeconomic impact (81% and 48% for all survey respondents)
- in terms of the volume of responses for priority areas, results for the Caribbean were broadly similar to results overall, with some variation
- the top priority areas where Caribbean respondents reported impact were Quantity and Quality of Education, Science and Research Applications, Health, Environment Protection, Governance, and Poverty Reduction
- evidence from 11 case studies shows impact in more detail, in some cases describing the part played in this by the award
- there is considerable crossover between impacts. This was particularly positive, for example, in terms of Environment Protection, with those reporting impact in this area also doing so in other fields, such as Agricultural/Rural Productivity, Physical Infrastructure, and Quantity and Quality of Education
- our respondents participate considerably in both international and regional organisations, which is positive in terms of the need for regional cooperation and strong international relations

Our evaluation programme to date has provided us with significant evidence that our programmes are meeting their objectives. We have been able to draw on a database of all our award holders, along with a large-scale survey of alumni, to conclude that our awards have provided a wide range of training at various levels in relevant fields for leadership and development. Our respondents confirm that they acquired relevant skills and expertise that would not otherwise have been available, and that they subsequently put these skills into use, giving detailed examples of the impact that they have had. This report focuses on awards to the Caribbean, and we have documented the range of provision of awards to the region and what our alumni have gone on to do, with particular regard to current global developmental challenges and regional issues. From the data in this report, we conclude that we are providing training that is relevant to greener economic growth, sustainable development and increasing stability and regional cooperation, and our survey respondents demonstrate how they have and are putting this training into use in areas which are important for the region. Such impact areas strongly reflect the objectives of our stakeholders. The next stage for the CSC is to further quantify and verify the nature of this impact, in regards to particular sectors and programmes, and to ensure that the evaluation process is ongoing, allowing for continuous review and improvement of its programmes, so that these can continue to have a positive impact for years to come.

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Appendix 1

Most popular UK institutions for Caribbean award holders

UK Institution	Number of Caribbean award holders
Imperial College London (including Wye Campus)	71
University of Manchester (including University of Manchester Institute of Science and Technology (UMIST))	71
University of Edinburgh	49
University of Birmingham	48
University College London	46
University of Reading	44
University of Leeds	43
Institute of Education, University of London	31
London School of Economics and Political Science	30
University of Cambridge	30

The Commonwealth Scholarship Commission in the United Kingdom (CSC) is responsible for managing Britain's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP).

The CSC supports around 750 awards annually. Awards are funded by the Department for International Development (for developing Commonwealth countries) and the Foreign and Commonwealth Office and the Department for Business, Innovation and Skills in partnership with UK universities (for developed Commonwealth countries). The CSC makes available seven types of award, and also nominates UK citizens for scholarships to study in other Commonwealth countries under the CSFP.

The CSC is a non-departmental public body in its own right, and members are appointed in line with the Code of Practice of the Office of the Commissioner for Public Appointments. The Commission's secretariat is provided by the Association of Commonwealth Universities; financial and welfare support for scholars is provided by the British Council.

The CSFP is an international programme under which member governments offer scholarships and fellowships to citizens of other Commonwealth countries. The Plan was established at the first Commonwealth education conference in 1959 and is reviewed by Ministers at their triennial meetings – the only scholarship scheme in the world to receive such high-level recognition.





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